

Original Research Article

HETEROGENEITY AND DIFFERENTIATION OF JOB SATISFACTION DETERMINANTS: EVIDENCE FROM PRIVATE UNIVERSITIES IN GHANA

Abstract:-

The purpose of this study is to investigate the factors that affect job satisfaction of the different subgroups of workers in private universities. A survey of 600 workers was conducted regarding job satisfaction levels and what factors affect their level of satisfaction. Results indicate that remuneration, employee-organizational relationship, staff development and responsibility are important determinants of overall job satisfaction of workers in private universities. University management should put more emphasis in improving remuneration as it turns out that remuneration is the variable that strongly correlate with job satisfaction than the other determinants. We find that job satisfaction significantly differ among gender, staff, educational level and marital status. Though, job insecurity negatively correlate with job satisfaction, the test of significant shows that job insecurity does not affect job satisfaction. Surprisingly, autonomy and recognition negatively correlate with job satisfaction but the test of significant shows that recognition does not affect job satisfaction.

Key Words:- regression, heterogeneity, job satisfaction, correlation

1. Introduction

Job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences' with important work-related outcomes for employees and the self-employed [1]. A well-managed business organization normally considers the average employees as the primary source of productivity gains. To ensure the achievement of firm goals, the organization creates an atmosphere of commitment and cooperation for its employees through policies that facilitate employee satisfaction. Satisfied employees then develops strong commitment to the firm resulting to greater productivity and lower labour turnover. Even though there is a widespread recognition of the importance of facilitating job satisfaction of employees so as to improve organizational commitment, there are varying perspectives on the means of doing this. The strength of an organization depends on the commitment of its employees and therefore every organization needs to understand the needs of its workers [2].

The service sector is the largest sector in Ghana with the highest growth rate of 8.9 percent in 2014 [3]. The primary focus of this research is to provide an assessment of the major factors that determine job satisfaction of private university employees in Ghana. Knowledge on job satisfaction of employees in private universities in the country is important due to the rate at which the establishments of private universities are increasing in the country. Recently an extensive study on the growth rate of private universities in both Ghana and Nigeria have shown that, the past 10 years prior to 2013 when the study was conducted, the two countries have witnessed a growth rate of private universities exceeding 1,133 percent [4]. According to the 2015 report by the National Accreditation Board of Ghana, private tertiary institutions train 37 percent of the nation's tertiary students and employ roughly 40 percent workers in the tertiary institutions. The rapid increases in private universities have led to huge employee turnover rate within the industry as these private universities usually compete among themselves for quality teaching staff. It is therefore important for management in private universities to implement policies and programs that would raise the satisfaction levels of its employees so as to reduce labour turnover and increase their commitment to the university.

Even though the literature on the determinants of job satisfaction of employees is many, most of these studies usually limit their research on job satisfaction theoretical models that pertain to a particular discipline and in doing this, they only select few variables that affect job satisfaction. Example, psychologist, sociologist and economist have models on job satisfaction that increase the psychological, sociological and economic wellbeing of the employee. Some good studies have broadened the analysis on the determinants of job satisfaction using all the factors that affect the psychological, sociological and economic needs of employees in an organization but these studies also assume that all employees in a particular organization are homogenous. However, this study looks at job satisfaction in a very useful dimension whereby employees in a particular industry are categorized into smaller subgroups so that the factors that affect their job satisfaction can be compared. It is likely that the satisfaction needs of married and unmarried workers might differ, and the satisfaction needs of workers with higher education are likely to be different from those with low education in the same industry. Workers in an industry are heterogeneous and therefore job satisfaction policies should be designed for each subgroup in that organization so that management can fully satisfy all the classes of employees in the organization. It is in this light that these study seek to investigate whether the determinants of job satisfaction of workers in private universities in Ghana can be homogeneously be applied to all the smaller subgroups of the university employees.

The study is organized into five sections. The first section provides the background of the study. Section two briefly reviews the relevant literature on the topic. The third section describes the research design and the empirical framework for the analysis. Section four discusses the findings from the study and the final section concludes the study.

2. Literature review

Job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences' with important work-related outcomes for employees and the self-employed [1]. A more recent definition of the concept of job satisfaction includes multidimensional psychological responses to an individual's job, and that these personal responses have cognitive (evaluative), affective (or emotional), and behavioral components [5]. Affective job satisfaction is a subjective construct representing an emotional feeling that individuals have about their job [6]. Cognitive job satisfaction is a more objective and logical evaluation of various facets of a job. While cognitive job satisfaction might help to bring about affective job satisfaction, the two constructs are distinct, not necessarily directly related, and have different antecedents and consequences [7]. Several studies have suggested that moods are related to overall job satisfaction [8,9]. Negative emotions of an employee have a significant negative correlation to overall job satisfaction of that employee [10].

For workers to perform at their maximum level, they must have the necessary knowledge, abilities, and aptitudes to complete the task that are assigned to them at their workplace. However, it is also necessary that their personality, interests, and desires fit in with the characteristics of the work in such a way that, they are able to get the necessary satisfaction from the job they are doing [11]. In any particular industry, there is heterogeneity among professional workers working in that industry. In spite of the heterogeneity among professionals, there are some features common to the work of highly educated professionals that are relevant to understanding their job satisfaction [12]. Professionals have knowledge and skills in specific concepts and theories, and their work requires a specialized tasks which cannot be performed mechanically [13]. Considering heterogeneous nature of work task and the diversity of employee characteristics and behaviour at the working environment, it is proper to consider individual characteristics and specific work attributes in any job satisfaction study. Age of employee and higher academic qualification has been found to be positively correlated with job satisfaction [14, 15]. On the other hand, length of employment has been found to be negatively associated with job satisfaction [16].

The literature of the determinants of employee job satisfaction can be categorized into three broad determinants; (1) social determinants, psychological determinants and the determinants that relates to economic incentives. Social determinant is simply the relationship of an employee at the workplace. Three main relationships have been found to affect employee satisfaction: (1) the employee–organization relationship, (2) the employee–supervisor relationship, and (3) the employee–coworker relationship [17]. Authors such as Employee–supervisor relationship has been found to be a key factor that influences employee job satisfaction [18,19]. A study has shown that leadership style of an employee's supervisor has a positive effect on the organizational commitment and job satisfaction of an employee [20]. In particular, the extent to which an employee's supervisor provides encouragement and support to the employee concerning the employee's work is a strong determinant of the employee's attitude toward his or her job.

Among the three major classification of the determinants of job satisfaction, economic incentives are the only determinant that employees usually negotiate with employers prior to their appointment. Economic incentives include compensations to employees, ancillary benefits like subsidized medical care, transportation allowance, rent allowance, child education, staff development and many more. [21] find income to be an important determinant of both overall job satisfaction, but [22] finds weak correlation between absolute income and job satisfaction. However, there seems a consensus on the link between ‘relative’ income and job satisfaction. A number of studies, including [23,24,21] find relative income as having an effect on job satisfaction. [25] concluded that a rise in pay has a positive influence on job satisfaction. However, they found that the components of compensation such as a flexible payment system or benefits do not affect an employee job satisfaction. Ancillary benefits can play a critical role in recruiting and retaining key employees in today’s competitive market. Yet some businesses still view an employee benefits package as an expense rather than an investment, and do not realize that a well-designed benefit package can significantly increase their employees' job satisfaction. One of the fundamental practices in human resource management in today’s competitive environment is training of employees at the expense of the organization. [26] defines training as a systematic and planned effort to modify or develop knowledge, techniques and attitudes through experience with a view to achieving the desired performance in an activity or range of activities. In an empirical work, [27] concludes that implementing training practices aimed at developing human capital positively affects worker satisfaction. A company that offers this range of ancillary benefits to its employees conveys a signal to show that it is interested in the full range of an employee's life, including problems that may happens in their lives beyond the workplace [28].

3. Data and empirical framework

The relevant literature and survey instruments developed by previous researchers provide the basis for developing the questionnaire in this study. The questionnaire consists of three parts. Part I examines the demographic characteristics of the respondents. Part II measures the employee job satisfaction as a worker in a private university. Finally Part III, measures the explanatory variables that determines job satisfaction. The explanatory variables provided in the final questionnaire are obtained from literature and responses received from pre-testing of the initial questionnaire. In measuring an employee job satisfaction in private university, five major questions were asked. Similarly, a total of 30 questions were asked, and these questions principally measures 7 major factors that determines employee job satisfaction. For each question, a 7-point Likert scale is used, with the value 1 representing strongly agree, and the maximum value 7 represents strongly disagree. These 30 questions cover the following determinants of job satisfaction; autonomy, remuneration, job insecurity, employee organizational relationship, recognition, work and responsibilities, and promotion and staff development.

The target population for the study was all the full-time employees of private universities in the country. Random probability sampling technique was use to select 10 private universities out of the 61 private universities retrieved from the national accreditation board (NAB)¹ website. Random numbers was first assigned to each private university and random tables were then used to select the 10 universities. Using quota sampling technique, a total of 600 questionnaires were distributed to workers in the 10 universities selected. All the 10 private universities employs two thousand eight hundred and ninety six full time employees². The university with the highest number of employee were assigned with the highest quota followed in that order. A sample size of 600 respondents constitute 20.1 percent of the population. We believe that the information obtained from the sample size is likely to reflect that of the entire population.

3.2 Empirical framework for data analysis

The first analysis uses Descriptive statistics to explain the distribution of variables obtained from the survey. Frequencies and percentages are used to analyze the demographic characteristics and we used factor analyses for job satisfaction questions and the explanatory variables. The factor analysis condensed the information contained in the

¹ NAB is the institution responsible to maintain the standard of tertiary education in the country. They insure that all private universities operating in the country does not lower the standard of education in the country.

² The total staff population was obtained from the human resource department of the 10 universities sampled.

original variables into a newly correlated composite of each of the major determinants. A variable is considered of practical significance and included in a factor when its factor loading is equal to or greater than 0.5. The satisfaction dimensions, which were extracted from the factor analysis, is then being used to construct an index for the explanatory variables autonomy, remuneration, job insecurity, employee organizational relationship, recognition, work and responsibilities and promotion and staff development. We then standardize the indexes that we have constructed such that the mean is zero and standard deviation is one.

The specification for constructing the index is given as:

$$X = \frac{\sum_i^n f_i q_i}{7n\alpha} \dots\dots\dots (1)$$

Where X is an index for job satisfaction, autonomy, remuneration, job insecurity, employee organizational relationship, recognition, work and responsibilities, and promotion and staff development.

f represents the loading factor of the respective variable³

g represent the level at which consumer agrees to the questions asked (based on choice of Likert scale value)⁴ for the respective variable

n represents the number of questions under each of the variables been considered.

The value 7 at the denominator represents the highest value on the Likert scale (i.e. strongly disagree) and,

α represent the eigenvalue from the Cronbach's Alfa estimation for the respective index been estimated.

To investigate the differential impact of the explanatory variables, a regression model specification is estimated as:

$$Y = \beta_0 + \beta_1 X_1 + \dots + \beta_i X_i + \alpha Z + \lambda + \varepsilon \dots\dots\dots (2)$$

Where,

Y represents the job satisfaction index

β_0 Represents the regression coefficient of the intercept

³ For any particular question to specifically measure a particular determinant, the loading factor is usually different. The higher the loading factor to a particular question, the more important that question is in explaining the global variable been measured. The loading factor is therefore serving as weight to any particular question.

⁴ E.g. if a respondent answers a particular question strongly agree, then $q=1$ and in the same way if a person rather chooses undecided as an answer to a question then $q=4$.

$\beta_1, \dots, \beta_i$ Represents the regression coefficients of the latent independent variables (i.e explanatory variables)
 $X_1, \dots, X_i$ represents the latent independent variables such as autonomy, remuneration etc.
 α is a vector of regression coefficient of the observed control variables obtained from the demographic characteristics.
 Z represents the observed characteristics such as age, gender, education etc. which forms part of the covariates.
 λ is regional fixed effect which captures the time invariant differences between the region which the universities are situated
 ε is random error.

In order to conduct heterogeneity analysis for these variables, we estimate the model below:

$$Y = \beta_0 + \beta_1 X_1 + \dots + \beta_i X_i + \gamma_j D * X_j + \alpha Z + \lambda + \varepsilon \dots \dots \dots (3)$$

Where,
 β 's, X 's, α , Z , λ , and ε have the same explanation as above.
The variable D is an indicator dummy which is equal to 1 when the respondent is in the treatment and 0 otherwise.
 γ_j Represents the coefficient of the differential effect of the treatment
 X_j Represents any of the latent independent variables, and therefore the interaction term
 $D * X_j$ gives the variable for the estimation of the differential effect.

4. Results and discussions of findings

4.1 Descriptive Statistics

A total of 600 respondents were sampled to be interviewed. Out of the total sample of 600 questionnaires distributed, 558 questionnaires were received. However, not all the received questionnaires were fully answered. For the 558 questionnaires returned, 34 questionnaires were partially completed and no questionnaire was returned empty. To avoid using incomplete information in the analysis, the 34 uncompleted questionnaires were excluded in the analysis. The remaining analysis in the chapter relies on the 524 questionnaires that was returned and completely answered and this forms 87.3 percent response rate. Table 1 provides summary of the individual characteristics of the respondents.

250 Table 1: Socio-Demographic characteristics of the sample

Characteristics	Category	Number	Percentage
Gender	Male	310	55.8
	Female	246	44.2
	Total	556	100
Age	20-30	128	18.32
	31-40	246	37.21
	41-50	96	29.58
	51-60	53	3.82
	Above 60	33	11.07
	Total	556	100
Education	PhD	57	10.3
	Masters	278	50.0
	Bachelors	153	27.6
	Others	68	12.1
	Total	556	100
Marital status	Married	408	77.86
	Single	116	22.14
	Total	556	100
Staff status	Teaching staff	213	40.65
	Non-teaching staff	311	59.35
	Total	556	100

251 Source: Field Survey conducted by the authors

252

253 Table 1 summarizes the socio-demographic information. The sample consist of 310
 254 (55.8%) male staff and 246 (44.2%) female staff. 37.2 percent of the respondents fall within
 255 the age group of 31 years to 40 years, whereas the rest of the age groups share the
 256 remaining percentage. Workers in the age brackets 51-60 constitute 3.82 percent only and
 257 this group is the smallest among the age-group classifications. 91.8 percent of the
 258 respondents have at least bachelor degree and, 60.3 percent hold either Master degree or
 259 PhD. Majority of the respondents as expected in a staff population with over 75 percent
 260 older than 30 years are married. The proportion of widows in our sample is only 1.9 percent.

Table 2 summarises the questions that seeks to find out the overall level of job satisfaction and the overall agreement to the determinants of job satisfaction used in the analysis. .From the table, 74.8⁵ percent are happy with the level of job satisfaction whereas 12.59 percent are not happy. The remaining 12.69 percent are neither satisfied nor dissatisfied. More than 60 percent agrees that they are satisfied with all the determinants of job satisfaction. Organizational relationship recorded the highest percentage (89.29%) of satisfaction by workers and job insecurity recorded the least percentage (40.07%) of satisfaction level by workers.

Table 2: Determinants of Job Satisfaction

Variable	Strongly Agree (%)	Agree (%)	Somehow Agree (%)	Undecided (%)	Somehow Disagree (%)	Disagree (%)	Strongly Disagree (%)
Job satisfaction	9.44	44.09	21.26	12.6	7.87	4.72	0.00
Autonomy	14.29	39.28	23.21	3.57	3.47	8.93	7.14
Remuneration	5.56	27.78	20.37	14.81	7.41	14.81	9.26
Job insecurity	5.36	23.21	12.50	10.71	12.50	16.07	19.64
Organizational Relationship	25.00	39.29	25.00	3.57	5.36	0.00	1.79
Recognition and esteem	11.32	43.40	26.42	3.77	7.55	5.66	1.89
Work and responsibility	12.96	44.44	24.07	12.96	0.00	1.85	3.71
Promotion and staff dev.	8.93	25.00	42.86	14.29	3.57	3.57	1.79

Source: Field Survey conducted by the authors

4.2. Reliability analysis of questionnaire

⁵ strongly agree, agree and somehow agree are all summed together and interpreted as agree

284 Table 3: Cronbach's Alpha coefficients of assessing reliability of questions

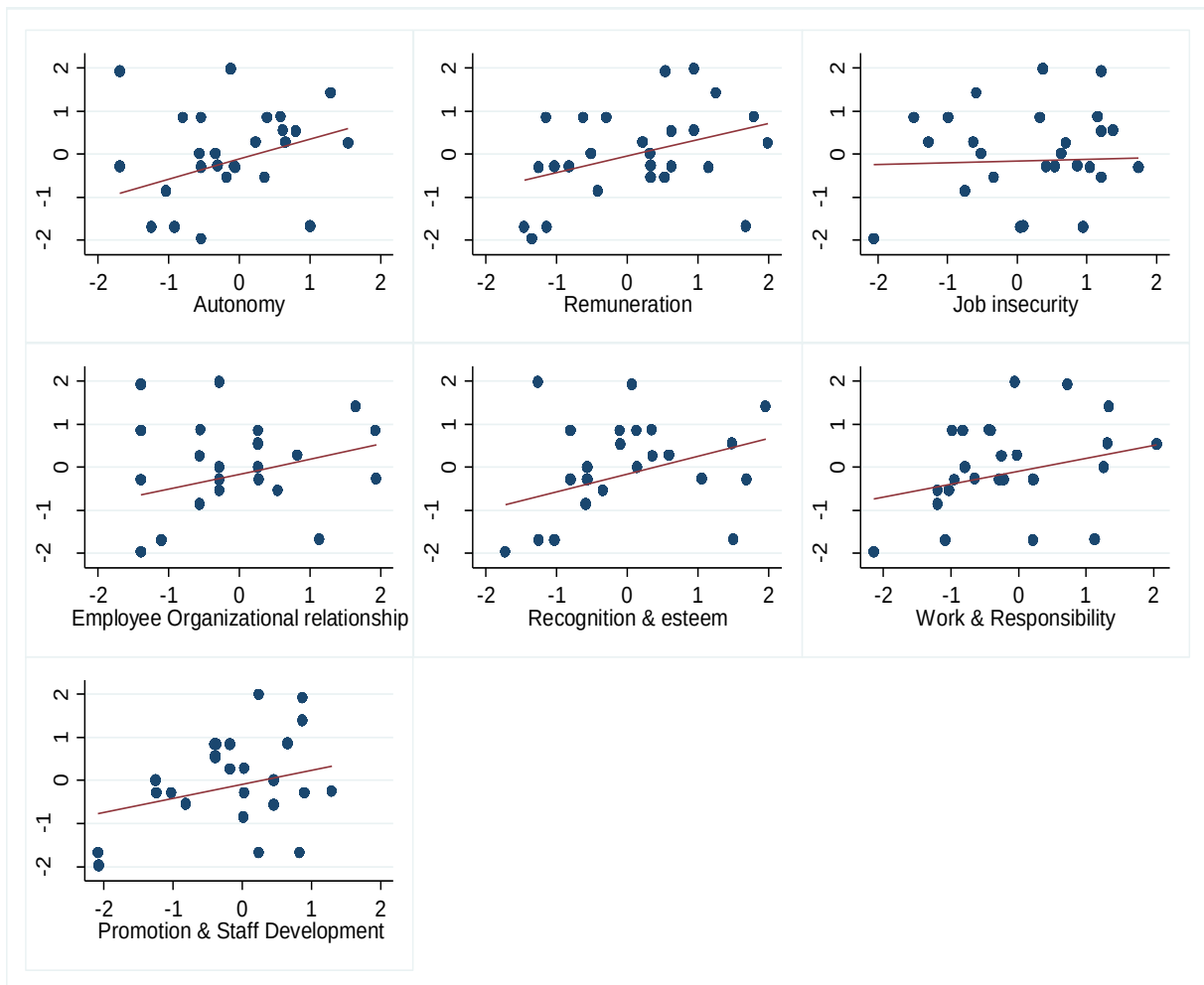
Perceived levels of attributes	Factor	No. of items	Factor(α) Loading
<i>Job Satisfaction</i>		6	0.73
Presently happy with job	0.73		
Find real enjoyment in doing my work	0.64		
Prefer my job than average worker	0.71		
Happy balance between work and family	0.70		
Happy in most days doing my work	0.70		
<i>Autonomy</i>		5	0.72
Freedom to correct daily problems at work	0.75		
Take part in decision on job duties	0.65		
Control on how to address daily work problems	0.57		
Act independently in my work	0.74		
Overall I exercise autonomy in my work duties	0.61		
<i>Remuneration</i>		7	0.90
Remuneration system in the university is fair	0.90		
Satisfied with salary	0.88		
Average Salary is better than people with similar qualification In other organization	0.89		
Satisfied with existing salary structure	0.88		
Satisfied with employee assistance policy	0.90		
Satisfied with long term insurance policy	0.90		
on the whole satisfied with remuneration system	0.88		
Job insecurity			
<i>Job insecurity</i>		4	0.63
Disturbed about non-payment of salary	0.51		
Worried about being moved to different department	0.71		
Appointment terminated at any time without damages	0.44		
Overall I feel insecure about my job	0.46		
<i>Employee Organizational Relationship</i>		4	0.85
Happy with support from working colleagues	0.82		
Happy with support from immediate boss	0.80		
Working colleagues does not discriminate against me	0.82		
In general, working environment is cordial	0.78		
<i>Recognition and Esteem</i>		5	0.80
Superiors give me the recognition I deserve	0.74		
Get support from superiors in difficult situations	0.80		
Satisfied with recognition received from management	0.72		
Effort is making great impact in the institution	0.79		
Overall recognition system is fair and motivating	0.76		

<i>Work and Responsibilities</i>		7	0.63
Typical work day task and duties are similar	0.62		
Task and duties of my work is organized	0.60		
Received information from others on performance	0.56		
Possible to find out how well I am doing in my work	0.65		
Workload matches with my remuneration	0.50		
Assigned to the right job based on my responsibilities	0.55		
In general, satisfied with performance & responsibilities	0.52		
<i>Promotion and Staff Development</i>		6	0.70
Satisfied with the rate of staff development	0.67		
Promotion is based on merits	0.66		
Employee performance award system is fair	0.64		
Clear guidance policy on staff development	0.65		
Staff development is based on merits	0.67		
Overall general commitment on staff development is good	0.67		

A reliability analysis (Cronbach's alpha) is performed to test the reliability and internal consistency of satisfaction and expectation attributes measured. The results presented in table 3 show that the alpha coefficients for all satisfaction attributes were high, ranging from 0.62 to 0.89 and these figures are well above the minimum value of 0.5, which is considered acceptable as an indication of reliability of an internal consistency of a group of questions. The factor analysis condensed the information contained in the original variables into a newly correlated composite of staff job satisfaction dimensions. The factor loadings presented in Table 3 provides additional information in explaining the strength of the correlation of each sub-question that is used in measuring the main variable. Using the loading factor figures in Table 3, we construct an index for the variables job satisfaction, autonomy, remuneration, recognition and esteem, promotion and staff development, work and responsibilities, employee and organizational relationships, and job insecurity. These variables are constructed using the loading factor as weight as can be seen in equation (1). From the specification of equation (1), A particular variable is considered to be contributing highly to the index when it has a high loading factor and similarly, variables with low loading factor contributes less to the index. For example, out of the 6 test items used to measure an employee job satisfaction; presently happy with job has the highest loading factor of 0.73 and this is interpreted as having more weight in explaining employee job satisfaction than any of the remaining five items. Figure 1 presents the scatter plots of the index and a regression line. The index of job satisfaction is on the vertical axis and each of the index of the determinant are on the horizontal axis. All the graphs in Figure 1 shows a

positive association of each of the determinant with job satisfaction except job insecurity which does not show any relationship but these graph represents correlation between only two variables holding or other factors that affect job satisfaction constant. However, in the reality this is not the case, a lot factors simultaneously determine job satisfaction of a worker. Table 4 present multiple regression whereby all the factors that are likely to affect job satisfaction are included in the regression equation.

Figure 1: Correlation between job satisfaction index and the each of the latent independent variable



Note: Vertical axis is job satisfaction index and the determinants autonomy, remuneration, job insecurity, employee organizational relationship, recognition, and work and responsibility are the index constructed for each of the respective variables.

322 Table 4: Impact of determinants of employee job satisfaction

Job Satisfaction	
Autonomy	-0.29*** (0.006)
Remuneration	0.85*** (0.101)
Job insecurity	-0.05 (0.05)
Employee-organization relationship	0.31*** (0.056)
Recognition	-0.218 (0.148)
Responsibility	0.31*** (0.052)
Staff development	0.44*** (0.074)
Age	0.24** (0.09)
Education	-0.28** (0.11)
Gender	0.31 (0.093)
Marital Status	-0.68*** (0.202)
Staff status	0.86*** (0.086)
Total observation	524
R squared	0.42
F(12,511)	128.35

323

324 Table 4 presents regression estimation of equation (2). We use the index constructed for
 325 autonomy, remuneration, job insecurity, employee organizational relationship, recognition,
 326 and work and responsibility in the regression results presented in Table 4. The index
 327 constructed for job satisfaction which is the dependent variable is continues and therefore
 328 the ordinary least square estimation is appropriate than multinomial probit or logit.

329 We would first explain the effect of individual characteristics on job satisfaction. In the
 330 regression estimate, we convert all the variables in Table 1 to dummies so that the
 331 interpretation of our estimates would be simple and meaningful. The variable gender is a
 332 dummy (1 if male), marital status is a dummy (1 if married), age is a dummy (1 if at least
 333 40 years old), staff status is a dummy (1 if the individual is a non-teaching staff), education
 334 is a dummy (1 if highest form of education is at least Master degree). Table 4 shows that

people with at least master degree are less likely to be satisfied than those with degrees lower than master degree. This findings is not surprising since most of the employees with at least master degree are more likely to be lecturers and it is the desire for every lecturer in the country to work in the public universities since lecturers in the public universities receive higher remuneration and command high social prestige than their counterpart in private university. Non-teaching staff are more likely to be satisfied than teaching staff. This reinforces the initial explanation that most of the people with Master degree are teaching staff and that their salaries and recognition in the country is lower than those in the public universities. Table 4 shows that married individuals are less likely to be satisfied in working at private university than non-married individuals. Our regression estimate suggests that age has a positive correlation with job satisfaction, this finding support [19] who found age to positively correlate with job satisfaction.

We now shift the focus to discuss the latent explanatory variables which forms the main explanatory variables of interest. If management desire to manipulate the determinants of employee job satisfaction of its employees, then it would always be easier to influence the explanatory variables autonomy, remuneration, promotion and staff development, employee organization relationship, recognition and esteem, work and responsibility, and job insecurity than that of the individual characteristics such as gender, marital status, age etc. The value of the R-square in Table 4 shows that 42 percent of the variance in job satisfaction is explained by the covariates in the regression equation. Four of the latent explanatory variables have a positive correlation with job satisfaction. However, three variables, namely; autonomy, job insecurity and recognition showed a negative relationship between them and job satisfaction. The negative coefficient of a also suggests that the higher an employee in a particular private university see his/her occupation as unsecured, the more likely that the individual would be unsatisfied at the work place. All the variables are statistically significant under one percent except job insecurity and recognition. A priori, we were expecting the coefficients of job insecurity to be negative and the rest of the variables to be positive. However, the signs for the coefficient of autonomy and recognition are opposite to our a priori expectation. Because recognition and esteem is insignificant, then more attention is to investigate why autonomy is negative. The table shows that, the more an individual has autonomy at his/her work place, the more that person becomes unsatisfied. One possible explanation for this negative relationship observed in our study may be related to the industry which is been studied in this research. University lecturers usually are more likely to have freedom at their workplace than that of other occupations, and therefore they are more likely to interpret autonomy as job regulations. The coefficient of employee-organizational relationship of 0.31 simply means that an improvement in employee-organizational relationship by one is likely to increase job satisfaction by 0.31.

The coefficients of the other determinants can similarly be interpreted. The regression results suggest that remuneration have the highest impact on employee job satisfaction. Job insecurity and recognition does not contribute to job satisfaction of employees in private universities in Ghana. The remaining paragraphs under section four provide heterogeneity analysis of the four latent variables which have a significant positive correlation with job satisfaction.

4.5. Heterogeneity

4.5.1. Heterogeneity by Gender

Table 5: Heterogeneity by gender

Variable	Coefficient	P-value
Remuneration (Females)	0.34	0.00
Remuneration (Males)	0.39	0.00
Test of equality		0.05
Employee-Organizational relationship (Females)	1.08	0.00
Employee-Organizational relationship (Males)	1.16	0.00
Test of equality		0.32
Work and Responsibility (Females)	0.51	0.00
Work and Responsibility (Males)	0.63	0.00
Test of equality		0.02
Promotion and staff development (Females)	0.21	0.00
Promotion and staff development (Males)	0.21	0.00
Test of equality		0.97

Workers in an organization might differ in preferences of what determines their satisfaction at the work place. This section investigates whether the preferences of job satisfaction among workers are similar in terms of sexual composition. From Table 5, the coefficient of remuneration for males and females are respectively 0.34 and 0.39 and they are both significant under one percent. The statistical test of equality though not significant under five percent, it is significant under 10 percent confidence level. The result suggests that there is a difference in preferences of remuneration between males and females. Men are more likely to be satisfied with higher remuneration package than women. One possible explanation to the differences in preference of remuneration between males and females is that men are bread winners in the Ghanaian household. Hence, they contribute larger

proportion of the household expenditure than women. The p-value for work and responsibility also show a significant difference between men and women. Men are more satisfied with their work load and responsibilities than women. This interesting findings is also linked to culture of the Ghanaian society. Married women are expected to manage the home irrespective of their workload at their workplace. Hence women are more likely to prefer lesser workload at their workplace than men so that they may have enough time to manage the home. However, the test of equality for employee-organizational relationship and promotion and staff development is not significant among females and males.

4.5.2. Heterogeneity by staff status

In this section, we categorized university staff into two main groups; teaching staff and non-teaching staff. From Table 6, the coefficients of remuneration for teaching and non-teaching staff are respectively 0.25 and 0.48, and they are both significant under one percent. The statistical test of equality is also significant under five percent confidence level. This results suggest that there is a difference in preferences of remuneration between teaching staff and non-teaching staff. Teaching staff are more likely to be satisfied with higher remuneration than the non-teaching staff. Workers usually compare their qualification and the salary they are earning to other workers working in other organization. To the extent that lecturers in public universities in the country earn higher salaries than private university lecturers but the salaries of supporting staffs in both private and public universities are almost the same, it expected to see lecturers in private universities to be less satisfied than the non-teaching staff since workers care more about relative wages than absolute wages. Promotion and staff development provides significant job satisfaction to non-teaching staff than the teaching staff. However, the regression result suggests that, there is no significant difference between teaching staff and non-teaching staff concerning employee organizational relationship and work and responsibility.

Table 6: Heterogeneity by staff status

Variable	Coefficient	P-value
Remuneration (Teaching staff)	0.25	0.00
Remuneration (Non-teaching staff)	0.48	0.00
Test of equality		0.00
Employee-Organizational relationship (Teaching staff)	0.96	0.00
Employee-Organizational relationship (Non-teaching staff)	1.25	0.00
Test of equality		0.00

Work and Responsibility (Teaching staff)	0.61	0.00
Work and Responsibility (Non-teaching staff)	0.63	0.00
Test of equality		0.93
Promotion and staff development (Teaching staff)	0.56	0.00
Promotion and staff development (Non-teaching staff)	1.11	0.00
Test of equality		0.00

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425 4.5.3. Heterogeneity by Marital Status

426 In this section, we investigate whether the preferences of job satisfaction among workers
 427 are similar by comparing married and unmarried individuals in the organization. From
 428 Table 7, the p-values are statistically significant for both married individuals and unmarried
 429 individuals for all the variables except work and responsibilities for the coefficient of
 430 unmarried individuals. Table 7 suggests that, an improvement in remuneration, employee
 431 organization relationship, work and responsibility, and promotion and staff development
 432 will give the same level of satisfaction to both married and unmarried individuals.

433 Table 7: heterogeneity by marital status

Variable	Coefficient	P-value
Remuneration (Unmarried)	0.46	0.00
Remuneration (Married)	0.42	0.00
Test of equality		0.46
Employee-Organizational relationship (Unmarried)	0.08	0.00
Employee-Organizational relationship (Married)	1.12	0.00
Test of equality		0.74
Work and Responsibility (Unmarried)	1.15	0.12
Work and Responsibility (Married)	0.65	0.00
Test of equality		0.44
Promotion and staff development (Unmarried)	0.99	0.00
Promotion and staff development (Married)	0.73	0.00
Test of equality		0.43

434

435 4.5.4: Heterogeneity by academic qualification

436 From Table 8, the coefficient of remuneration for individuals with more than bachelor
 437 degrees and those with bachelor degree or less are 0.27 and 0.51 respectively. The
 438 statistical test of difference in mean for remuneration between the two groups is not

significant. Similarly, there is no difference between individuals with at most bachelor degree and those with more than bachelor degree for employee-organizational relationship. However, there is heterogeneity in the responses for work and responsibility, and promotion and staff development. In both instances, the relationship between job satisfaction and the two variables of people with at most bachelor degree as their highest form of education is not significant. There is however, high relationship between job satisfaction and both work and responsibility and promotion and staff development. One important explanation to the high relationship between job satisfaction and staff development among worker with at least bachelor's degree is that, majority of the workers with qualification higher than bachelor degree are teaching staff. There is more freedom and respect for the teaching staffs that holds their PhD and therefore majority of these teaching staff see promotion and staff development as a key variable to enhance their Job satisfaction.

Table 8: Heterogeneity by academic qualification

Variable	Coefficient	P-value
Remuneration (Bachelor degree or less)	0.51	0.00
Remuneration (above bachelor degree)	0.27	0.00
Test of equality		0.05
Employee-Organizational relationship (Bachelor degree or less)	0.88	0.00
Employee-Organizational relationship (above bachelor degree)	1.06	0.00
Test of equality		0.44
Work and Responsibility (Bachelor degree or less)	-0.11	0.67
Work and Responsibility (above bachelor degree)	0.81	0.00
Test of equality		0.00
Promotion and staff development (Bachelor degree or less)	0.21	0.06
Promotion and staff development (above bachelor degree)	1.70	0.00
Test of equality		0.00

5. Conclusion

In this study, we investigate the determinants of job satisfaction and also investigate whether these determinants have differential effect among various subgroups of workers in private universities. The evidence presented in this paper indicates that management of private universities should improve remuneration, work and responsibility, employee-organizational relationship, and promotion and staff development to improve employee job satisfaction. University management should put more emphasis in improving remuneration

as it turns out remuneration is strongly correlated with job satisfaction than the other determinants. In order to get maximum satisfaction for the different subgroup in the university, different strategic policies are to be implemented for all the different subgroups examined. Though, job insecurity negatively correlate with job satisfaction, the test of significant shows that job insecurity does not affect job satisfaction. Surprisingly, autonomy and recognition negatively correlate with job satisfaction but the test of significant shows that recognition does not affect job satisfaction.

Although the findings from this study is specific to private universities in Ghana, the study can still be useful private universities in other Sub-Saharan African countries that have similar characteristics like Ghana. To provide satisfaction for the diverse groups, University management needs to develop a well-focused strategies directed toward increasing satisfaction through different concepts aimed at specific groups. This does not imply that, certain groups should be ignored. Rather each group has specific preferences that yield the group maximum satisfaction. Once these mechanism are put in place, job satisfaction surveys should be implemented to measure and track the results of these policies that have been in place. While some ideas on how to improve job satisfaction to the different segments of the sub population have been presented in this paper, the number of sub group studied is limited. Heterogeneity among workers in private universities is more than the four groups considered in this study. Rather than studying correlation effect of several determinants, future research may concentrate one variable and look at the causal impact since association or correlation does not mean causation.

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We would like to seek information on the satisfaction level of employees in Private Universities. The questionnaire contains **FOUR** Sections (A-D). Please answer all the questions in each section. The answers provided would be solely used for research and we would treat your response as confidential. We shall be grateful if you could spare a few minutes to answer the questions that follow.

586	i. Gender	1. Male	2. Female			
587	ii. Age	1. 20-30	2. 31-40	3. 41-50	4. 51-60	5. 61-70
588	iii. Denomination	1. SDA	2. Non Adventist			
589	iv. Marital Status	1. Married	2. Single	3. Widow/Widower	4. Divorced	6. Seperated
590	v. Education	1. PhD	2. Masters.	3. 1 st Degree	4. Other	
591	Specify.....					
592	vi. Staff status	1. Teaching Staff		2. Non-Teaching Staff		
593	vii. Present Level(Teaching Staff):	1. Asst Lecturer		2. Lecturer	3. Senior Lecturer	
594		4. Associate Professor		5. Professor		
595	viii. Present Level(Non Teaching Staff)	1. Junior Staff		2. Senior Staff	3. Senior Member	

Note: the meaning of 1,2,3,4,5,6,7 is as follows: 1. Strongly agree 2. Agree 3. Somehow agree 4. Undecided 5. Somehow disagree 6. Disagree 7. Strongly disagree. Tick where it applies	1	2	3	4	5	6	7
1. Presently, I am happy with my job							
2. I find real enjoyment in doing my work							
3. In my view, I like the job I am doing more than the average worker in the country does							
4. I am able to provide healthy balance between family life and work							
5. In most days within the working week, I am always happy doing my work							
6. On the whole am satisfied with my job							

610 **Section 3: Important Variables**

Note: the meaning of 1,2,3,4,5,6,7 is as follows: 1. Strongly agree 2. Agree 3. Somehow agree 4. Undecided 5. Somehow disagree 6. Disagree 7. Strongly disagree. Tick where it applies	1	2	3	4	5	6	7
Autonomy							
1. I have the freedom to correct daily problems when they occur in the course of doing my work							
2. I am usually part in the decision of how to go about my daily work duties							
3. I have control over how I address daily problems at work							
4. I can act very independently in my work							
5. Over all I have the autonomy to work							
Remuneration							
1. The remuneration system in the university is fair							
2. I am satisfied with my salary							
3. Averagely, my salary is better than employees working in other Organisations but with similar qualification							
4. I am satisfied with the existing salary structure of the university							
5. I am satisfied with employee assistance policy (eg. Transport, accommodation etc.)							
6. I am satisfied with the long term policy and insurance benefits for employees							
7. Overall am satisfied with the remuneration system							
Job insecurity							
1. I sometimes get disturbed that the university may not be able to pay my salary at the end of the month.							
2. I am worried about being moved to a different department against my will							
3. My appointment can be terminated at any time without any serious damages to the university							
4. On the whole I feel insecure at work							
Employee organizational relationship							
1. I am happy with the support I received from working colleagues							
2. I am happy with the support and assistance received from my immediate boss							
3. The working community does not discriminate against me							
4. In general the work environment is cordial							
Recognition/Esteem							
1. My superiors give me the necessary recognition that I deserve							
2. I always get support from my superiors in difficult situations							
3. Considering the work and effort I have made in this organization, I am satisfied with the recognition received from management							
4. I am always convinced that my effort is making great impact to the institution							
5. Overall the recognition system is fair and motivating							
Work and responsibilities							
1. The task and duties of my typical work day are similar							
2. The task and duties of my work are organized so that I am always able to finish the task that I have started before moving to other task							
3. I often receive information from others concerning my work performance							
4. It is always possible to find out how well I am doing at work							
5. I am satisfied with my workload and I think it matches with the remuneration I receive							

Note: the meaning of 1,2,3,4,5,6,7 is as follows: 1. Strongly agree 2. Agree 3. Somehow agree 4. Undecided 5. Somehow disagree 6. Disagree 7. Strongly disagree. Tick where it applies	1	2	3	4	5	6	7
6. I am satisfied and I think I have been awarded the right set of duties as per my abilities							
7. On the whole am satisfied with my responsibilities and performance							
Promotion and Staff development							
1. I am satisfied with the rate of staff development of the university							
2. Promotion in the university is based on merits							
3. Employees performance award systems in the university is fair							
4. There is clear guideline policy on staff development.							
5. Staff development in the university is based on merits							
6. Overall, the general commitment to Staff development and promotion is encouraging							

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