

Ariesya Aprillia

Indonesia

Rony Setiawan

Indonesia

Nonie Magdalena

Indonesia

Measurement of Lecturer Satisfaction

DOI: 10.15804/tner.2020.60.2.14

Abstract

The aim of this research is to analyze the extent of lecturers' satisfaction with regard to the gap between the satisfaction experienced and what is expected. The sample in this study were lecturers at one of a Private Higher Education institution in Bandung, Indonesia. Sampling was done using simple random sampling techniques. This study uses the Focus Group Discussion method. The instrument test uses validity and reliability tests, and the data analysis used in this study is Importance and Performance Analysis. Referring to the results of data processing, it was found that there were 4 out of 27 indicators in Quadrant I where the lecturer felt that the existence of indicators was considered very important, while the level of performance was still not satisfactory. Indicators that are considered not yet optimum are the provision of communication channels between leaders and lecturers, daycare facilities, clean eating places/ food courts, and resources for research that is not yet optimum. The outcomes of this research are considered to give positive feedback and positive feed forward to the Private Higher Education regarding service programs oriented to employees.

Key words: *importance performance analysis, lecturer satisfaction*

Introduction

Educational institutions are important institutions in a country, which act as significant key players in the advancement of a nation. Higher education institutions are considered as the highest source of knowledge and which train the specialist manpower in different fields of life (Khalid, Irshad, & Mahmood, 2012). The quality of future generations in developing countries depends on the quality of higher education, which directly or indirectly influences the progress of a nation (Aziz, Mahmood, & Bano, 2018). Spreading knowledge abroad, forging academic growth, training students, and fulfilling the requirements of a country's development are the objectives of higher education (Chen, Yang, Shiau, & Wang, 2006).

Internal stakeholders, who act as critical players in the delivery of these services, are employees. Employee services in higher education have a significant contribution in creating value for the satisfaction of students (external stakeholders). In this regard, good quality of service is a major commodity of competitive advantage in higher education (Aprillia, Setiawan, & Munthe, 2017). A tendency that often happens is that organizations are more focused on how to satisfy their customers, but ignore the satisfaction of their employees (Comm & Mathaisel, 2000). Chen et al. (2006) emphasize the importance of an organization to satisfy employees first before satisfying their customers, as it does not make sense to promise excellent service to consumers before first satisfying employees. If employees are satisfied, then they will be able to serve consumers well. Many researchers and HR consultants have recognized the importance of employees in the smooth operation of any organization (Khalid et al., 2012).

Lecturers are busy with complicated work in rapid change in a demanding environment. Lecturers have various work to do such as educating students (which includes teaching), researching, doing community service, and so on. In this complex work environment, lecturers are influenced by many things and this can increase or decrease their job satisfaction (Yilmaz, Celebi, & Cakmak, 2014). High-quality lecturers are the cornerstone of a successful education system (Khalid et al., 2012). If the lecturer feels satisfied, the quality of his or her Triad of Education Responsibilities consisting of teaching, research, and community service will increase (Chen et al., 2006). Job satisfaction is a main aspect contributing to the performance of a lecturer (Brown & Sargeant, 2007; Sadeghi & Pihie, 2013). In addition, if they are satisfied with the work environment, the quality of teaching and research can be well maintained, and besides this satisfied employees will help the organization to achieve its goals (Vojáčková, 2020). Job satisfaction ultimately

affects organizational performance (Chen et al., 2006). Employee dissatisfaction is disruptive and precarious for any occupation in any organization, but it is detrimental if it exists in the educational world (Sharma & Jyoti, 2009), because it is crucial to maintain the job satisfaction of lecturers (Khalid et al., 2012).

The majority of research on job satisfaction in the past 80 years since it was pioneered, has focused on industry and organizational settings. In the context of education, job satisfaction has become a variable that is often studied for both elementary and secondary education school teachers. However, empirical evidence regarding job satisfaction of teaching staff in higher education is still scarce in international literature (Oshagbemi & Hickson, 2003). Similarly, literature on employee satisfaction in higher education is still immature compared to the literature on student satisfaction (Chen et al., 2006), and therefore further research needs to be done by means of surveys, interviews, and/ or FGD (focus group discussions).

Problem of Research

Based on the explanations above, we formulate the problem of this research as “What is the level of lecturer satisfaction through comparing the discrepancies between perceived satisfaction and ideal satisfaction?”

Research Focus

From several studies on employee satisfaction that have been done before, research from Chen et al. (2006) is the closest to the research conducted by us today because this study measures the expectations and performance of job satisfaction. Therefore our study modifies their instruments. Chen et al. (2006) identified six factors to measure employee satisfaction, namely organization vision, respect, result feedback and motivation, management systems, pay and benefits, and work environment.

Methodology of the Research

General Background of the Research

Job satisfaction is currently an interesting topic for many researchers, but a comparatively small amount of this research involves higher education (Brown & Sargeant, 2007; Eyupoglu & Saner, 2009). Although research on job satisfaction has been conducted, there are several major disputes and discussions regarding the tangible factors that influence employees' satisfaction and dissatisfaction in the

workplace. Satisfied employees are more productive due to fewer deviations such as absenteeism, employee exit, and any incidents that reflect destructive behavior (Brown & Sargeant, 2007; Smerek & Peterson, 2006; Eyupoglu & Saner, 2009).

Many descriptions of job satisfaction have been made. A common or narrow definition is that it is a variable of work-related attitudes. The intensity of job satisfaction represents and is created by the work experience of an employee both in the current situation and in their future expectations. There is no work satisfaction model that applies to the environment of every company. This is true because aspects and application cannot be generalized (Platsidou & Diamantopoulou, 2009). The aim of an employee satisfaction survey is not only to find the level of employee satisfaction, but also to determine improvements needed. Comm & Mathaisel (2000) apply SERVQUAL (Service Quality) to design employee satisfaction surveys; Oshagbemi & Hickson (2003) and Sharma & Jyoti (2009) investigate job satisfaction through JDI (Job Descriptive Index); Chen et al. (2006) use IS Level (Importance-Satisfaction Level) to measure job satisfaction; Eyupoglu & Saner (2009), Toker (2011), & Saner & Eyupoglu (2012) test job satisfaction using MSQ (Minnesota Satisfaction Questionnaire); Platsidou & Diamantopoulou (2009) and Saba (2011) study job satisfaction via JSI (Job Satisfaction Inventory); Sadeghi & Pihie (2013) measure job satisfaction and dissatisfaction with the Wood Faculty Job Satisfaction/ Dissatisfaction Scale (WFJSDS). Although there was no common understanding among the researchers, the instrument contributed to the study of employee satisfaction measurements in the higher education service industry.

Research Sample

The sample in this study are 108 lecturers from a Private University in Bandung, Indonesia. A simple random sampling technique was used.

Instrument and Procedures

This study modifies the instruments of Chen et al. (2006), who identified six factors to measure employee satisfaction, namely organization vision, respect, result feedback and motivation, management systems, pay and benefits, and work environment. This study uses the FGD (Focus Group Discussion) method.

Data Analysis

Tests used in analyzing this research are validity, reliability, and Importance Performance Analysis (IPA). Validity testing in this study was done by making a correlation score between an item with the total score of the item. It had to have

a significant positive correlation, that is, $r \geq 0.300$ with a p value of not more than 0.05 (Hair, Anderson, Tatham, & Black, 1998). The results of reliability testing are shown by the value of Cronbach's alpha (CA) which shows the reliability of inter item consistency, or testing the consistency of respondents in answering all items. The interpretation of reliability was made according to Hair et al. (1998), and it was found that the CA value is ≥ 0.700 , which was considered acceptable.

Analysis of the data used in this study is Importance and Performance Analysis (IPA). The output using IPA is in the form of a Cartesian diagram with four quadrants showing each indicator in a quadrant. Four quadrants are described in the IPA.

Research Results

The descriptions of the respondents' characteristics, the results of the validity test, the results of the reliability test, and the results of the Importance Performance Analysis (IPA) test, are explained in this section.

Characteristics of Respondents

Based on Table 1, the characteristics of respondents (108 respondents) can be seen, based on age, gender, marital status, tenure, faculty, education, status, and academic rank.

Table 1. Characteristics of respondents

Descriptions	Sum (persons)	Percentage
Age (years old)		
• 26–35	23	21.3
• 36–45	48	44.4
• 46–55	21	19.4
• 56–65	15	13.9
• > 65	1	0.9
Gender		
• Female	67	62
• Male	41	38
Marital Status		
• Married	79	73.1
• Unmarried	29	26.9

Descriptions	Sum (persons)	Percentage
Tenure (years)		
• < 6	14	13
• 6–10	17	15.7
• 11–15	33	30.6
• 16–20	22	20.4
• 21–25	9	8.3
• 26–30	9	8.3
• 31–35	2	1.9
• > 35	2	1.9
Faculty		
• Medicine	9	8.3
• Engineering	15	13.9
• Psychology	12	11.1
• Language & Culture	12	11.1
• Economics	18	16.7
• Information Technology	12	11.1
• Art & Design	16	14.8
• Law	6	5.6
• Dentistry	8	7.4
Education		
• Doctoral	73	67.6
• Master	32	29.6
• Other	3	2.8
Status		
• Managerial Position	79	73.1
• Non-Managerial Position	28	25.9
• Other	1	0.9
Academic Rank		
• None	11	10.2
• Lecturer	44	40.7
• Assistant Professor	42	38.9
• Associate Professor	11	10.2

Validity and Reliability Test Results

All indicators are valid because the values of r (corr.) were ≥ 0.300 (0.300–0.636) with a p value ≤ 0.05 (0.000 for all indicators), except for indicators 3, 7, 9, 23, 24, 29, 31, 32, and 34. We conducted a reliability test using the SPSS application and obtained a reliability coefficient of 0.813. With reference to this, it can be concluded that the questionnaire designed by the researchers is reliable. This means that the question items, as research instruments, are fit or suitable enough for collecting the data for this study.

Importance Performance Analysis

From the results of the FGDs on 108 people, we obtained the level of conformity as listed in Table 2.

Table 2. Conformity level

Number	Indicator	Performance	Expectation	Conformity (%)	Quadrant
1	1	328	529	62.00378	2
2	2	310	538	57.62082	4
3	4	375	531	70.62147	2
4	5	375	528	71.02273	2
5	6	279	496	56.25	3
6	8	295	529	55.7656	4
7	10	410	535	76.63551	2
8	11	295	530	55.66038	4
9	12	327	529	61.81474	2
10	13	203	526	38.59316	4
11	14	295	540	54.62963	4
12	15	215	405	53.08642	3
13	16	307	483	63.56108	3
14	17	291	520	55.96154	4
15	18	241	513	46.97856	4
16	19	347	533	65.10319	2
17	20	328	498	65.86345	1
18	21	282	500	56.4	3
19	22	316	532	59.3985	2
20	25	323	433	74.59584	1
21	26	211	533	39.58724	4
22	27	342	534	64.04494	2
23	28	334	534	62.54682	2
24	30	338	540	62.59259	2
25	33	433	470	92.12766	1
26	35	316	452	69.9115	1
27	36	279	539	51.76252	4

Based on Table 2, none of the indicators have indicators 100% or more conformity level, it means that the organization has not fulfilled what is a necessity for employees, and so this needs to be improved. From Table 2 we can see the gap

between the importance/ expectation and performance/ reality. There is a negative gap if the performance/ reality score is smaller than the importance/ expectation and a positive gap if the performance/ reality score is greater than the importance/ expectation. Based on Table 2, a Cartesian diagram (Figure 1) can be made to map which variables are in which position.

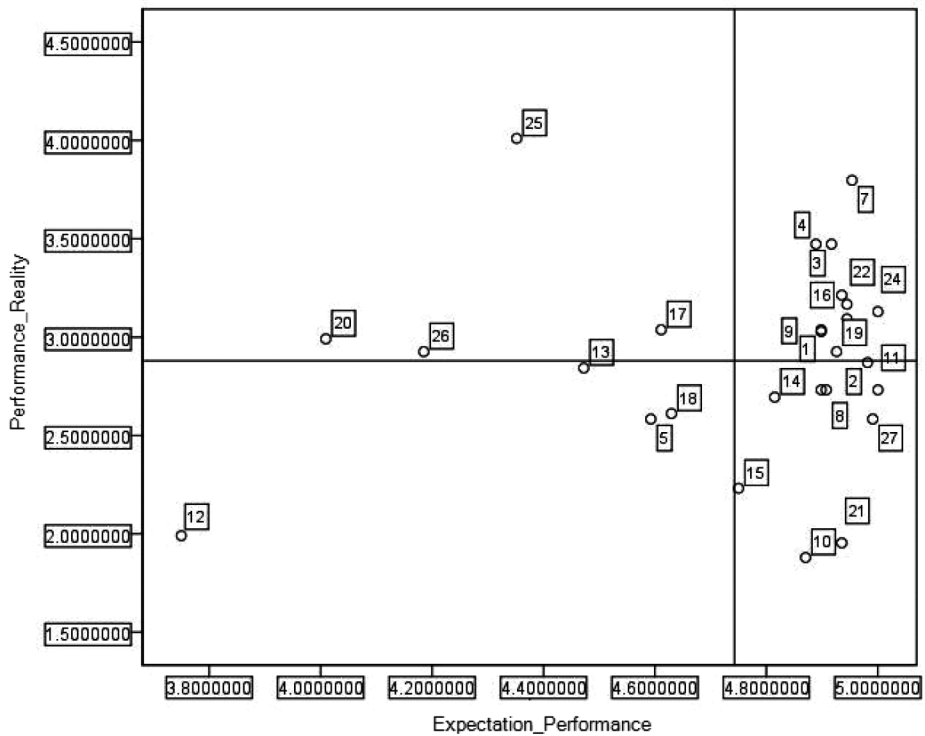


Figure 1: IPA Diagram

Discussion

The interpretation of the Cartesian diagram (Figure 1) can be explained as follows.

- a. Upper left quadrant 1 (attributes to improve/ top priority/ concentrate here)
Areas that contain factors that are considered important by lecturers, but in reality these factors do not meet lecturer expectations (satisfaction level is still low)

- Provision of communication channels between leaders and lecturers (Number/ #17, Indicator/ I.20)
- Provision of daycare (#20, I.25)
- Provision of clean eating places/ food courts (#25, I.33)
- Provision of resources for research (#26, I.35)

b. Upper right quadrant 2 (Maintain Performance)

Factors that are considered important by the lecturer and which are considered by the lecturer as in accordance with what he or she feels, so that the level of satisfaction is relatively higher.

- University already has a good Strategic Plan (#1, I.1)
- The leader has a vision (#3, I.4)
- Leaders have positive ambitions (#4, I.5)
- Students respect lecturers (#7, I.10)
- Provision of a rewards system (#9, I.12)
- Leaders have leadership and managerial capacity (#16, I.19)
- Provision of quality service processes (#19, I.22)
- Provision of a good support system (#22, I.27)
- Provision of scholarships for further study (#23, I.28)
- Provision of teaching aids (#24, I.30)

c. Lower left quadrant 3 (attributes to maintain/ low priority)

Factors that are considered less important by the lecturer and in fact their performance is not too special.

- The leader helps the lecturer find his or her vision (#5, I.6)
- Lecturers are given access to learn about the operation of the university (#12, I.15)
- Provision of a fair promotion system (#13, I.16)
- Innovations in management systems (#18, I.21)

d. Lower right quadrant 4 (main priority/ excessive/ superfluous)

Factors that are considered less important by lecturers and are felt to be too excessive.

- University's reputation and image (#2, I.2)
- Expert recognition (#6, I.8)
- Recognition of achievements in the field of teaching and research (#8, I.11)
- Rewards/ prizes for outstanding performance (#10, I.13)
- There is support in terms of teaching (#11, I.14)
- Provision of a good management system (#14, I.17)
- A clear reward and support system (#15, I.18)

- Provision of a good pension system (#21, I.26)
- Provision of clear information (#27, I.36)

Conclusions

Referring to the results of the data processing and the results and discussion, it can be concluded that 4 of the 27 indicators are in Quadrant I, where the existence of these indicators is considered very important by the lecturer, while the level of performance/ the reality is not yet satisfying. The provision of communication channels between leaders and lecturers (Number 17, Indicator 20) is not yet optimum. Lecturers feel that communication channels are too bureaucratic, and this is difficult if there are incidental and urgent problems. Communication that often occurs is only in one direction. Apart from this the information conveyed by the leadership is too conceptual, so it is quite difficult to understand. Communication is often done by leaders in large forums so that it is not well targeted. Lecturers sometimes do not receive the information they should receive. If they do receive the information, the information received is unclear. The results of meetings were distributed two weeks later, so things that had to be followed up immediately were hampered.

Provision of daycare (Number 20, Indicator 25) is not considered optimum. Lecturers feel that the existing facility is not yet adequate. Daycare which is located on the 1st floor of the Faculty of Psychology is too small, and it can only accommodate a small number of children, and the lecturer who would like to leave his or her child may not necessarily get a place, so the lecturer is confused because he or she has to work but still has to look after his or her children. Provision of food court has not been optimum (Number 25, Indicator 33). The lecturers considered the food court not to be too representative, both in terms of food variety, price, and cleanliness. Food is considered not very varied and the menu at each counter is almost the same, with only a few changes. The price is quite expensive so the lecturers have objections when having to eat there. Sometimes the food court is not clean, be it the floor, table, or counter.

Provision of resources for research is not yet optimum (Number 26, Indicator 35). Room facilities for research are not comfortable, laboratories are too small, and the human resources (laboratory staff and analysts) that help are also limited. Lecturers also find it difficult to access international journals as reference material for research, because the journal has a fee and the university does not subscribe.

Submission of research proposals is limited to only once a year; lecturers have to wait a long time, so that they are not free to conduct research when ideas come. If the research has been completed and will be published in international journals, translators are required and sometimes there is lack of financial support for this from the university. Incentives for lecturers in the field of research are also considered lacking, so that lecturers are less interested in conducting research. Lecturers consider the university too restrictive in terms of research funding.

The advice we can give is that the leadership should improve channels of communication so that the lecturers feel at ease and facilitated when communicating with the leader, for example, by creating a special communication platform for leaders to communicate with lecturers. This should be just one platform so that lecturers are not confused about which platform to communicate with. There should be separate communication channels for each faculty, so that the communication that occurs is more on target.

The university should expand daycare, for example by moving the location of daycare to a place that is much larger and more representative so that lecturers do not experience daycare problems when they want to leave their children for the day and so that the lecturer can work quietly. As for suggestions regarding the food court, the university (through the food court manager) should ask each counter to do regular menu updates/ innovations so that consumers do not get bored with the same menu. The manager must better monitor the cleanliness of the food court through his or her cleaning staff. Besides this the manager could also hold a contest for the cleanest counter every month and give prizes to the winners, for example by freeing the service charge counter in the following month.

The advice we can give to increase research resources is that university should improve facilities in the laboratory little by little and increase the number of human resources to assist lecturers in conducting research. The university should subscribe to good online journals so that lecturers have no difficulty in finding references for their research. The university (through the Centre of Research and Community Service/ CRMS) should give freedom to lecturers whenever they want to submit research proposals. CRMS should provide free translation facilities for lecturers who need the facility to translate articles for publication in international journals; CRMS can work together with the Faculty of Language and Culture so that the costs are lower. Universities should give more appreciation to lecturers who have conducted research, for example by increasing research incentives.

References

- Aprillia, A., Setiawan, R., & Munthe, R.G. (2017). Testing of management commitment as antecedents of prosocial service behavior with job satisfaction as mediating variable. *International Journal of Applied Business and Economic Research*, 15 (19), 511–519. Retrieved 03/04/2018 from <http://www.serialsjournals.com/serialjournalmanager/pdf/1518168020>
- Aziz, S., Mahmood, M., & Bano, S. (2018). Total quality management: A framework for higher education institution. *Journal of Research in Social Sciences*, 6 (1), 124–141. Retrieved 11/08/2018 from <https://go.galegroup.com/ps/i.do?p=AONE&sw=w&u=googlescholar&v=2.1&it=r&id=GALE%7CA18163715&sid=classroom-Widget&asid=30c43e94>
- Brown, D. & Sargeant, M.A. (2007). Job satisfaction, organizational commitment, and religious commitment of full-time university employees. *Journal of Research on Christian Education*, 16 (2), 211–241. doi: 10.1080/10656210701647613
- Chen, S.H., Yang, C.C., Shiau, J.Y., & Wang, H.H. (2006). The development of an employee satisfaction model for higher education. *The TQM Magazine*, 18 (5), 484–500. doi: 10.1108/0954478061068546
- Comm, C.L. & Mathaisel, D.F.X. (2000). Assessing employee satisfaction in service firms: An example in higher education. *Journal of Business and Economic Studies*, 6 (1), 43–53.
- Eyupoglu, S.Z. & Saner, T. (2009). Job satisfaction: Does rank make a difference? *African Journal of Business Management*, 3 (10), 609–615. doi: 10.5897/AJBM09.157
- Hair, J.R., Anderson, R.E., Tatham, R.L., & Black, W.C. (1998). *Multivariate data analysis*. 5th Edition, Upper Saddle River, NJ: Prentice-Hall, Inc.
- Khalid, S., Irshad, M.Z., & Mahmood, B. (2012). Job satisfaction among academic staff: A comparative analysis between public and private sector universities of Punjab, Pakistan. *International Journal of Business and Management*, 7 (1), 126–136. doi: 10.5539/ijbm.v7n1p126
- Oshagbemi, T. & Hickson, C. (2003). Some aspects of overall job satisfaction: A binomial logit model. *Journal of Managerial Psychology*, 18 (4), 357–367. doi: 10.1108/02683940310473109
- Platsidou, M. & Diamantopoulou, G. (2009). Job satisfaction of Greek University professors: Is it affected by demographic factors, academic rank and problems of higher education? In G.K. Zarifis (Ed.), *Educating the Adult Educator: Quality Provision and Assessment in Europe*. Conference Proceedings, ESREA-ReNAdET, Thessaloniki: Grafima Publications. Retrieved 11/27/2018 from [http://users.uom.gr/~platsidu/Job sat...on of Greek university professors.pdf](http://users.uom.gr/~platsidu/Job%20sat...on%20of%20Greek%20university%20professors.pdf).
- Saba, I. (2011). Measuring the job satisfaction level of the academic staff in Bahawalpur College. *International Journal of Academic Research in Business and Social Sciences*, 1(1). Retrieved 11/27/2018 from <http://hrmars.com/admin/pics/9.pdf>
- Sadeghi, A. & Pihie, Z.A.L. (2013). The role of transformational leadership style in enhancing lecturers' job satisfaction. *International Journal of Business and Social Sci-*

- ence, 4 (8), 264–271. Retrieved 27/11/2018 from <https://pdfs.semanticscholar.org/2da2/d53a83c842462886db33443e251406eda7c6.pdf>
- Saner, T. & Eyupoglu, S.Z. (2012). The age and job satisfaction relationship in higher education. *Procedia-Social and Behavioral Sciences*, 55, 1020–1026. doi: 10.1016/j.sbspro.2012.09.59
- Sharma, R.D. & Jyoti, J. (2009). Job satisfaction of university teachers: An empirical study. *Journal of Services Research*, 9 (2), 51–80. Retrieved 11/27/2018 from <https://www.researchgate.net/publication/286142423>
- Smerek, R.E. & Peterson, M. (2006). Examining Herzberg's theory: Improving job satisfaction among non-academic employees at a university. *Research in Higher Education*, 48 (2), 229–250. doi: 10.1007/s11162-006-9042-3
- Toker, B. (2011). Job satisfaction of academic staff: An empirical study on Turkey. *Quality Assurance in Education*, 19(2), 156–169. doi: 10.1108/09684881111125050
- Vojáčková, L. (2020). Key motivational factors affecting teacher's long-term engagement in school projects. *The New Educational Review*, 59 (1), 24–34. doi: 10.15804/tner.2020.59.1.02
- Yılmaz, S.M., Celebi, C.D., & Cakmak, E. (2014). Job satisfaction level of academicians in Faculty of Education. *Procedia-Social and Behavioral Sciences*, 116, 1021–1025. doi: 10.1016/j.sbspro.2014.01.339.