SOCIO-PSYCHOLOGICAL PREDICTORS OF JOB SATISFACTION AMONG ACADEMIC STAFF OF UNIVERSITIES IN GHANA

Eugene Yaw Milledzi
Department of Education and Psychology; College of Education Studies, University of Cape Coast, Ghana
emilledzi@ucc.edu.gh

William Boateng
Department of Sociology and Anthropology; College of Humanities and Legal Studies, University of Cape Coast, Ghana
wboateng@ucc.edu.gh

Mark Owusu Amponsah
Department of Education and Psychology; College of Education Studies, University of Cape Coast, Ghana
mamponsah@ucc.edu.gh

James Adu Opare
Department of Education and Psychology; College of Education Studies, University of Cape Coast, Ghana
jopare100@ucc.edu.gh

Abstract: The study assessed the interaction effects of organizational climate as a key moderating variable on socio-psychological factors that influence levels of job satisfaction among academic staff of universities in Ghana. The descriptive sample survey design was used and a stratified proportional random sampling procedure was employed to select a total sample of 376 academic staff based on rank and gender. The Linear Multiple Regression Analysis Procedure was used for the analysis of data and the result showed that organizational climate is a key moderating variable for job satisfaction among academic staff of universities in Ghana. It was recommended that stakeholders in higher education should make pragmatic efforts to create conducive organizational climate in their institutions.
Keywords: socio-psychological factors, organizational climate, job satisfaction

Introduction
1.1 Background
University academics hold central positions in the knowledge society through their traditional roles as educators and producers of knowledge. The rise of the knowledge society envisages changes to traditional academic roles and a motivated academic workforce satisfied with their jobs is most likely to produce the greatest benefits to society with regard to teaching, research and innovation (Etzkowitz, Ranga & Zhou, 2007). Therefore, it is important that stakeholders seeking to influence the role of universities in the knowledge society understand the characteristics of their job that make   them satisfied in their everyday work life.

According to Amonoo-Neizer (1998), attracting and retaining competent academics has become the biggest problem in African universities. This is because talented and competent university academics are often drawn towards lucrative administrative career. Evidence suggests that staff pay for university academics is insufficient, there are poor housing facilities and the housing allowances paid are not enough to facilitate obtaining suitable accommodation in the open market. However, the volumes of work for academic staff have increased with large class size (Tettey, 2006). According to Ghafoor (2012), the current reality is found in most Sub-Saharan African universities where there is congestion in lecture theatres and laboratories and overall limited equipment with which to provide adequate teaching and learning environment. Therefore, university academics have to teach from a shrinking resource base. The question is: what is likely to be the effect of such rapidly declining conditions on the abilities of university academics to continue to deliver an effective education? In order for academics to achieve high standard of teaching, produce quality research and publications and to meet the goals of higher education, the requirements to improve their work and working environment must be met (Tettey, 2006).

It is on record that university academics want tasks that correspond to their personal interests and allow them considerable autonomy in task selection and decision making. Academics of universities also want salaries and allowances that commensurate with the job they do and these must also be equitably paid at levels that meet their expenses (Tettey, 2006). They also want promotions to be awarded fairly. With university academics being employees of higher educational institutions, the satisfaction they derive from their work and working

environment promotes quality teaching and research, hence the need to examine socio-psychological factors that affect their levels of job satisfaction.

1.2 Statement of the Problem

Academics of universities are critical actors in knowledge production and human resource development through teaching and research. Several studies by researchers such as Lyons, Duxburg & Higgins, 2006; Hunter, 2007; Long, 2005; Greenhaus, Tammy & Spector, 2006) examined factors that affect job satisfaction of employees. However, it has been observed that in spite of the plethora of studies on job satisfaction, the academic environment of universities in Ghana has not been fully explored; particularly socio-psychological factors that predict job satisfaction of university academic staff. Earlier studies on job satisfaction focused on industrial and organizational settings and did not touch on education. This study is however, in education and it sought to examine an important topic in job satisfaction because the academic environment of universities in Ghana has witnessed the annual ritual of agitations, threats and strikes over one job-related issue or the other. Earlier studies that examined job satisfaction only used independent variables. However, the current study examined job satisfaction as a dependent variable but added a moderating variable (organizational climate) to the independent variables.

1.2 Purpose of the Study

The purpose of this study was to examine socio-psychological factors that predict job satisfaction among academic staff of universities in Ghana. Specifically, the study sought to assess the interaction effects of organizational climate as a key moderating variable on socio-psychological factors.

1.2.1 Research Hypothesis

The study tested the following null hypothesis:

H_o: Socio-psychological factors do not directly predict job satisfaction of academic staff of Universities in Ghana.

2.0 Concepts and theoretical issues

2.1 Achievement

Achievement as a concept in the job satisfaction literature can be identified by successfully completing a task, finding a solution to problems, showing proof of work, and seeing the results of one's work. Achievement is the most frequently appearing factor that relates to what make people satisfied with their jobs (Hagedorn, 2000). According to August and Waltman (2004), achievement in academia has been measured by faculty productivity, or the number of publications including journal articles, books and presentations at conferences and seminars.

There are differences between male and female faculty productivity. August and Waltman (2004) argued that achievement measured by faculty productivity is not significantly related to job satisfaction among female faculty members. Female professors often have lower research productivity, more interest in teaching, and more involvement in institutional service than their male counterparts. Female faculty members spend their time publishing books and articles, participating in public service, and taking on greater administrative positions. Male faculty members, on the other hand, spend more time on research than teaching, which produces higher salaries.

2.2 The Work Itself

Herzberg (1959) defined the work itself as the actual doing of the job or the tasks of the job as a source of good feelings about it. It should be noted that academics live by the motto: teaching, research and community service. Therefore, faculty members have a wide variety of job responsibilities encompassing those of teacher, advisor, researcher, committee member, editor, consultant, colleague and counsellor. Lacy and Sheeham (1997) indicated that the nature of academic work often causes new faculty members to feel overwhelmed and stretched beyond their physical and mental capacity which can lead to dissatisfaction. Malik (2011) in a study on the effect of intrinsic factors on job satisfaction found that the work itself accounted for 63% of the variance in overall job satisfaction of university faculty members.

2.3 Promotion

Promotion as a concept in the job satisfaction literature refers to the degree an employee perceives his or her chances to grow within the organization. Baron and Greenberg (2003) argued that people should not only be rewarded with pay but they should be offered opportunities to grow within the organization in which they work. The implication is that every employee would want to work in jobs that provide him or her with opportunities to

be promoted to new and challenging position. It must be pointed out that promotion of academics is dependent on research and publications as well as teaching and community service or extension. Tettey (2006) indicated that promotion procedures in African universities are long, stressful and cumbersome while the requirements for promotion are unreasonable. Shah (2012) in a study found a positive effect of promotion on levels of job satisfaction among university teachers in Pakistan. Similarly, Teseema and Soeters (2006) in a study reported a strong positive association between promotion and job satisfaction of employees. Hagedorn (2000) indicated that advancement in academia is associated with promotion in rank and achievement of tenure. Similarly, Tack and Patitu (1992) in a study found promotion as the strongest explanatory variable in faculty job satisfaction.

2.4 Responsibility
Responsibility refers to what must be done to complete a task and the obligation created by the assignment. Studies have shown that responsibility and job satisfaction are positively related (Baron & Greenberg, 2003; Padilla-Velez, 1993). However, other studies found that responsibility and job satisfaction have no effect on each other (Bowen & Ostroff, 2004; Castillo & Cano, 2004). Responsibilities are normally determined by the employer to facilitate achievement of goals. According to Luthans (2002), responsibilities should be specific as to whether they are daily or weekly responsibilities that employees (academic staff) should perform to prevent a person from being overloaded. The employers must make sure that responsibilities are standardized for each job level and that each employee has a copy of his or her job description. The literature suggests that the effect of responsibility on job satisfaction has not been fully explored. However, there are some few studies which indicated an indirect effect either through organizational ethics or organizational justice (Valentine & Fleischman, 2008). Therefore, it can be argued that the existing empirical support to this link is anchored mainly on the analyses of specific measures that could be seen only as indirect proxies for assessing responsibility and job satisfaction.

2.5 Salary
Salary or pay is one of the basic determinants of job satisfaction among workers in both public and private sectors. According to Basset (1994), salary or pay has a strong effect on job satisfaction of any employee. Shoaib, Noor, Tirmizi and Bashir (2009) submitted that attractive remuneration is an important factor in determining job satisfaction because it fulfils financial and material desires of workers. Rosser (2004) in a study reported that less than half of faculty members are satisfied with their salary. This implies that salary or pay is an important personal issue that may affect the job satisfaction of faculty members. Bellas and Moore (2007) indicated that, although, much of the overall research on faculty members suggests that salary or pay is not the most important aspect of their work life and satisfaction, it is one of the primary reasons why some faculty members leave their institutions. Tettey (2006) in a study found that dissatisfaction with salary is one of the key factors undermining the job satisfaction and commitment of academics to their institutions and consequently their decision to leave. Similarly, Oshagbemi (2003) in a study of academics in the United Kingdom concluded that salary or pay benefits has significant effect on levels of job satisfaction.

2.6 Work Environment
Work environment that is comfortable, relatively low in physical and psychological stress facilitates the attainment of work goals and tends to produce high levels of job satisfaction among employees. Therefore, academic staff require office space, book and research support to be able to access latest information for their teaching and research outputs. According to Yousaf (2010), heavy workload caused by increase in student numbers has negative effect on the well-being of academics in higher educational institutions.   Similarly, Metcalf, Rolf and Weale (2005) indicated that heavy workloads including teaching large classes may impact negatively on the job satisfaction of academics. It should be noted that university academics are expected to use appropriate technology in delivering their teaching as well as research. Rosser (2004) indicated that few institutions provide adequate support for faculty members to integrate technology into their work. Similarly, Obwogi (2011) in a study found that some academics in Kenyan public universities did not have access to technology. It must be noted that the extent to which academics feel supported in terms of being provided with adequate facilities including technology is important to the overall quality of their work.

2.7 Organizational Policy
Organizational policy is viewed as socio-psychological factor contributing to the effectiveness of the education system particularly in colleges and universities.   Therefore, managers of educational institutions should boost the morale of academic staff by involving them in the decision making process. A significant effect of organizational policy on job satisfaction has been established over the years (Carrell, Jennings & Heavrin, 1997). Organizational policy of institutions, especially institutions of higher learning can be a great source of frustration for employees if the policies and procedures are not clear. Dugguh and Ayaga (2014) in a study concluded that a clear organizational policy permits an employee to use his/her discretion and initiatives in the

discharge of his/her duties. Davis and Wilson (2000) in a study examined principals' efforts to empower teachers and the impact those efforts had on teacher motivation and job satisfaction. The results of the study showed that there was a significant relationship between principals' behaviors and teacher motivation and job satisfaction. Similarly, Bogler (2001) investigated the influence of organizational policy on job satisfaction of workers. The results showed that job satisfaction levels increased as participants perceived their organizational policy in positive terms.

2.8 Co-worker Relationship

Devaney and Chen (2003) noted that a powerful determinant of job satisfaction is the relationship with colleagues at the work place. Similarly, Lacy and Sheehan (1997) stated that one of the major predictors of job satisfaction is the relationship with co-workers. Ducharme and Martin (2000) reported that effective co-worker support at the work place positively affects   job satisfaction of employees. Saba (2011) in a study measured the job satisfaction levels of academic staff in Bahawalpur colleges. The findings showed that relationship with the co-workers contributed significantly to job satisfaction. It should be noted that relating well with colleagues promotes job satisfaction among workers in any organization. This is because part of the satisfaction in employment contract is the social contact it brings to employees. Therefore, reasonable time should be given for socialization at the work place especially in academic institutions such as universities for networking. Three decades of research converged on the finding that workplace friendships generally improve productivity and morale. Sias and Cahill (1998) reported that a primary factor of dissatisfaction was when a co-worker failed to live up to friendly expectations.

2.9 Work-family Conflict

Work-family conflict occurs when the demands or expectations associated with one domain of work are incompatible with the demands or expectations associated with the other domain. Studies have established two dimensions of work-family conflict. First, when activities related to work interfere with family responsibilities, then, there is work interference with family (WIF) and second, when activities related to the family interfere with work responsibilities, then, there is family interference with work (FIW). Empirical studies have concluded that there is a positive correlation between work-family conflict and the impacts on individuals, such as drinking alcohol, exhaustion, work depression, work anxiety and physical problems (Warner & Hausdorf, 2009; Ballout, 2008). Work-family conflict leads to work dissatisfaction, low performance, irregular attendance at work and high turnover rate (Willis, Conner & Smith, 2008). Hassan, Dollard and Winefield (2010) in a study reported that work-family conflict caused lower levels of job satisfaction. Similarly, Bedeian, Burke and Moffett (1988) in a study found that work-family conflict has a direct effect on job satisfaction. Their study established that job satisfaction was affected by the interaction between work role stress and parent role demands.

2.10 Organizational Climate

According to Weallens (2000), organizational climate is a consciously perceived environmental factor that can be subjected to control in order to boost job satisfaction. Low (1997) defined organizational climate as the attitudes, feelings and social processes of organizations. Organizational climate therefore falls under three major categories; namely autocratic climate, democratic climate and laissez-faire climate. Organizational climate, is therefore, a set of attitudes and feelings which can be perceived by employees within a particular institution, department or unit.   Researchers such as (Likert, 1997; McGregor, 2000) indicated that the organizational climate with regard to social support system had significant influence on employees' perceptions of work context and this to a large extent affects their levels of job satisfaction. Ostroff, Kinicki and Tamkins (2007) in a study found a strong positive association between organizational climate and job satisfaction of employees. Similarly, Friedlander and Margulies (1999) in a study reported that organizational climate had the greatest effect on job satisfaction of employees. Pritchard and Karasick (1993) in a study found that organizational climate dimensions were strongly related to job satisfaction facets such as security, working conditions and opportunities for promotion. Schneider (2008) in a study concluded that organizational climate was positively related with job satisfaction of employees

3.0 Theoretical Framework

3.1 Hagedorn's Theory of Job Satisfaction

In order to aid in the attainment of the study's objective, Hagedorn's theory of job satisfaction which posits that there are two types of concepts namely triggers and moderators that work together to affect job satisfaction provides the theoretical orientation and support for the study.   According to Hagedorn (2000), a trigger is a significant life event that may be either related or unrelated to the job. The framework contains six triggers namely: change in life state; change in family-related or personal circumstances, change in rank or tenure; transfer to a new institution; change in perceived justice and change in emotional state. Moderators on the other hand, refer to variables that influence the relationships between other variables or situations thereby producing

an interaction effect. There are three types of moderators. These are motivators and hygienes (achievement, the work itself, responsibility, promotion, salary, work environment, organizational policy, co-worker relationship); socio-demographics (gender, age, marital status, rank, work-family conflict) and environmental conditions (organizational climate). Of particular importance of Hagedorn's theory to this study is that the independent variables as well as the moderating variable have been derived from the theory. Therefore, in applying this theory to the study, the key findings of the study are explained and situated in the light of the framework of the theory.

3.2 Conceptual Framework
The conceptual framework of this study was designed based on the concepts as well as the variables derived from the empirical studies reviewed. The rationale was to clarify the relationship between the independent variables (achievement, the work itself, responsibility, promotion, salary, work environment, organizational policy, co-worker relationship, and work-family conflict); the moderating variable (organizational climate) and the dependent variable (academic staff job satisfaction). This is shown in Figure 1
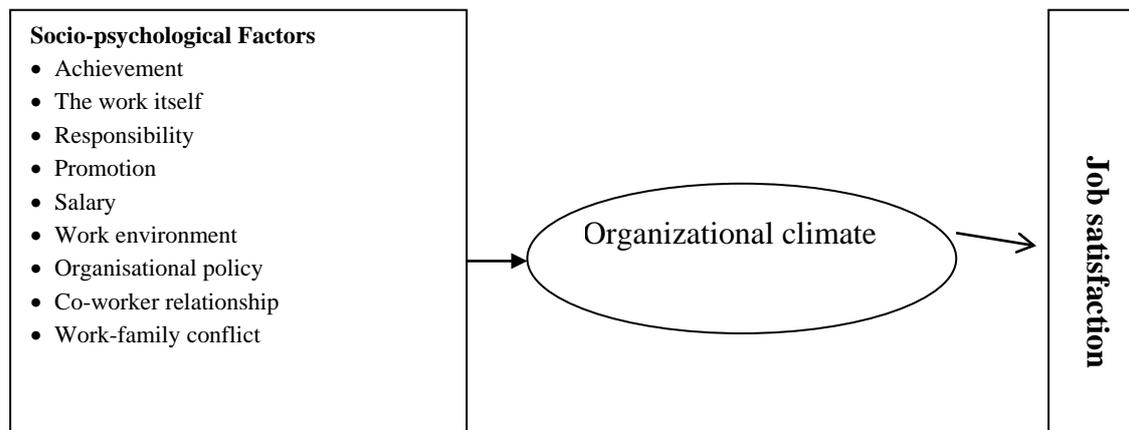

Figure 1: Effects of Socio-psychological Factors on Academic Staff Job Satisfaction Source: Adapted from Hagedorn's Theory of Job Satisfaction

According to Hagedorn (2000), to enhance job satisfaction of employees, there is the need to consider the organizational climate of the institution. The thrust of the argument is that the independent variables do not strongly predict levels of job satisfaction of university academics in Ghana and that they do so only when the organizational climate of the university is conducive. Based on this assertion, this paper   argues that the conducive nature of the university's organizational climate is key in predicting job satisfaction because it would help in strengthening the power of the independent variables on the dependent variable.

4.0 METHODOLOGY
4.1 Research Design
The descriptive survey design was employed for the study. According to Creswell (2014), descriptive surveys gather data at a particular point in time when there is an intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared. Surveys are also capable of providing descriptive, inferential and explanatory information that can be used to ascertain correlations and relationships between items and the themes of the survey (Cohen, Manion & Morrison, 2007). This study sought to examine socio-psychological factors that predict   job satisfaction among academic staff of universities in Ghana. Taking into consideration the nature of the research problem, the researchers selected conditions that already existed for analysis of their relationships. The descriptive survey design was chosen for this study because judging from the main thrust of the study where data was collect at just one point in time on samples from academic staff of universities in Ghana; it was deemed the most appropriate design.

4.2 Population
The population for this study was academic staff of University of Ghana, Kwame Nkrumah University of Science and Technology, Valley View University and Catholic University College. This consists of assistant lecturers, lecturers, senior lecturers, associate professors, and professors. As at 2014, the total population of academic staff in the four universities under study was 1737. The distribution of the population of academic staff by institution, rank and gender is shown in Table 1.

Table 1: Distribution of Population among the Universities

Rank of university academic staff	Public				Private				Total	
	UG		KNUST		CUC		VVU		Total	
	M	F	M	F	M	F	M	F	M	F
Professor	55	5	13	0	1	0	1	0	70	5
Ass. Professor	79	33	44	4	0	0	1	0	124	37
Senior Lecturer	178	45	133	17	4	2	4	0	319	64
Lecturer	281	88	389	71	46	8	39	7	755	174
Asst. Lecturer	102	65	0	0	0	0	15	7	117	72
Total	695	236	579	92	51	10	60	14	1385	352

Source: UG, 2014; VVU, 2014; CUC, 2014; KNUST, 2014.

4.3 Sample and Sampling Procedure
The sample size of the study was 376. This represents 21.6% of the accessible population of 1,737. The sample size is in line with the recommendation of Kirk (1995) who posits that it is appropriate to select a sample size of 20 % or more for a population of 1,737. The probability sampling, specifically the proportional stratified random sampling and simple random sampling techniques were used to draw the sample for the study. The rationale for employing proportional stratified random sampling in this study was to ensure representativeness of the population in the sample in order to generalize research findings to the population. In this study, stratification was done based on rank and gender of academic staff.

4.4 Data Collection Instrument
A survey questionnaire on academic staff job satisfaction was developed by the researchers and used to gather data for the study. The survey questionnaire was divided into four sections namely A, B, C, and D. Section 'A' dealt with the socio-demographic characteristics of the respondents. It sought to gather data on gender, age, rank, marital status and category of university (public or private). Section 'B' sought to gather information from academic staff on how socio-psychological factors affect their levels of job satisfaction. Section 'C dealt with statements on job satisfaction while section 'D' sought to elicit information on how organizational climate affects levels of job satisfaction. The content validity of the survey questionnaire was assessed by expects in measurement and evaluation. A pre-testing of the instrument was undertaking on 42 academic staff of the University of Cape Coast, Ghana. The reliability co-efficient of the survey questionnaire was established using the Cronbach's alpha and reliability co-efficient of 0.91 was obtained.

4.5 Measurement of Variables

4.5.1 Independent variables: The independent variables were socio-psychological factors (achievement, the work itself, responsibility, promotion, salary, work environment, organizational policy, co-worker relationship, work-family conflict). Each variable was made up of multiple closed-ended items that were used to collect data from respondents. These items were pooled together to measure each construct. The responses to the items were measured numerically using discrete values on a five-point scale such that one (1) indicating the least agreement to the issues while five (5) representing the strongest agreement to the issues.

4.5.2 Moderating variable: The moderating variable was organizational climate. Four close-ended items were used to elicit data on this variable. These items were also measured numerically using discrete values on a five-point scale such that one (1) represents the least agreement to the issues while five (5) represents the strongest agreement to the issues.

4.5.3 Dependent variable: The dependent variable for this study was job satisfaction which refers to a combination of social, psychological and environmental circumstances that contribute to the well-being of the individual at the work place. Job satisfaction, for the purpose of this study has been conceptualized as academic staff contentment with social, psychological and environmental factors within their institutions. Six close-ended items were used to elicit data on the various aspect of academic staff levels of job satisfaction. The responses to the items were measured numerically. An academic staff is perceived to be satisfied in his or her job if the mean score regarding the six items is equal or more than 3.0.

5.0 Data Collection Procedure
For the purpose of data collection, the consents of academic staff selected to participate in the study were sought and contacted. The purpose of the study was explained to them and the questionnaires were given out to the 376 selected academic staff to complete. At the end of the data collection, 361 completed questionnaires were retrieved representing 96.0 % response rate.

5.1 Data Analysis

The linear multiple regression analysis procedure was employed to test the hypothesis formulated in order to determine if the potential explanatory variables explain a substantial proportion of the variance in the overall job satisfaction of academic staff of universities in Ghana. According to Malhotra and Birsks (2003), to assess the contributions or effects of independent variables on a dependent variable taking into consideration the role moderating variables play in the equation, it is appropriate to use the linear multiple regression analysis.   The hypothesis was tested at the 0. 05 alpha level of significance. The data were analyzed using the Predictive Analytic Software (PASW) Version 19.0.

6.0 Results and Discussion

.

The researchers sought to examine the interaction effects of organizational climate as a key moderating variable on socio-psychological factors that predict job satisfaction. Using the linear multiple regression analysis to test the hypothesis, a diagnostic test was first conducted to check for multicollinearity among the variables. The multiple regression analysis involved testing of two models. In the first model, the dimensions of socio-psychological factors (achievement, the work itself, responsibility, promotion, salary, work environment, organizational policy, co-worker relationship, and work-family conflict) were entered as independent variables. In the second model, organizational climate was entered into the equation as a moderating variable. The results are presented in Table 2.

Table 2- *Effects of Socio-Psychological Factors on Job Satisfaction of University Academics*

Variables	Model One		Model Two	
	Beta (Std. Error)	Sig.	Beta (Std. Error)	Sig.
Achievement	-0.031 (0.032)	0.379	0.011 (0.034)	0.417
The work Itself	0.039 (0.038)	0.261	0.019 (0.039)*	0.028
Responsibility	0.092 (0.033)*	0.028	0.071 (0.034)*	0.030
Promotion	0.362 (0.023)**	0.000	0.232 (0.025)**	0.000
Salary	0.065 (0.024)*	0.048	0.065 (0.026)	0.060
Work environment	0.257 (0.031)**	0.000	0.223 (0.033)**	0.000
Organizational Policy	0.162 (0.027)**	0.000	0.163 (0.028)**	0.000
Co-worker relationship	0.176 (0.028)**	0.000	0.136 (0.029)**	0.000
Work-family conflict	-0.112 (0.030)**	0.001	0.017 (0.031)**	0.001
Organizational climate			0.001 (0.034)*	0.043
Constant	1.194		0.915	
R	0.809		0.859	
R Square	0.655		0.774	
Adjusted R Square	0.646		0.759	

(Standard errors are in parentheses)   **p<0.01; *p<0.05   (N = 361)
Dependent variable: Academic staff job satisfaction, Source: Field data, 2014.

As depicted in Table 2, the variables that predicted academic staff job satisfaction of universities in Ghana significantly   were promotion (β = 0.362, $p < 0.01$), work environment (β = 0.257, $p < 0.01$), co-worker relationship (β = 0.176, $p < 0.01$), organizational policy (β = 0.162, $p < 0.05$), responsibility (β = 0.092, $p < 0.05$), salary (β = 0.065, $p < 0.05$), and work family conflict (β = -0.112, $p < 0.01$). As Table 2 shows, promotion was the strongest important factor that contributed significantly in predicting job satisfaction of university academics in Ghana accounting for 36.2% in the total variance in job satisfaction. This finding is consistent with the finding of Tack and Patitu (1992) who in a study found promotion as the strongest predictor of job satisfaction among employees. It is also in support of the finding revealed by Sohail and Dalin (2013) who in their empirical study that explored determinants of job satisfaction among university academics concluded that promotion is a strong predictor of job satisfaction. The result of the current study confirms the findings of other researchers such as (Shahzad et al., 2011; Taseema & Soeters, 2006) who in various studies in different contexts found promotion as the strongest predictor of job satisfaction among employees.

Herzberg (1959) has argued that the presence of promotion would increase employee's levels of job satisfaction and this explains why promotion emerged as the strongest independent variable in predicting job satisfaction of academic staff of universities in Ghana in the first model. According to Baloch (2009), there is a strong association between promotion and job satisfaction. This implies that academics are more motivated and committed to perform a job and also would be more satisfied if promotion opportunities are possible. Promotion expectations, therefore, significantly predict job satisfaction because generally workers who believe that promotion is possible report higher levels of job satisfaction. It must be pointed out that promotion as an intrinsic variable offers opportunities for university academics to grow within the institutions in which they work.

Several researchers (Sohail & Dalin, 2013; Eyupoglu & Saner, 2009; Saba, 2011) in the field of job satisfaction have argued that people should not only be rewarded with pay but they should be offered opportunities to grow within the organization. Therefore, the expectation of every employee is to work in jobs that provide them with opportunities to be promoted to new and challenging positions. This has been explicitly stated by Hagedorn (2000) that advancement in academia is directly associated with promotion to the highest rank.   In academia, promotion is likely to change the status and positions of faculty members in their respective universities.

As shown in Table 2, work environment is the second explanatory variable that significantly predicted job satisfaction of university academics in Ghana accounting for 25.7 % in the total variance of job satisfaction. This finding confirms the finding reported by Adenike (2011) who in a study concluded that work environment is a significant predictor of job satisfaction of employees. This is also underscored by Baernholdt and Mark (2009) who noted that work environment that is relatively free from physical and psychological stress tends to promote high levels of job satisfaction among employees in an organization. Therefore, management of public and private universities can improve the work environment by providing academic staff with the necessary resources or tools as well as creating better support services within their psychosocial work environment. This would make them feel they are integral parts of the institutions in which they work. It is however, significant, to observe that the total contribution of the independent variables to the variance in the dependent variable is 0.655 with an adjusted R^2 of 0.646. This means that socio-psychological factors explained about 65.5% of the variance in the job satisfaction of university academic staff in Ghana.

In the second model, organizational climate was entered into the equation to serve as a moderating variable. The theory here is that the independent variables do not directly predict job satisfaction among academic staff of universities in Ghana and that they do so indirectly through the organizational climate of the universities. When organizational climate was entered into the equation as a moderating variable, the beta coefficients of all the independent variables shrank. It must be noted that achievement was still not statistically significant while salary lost its statistical significance in the second model. Achievement as a socio-psychological factor refers to successfully completing a task, finding solutions to problems as well as seeing the results of one's work. Looking at the results with specific reference to the non-statistical significance of achievement as a variable, it can be argued that academic staff of universities in Ghana are not satisfied with the standards and criteria that are used in measuring their achievement within their institutions. The results of the study therefore show that achievement alone is not enough to make university academics to be satisfied with their jobs. For example, publishing to become a professor is not a guarantee for one to be satisfied in academia. It must however, be accompanied with conducive organizational climate such as security at the work place, feeling a sense of belongingness as well as involvement in key decision making in the institution.

The results in Table 2 show that salary lost its statistical significance in the second model when organizational climate was introduced into the equation as a moderating variable. Bellas and Moore (2007) argued that much of the overall research on faculty members suggests that salary is not the most important aspect of their work life. In the light of the findings of this study, one might be tempted to declare unequivocally that within the context of   universities in Ghana,   salary is not the main issue that contributes to job satisfaction among academic staff but rather there is the need for a conducive organizational climate that is free from both physical and psychological stress to boost the morale of university academics. It should be noted that   financial rewards, though, necessary would not likely be the main focus of academic staff if the organizational climate within the universities is conducive.

As Table 2 shows, when organizational policy and work-family conflict were entered into the second model, the beta coefficients of these variables were still statistical significant. However, their confident levels were moved from 99 percent to 95 percent. For example, the beta coefficient for the work itself which was not significant in the first model was now statistically significant in the second model. The results show that the explanatory powers of the independent variables are shared with the moderating variable. The total contribution of the

variables when organizational climate was introduced to generate the second model increased from 0.655 to 0.774, while the adjusted R^2 increased to 0.759. The results further show that when organizational climate entered the equation in the second model, the rate of increase of the R^2 was 15.4 percent. This finding reinforces Hagedorn's (2000) theory of job satisfaction which posits that organizational climate is a moderating variable that influences the relationships between other variables thereby producing an interaction effect. The foregoing gives credence to what was revealed by Schneider (2008) in a study that the organizational climate of an educational institution has the greatest impact on job satisfaction of workers with good management and leadership style, involvement of workers in decision making, feeling a sense of inclusion as well as adequate flow of information. This finding confirms what was revealed by McGregor (2000) that the organizational climate in the work place has significant influence on employees' perception of work context and this to a large extent affects their levels of job satisfaction.

The outcome of this study underscores the relevance of organizational climate reported by Pritchard and Karasick (1993) who in their empirical study concluded that organizational climate dimensions such as security, involvement of workers in decision making and adequate flow of information and orientation significantly predicted levels of job satisfaction among employees. This is also consistent with the findings in earlier studies conducted by (Adineke, 2011; Schneider, 2008; Ostroff et al., 2007) who reported that organizational climate is a strong predictor of job satisfaction. The study therefore, fails to reject the hypothesis that socio-psychological factors do not directly predict job satisfaction of academic staff of universities in Ghana.

7.0 Conclusion and Recommendations
On the basis of the findings, it is concluded that socio-psychological factors predict job satisfaction of academic staff of universities in Ghana once there is conducive organizational climate of the institutions. The implication of this finding for policy is that unless managements of universities in Ghana create conducive organizational climate, mere payment of salaries and allowances to academic staff, achievement in terms of publications and presentations at conferences as well as promotion would not automatically make academic staff to be satisfied with their jobs

The paper therefore, recommends that stakeholders in higher education seeking to influence the role of university academics in the knowledge society take pragmatic efforts to create conducive organizational climate by ensuring that the mandate and direction of the institutions are clear. Also, rules and regulations should be applied fairly to all academic staff. The participatory decision making style according to Bolger (2001), should be adopted. Management of universities in Ghana should ensure free flow of information at any given time as well as proper orientation for academics to be aware of the state of affairs of the institutions. This can be done through effective use of Information and Communication Technology (ICT) to disseminate vital information.

REFERNCES
Adenike, A. (2011). Organizational climate as a predictor of employee job satisfaction. *Administration Review, 5*(4)*,* 605-618.
Amonoo-Neizer, E. H. (1998). Universities in Africa: The need for adaptation, transformation, reformation and revitalization. *Higher Educational Policy*, *11*, 301-309.
August, L., & Waltman, J. (2004). Culture, climate and contribution: Career satisfaction among female faculty. *Research in Higher Education, 45*(2), 177-192.
Baernholdt, M., & Mark, B. A. (2009). The nurse work environment: Job satisfaction and turnover rates in rural and urban nursing units. *Journal of Nursing Management, 17,* 994 1001.
Ballout, I. H. (2008). Work-family conflict and career success: The effects of domain-specific determinants. *Journal of Personality and Social Psychology, 21*(8)*,* 84-97.
Baloch, Q. B. (2009). Effects of job satisfaction on employees' motivation and turn over intentions. *Journal of Managerial Sciences, 1,* 27-46.
Baron, R. A., & Greenberg, J. (2003). Behaviour in organizations: Understanding and managing the human side of work. *Journal of Applied Psychology, 7,* 78-96.
Basset, G. (1994). The case against job satisfaction. *Journal of Business Review, 37*(3), 61-69.
Bedeian, A. G., Burke, B. G., & Moffett, R. G. (1988). Outcomes of work family conflict among married male and female professional. *Journal of Management*, *14*(3), 475-491.
Bellas, M. L., & Moore, J. V. (2007). The interaction effects of gender, race, and marital status on faculty salaries. *Journal of Higher Education, 21*, 572-601.
Bolger, R. (2001). The influence of leadership style on teacher job satisfaction. *Educational Administration Quarterly, 37*(5), 662- 683.
Carrell, M. R., Jennings, D. F., & Heavrin, J. D. (1997). Decision making, job satisfaction, and work stress. *Fundamentals of Organisational Behaviour*, *5*(2), 135-141.

Cohen, L., Manion, L.; & Morrison, K. (2007). *Research methods in education* (6th ed.). London: Routledge.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches*. (4th ed.). Thousand Oaks, CA: Sage.

Davis, J., & Wilson, S. (2000). Principals' efforts to empower teachers: Effects on teacher motivation and job satisfaction. *Journal of Higher Education, 73*(6), 349-353.

Devaney, S. A., & Chen, Z. S. (2003). Job satisfaction of recent graduates in financial services. *Journal of Industrial Relations, 64*, 123-134.

Ducharme, L., & Martin, J. K. (2000). Unrewarding work, co-worker support, and job satisfaction. *An International Sociological Journal*, 27(2), 223-243.

Dugguh, I. S., & Ayaga, D. D. (2014). Job satisfaction theories: Traceability to employee performance in organizations. *Journal of Business and Management, 16*(5), 28-42.

Etzkowitz, H., Ranga, M., & Zhou, C. (2007). The triple helix model for innovation: The university-industry-government interaction. *Asia Pacific Technology Monitor, 24*(1), 14-23.

Eyupoglu, S. Z., & Saner, T. (2009). Job satisfaction: Does rank make a difference? *Journal of Business Management, 3*(10), 609-615.

Friedlander, F. & Margulies, N. (1999). Multiple impacts of organizational climate and industrial value systems on job satisfaction. *Personnel Psychology. 22,* 171-183.

Ghafoor, M. M. (2012). Role of demographic characteristics on job satisfaction.   Accra: Ghana Universities Press.

Greenhaus, H. J., Tammy, D. A., & Spector, P. E. (2006). Health consequences of work-family: The dark side of the work-family interface. *Research in Occupational Stress and Wellbeing, 5,* 61-78.

Hagedorn, L. S. (2000). *Conceptualizing faculty job satisfaction: Components, theories and outcomes*. San Francisco: Jossey-Bass.

Hassan, Z., Dollard, F. M., & Winefield, A. H. (2010). Work-family conflict in eastern versus western countries. *An International Journal of Cross Cultural Management, 17*(1), 30-49.

Herzberg, F. (1959). *The motivation to work* (2nd ed.). New York: Wiley and Sons.

Hunter, E. P. (2007). Viability of the job characteristics model in team environment: Prediction of job satisfaction and potential moderators. *Journal of Business Administration, 34*, 142-153.

Kirk, R. E. (1995). *Experimental design.* London: Pacific Grove Brook.

Lacy, F. J., & Sheehan, B. A. (1997). Job satisfaction among academic staff: An international perspective. *Higher Education, 34,* 305–322.

Likert, R. (1997). Organisational climate: Relationship to organisational structure, process and performance. *Organisational Behaviour and Human Performance. 11*(4), 139-155.

Long, A. (2005). Happily ever after: A study of job satisfaction in Australia. *The Economic Record, 81,* 303-321.

Low, D. A. (1997). *Human development*. Pretoria: Kagiso.

Lyons, S. T., Duxbury, L. E., & Higgins, C.A. (2006). A comparison of the value management productivity and job satisfaction. *Journal of Business Management, 31,* 201-210.

Malhotra, N. K., & Birks, D. F. (2003). *Marketing research: An applied approach.* San Francisco: Jossey Press.

Malik, N. (2011). Study of job satisfaction factors among university faculty members. *International Journal of Academic Research, 3*, 267-272.

McGregor, D. M. (2000). A note on organisational climate. *Organisational Behaviour and Human Performance. 16*(2), 250-279.

Metcalf, H., Rolfe, P., & Weale, M. (2005). Recruitment and retention of academic staff in higher education. *Journal of Higher Education, 43,* 87-103.

Obwogi, J. (2011). *Factors that affect quality of teaching staff in universities in Kenya*. Unpublished doctoral dissertation, Jomo Kenyatta University of Agriculture and Technology.

Oshagbemi, T. (2003). Personal correlates of job satisfaction: Empirical evidence from universities in the United Kingdom. *International Journal of Social Economics, 30*(12), 210-231.

Ostroff, O. R., Kinicki, S. N., & Tamkins, U. O. (2007). Relationships between psychological climate perceptions and work outcomes: A meta- analytic review. *Journal of Organisational Behaviour, 24*(4) 389-416.

Pritchard, R., & Karasick, B. (1993). Effects of organizational climate on managerial job performance and job satisfaction. *Organizational Behaviour and Human Performance, 9,* 110-119.

Rosser, V. J. (2004). Faculty members' intentions to leave: A national study on their work life and satisfaction. *Research in Higher Education, 45*(3), 285-309.

Saba, I. (2011). Measuring the job satisfaction level of the academic staff in Bahawalpur colleges. *International Journal of Academic Research in Business and Social Science, 1*, 221-235.

Schneider, I. I. (2008). Motivation and organisational climate. *Journal of Personnel Psychology, 29*(3), 371-392.

Shah, M. J. (2012). Job satisfaction and motivation of teachers of public educational institutions. *International Journal of Business and Social Science. 3*(8), 123-135.

Shahzad, K., Hussain, S., Bashir, S., Chishti, A. F., & Nasir, Z. M. (2011). Organizational commitment, job satisfaction and career growth opportunities: A link to employee turnover intention in public sector of Pakistan. *Interdisciplinary Journal of Contemporary Research in Business, 2*(9), 45-68

Shoaib, M, Noor, A., Tirmizi, S. R., & Bashir, S. (2009). Determinant of employee retention in telecom sector in Pakistan. *Organizational Behaviour and Human Performance, 6,* 45-57

Sias, P. M., & Cahill, D. J. (1998). From co-workers to friends: The development of peer friendships in workplace. *Western Journal of Communication, 62,* 273-299.

Sohail, M. T. & Delin, H. (2013). Job satisfaction surrounded by academic society. *American Sociologist, 16,* 177-194.

Tack, M. W., & Patitu, C. L. (1992). Faculty job satisfaction: Women and minorities in peril. *Higher Education, 4, 47-65.*

Tessema, M. & Soeters, J. (2006). Challenges and prospects of human resource management in developing countries: Testing the human resource management link in Eritrean civil service. *International Journal of Human Resource Management, 17*(1), 86-105.

Tettey, J. W. (2006). *Staff retention in Africa universities: Element of sustainable strategy*. Washington DC: World Bank.

Valentine, S., & Fleischman, G. (2008). Ethics programmes, perceived corporate social responsibility and job satisfaction. *Journal of Business Ethics, 77,* 159-172.

Warner, M., & Hausdorf, A. P. (2009). The positive interaction of work and family roles: Using need theory to further understand the work-family interface. *Journal of Managerial Psychology, 24*(4), 372-385.

Weallens, F. (2000). *Psychology at work*. New York: Colombia University Press.

Willis, A. T., Conner, B. D., & Smith, L. (2008). Investigating effort-reward imbalance and work-family conflict in relation to morning, evening and shift work. *Journal of Work and Occupational Stress, 22*(2), 125-137.

Yousaf, A. (2010). One step ahead: Examining new predictors of affective organizational and occupational commitment. *Journal of Organisational Behaviour, 8, 68-82.*