

Job Tenure as Correlate of Job Satisfaction among North-west University Mafikeng Campus Employees

Mamorare Lerato and O. I. Oladele

North West University Mafikeng Campus South Africa

E-mail: oladele20002001@yahoo.com

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ABSTRACT This study examines the relationship between job tenure and satisfaction among North- West University Mafikeng campus employees. Job tenure was operationalised as the period an employee has taken in the current work place (organization) and as working experience which is the cumulative number of years an employee has been on a professional career. This is predicated on the fact that job tenure has not received enough research attention as a determinant of job satisfaction like all other variables that have been isolated in the literature. The population of the study is all academic and support staff of North-West University Mafikeng campus. Forty employees were selected randomly from academic and support (non-teaching) employees to give a sample of 80. Data were collected using a structured questionnaire and subjected to analysis using SPSS. Frequency count and percentages were used to describe the data, while t-test statistics was used to compare job satisfaction and job performance between categories of employees. Also a correlation was used to test for relationship between job tenure and job satisfaction. The results show that 33 percent of academic employees were between 46-55 years. The results on gender of the academic employees shows 80 percent were males; 65 percent were married, 58 percent had at least Masters Degrees. The result further shows that most of support employees 55 percent had stayed in the same institution for more than 15 years. The majority of support employees earn less than R250 000 whereas the majority of the academic employees are earning above R400 000 per annum. The results shows that there is significant difference in job satisfaction between support and academic employees ($t = -2.48$, $p < 0.05$). Significant determinants of job satisfaction of support employees were age ($t = 1.76$), work experience ($t = -3.09$), job tenure ($t = 2.56$) and income ($t = 2.35$). Significant determinants of job satisfaction of academic employees were job tenure ($t = -2.32$), work experience ($t = 2.43$), job position ($t = 2.18$) and type of employment ($t = -2.12$).

INTRODUCTION

In 1980, the University of Bophuthatswana (UNIBO) was built with the help of the Mafikeng Community, and functioned from 1980-1994 until the change of government to a democratic South Africa. The same institution changed its name to University of North West (UNIWEST). In 2004, UNIWEST merged with the Potchefstroom University and Vista University (Vaal campus) as a multi-campus institution due to the policy for higher education and training. After the merger of these three universities, the North -West University (NWU) was established. NWU has an Institutional Office in Potchefstroom and three campuses which are Potchefstroom campus, Vaal campus in Vanderbijlpark and Mafikeng campus in Mafikeng (NWU 2010).

The North-West University (NWU) Mafikeng campus is organized into five faculties which are the Faculty of Agriculture, Science & Technology (FAST), the Faculty of Law, the Faculty of Human & Social Science (HSS), the Faculty of Commerce & Administration and the Faculty of Education. Each faculty is divided into departments along

academic programmes. On the Mafikeng campus, there is also a library, an Academic Development Centre, the Soccer Institute and the Centre for Applied, Radiation, Science and Technology. Each academic department has support (non-teaching) staff in addition to the lecturers.

Universities as the centers for imparting higher education in the modern world are expected to seek and cultivate new knowledge, provide the right kind of leadership in all walks of life and strive to promote equality and social justice. The university system has to stress and pursue important inter-related elements namely excellence; modernization; interaction and self-reliance. True pursuit of excellence in all spheres of activities will help imbibe and nurture in the university life. The qualities of humanism, tolerance, reason and adventure of idea, search of truth help for leading humanity towards higher objectives. Modernization in terms of courses, facilities, evaluation methods and faculty gradation will in turn enrich teaching, research, examination systems and extension activities of the university as an organization.

Miller (2002) notes that the key to performance is to create an environment for intrinsic motivation,

using four incentives (competency, empathy, autonomy and fulfillment). Green (2000) indicated that employees are motivated by what they intrinsically believe is going to happen, not by what managers promise (extrinsic) will happen. Managers can motivate employees by setting in motion the conditions required for motivation, namely, confidence, trust and satisfaction and creating an environment that reinforces those conditions. Pollock (2002) reported that recognition, interesting work and responsibility which are three of Herzberg's motivators, as being crucial in motivating people. Sometimes all it takes to satisfy this deep desire is a sincere "well done", preferably delivered in front of their peers. Making people work interesting means driving away boredom because it's a great de-motivator. Giving people additional responsibilities implies not only giving them extra work, but work that is important and requires a higher level of knowledge and skill. In a study using Herzberg's theory to compare what motivates public – and private sector employees, Leach and Westbrook (2000) showed that in employees of both sectors, the motivation to work tended to emphasize intrinsic, motivating factors. The other interesting result of their work was that public-sector workers tended to value extrinsic or hygiene factors significantly more than did workers in the private sector (Leach and Westbrook 2000). A common argument could have been that intrinsic factors would be ranked as the most important influences on job satisfaction while extrinsic components would be ranked as being of low importance by workers. Therefore, it seems that items which could be identified as intrinsic motivators and meeting expectations are an important part of achieving high levels of job satisfaction or at least preventing dissatisfaction. (Savery 1996).

According to several authors (Ramlall 2004; Knight 2004 and Kamarul et al. 2003), job satisfaction is the result of various attitudes possessed by an employee towards his job. These attitudes may be related to job factors, such as wage, job security job environment, nature of work, opportunities for promotion, prompt removal of grievances, opportunities of participation in decision making and other fringe benefits. Job satisfaction may thus be defined as an attitude which results from a balancing and summation of many specific likes and dislikes experienced by an employee in the performance of his job; or an employee's judgment of how well his job, on the whole, provides opportunities to satisfy his needs.

It refers to one's job, his general adjustment and social relationship in and outside his job. This satisfaction and dissatisfaction with one's job depends upon the positive or negative evaluation of one's own success or failure in the realization of personal goals and perceived contribution of the job to it (Chaugule 2010).

The effectiveness of an organizational structure has been closely linked to the level of job satisfaction among the workers (Kaya 1995). Job satisfaction is an important organizational variable which can either be an independent or dependent one (Knight 2004). The dependent factors include the individual characteristics (values, interests, needs, attitudes); the characteristics of the organisation (reward practices, physical work environment, colleagues, immediate supervisor) and the characteristics of the job (types of intrinsic rewards, the degree of autonomy, the amount of direct performance feedback, the variety of tasks (Chesney 1992). Job performance helps provide a common understanding of what job behaviours constitute. Campbell (1990) defines job performance as only the behaviour or actions that are relevant to an organization's goals, and not the consequences or results of an action but rather the action itself.

Job tenure is another worker related variable that has been found to be a significant correlate of job satisfaction. Job tenure has been conceptually defined as the number of years in which an employee has taken up the first job position as a professional. Nauman (1993) and Kamural et al. (2003) found a statistically significant but weak relationship between job tenure and job satisfaction. However, Mirfakhrai (1991) found a statistically significant but weak positive relationship between job tenure and job satisfaction. Organizational tenure is another worker related variable that has been found to have significantly correlated with job satisfaction. Organizational tenure was defined as the number of years an employee has been working in the present organization Mirfakhrai (1991) found a statistically significant weak and negative relationship between organizational tenure and job satisfaction. Nauman (1993) however found a statistically significant but weak positive relationship between organizational tenure and job satisfaction.

In this study job tenure was operationalized as the period an employee used in the current work place (organization) and as working experience which is the cumulative number of years an

employee has been on a professional career. Job tenure is however dependent of the recruitment policy of the university. According to the North-West University recruitment policy, the University shall always attempt to recruit, select, appoint and retain the best available employees in order to promote academic, professional and administrative excellence. The University rejects unfair discrimination, whether direct or indirect, on all listed grounds, including but not limited to race, sex, marital status, religion or creed, age, HIV status, culture, pregnancy, language, sexual orientation, colour, ethnic or social origin and disability. When vacant posts are filled, it will be done according to the employment equity policy and plan (North-West University 2010).

Also, selection and appointment are done through a scientific, professional and transparent approach taking into consideration: the needs in the specific environment where the vacancy exists; the availability of suitable candidates with the required knowledge, skills, attributes, qualifications and/or registrations, experience or, where appropriate, sufficient potential. No candidate shall be excluded purely based on a lack of experience; employment equity strategies and/or policy; fairness, and objectivity. Line managers responsible for appointment decisions must guard against any form of nepotism and all posts are filled by means of advertising and/or recruitment, provided that posts are at least advertised internally, and where it is motivated and within budget, posts are also advertised externally. Where an applicant is recruited from another country, the line manager must adhere to the regulations of the Department of Home Affairs, in co-operation with Human Resources. The recruitment process has implications for the workers and associated issues of job tenure and job satisfaction. The North-West University has got a pool of employees with different socio-economic, educational and racial background. These characteristics affect job satisfaction and performance. In terms of job placement, employees often have different job tenure which also affects job satisfaction. The main objective of this study is to determine the effect of job tenure on job satisfaction among the North-West University, Mafikeng Campus employees. Specific objectives are to: ascertain the effects of job tenure on job satisfaction, identify the personal characteristics of employees and determine differences in job satisfaction among employees. Also significant relationship between job tenure, job satisfaction and personal characteristics were explored.

METHODOLOGY

The Mafikeng Campus of the North-West University is located in the capital of the North West Province and has an international ambience, with students from 22 different countries enrolled in its five faculties. The Campus has a rural atmosphere, with buildings and a safe environment. The Global Position System coordinates of its position are S25°49'44" and E25°36'32" (North-West University 2010). The university is physically located at the corner of Dr Albert Lithuli and University drive. North-West University, Mafikeng campus was started in 2004, as one of the multi campuses of the merged institutions with five faculties, Academic Development Centre, Centre for Applied, Radiation, Science and Technology, Library, Soccer Institute, maintenances and administration. In 2010, Mafikeng campus had a total of 4754 First year student and the overall student population on the campus is 8301.

The population of the study is academic and support employees of the North-West University Mafikeng campus. According to the University Human Resource Department, 2010 there are 332 Academic staff and 434 support staff to give a total of 766. In terms of gender, there are 473 male employees and 293 female employees. There is a wide range of race among employees with 691 African; 47 Whites; 11 Indians and 17 Coloured, and are divided into categories such as teaching (academic), non teaching (support), technicians, sports staff, librarians, maintenance, counseling, legal aid advisors and administrative staff. According to the Human Resource Department of the North-West University (2010), there are 332 academic staff and 434 support (non-teaching) staff. From the list of each of the category, a simple random sampling technique using table of random numbers to select forty (40) from each group of employees to give a sample of eighty (80).

Data were collected using a structured questionnaire which was made of two sections namely: personal characteristics and job satisfaction. The section on personal characteristics elicited information on variables such as age, gender, marital status, educational level, job tenure, working experience, job category, job position, salary grade, studying for higher degrees, number of modules per semester, number of supervisees, membership of committees, membership of professional bodies, areas of specialization, type of employment, religion, and number of dependants

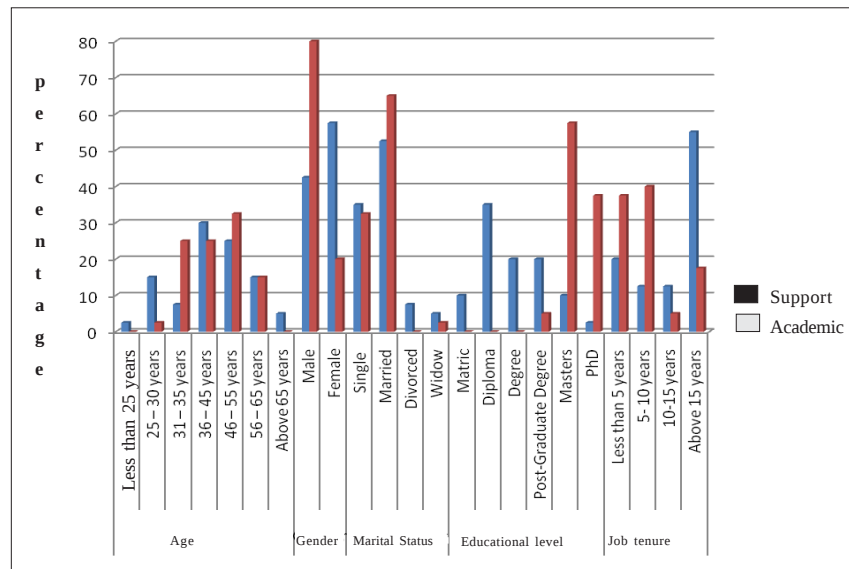
and sources of information. The scale on job satisfaction consist of 40 items anchored on 5 point Likert-type scale of Not Satisfied (1), Least Satisfied (2), Fairly Satisfied (3), Almost Satisfied (4), Most Satisfied (5). These scores were reversed for negative statement. The maximum score on the job satisfaction scale is 200 while 40 is the minimum. The questionnaire was face validated by senior management employees and Lecturers in management sciences. A split half technique was used to test for the reliability of the instrument; an r coefficient of 0.85 was obtained from the reliability test. Data collected were sorted, coded and subjected to analysis using SPSS. Frequency count and percentages were used to describe the data. While t-test statistics was used to compare job satisfaction between categories of employees, a correlation was used to test for relationship between job tenure and job satisfaction. The relationships between the independent variables of the study and job satisfaction were explored with multiple regression analysis.

RESULTS AND DISCUSSION

From Figure 1, the results on age show that 33 percent of academic employees were between 46-55 years. It was a wide belief that academic employees at this age are on their highest

qualification level, whereas among support employees 3 percent were less than 25 years, this was due to the fact that the people of that age are still in their academic advancement stages. The results on gender of the academic employees shows 80 percent were males and about 20 percent were females. Males are more dominant in academic activities compared to the female, although females are not left out. The results further show that most academic employees were unmarried. In the interview conducted, 65 percent were married and 3 percent were widowed, this percentage may prove that academic employees have responsibilities at the home front which may interfere with the professional life. From the study it was found that the majority, 58 percent of the academic employees in the study had at least Masters Degrees and 38 percent had doctoral degrees, while with the support employees, majority had between Matric 10 percent and 20 percent BSc degree. The trend of qualification among academic employees may be due to the requirements of the job as against the support staff where Matric educational level is required in most positions.

The result further shows that most of the support employees 55 percent had stayed in the same institution for more than 15 years, as compared to 5 percent of the academic employees who had between 10 and 15 years job tenure.



Personnel characteristics

Fig. 1. Distribution of support and academic employees according to age, gender, marital status, educational level and job tenure

Findings on Job Characteristics

From Table 1 many of the academic employees (35 percent) had above 20 years working experience whereas 5 percent of support employees were between 6-10 years working experience. The majority of support employees earn less than R250 000 whereas the majority of the academic employees earn above R400 000 per annum. The table shows the distribution of studying for higher degrees, 73 percent of the support employees were not studying for higher degrees. This shows that the support employees were not seeking to update their qualification. Number of modules per semester, number of supervisees, membership of committees and membership of professional bodies are not applicable to support employees, the proportion of academic employees indicated positive response were 95 percent, 85 percent, 52 percent and 95 percent respectively. The greater proportion of academic employees was from the Faculty of Commerce and Administration (28 percent) and Faculty of Agriculture, Science and Technology (30 percent). This may be due to the fact that these are the largest faculties of the institution.

It was found that most academic and support employees were Christians at 93 percent for both employees as compared to other religions, Muslim was found to be about 3 percent of the employees while other religion were 5 percent. According to the study, it was discovered that 83 percent of support employees had dependents of between 1 and 3. Prominent sources of information among support employees were internet (30 percent) and newspaper (35 percent), which may be due to the fact that general information could be retrieved from these sources, since they are not specialized information sources. However, among the academic employee 655 indicated the use of multiple sources of information.

Table 2 shows the distribution of support and academic employees based on the extent of job satisfaction. The scale was made of 40 items covering work, work environment, reward system, advancement (52 percent), relationship with manager (50 percent), relationship with subordinates (60 percent), qualification for job (70 covering work, work environment, reward system, working conditions and relationship with co-workers. Employees indicated their satisfaction with the items on the scale using a 3-point scale of not satisfied, fairly satisfied and satisfied. The support employees were satisfied with working

Table 1: Job characteristics of support and academic employees

Variables	Support frequency (%)	Academic frequency (%)
<i>Working Experience</i>		
Less than 5 years	7(17.5)	69(15.0)
6 -10 years	2(5.0)	11(27.5)
11- 15 years	7(17.5)	5(12.5)
16- 20 years	13(32.5)	4(10.0)
Above 20 years	11(27.5)	14(35.0)
Academic staff	3(7.5)	39(97.5)
Support staff	37(92.5)	1(2.5)
<i>Job Position</i>		
Messenger	3(7.5)	0(0)
Secretary	8(20.0)	0(0)
Admin Officer	21(52.5)	1(2.5)
Manager	5(12.5)	0(0)
Lecturer	0(0)	28(70.0)
Senior Lecturer	0(0)	9(22.5)
Directors	0(0)	0(0)
Professor	1(2.5)	2(5.0)
<i>Salary Grade</i>		
Below R100 000 per annum	6(15.0)	0(0)
R101 000–R200 000 per annum	15(37.5)	5(12.5)
R201 000– R250 000 per annum	9(22.5)	5(12.5)
R251 000– R300 000 per annum	3(7.5)	7(17.5)
R301 000– R400 000 per annum	3(7.5)	15(37.5)
Above R 400 000 per annum	3(7.5)	8(20.0)
<i>Studying for Higher Degree</i>		
Yes	11(27.5)	22(55.0)
No	29(72.5)	16(40.0)
<i>Number of Modules per Semester</i>		
1-5	N A	38(95)
Above 5	N A	2(5)
<i>Number of Supervisees</i> 1-5	N A	34(85)
Above 5	N A	16(15)
<i>Membership of Committees</i> 1-5	N A	21(52.5)
Above 5	N A	19(47.5)
<i>Membership of Professional Bodies</i>		
1 -5	N A	38(95)
Above 5	N A	2(5)
<i>Area or Specialization</i>		
Faculty of Agric, Science & Technology	N A	12(30.0)
Faculty of Law	N A	4(10.0)
Faculty of Commerce & Administration	N A	11(27.5)
Faculty of Education	N A	7(17.5)
Faculty of Human & S Social Science	N A	6(15)
<i>Type of Employment</i>		
Permanent	30(75.0)	26(65.0)
Temporary	8(20.0)	6(15.0)
Fixed-term contract	1(2.5)	8(20.0)
<i>Religion</i>		
Christian	37(92.5)	37(92.5)
Muslim	1(2.5)	1(2.5)
Other	2(5)	2(5)
<i>Number of Dependants</i> 1-3	33 (82.5)	27(67.5)
Above 3	7(17.5)	13(32.5)
<i>Sources of Information</i>		
Internet	12(30.0)	4(10.0)
Newspapers	14(35.0)	1(2.5)
Books	6(15.0)	3(7.5)
Journals	4(10.0)	6(15)
All	4(10.0)	26(65.0)

Table 2: Distribution of support and academic employees' Job satisfaction

<i>Items</i>	<i>Support</i>			<i>Academic</i>		
	<i>NS</i>	<i>FS</i>	<i>S</i>	<i>NS</i>	<i>FS</i>	<i>S</i>
Pressure on improved performance	15(37.5)	10(25)	15(37.5)	12(30)	14(35)	14(35)
Infrastructure for work	15(37.5)	11(27.5)	14(35)	15(37.5)	14(35)	11(27.5)
Working hours	7(17.5)	11(27.5)	22(55)	6(15)	12(30)	22(55)
Academic advancement	19(47.5)	7(17.5)	14(35)	6(15)	13(32.5)	21(52.5)
Professional advancement	17(42.5)	8(20)	15(37.5)	9(22.5)	10(25)	21(52.5)
Relationship with manager	7(17.5)	12(30)	21(52.5)	7(17.5)	13(32.5)	20(50)
Relationship with subordinates	6(15)	10(25)	24(60)	4(10)	12(30)	24(60)
Appraisal system	26(65)	6(15)	8(20)	16(40)	15(37.5)	9(22.5)
Reward system	25(62.5)	9(22.5)	6(15)	22(55)	11(27.5)	7(17.5)
Salary	17(42.5)	17(42.5)	6(15)	11(27.5)	20(50)	9(22.5)
University policies	15(37.5)	9(22.5)	16(40)	15(37.5)	16(40)	9(22.5)
Morale within organization	20(50)	11(27.5)	9(22.5)	11(27.5)	19(47.5)	10(25)
Authority within organization	15(37.5)	14(35)	11(27.5)	11(27.5)	18(45)	11(27.5)
Bonuses	19(47.5)	11(27.5)	10(25)	23(57.5)	13(32.5)	4(10)
Workload	22(55)	9(22.5)	9(22.5)	18(45)	14(35)	8(20)
Job status	29(72.5)	9(22.5)	2(5)	17(42.5)	17(42.5)	6(15)
Administrative issues	17(42.5)	17(42.5)	6(15)	16(40)	12(30)	12(30)
Vacation leave	14(35)	15(37.5)	11(27.5)	12(30)	10(25)	18(45)
Group scheme	15(37.5)	10(25)	15(37.5)	12(30)	12(30)	16(40)
Medical aid	23(57.5)	6(15)	11(27.5)	23(57.5)	9(22.5)	8(20)
Loan schemes	31(77.5)	7(17.5)	2(5)	31(77.5)	6(15)	3(7.5)
Working conditions	15(37.5)	14(35)	11(27.5)	11(27.5)	18(45)	11(27.5)
Work equipment (resources)	14(35)	15(37.5)	11(27.5)	14(35)	11(27.5)	15(37.5)
Response to challenges	15(37.5)	13(32.5)	12(30)	11(27.5)	18(45)	11(37.5)
Budget	22(55)	13(32.5)	5(12.5)	22(55)	12(30)	6(15)
General operations	17(42.5)	11(27.5)	12(30)	13(32.5)	18(45)	9(22.5)
Office accommodation	20(50)	7(17.5)	13(32.5)	9(22.5)	15(37.5)	16(40)
Conflicting orders	22(55)	13(32.5)	5(12.5)	18(45)	12(30)	10(25)
Promotions	27(67.5)	8(20)	5(12.5)	23(57.5)	10(25)	7(17.5)
Sick leave	10(25)	13(32.5)	17(42.5)	6(15)	16(40)	18(45)
Qualification for job	10(25)	10(25)	20(50)	4(10)	8(20)	28(70)
In-service training	16(40)	9(22.5)	15(37.5)	10(25)	14(35)	16(40)
Research policies	18(45)	12(30)	10(25)	13(32.5)	9(22.5)	18(45)
Liaison with others agencies	11(27.5)	17(42.5)	12(30)	15(37.5)	12(30)	13(32.5)
Job specialization	23(57.5)	9(22.5)	8(20)	10(25)	11(27.5)	19(47.5)
Job security	19(47.5)	11(27.5)	10(25)	12(30)	11(27.5)	17(42.5)
Library facilities	14(35)	14(35)	12(30)	8(20)	11(27.5)	21(52.5)
Opportunities to publish finding	21(52.5)	10(25)	9(22.5)	11(27.5)	14(35)	15(37.5)
Flexibility and initiative	15(37.5)	13(32.5)	12(30)	9(22.5)	13(32.5)	18(45)
Relationship among professionals and administrative staff	12(30)	13(32.5)	15(37.5)	4(10)	16(40)	20(50)

hours (55 percent), relationship with subordinates (60 percent), relationship with manager (52 percent) and qualification for job (50 percent). It is important to note that many items had high percentage in the non satisfaction category, which contrasts sharply with the satisfaction category. The degree and proportion of non satisfaction on many of the items on the scale was higher than the number of items support employees were satisfied with. Prominent among this were loan schemes (78 percent) job status (73 percent), appraisal system (65 percent), reward system (63 percent) and promotions (68 percent). These

would have implication on the morale and job performance among the support employees. This is similar with the findings of Chaugule (2010)

Among the academic employees, items on job satisfaction scale that had at least 50 percent satisfaction index were working hours (55 percent), academic advancement (52 percent), professional (50 percent), relationship among professional staff (50 percent) and library facilities (50 percent). This agrees with the findings of Oshagbemi (1997) who reported that academic employees of 23 universities in UK were satisfied with administration and management, pay, promotion,

co-workers behaviour and facilities available in their institutions. On the other hand, academic employees indicated their non satisfaction with items such as loan schemes (78 percent), reward system (55 percent), bonuses (58 percent), medical (58 percent) and promotions (58 percent).

The pooled score of the satisfaction index for support and academic employees shows that the job satisfaction score for support employee ranged from 44 to 159 with a mean of 102.8; while for the academic it ranged from 66 to 167 and a mean of 118.9. The score for the 5 point Likert-type scale of Not Satisfied (1), Least Satisfied (2), Fairly Satisfied (3), Almost Satisfied (4), Most Satisfied (5) were added for each of the statements. There is an equal proportion for satisfaction and non-satisfaction among support employees while the overall disposition among the academic employees shows that 53 percent were satisfied. The implications of the findings is that items on the job satisfaction scale where high proportion of employees indicated non- satisfaction should be examined by the institution management for improvement and well being of the employees. Mueser et al. (2001) reported that the overall percentage among Yashwantrao Chavan Maharashtra Open University is 65 percent.

Table 3 presents the results of the comparison of job satisfaction between support and academic employees. There is a significant difference in job satisfaction between support and academic employees ($t = -2.48, p < 0.05$). A higher mean score was recorded for support employees (31.71) than academic employees (25.73). It implies that support employees were satisfied with many of the items on the job satisfaction scale than the academic employees. This may be due to the fact that items that are responsible for satisfaction among support employees might be different from those that enhance satisfaction among the academic employees. These findings agree with the result of Tietjen and Myers (1998).

Table 3: t-test statistics of difference in job satisfaction between support and academic employees

Groups	N	Mean	Std. deviation	Std. mean	Error
Support	40	102.88	31.706	5.013	2.48
Academic	40	118.93	25.728	4.068	0.015

The results of the multiple regression analysis showing relationship between socio-economic characteristics and job satisfaction among support and academic employees are presented in Table 4. Among the support employees, the independent variables were significantly related to job satisfaction ($F = 2.25, p < 0.05$). Also R value of 0.76 showed that there was a strong correlation between independent variable and job satisfaction of support employees. The results further predicted 58 percent of the variation in job satisfaction of support employees. Significant determinants were age ($t = 1.76$), work experience ($t = -3.09$), job tenure ($t = 2.56$) and income ($t = 2.35$). It implies that as age, job tenure and income increases the job satisfaction also increase; however, as work experience increases job satisfaction decreases.

With respect to the academic employees, the regression result shows that a significant relationship exist between the independent variables and job satisfaction ($F = 2.88, p < 0.05$). An R value of 0.65 showed that a strong correlation exists between independent variables and job satisfaction. The independent variables were able to predict 43 percent of the variation in job satisfaction of academic employees. Significant determinants were job tenure ($t = -2.32$), work experience ($t = 2.43$), job position ($t = 2.18$) and type of employment ($t = -2.12$). These results show that a decrease in job tenure will lead to job dissatisfaction, while increase in work experience will lead to job satisfaction. The attainment of job position through promotions will also lead to job satisfaction, while the higher the number of employees on permanent appointment the more the job satisfaction.

CONCLUSION

The following conclusion can be drawn based on the findings, focusing on the objectives and hypothesis of the study. The majority of the support and academic employees were more than 30 years, males, married, with many of the support employees having diploma as their educational qualification as compared with majority of the academic employees having Masters Degree. In terms of the job tenure support employees had longer job tenure than academic employees. Many of the support employees had working experience of 16 -20 years, while for the academic a great proportion had above 20 years as working experience. The majority of the support employees were between R101 000 – R 200

Table 4: Multiple regression analysis of determinants of job satisfaction among support and academic employees

	<i>Academic employees</i>		<i>Support employees</i>	
	<i>Reg Coeff/SE</i>	<i>t</i>	<i>Reg Coeff/SE</i>	<i>t</i>
(Constant)	111.06(60.119)	1.847*	119.43(63.64)	1.87*
Age	11.049(8.66)	1.275	11.56(6.54)	1.76*
Gender	-5.53(12.36)	-.448	-.57(10.80)	-.053
Marital status	-6.70(9.61)	-.698	8.04(5.49)	1.46
Educational level	-13.938(11.23)	-1.24	-7.62(5.46)	-1.39
Job tenure	-2.170(1.632)	-2.32	1.15(.73)	2.56
Work experience	2.85(6.64)	2.43	-18.74(6.06)	-3.09**
Job category	-13.00(45.91)	-.28	-11.05(27.41)	-.40
Job position	21.46(9.82)	2.18**	-5.36(5.75)	-.93
Income	-3.92(5.79)	-.67	14.43(6.13)	2.35**
Study for higher degree	-12.49(8.99)	-1.39	-9.14(9.35)	-.97
No of modules	-2.28(1.671)	-1.36	NA	NA
No of supervises	1.96(3.21)	.612	5.04(17.75)	.28
Membership of committees	-5.98(5.20)	-1.15	6.19(6.30)	.98
No of professional bodies	2.27(3.948)	.57	NA	NA
Area of specialization	0.91(.707)	1.30	NA	NA
Type of employment	-15.33(7.227)	-2.12**	-6.76(10.65)	-.63
Religion	7.60(14.35)	.53	.81(7.45)	.10
No of dependants	2.24(2.34)	.95	4.28(4.43)	.96
F	2.88		2.25	
p	0.006		0.04	
R	0.65		0.76	
R square	0.43		0.58	

000, while for academics the salary grade is between R301 000 – R 400 000. With respect to types of employment, more support employees were in the permanent category than the academics which has majority either as temporary or fixed term contracts. Support employees were divided equal proportion for satisfaction and non-satisfaction while majority of the academic employees. There is a significant difference in job satisfaction between support and academic employees and factors influencing job satisfaction among support employees were age, work experience, job tenure and income, while among the academic employees these factors include job tenure, work experience, job position and type of employment. It is recommended that the university should: Create exposure opportunities for academic and support employees to advance their academic related to their career, Create a study assistance programme for support employees to further their studies by giving them support i.e. release employees during the day to attend classes, Create opportunities where support employees give input to university policies, Create opportunities where both academic and support employees an access loans through the university and Create conducive working environment.

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