

DETERMINANTS OF DIFFERENT GROUPS EMPLOYEES' JOB SATISFACTION: LITHUANIA'S UNIVERSITY CASE

RITA BENDARAVIČIENĖ – IRENA BAKANAUSKIENĖ

Abstract

This article provides the results of empirical research on Lithuania's university employees' job satisfaction. Analysis is constructed around Herzberg's motivation theory and, accordingly, significance of motivator and hygiene factors is measured through employee perceptions of extrinsic and intrinsic job characteristics. Distinctions between different employee groups, namely academic and administrative staff as well as supervisor and subordinate positions are explored and both motivational gaps and overlaps are unfolded. Theoretical discussion on application of two-factor theory and particularly on the ambiguity of specific motivators and hygienes is provided. Study results suggest a number of practical implications measuring and identifying employee essential needs and expectations and promoting their job satisfaction through motivational segmentation.

Key words: job satisfaction, employees' motivation, motivator factors, hygiene factors.

Classification JEL: M12 – Personnel Management

1 Introduction

It has been long ago already when managers have been put into a dilemma how should they motivate their employees and Frederick Herzberg's two-factor theory (also referred as motivation-hygiene) has surfaced with the 'kick in the ass' approach advocating for greater focus on job enrichment and emotional attachment instead of extraordinary attention to pay (Herzberg et al, 1959; Herzberg, 1968). Since then scientific debates on motivation-hygiene theory have boomed splitting up embracers and critics but nevertheless soundly influencing decades of management research (Sachau, 2007; Miner, 2005). Employee motivation and job satisfaction remains a relevant topic so far even though late-2000 recession has put it slightly aside while most people striving for survival were (and still many are) happy and relieved simply to have a job. Contrary on what one might think this makes job satisfaction even more complex and struggling to fight fear, insecurity, disillusion, anxieties, anger, remorse, decline in loyalty and employee engagement or so called "survivors syndrome" (Finney, 2010; Mathews, 2010). Though dozens of studies encourage these efforts indicating that job satisfaction reduces turnover, absenteeism and lateness (Tett, Meyer, 1993; Argyle, 1989; Trimble, 2006; Lambert et al., 2001; Winterton, 2004; Saari, Judge, 2004), strengthens employee identification with, involvement in and commitment to their organization (Samad, 2011; Alas, Vadi, 2006), which in turn mediates satisfaction-performance correlation (Zhang, Zheng, 2009) and this relationship is most evident in high complexity jobs (Judge et al, 2001), for higher-qualified employees (Crossman, Abou-Zaki, 2003) and in individualistic, low-power-distance, low-uncertainty-avoidance or masculine cultures (Ng et al, 2009; Crossman, Abou-Zaki, 2003).

But making people satisfied with their jobs is easier said than done. According to F. Herzberg's two-factor theory, sources of job satisfaction have a dual nature therefore "factors involved in producing job satisfaction (and motivation) are separate and distinct from the factors that lead to job dissatisfaction (Herzberg, 1968). *Hygiene (or extrinsic, job environmental) factors*, as Herzberg has put it, comprising company policy and administration, quality of supervision, quality of inter-personal relations (with supervisor, peers, subordinates), wages, working conditions, status and security if perceived negatively can cause dissatisfaction, if considered positively can precondition absence of dissatisfaction, but not a job satisfaction. Whereas the *motivators* also referred as intrinsic, self-actualization, or growth factors

encompassing achievement, recognition for achievement, challenging job, responsibility, advancement and growth if effectively provided produce job satisfaction, if bypassed – no job satisfaction.

From this point of view Herzberg's theory is commonly conceived as though "Motivator factors are the only variables that can contribute to positive feelings on the job, and the hygiene factors are the only factors that can contribute to negative feelings on the job . . . this theory is simply not true; but this is not the theory that Herzberg proposed," (*Sachau, 2007*). While often opposed by a single continuum viewpoint with increased job satisfaction on one end and decreased satisfaction on the other (*Seta et al., 2000*), all in all, motivation-hygiene theory "is best understood as a general framework for understanding the dual nature of satisfaction/dissatisfaction, happiness/unhappiness, intrinsic/extrinsic motivation, mastery/status, and psychological growth/psychological pain avoidance" (*Sachau, 2007*).

Exploring this motivational dualism current research **aimed at** examining the applicability of Herzberg's theory to conceptualize and operationalize the determinants of job satisfaction in Lithuanian university. Giving a rationale for the focus on higher education institution, the following reasons were considered:

- Universities are knowledge-based organizations and their success relies merely on the expertise, competencies and excellence of their employees. Intellectual capital of universities creates an added value, which is very hard to copy, imitate, or repeat (*Simmons, 2002*). Thus, successful university has to be able to retain their valuable and talented human resources effectively addressing their expectations and needs and becoming the place for everybody feel and do their best.
- Universities in Lithuania were not the exclusion to suffer the downturn and hyper-competition and these changes have definitely affected job satisfaction of their employees, while it is argued to be "very important factor in order to reach university accountability" and is "related positively to increased quality levels" of university (*Trivellas, Dargenidou, 2009*).
- In specific case of university, chosen for the research, it follows the principles of flexible authority relationships in management hierarchy, speaks for openness, dialogue and tolerance. This presupposes different context of employee job satisfaction: first, traditions of community are institutionalized and declared as a high strategic priority; second, it is a bureaucratic institution, meaning that it is run by rules, enforced by official laws and regulations on one hand and the inner strivings for *esprit de corps* on the other hand; third, university has rather limited possibilities to foster job satisfaction of their employees by financial means.
- Although some research on job satisfaction at educational organizations is available (*Oshagbemi, 1997; Howell, 2007; Smith, 2009; Trivellas, Dargenidou, 2009; Ahsan, 2009; Scott, Jeff, 2007; Bakanauskiene et al., 2010*) though the field remains understudied.

Targeting the above stated goal, the following **objectives** for research were set: *firstly*, to measure employees' attitudes towards different components of job satisfaction; *secondly*, to define the levels of employees' intrinsic and extrinsic motivation, labelling job satisfaction items to motivator or hygiene factors. *Thirdly*, to analyse perceptions of job satisfaction across different groups of University employees, since job satisfaction is claimed to be especially diverse when it comes to different demographic characteristics, e.g. age, gender, work experience, education (*Crossman, Abou-Zaki, 2003*) as well as job position, career stage, cultures and work environment (*Seta et al., 2000*).

The *research methods* applied in the article: literature review, questionnaire survey using Organizational Attractiveness Extraction Scale (OAES). Descriptive statistics, frequency analysis and rank-ordering were used for statistical data analysis.

2 Methodology of the survey

Organizational Attractiveness Extraction Scale (OAES) intended to measure organizational attractiveness identifying particular most valued and significant features of organizational identity and employment experience (*Bakanauskiene et al., 2011a; Bakanauskiene et al., 2011b*) was used to explore drivers of Lithuanian university employees' motivation. Although originally OAES comprises 11 dimensions and 67 items, particularly 14 items considered to be a facet of *job satisfaction* were analysed. Instead of critical incident technique that has been adopted by F. Herzberg and later frequently criticized (*Sachau, 2007; Miner, 2005*), OAES exploits twofold scale of *Experience* and *Importance* that contributes to the easier interpretation of the survey results providing with the clear picture of what employees are used to and what they still lack for. First, the respondents were asked to think if they *don't have at all, have a little, have a lot* of certain experience or are *constantly* experiencing the essence of every statement; second, the respondents were invited to evaluate how important the content of the statement is to them from "not important at all", "not important", "important" and "very important". Additionally "I am uncertain" was put to both scales. Therefore a 4-point response scale with separated neutral evaluation has been employed.

To collect the data a web-based anonymous survey was conducted in the period from June, 2011 until September, 2011. Invitations with the reference to web-based questionnaire were distributed via university intranet, available to all 1000 eligible employees, 391 have read the message and received a survey. Anonymity of the respondents was also stressed. 186 employees were surveyed. The distribution of respondents by gender and position (academic or administrative) corresponds to the composition of the overall population, therefore the sample is proportionally allocated and representative.

Respondents' profile. The survey counts a higher proportion of women respondents (67.2%); there is a reasonably balanced representation of respondents in all age groups ($\geq 25 = 3.8\%$; $26 - 35 = 32.3\%$; $36 - 45 = 25.3\%$; $46 - 55 = 24.2\%$; $55 \leq = 14.5\%$). All employee groups were represented at 50.5% of academic staff, 29.6% of administrative and technical staff, and 19.9% of academic-related staff in the sample. The respondents were grouped into 34.4% of supervising and of 65.6% subordinate positions. 36% of the respondents reported the record of service in university less than five years, 24.2% from 6 to 10 years, 17.2% from 11 to 15 years, and 22.6% worked in university more than 16 years.

3 Results of the survey

Applying Herzberg's motivation theory, 14 items, measuring job satisfaction of University employees, were labelled as intrinsic (motivator) or extrinsic (hygiene) factors (Table 1). The data of the survey was analysed applying SPSS 19 for Windows software package. Means and Standard deviation were calculated for each item on both *experience* and *importance* scales and all items were rank-ordered (Table 2).

Analysing the common job satisfaction items list on both scales of *experience* and *importance* (Table 2), *job complexity* turns out to be the most overall experienced motivator factor [$M=2.99$] ranked as most often admitted by subordinate [$M = 2.85$] and academic staff [$M = 3.21$]. Interestingly, both groups do not perceive this factor as *important* one ranked sixth and fifth places accordingly. *Recognition* stands stable as second/third most experienced and important attribute among all groups of employees. Meanwhile supervising [EXP: $M = 2.95$; IMP: $M = 3.58$] and administrative [EXP: $M = 3.33$; IMP: $M = 3.73$] positions conceive *responsibility* as a

highest-level priority, though it being not so much embraced by subordinate and academic staff. *Advancement* is both rarely spotted by and slightly important to university employees with the minor but logical exception of supervising staff [M = 3.05; rank = V].

Table 1: Surveyed job satisfaction items classified by motivator and hygienic factors

Job satisfaction factor		Item
Intrinsic (motivator) factors	Job complexity	My job is intellectually challenging.
	Recognition	I feel that I and my efforts are valued.
	Responsibility	My job feels meaningful.
	Work itself	My job meets my experience and abilities.
	Achievement	I can realize my ideas and potential.
	Growth	I have opportunities for personal growth in University.
	Advancement	I have career opportunities in my University.
Extrinsic (hygiene) factors	Relationship with peers	I have good relationships with my colleagues.
	Relationship with supervisor	I have trust in my supervisor.
	Security	Safe and comfortable working environment is created in my University.
	Quality of supervision	I have trust in University leadership.
	Personal life	My work load is manageable.
	Company policy and administration	A clear strategy and direction is set and aligned with University vision and values.
	Salary	I am getting paid enough for my job.

Source: own study according to Herzberg's theory

As for hygiene factors, all employees indicate having good *relationship with peers* [rank = I] yet at the lesser extent in case of supervising staff [rank = III]. However it is not considered as very important [ranks = III, IV, V]. *Relationship with supervisor* is rated both as high quality and importance by supervising [M = 3.36; rank = I] and academic [M = 3.03; rank = II]. The most salient mismatch between actual vs. desirable state of employment experience is observed in evaluations of *salary* item. Employees don't feel getting paid enough for their job (average rating VII), but consider this factor as very important, especially administrative [M = 3.66; rank = II] and subordinate [M = 3.65; rank = II] staff. *Salary* is of less concern to respondents in academic positions [M = 3.58; rank = IV].

It should be stated that opinions of respondents mainly coincided, except perceived experience of motivator factor *advancement* (with values spread at SD = .944 for supervising, SD = .970 subordinate, SD = 1.011 academic and SD = 1.078 administrative positions) and hygienic factor *salary* with highest variance in group of Academic employees [SD = 1.009].

Noticeable that the data on employee perceptions of actual employment experience [EXP] and importance [IMP] as a desirable level of its manifestation yields gaps unexceptionally on all survey items, i.e. it is also observed that average intensity of experiences throughout surveyed items is predominantly lower than attitudes towards their importance. Albeit rank ordering provides with the clear picture of different employee groups' priorities, where comparison of highest to lowest means of *experience* vs. highest to lowest means on *importance* scales unfolds two-way variation, generalizations remain to be worked out.

Table 2: Means, Deviations and Ranks of Job Satisfaction Factors as Perceived by Different Groups of Employees on Experience and Importance Scales

Job satisfaction factor		Scales	Total			Supervising position			Subordinate position			Academic staff			Administrative staff			
			Mean	Std. Deviation	Rank	Mean	Std. Deviation	Rank	Mean	Std. Deviation	Rank	Mean	Std. Deviation	Rank	Mean	Std. Deviation	Rank	
<i>Intrinsic (motivator) factors</i>	Job complexity	EXP	2,99	,859	I	3,27	,841	III	2,85	,837	I	3,21	,776	I	2,77	,885	IV	
		IMP	3,47	,608	VI	3,54	,502	V	3,43	,656	VI	3,51	,628	V	3,42	,587	VI	
	Recognition	EXP	2,96	,862	II	3,28	,701	II	2,80	,894	II	2,99	,868	II	2,94	,860	II	
		IMP	3,61	,536	III	3,63	,486	II	3,60	,563	III	3,67	,496	III	3,54	,570	III	
	Responsibility	EXP	2,91	,874	III	3,33	,632	I	2,69	,906	IV	2,87	,913	III	2,95	,835	I	
		IMP	3,65	,477	II	3,73	,446	I	3,61	,490	II	3,72	,450	II	3,58	,496	II	
	Work itself	EXP	2,85	,901	IV	3,13	,839	IV	2,70	,900	III	2,81	,928	IV	2,89	,877	III	
		IMP	3,68	,479	I	3,62	,522	III	3,72	,452	I	3,74	,467	I	3,63	,486	I	
	Achievement	EXP	2,72	,912	V	3,05	,872	V	2,54	,887	V	2,87	,855	III	2,56	,949	V	
		IMP	3,58	,530	IV	3,63	,486	II	3,55	,552	IV	3,67	,498	III	3,48	,549	V	
	Growth	EXP	2,42	,860	VI	2,70	,873	VI	2,27	,817	VI	2,61	,789	VI	2,22	,889	VI	
		IMP	3,53	,596	V	3,56	,563	IV	3,51	,614	V	3,55	,659	IV	3,51	,526	IV	
	Advancement	EXP	2,41	1,070	VII	3,05	,944	V	2,06	,970	VII	2,64	1,011	V	2,14	1,078	VII	
		IMP	3,40	,669	VII	3,37	,637	VI	3,42	,689	VII	3,43	,664	VI	3,38	,678	VII	
	<i>Extrinsic (hygiene) factors</i>	Relationship with peers	EXP	3,08	,684	I	3,13	,536	III	3,05	,749	I	3,08	,661	I	3,08	,711	I
			IMP	3,56	,497	IV	3,51	,504	IV	3,59	,493	IV	3,51	,503	V	3,62	,488	III
		Relationship with supervisor	EXP	2,99	,923	II	3,36	,760	I	2,79	,945	III	3,03	,933	II	2,94	,915	II
			IMP	3,66	,533	II	3,69	,565	I	3,64	,517	III	3,72	,524	I	3,60	,540	IV
Security		EXP	2,81	,822	III	2,74	,904	IV	2,84	,776	II	2,79	,786	III	2,83	,861	IV	
		IMP	3,48	,556	VI	3,48	,535	V	3,48	,570	VI	3,41	,600	VI	3,55	,500	V	
Quality of supervision		EXP	2,80	,877	IV	3,17	,806	II	2,62	,857	IV	2,74	,884	IV	2,88	,870	III	
		IMP	3,67	,482	I	3,67	,475	II	3,68	,488	I	3,67	,474	II	3,68	,493	I	
Personal life		EXP	2,49	,898	V	2,34	,854	VII	2,58	,914	V	2,28	,892	V	2,72	,854	VI	
		IMP	3,55	,510	V	3,57	,500	III	3,54	,518	V	3,62	,511	III	3,48	,503	VI	
Company policy and administration		EXP	2,44	,814	VI	2,58	,745	V	2,37	,842	VI	2,41	,859	VI	2,48	,766	V	
		IMP	3,25	,570	VII	3,22	,559	VI	3,27	,578	VII	3,25	,618	VII	3,26	,519	VII	
Salary		EXP	2,15	,953	VII	2,51	,942	VI	1,96	,906	VII	2,13	1,009	VII	2,17	,900	VII	
		IMP	3,62	,498	III	3,57	,499	III	3,65	,499	II	3,58	,519	IV	3,66	,477	II	

To this intent *demand* index was aggregated (i.e. $demand = importance - experience$) to spot the problematic areas of job satisfaction, i.e. factors that are defined as very important but poorly experienced by employees. *Demand* values are ranging from -3 to 3, where the higher *Demand* level signifies the bigger gap between factual and desirable employment experience and vice versa.

Analysing the data of *demand* indexes in the groups of subordinate versus supervising (Figure 1) and academic vs. administrative (Figure 2) staff, the following tendencies are observed.

- a) When it comes to subordinate and supervising employees' the most salient discrepancies are those related to *advancement* and *salary*. While subordinate staff do not see many career opportunities in university [M = 1.36], respondents in supervising positions, quite naturally have this need met [M = 0.32]. Subordinate employees apparently do not feel get paid enough [M = 1.69], though supervisors' remuneration needs are more, yet not sufficiently satisfied [M = 1.06]. It is evident that almost all *demand* indexes for supervising employees are slightly lower of their subordinate colleagues, which makes it plausible that supervisors' needs are better echoed and they are happier in general about their jobs. Minor exceptions are observed in manifestation of *security* and *personal life* factors, where supervisors are struggling the heavier workload [M = 1.23] and have bigger safety concerns [M = 0.74].

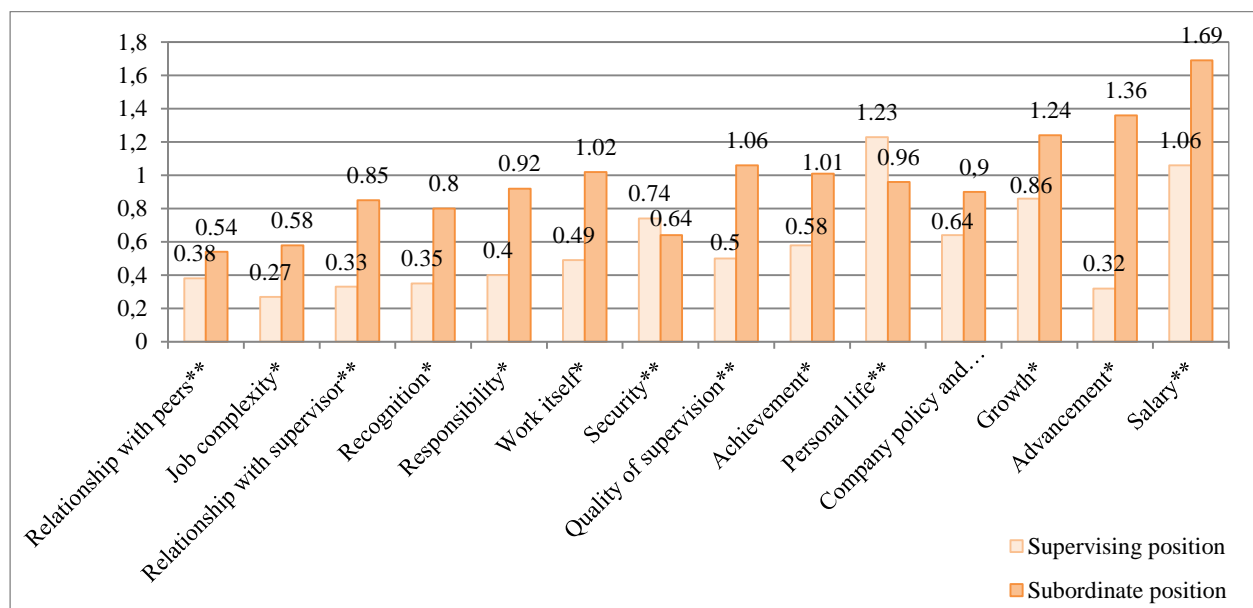


Figure 1: Perceived Demand by Job Satisfaction Factors of Supervising and Subordinate Staff (* Motivator factors; ** Hygiene factors)

Source: own study

- b) As distinct from the earlier discussed groups of supervisors and subordinates, academic and administrative employees' are more homogenous and their *demand* indexes draw fairly contiguous trajectories (Figure 2). Somewhat more significant differences appear in the relation to *personal life* (there academic staff feels more tension [M = 1.34]), *advancement* (career opportunities are less open for administrative positions [M = 1.24]), academic employees enjoy more challenging jobs [M = 0.3] and possibilities for personal growth than administrative staff [M = 1.29]. If to name the „most wanted” factor *salary* stands in the first place both for administrative [M = 1.49] and academic [M = 1.45] employees as it was also the case for subordinate staff.

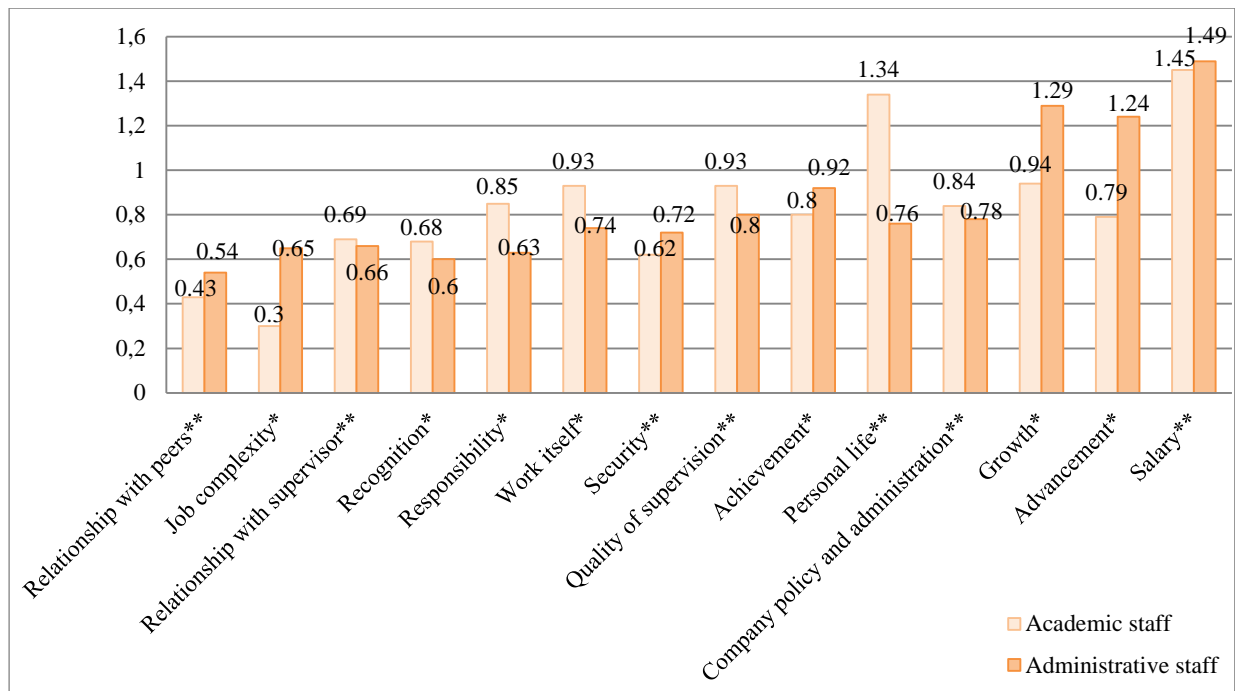


Figure 2: Perceived Demand by Job Satisfaction Factors of Academic and Administrative Staff (* Motivator factors; ** Hygiene factors)

Source: own study

Further, determining the possible sources of university employees' job satisfaction *significance* index was aggregated unfolding the areas of highest congruence between factual experience and its perceived importance (i.e. significance = importance + experience). Significance values are fluctuating from 2 at lowest to 8 at highest; the higher significance level, the better employees' expectations and needs are met. Applying this approach it has been found that supervisors' motivation primarily derives from *responsibility* [M = 7.06], *relationship with supervisor* [M = 7.06] and *recognition* [6.91] factors. Subordinates mostly appreciate *relationship with peers* [M = 6.64], *relationship with supervisors* [M = 6.43] and *work itself* [M = 6.42]. Academicians are optimistic about their *relationship with supervisor* [M = 6.75], *job complexity* [M = 6.72] and *recognition* [M = 6.66], meanwhile administrative employees perceive as most significant *relationship with peers* [M = 6.7], *quality of supervision* [M = 6.56] and *relationship with supervisor* [M = 6.54].

Applying Herzberg's two-factor theory, hygiene factors, identified as most insufficient (i.e. with highest demand indexes) were considered as determinants of job dissatisfaction, those that were found to be fairly provided (i.e. with highest significance indexes) were labelled "no job dissatisfaction" among different employee groups. Accordingly, 'demanding' motivator factors were approached as an absence of job satisfaction, while most significant referred as predictors of job satisfaction (Table 3).

4 Discussion and Conclusions

According to C. E. Seta, P. B. Paulus, and R. A. Baron (2000) „an important fact concerning job satisfaction is that it varies greatly across different groups of employees”, i.e. stages in their careers, different occupations, genders. Therefore, looking for ways how to motivate employees, “the first decision is to determine whether employee expectations and needs are sufficiently homogeneous to count them as a single body of people, or whether there are enough differences between different groups ... for segmentation to be necessary,” (Neely et al.,

2002). Accordingly this study focuses specifically on the needs-based segmentation analysis of university employees', namely subordinate vs. supervising and academic vs. administrative staff. As F. Herzberg's two-factor theory was applied motivation and hygiene dimensions of job satisfaction were explored to determine the sources of employees' job satisfaction and dissatisfaction.

Table 3: Determinants of Job Satisfaction in Different Groups of University Employees

Job satisfaction factor		Subordinate employees	Supervising employees	Academic employees	Administrative employees
Motivator factors	Job complexity		++	++	
	Recognition		++	++	
	Responsibility	++	++	++	++
	Work itself	++		+-	
	Achievement				+-
	Growth	+-	+-	+-	+-
	Advancement	+-			+-
Hygiene factors	Relationship with peers	-+		-+	-+
	Relationship with supervisor	-+	-+	-+	-+
	Security		--		
	Quality of supervision	--	-+	--	-+
	Personal life		--	--	
	Company policy and administration				
	Salary	--	--	--	--

"++" job satisfaction; "+ -" no job satisfaction; "- -" job dissatisfaction; "- +" no job dissatisfaction

Source: own study

Salary was found to be the key extrinsic factor not handled properly throughout all employee groups. Therefore on the grounds of Herzberg's theory, it may **produce certain levels of dissatisfaction** and hinder creation of favourable environment in which employee job satisfaction is even possible. Surely, „it has long been recognized that there is more to motivation than pay, incentives or coercion,” (*Barrow, Mosley, 2011*) and that “people are sincere when they say they want a job to be more than a pay check,” (*Sartain, Schumann, 2006*). But money does count. And always will. Herzberg himself has wrestled with the role of salary, concluding that “because of its ubiquitous nature, salary commonly shows up as a motivator as well as hygiene,” (*Miner, 2005*). This statement has also been proven true in case of higher education (*Scott, Jeff, 2007*).

Another hygiene areas to be addressed are heavy workload for supervising employees and academicians, quality of supervision for subordinate and, again, academic staff, whereas security is idiosyncratic dissatisfier to people in supervising positions. The specificity of hygiene factors is that they have an “escalating zero point” meaning that it will never be enough of money, status, comfort and “once a person has experienced a new higher level of a given hygiene factor, the new level becomes the minimal acceptable level,” (*Sachau, 2007*). Though Herzberg was conscious of motivation using hygiene, especially in case of boring jobs, that may not be enriched, but warned hygiene-focused managers to have deep pockets and be prepared for merely hygiene-focused employees (*Sachau, 2007*). Thus feeling happy about extrinsic factors takes much shorter time as opposed to motivators (*Herzberg, 1968*) unless a person is a

materialist or according to Herzberg (1966) a “hygiene seeker who is motivated only by his hygiene needs” but still in long terms remaining not fully satisfied or satiated.

While another hygiene factors disclosing the quality of relationships (with peers and supervisor) were found as highly appreciated by almost all University employee groups this may be considered as a potential to minimize job dissatisfaction but not to be a source of satisfaction. However there is a ground for further elaboration instead of interpreting these results straightforward. Specifically, focusing on sources of motivation in a workplace Herzberg conceptualized through the lens of Maslow’s hierarchy of human needs. According to Herzberg, lower-level deficiency needs (particularly physiological or ‘basic’ and safety) compound hygiene factors and higher-level ‘ego-status’ and ‘self-actualization’ needs serve as a direct sources of motivation. Meanwhile ‘belonging’ overlap both groups and may serve as either motivating or dissatisfying factor (Montana, Charnov, 2000). Research shows that such belongingness concerns as interpersonal relationship (especially in the area of supervisor-subordinate relationship) may lead to psychological growth, development and long-term satisfaction therefore can be a motivator (Montana, Charnov, 2000; Sachau, 2007). That explicitly explains why surveyed University employees perceive relationship with peers and relationship with supervisor as very significant and strongly advocates considering them as predictors of job satisfaction but not as barriers of job dissatisfaction.

When it comes to motivator factors, responsibility measured as ones feelings of doing a meaningful job is highly embraced across all University employee groups. This may be explicable by the particularity of working in higher education, for “academia seems to operate according to its own principles of labour regulation”, it “serves as a symbolic economy, in which academic performance assumes a symbolic value that is worth little in other occupations” and while “qualification requirements are extremely high ... intensifying competition makes academics squeeze the “substance” out of their lives,” (Bauder, 2006). Clearly, this vulnerability and commitment make sense if only they are perceived as highly repaying and meaningful.

Supervising and academic employees feel **motivated by intellectually challenging job** and feeling valued while subordinate staff is **happy about work itself**. Yet, surprisingly, opportunities for personal growth are not perceived as satisfactory by all university employees therefore remain a potential motivator. There is also room for improvement in advancement for subordinate and administrative positions as well as achievement for the latter ones.

All in all, most demanding areas, if not dealt with timely may trigger employees’ disillusion about focal university, make them unhappy and dissatisfied or at least not satisfied. So what would help? Time management techniques, de-burocratization, review and adjustment of job duties and responsibilities, alternate career paths, leaders motivating language, development of effective incentive scheme, and eventually, internal communication improvements would facilitate better appreciation of employment experience and eliminate possible sources of job dissatisfaction. Meanwhile, intrinsic motivation, ensured through job enrichment techniques placing greater reliance on motivators should provide with feelings of energy, passion, enthusiasm and commitment, that in turn are conditions for extreme job satisfaction and even for **engagement** (Macey, Schneider, 2008; Sachau, 2007; Kalinowski, 2007).

Relationship between job satisfaction and engagement, namely their conceptual confusion (Macey, Schneider, 2008) and empirical segregation (SHRM, 2011; Mendes, 2011) is precisely the topic that was not discussed there but definitely should be given more attention considering employee motivation. Specifically, could Herzberg’s motivation-hygiene theory provide with the possible unifying framework and explication of job satisfaction-engagement causal nexus? Although employee engagement is a relatively new notion and Herzberg originally articulated his two-factor theory through the construct of job satisfaction, there seems to be space for both.

If to conceptualize job satisfaction as *satiation* and assess it as employee feelings about their compensation, benefits, work environment, career development and relationship with management, meanwhile to refer to employee engagement as feelings of *energy* and enthusiasm measured as employees' commitment and connection at work (SHRM, 2011; Macey, Schneider, 2008), respectively hygiene factors could be related to job satisfaction or dissatisfaction and motivator factors to extreme satisfaction or engagement (Sachau, 2007; Kalinowski, 2007).

In sum, results of this study indicated **measurable motivational heterogeneity** across the different groups of surveyed university employees as well as some motivational overlaps. But is this variance significant enough to encourage the introduction of motivational segmentation in university? Surely, due to its complexity, such approach should be well weighted first, but if there is a door to employee job satisfaction, engagement and high performance, why not to knock at them.

References:

- [1] AHSAN, N. – ABDULLAH, Z. – YOUNG GUN FIE, D. – ALAM, S. (2009). *A Study of Job Stress on Job Satisfaction among University Staff in Malaysia: Empirical Study*. In: European Journal of Social Sciences, 8(1). ISSN 1450-2267
- [2] ALAS, R. – VADI, M. (2006). Employees' Attitudes and Their Connections with Organizational Culture in the Process of Change in Estonian Organizations. In: Baltic Journal of Management, 1(1). ISSN 1746-5265
- [3] ARGYLE, M. (1989). *Do Happy Workers Work Harder? The Effect of Job Satisfaction on Work Performance*. In: How harmful is happiness? Consequences of enjoying life or not. (ed.): Ruut Veenhoven. The Netherlands. Universitaire Pers Rotterdam. ISBN 90-257-22809
- [4] BAKANAUSKIENE, I. – BENDARAVICIENE, R. – KRIKSTOLAITIS, R. (2010). *Empirical Evidence on Employees' Communication Satisfaction and Job Satisfaction: Lithuania's University Case*. In: Management of Organizations: Systematic Research, 54, 21–36. ISSN 1392–1142
- [5] BAKANAUSKIENE, I. – BENDARAVICIENE, R. – KRIKSTOLAITIS, R. – LYDEKA, Z. (2011a). *The Development and Validation of Questionnaire to Measure Employer's Attractiveness in University*. In: Proceeding of the International Scientific Conference Management Horizons in Changing Economic Environment: Visions and Challenges. Vytautas Magnus University. ISBN 2029-8072
- [6] BAKANAUSKIENE, I. – BENDARAVICIENE, R. – KRIKSTOLAITIS, R. – LYDEKA, Z. (2011b). *Discovering an Employer Branding: Identifying Dimensions of Employer's Attractiveness in University*. In: Management of Organizations: Systematic Research, 59, 7–22. ISSN 1392–1142
- [7] BARROW, S. – MOSLEY, R. (2011) *The Employer Brand: Bringing the Best of Brand Management to People at Work*. John Wiley & Sons Ltd. ISBN 10-04-70012730
- [8] BAUDER, H. (2006). *The Segmentation of Academic Labour: A Canadian Example*. In: ACME: An International E-Journal for Critical Geographies, 4(2), 228–239 [online] [2012-02-10] <http://www.acme-journal.org/vol4/HBa.pdf>. ISSN 1492-9732
- [9] CROSSMAN, A. – ABOU-ZAKI, B. (2003). *Job Satisfaction and Employee Performance of Lebanese Banking Staff*. In: Journal of Managerial Psychology, 18(4), 368–376. ISSN 0268-3946
- [10] FINNEY, J. (2010). *The New "New Deal"*. In: Communication World, 27(2). ISSN 0744-7612
- [11] HERZBERG, F. (1966). *Work and Nature of Man*. New York: World Publishing Company. ISBN 10-019-2807250
- [12] HERZBERG, F. (1968). *One More Time: How Do You Motivate Employees?* In: Harvard Business Review, 46(1), 53–62. ISSN 0017-8012
- [13] HERZBERG, F. – MAUSNER, B. – SNYDERMAN, B. B. (1959). *The Motivation to Work*. New York: John Wiley. ISBN 10-156-000634-X
- [14] HOWELL, S. L. – HOYT, J. (2007). *Part-time Faculty Job satisfaction in Higher Education*. In: A Literature review, Education Resources Information Center [2012-03-25] <http://www.eric.ed.gov/PDFS/ED499387.pdf>

- [15] JUDGE, T. A. – THORESEN, C. J. – BONO, J. E. – PATTON, G. K. (2001). *The Job Satisfaction-Job Performance Relationship: A Qualitative and Quantitative Review*. In: *Psychological Bulletin*, 127(3), 376–407. ISSN 0033-2909
- [16] KALINOWSKI, M. (2007). *Employee Engagement. Human Resource Partnerships*. In: White Paper. [2012-02-12] www.hrp-inc.com/whitepapers.aspx
- [17] LAMBERT, E. G. – HOGAN, N. L. – BARTON, S. M. (2001). *The Impact of Job Satisfaction on Turnover Intent: A Test of a Structural Measurement Model Using a National Sample of Workers*. In: *The Social Science Journal*, 38(2). ISSN 0362-3319
- [18] MACEY, W. H. – SCHNEIDER, B. (2008). *The Meaning of Employee Engagement*. In: *Industrial and Organizational Psychology*, (1), 3–30. ISSN 1754-9426
- [19] MATHEWS, W. (2010). *Just Like Starting Over*. In: *Communication World*, 27(2). ISSN 0744-7612
- [20] MENDES, E. (2011). *U. S. Job Satisfaction Struggles to Recover to 2008 Levels*. Washington, D.C. [2012-04-19] <http://www.gallup.com/poll/147833/job-satisfaction-struggles-recover-2008-levels.aspx>
- [21] MINER, J. B. (2005). *Essential Theories of Motivation and Leadership*. New York: M. E. Sharpe. ISBN 978-0-7656-1524-4
- [22] MONTANA, P. J. – CHARNOV, B. H. (2000). *Management*. New York: Barron's Educational Series. ISBN 0-7641-1276-7
- [23] NEELY, A. – ADAMS, CH. – KENNERLEY, M. (2002). *The Performance Prism: The Scorecard for Measuring and Managing Business Success. Financial Times*. Prentice Hall. ISBN 02-73653342
- [24] NG, T. W. H. – SORENSEN, K. L. – YIM, F. H. K. (2009). *Does the Job Satisfaction – Job Performance Relationship Vary Across Cultures?* In: *Journal of Cross-Cultural Psychology*, 40(5), 761–796 [2010-04-06] <http://jcc.sagepub.com>. ISSN 0022-0221
- [25] OSHAGBEMI, T. (1997). *Job Satisfaction and Dissatisfaction in Higher Education*. In: *Education + Training*, 39(9), 354–359. ISSN 0040-0912
- [26] SAARI, L. M. – JUDGE, T. A. (2004). *Employee Attitudes and Job Satisfaction*. In: *Human Resource Management*, 43(4), 395–407. ISSN 0090-4848
- [27] SACHAU, D. A. (2007). *Resurrecting the Motivation-Hygiene Theory: Herzberg and the Positive Psychology Movement*. In: *Human Resource Development Review*, 6(4), 377–393. ISSN 1053-4822
- [28] SAMAD, S. (2011). *The Effects of Job Satisfaction on Organizational Commitment and Job Performance Relationship: A Case of Managers in Malaysia's Manufacturing Companies*. In: *European Journal of Social Sciences*, 18(4), 602–611 [2012-03-25] http://www.eurojournals.com/EJSS_18_4_11.pdf. ISBN 1450-2267
- [29] SARTAIN, L. – SCHUMAN, M. (2006). *Brand from the Inside: Eight essentials to Emotionally Connect your Employees to your Business*. John Wiley & Sons Ltd. ISBN 10-0787981893
- [30] SCOTT, H. L. – JEFF, H. (2007). *Part-time Faculty Job Satisfaction in Higher Education: A Literature Review*. Education Resources Information Center [2012-03-12] http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED499387&ERICExtSearch_SearchType_0=no&acno=ED499387
- [31] SETA, C. E. – PAULUS, P. B. – BARON, R. A. (2000). *Effective Human Relations: A Guide to People at Work*. 4th Edition. Needham Heights: Allyn & Bacon. ISBN 10-02-05316743
- [32] SHRM (2011). *Employee Job Satisfaction and Engagement: Gratification and Commitment at Work in a Sluggish Economy*. A Research Report by the Society for Human Resource Management (SHRM). ISBN 978-1-586-44266-8
- [33] SIMMONS, J. (2002). *An "Expert Witness" Perspective on Performance Appraisal in Universities and Colleges*. In: *Employee Relations*, 24(1). ISSN 0142-5455
- [34] SMITH, M. (2009). *Gender, Pay and Work Satisfaction at a UK University*. In: *Gender, Work and Organization*. Blackwell Publishing, 16(5). ISSN 1468-0432

- [35] TETT, R. P. – MEYER, J. P. (1993). *Job Satisfaction, Organizational Commitment, Turnover Intention, and Turnover: Path Analyses Based on Meta-Analytic Findings*. In: *Personnel Psychology*, 46(2), 259–293. ISSN 00315826
- [36] TRIMBLE, D. E. (2006). *Organizational Commitment, Job Satisfaction, and Turnover Intention of Missionaries*. In: *Journal of Psychology and Theology*, (34), 349–360. ISSN 0091-6471
- [37] TRIVELLAS, P. – DARGENIDOU, D. (2009). *Organizational Culture, Job Satisfaction and Higher Education Service Quality: The case of Technological Educational Institute of Larissa*. In: *The TQM Journal*, 21(4). ISSN 1754-2731
- [38] WINTERTON, J. (2004). *A Conceptual Model of Labour Turnover and Retention*. In: *Human Resource Development International*, 7(3), 371–390. ISSN 1754-2731
- [39] ZHANG, J. – ZHENG, W. (2009). *How Does Satisfaction Translate into Performance? An Examination of Commitment and Cultural Values*. In: *Human Resource Development Quarterly*, 20(3), 331–351. ISSN 1532-1096.

Addresses of authors:

Rita BENDARAVIČIENĖ
Department of Management
Faculty of Economics and Management
Vytautas Magnus University
K. Donelaicio 58
LT-44248 Kaunas
Lithuania
e-mail: rita@adm.vdu.lt

Prof. Irena BAKANAUSKIENĖ
Department of Management
Faculty of Economics and Management
Vytautas Magnus University
S. Daukanto 28
LT-44246 Kaunas
Lithuania
e-mail: i.bakanauskiene@evf.vdu.lt