# Factors of Job Satisfaction in Universities

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*Abstract— **Purpose:** To highlight the factors that make up the concept of job satisfaction in organizations and, especially, in universities in order to reduce turnover and increase productivity.*

***Design / methodology / approach:** Bibliometric research in 34 selected articles, Scimago Journal Rank Q4 or higher.*

***Findings:** The findings suggest that job satisfaction focused on universities, although it has been little studied in the academic literature, show that the factors are like other types of organizations.*

***Limitations of research:** These results indicate the need for more studies to build a theory to raise job satisfaction in organizations and, especially, in universities.*

***Practical implications:** This document allows to identify the multiple criteria that influence job satisfaction to create the necessary conditions to retain the best qualified and talented personnel.*

***Type of academic publication:** Literature review.*

***Originality / value:** This article makes three specific contributions to literature. First, identify the factors that influence job satisfaction within any type of organization; second, it focuses on job satisfaction within universities, and third, it shows some constructs that help raise the level of job satisfaction.*

***Keywords— job satisfaction, strategies, staff turnover, universities.***

## I. INTRODUCTION

In a competitive business environment, the retention of qualified and talented employees is a major challenge for organizations. Many of them invest in the development of human capital and, however, fail to retain staff. Among the various factors that influence staff turnover, job satisfaction plays a vital role over the employee retention rate. Job satisfaction is a multidimensional construction and has been influenced by many variables (Nanjundeswaraswamy, 2019).

Scanlan and Still (2019) explain that it is probable that labor resources, such as rewards, acknowledgments, feedback and participation, are more likely to be improved in order to reduce the levels of intention to disassociate, rotate and exhaustion and achieve greater job satisfaction. For this purpose, several studies support the fact that it is worthwhile for companies to develop strategies that improve job satisfaction (Fu & Deshpande, 2014), impact on the productivity of the company and, therefore, on its value.

Because of the global changes and the growing complexity of the education system, a similar situation arises in this area. Therefore, a growing number of studies have investigated the perceived impact of the job context on the well-being and job satisfaction of academics, and there is a need to evaluate the academic environment not only in terms of stress and tension, but also of what experiences are its sources of realization (Converso, Loera, Molinengo, Viotti, & Guidetti, 2017).

The objective of this article is to identify the factors that integrate the construct of job satisfaction and to verify if there are differences between the business and the university environment through the literature review.

The article is structured as follows: in the first section the topic related to the concept of job satisfaction in various organizations is addressed. In the second section, a review is made of job satisfaction focused on universities. In the third section, four of the main strategies to raise the level of job satisfaction are reviewed. In the fifth section, the research methodology for making this document is presented. The conclusions and references consulted are presented in the last section.

## II. JOB SATISFACTION

In its classic definition, job satisfaction is understood as a positive and pleasant state, the result of the individual assessment of job or job experience (Locke, 1976); whereas Weiss (2002) defines it as an evaluative judgment, which can be positive or negative, that one makes about the work or the job situation. In the same way, Mérida-López *et. al.* (2019) state that job satisfaction represents an evaluative state that expresses satisfaction with the job one performs, as well as positive feelings about it.

For Fan *et. al.* (2019), job satisfaction represents the general evaluation of the employees of their jobs and is strongly correlated with mental health and rotation. While for Böckerman and Ilmakunnas (2012), job satisfaction is an important attribute of the labor market, being a useful

summary measure of usefulness at job, as well as a narrow measure of well-being (rather than happiness), covering only the welfare related to work.

Fila *et. al.* (2014) establishes that job satisfaction remains fundamental for organizational research for both humanitarian and pragmatic reasons, becoming the most

studied predictor of rotation (Liu, Mitchell, Lee, Holtom, & Hinkin, 2012). In addition, job satisfaction is considered the result of a series of perceived job characteristics that include intrinsic and extrinsic rewards (Pichler & Wallace, 2009). Therefore, job satisfaction can be analyzed from different conceptions (Table 1).

*Table 1 Definitions of Labor Satisfaction*

| Author | Definition of job satisfaction |
|---|---|
| Böckerman e Ilmakunnas (2012) | Important attribute of the labor market, being a useful summary measure on the usefulness at work, as well as a narrow measure of welfare related to work. |
| Fan *et. al.* (2019) | Representation of the general evaluation of the employees of their jobs and is strongly correlated with mental health and rotation. |
| Fila et. al. (2014) | Fundamental concept for organizational research. |
| Liu et. al. (2012) | Concept that becomes the most studied predictor of job rotation. |
| Locke (1976) | Positive and pleasant state, the result of the individual assessment of job or job experience. |
| Mérida-López *et. al.* (2019) | Representation of an evaluative state that expresses satisfaction with the job that one performs, as well as positive feelings about it. |
| Pichler & Wallace (2009) | Result of a series of perceived job characteristics that include intrinsic and extrinsic rewards. |
| Weiss (2002) | Positive or negative evaluative judgment that one makes about job or job situation. |

Source: Own elaboration, 2019.

In summary, job satisfaction is a theoretical construction that refers to the assessment that each person makes about the job they perform, associated with both the climate prevailing in the workplace and the economical aspect. Likewise, it has become a significant factor that impacts on labor turnover and, therefore, on the productivity of organizations.

### 2.1 Concepts related to job satisfaction

In various investigations it is shown that job satisfaction has a significant relationship with intrinsic and extrinsic rewards. The first refers to those job activities that are interesting and challenging, autonomous, and that influence in the job processes; while within the latter are those related to the economical aspect, such as payment and other additional benefits (both financial and professional development), (Pichler & Wallace, 2009). In this respect, Steel *et. al.* (2018) indicates that job satisfaction emphasizes the cognitive assessment of the quality of job welfare, which is related to payments, co-employees or supervisors.

In the study conducted by Mohanty (2019) it is shown that, regardless of the employees' age, the weekly wage is positively related to job satisfaction. While the number of weekly hours is positively related to job satisfaction when the employees are young or mature adults, and negatively, when they are middle-aged adults. Likewise, Son and Ok

(2019) show in their research that both job satisfaction and the impact of personality on it can change over time.

Different investigations concerning satisfaction indicate that, compared to alternative explanations, such as the unemployment rate, the degree of unionization and inequality, the average salary levels explain why the higher occupational classes experience different levels of job satisfaction in the European countries to a greater extent (Pichler & Wallace, 2009). Fila *et. al.* (2014) establishes that job satisfaction is inversely related to the role overload, and that it is positively related to things such as autonomy, the variety of tasks, the support of co-employees and supervisors, and perceived organizational support; however, it is not related to the role conflict.

In contrast, Tumen and Zeydanli (2013) investigate the relationship between job satisfaction and home ownership, concluding that the last can be a restriction for the career prospects of employees, because by reducing mobility, they are forced to depend on local working conditions.

Böckerman and Ilmakunnas (2012) analyze the role of employee job satisfaction in the manufacturing industry in Finland to determine how it affects productivity, finding that the relationship between both is positive. In the same way, Iqbal *et. al.* (2012) found that there is a positive relationship between job satisfaction and job

performance, through the application of surveys in the banking sector and the academic sector.

In his research, Edmans (2012) shows that job satisfaction leads to a stronger corporate performance (as argued in human resource management theories), and that although job satisfaction correlates positively with the returns of shareholders, this is only in the long term.

The results of Moslehpour *et. al.* (2019) indicate that the organizational climate and job style complement and completely mediate the relationship between leadership style and job satisfaction. In this way, an appropriate leadership style is more effective when it matches the organizational climate and the job style of the employees. Therefore, an adequate organizational climate will increase the level of job satisfaction. In other words, if the job style of the employees is respected and taken into consideration, the leadership style can find its way to job satisfaction.

However, Liu *et al.* (2012) examines how the relationship between an employee's job satisfaction trajectory and subsequent rotation can change depending on how these relate to dispersion.

Fu and Deshpande (2014) established a model of structural equations to examine the relationships between the climate of attention, job satisfaction, organizational commitment and job performance, confirming a direct positive impact of job satisfaction on the employees' commitment to job, as well as an indirect impact on job performance.

Therefore, research has shown that job satisfaction is complex and multidimensional, with constituent parts that are relatively homogeneous and different from each other (Fila, Paik, Griffeth, & Allen, 2014).

*Table 2 Methodologies used to identify the concepts related to job satisfaction*

| Author | Methodology | Related concepts |
|---|---|---|
| Böckerman e Ilmakunnas (2012) | Ordinary least square Method. | Productivity. |
| Edmans (2012) | Carhart four-factor model. | Long-term returns of shareholders. |
| Fila *et. al.* (2014) | *t* tests for dependent correlations | Overload of roles. Autonomy. Variety of tasks. Support from colleagues and supervisors. Perception of organizational support. |
| Fu and Deshpande (2014) | Structural Equation Modeling. | Attention climate. Organizational commitment Job performance. |
| Iqbal *et. al.* (2012) | Regression Analysis. | Job performance. |
| Mohanty (2019) | Structural simultaneous equations model. | Employees' age Weekly salary Weekday (number of hours). |
| Moslehpour *et. al.* (2019) | Structural Equation Modeling. | Organizational climate. Job style. Leadership. |
| Pichler and Wallace (2009) | Random intercept models. | Intrinsic rewards: interesting and challenging activities, autonomy and influence on processes. Extrinsic rewards: payment and additional benefits, both financial and professional development. |
| Son and Ok (2019) | Random-effects generalized least squares (GLS) model. | Impact of personality. Time. |
| Steel *et. al.* (2018) | Meta-analytic procedures. | Quality of job welfare. Payment. Co-employees or supervisors. |
| Tumen and Zeydanli (2013) | Standard panel data regression frame job with fixed effects. | Home ownership. |

Source: Own elaboration, 2019.

According to the publications consulted (Table 2), the authors have resorted to various causality methodologies to identify and explain the construct of job satisfaction, which, in summary, presents significant relationships with aspects such as remuneration, activities to be performed, performance labor and the job environment. Therefore, it must be studied from different points of view in order to identify the most important factors.

## III.     JOB SATISFACTION IN UNIVERSITIES

Professional academic activities are increasingly stressful: the image of a relaxed workday of a university professor or researcher goes back to the past under the pressure of market-oriented management in higher education and science (Abramov, Gruzdev, & Terentev, 2017). Therefore, it is very important to identify the factors that influence the job satisfaction of universities teachers. In this section a review of the research on job satisfaction in universities will be conducted in order to know if the concepts related to job satisfaction discussed in the previous section have the same behavior for any type of organization.

It should be remembered that satisfaction is defined as a positive (or negative) evaluative judgment that is made regarding one's job, which allows to reflect the feelings of commitment and / or professional motivation of the teachers. For them being able to have autonomy, significant relationships with colleagues and students, and seeing how that their job translates into students' success are key psychic rewards for job satisfaction. (Ford, Urick, & Wilson, 2018).

On one hand, Cabezas *et. al.* (2017) affirm that teachers' job satisfaction is a significant concept that has a direct relationship with teacher retention, commitment and performance. According to their research, there is a positive and robust relationship between the number of non-teaching hours and teachers job satisfaction, and a negative one related with extra-job hours. In addition, they identify the relevance of having formal instances of collaborative job to plan and prepare class material since it has a positive effect on the teacher satisfaction.

On the other hand, Abramov *et. al.* (2017) classify teachers into five types of faculties: research professors, professors, researchers, "universal soldiers", and experts. They determined that each one of these types shows different levels of satisfaction regarding their working time budget. Naturally those that do much teaching and administrative jobs tend to be less satisfied, thus affecting the quality of their job.

Generally, university administrators consider that increasing the workload of academic professionals is a source of productivity growth, but these expectations can hardly be considered justified, since the workload represents a complex system of interrelated aspects of teaching, organizational job, research and expert activities (Abramov, Gruzdev, & Terentev, 2017).

Similarly, according to Quevedo-Blasco *et. al.* (2015) there is a moderate satisfaction towards changes applied to the latests configurations of university education since these have brought with them the appearance of new teaching functions, which involve a lot of effort on organizing and developing practical classes, seminars, evaluating students, as well as having a greater orientation and supervision of the students' job. This last one is a consequence of the emergence of competencies such as "acting as a guide / mediator" and "teaching centered on the student", which prevents the teacher from devoting the time he would like to his own research.

Converso *et. al.* (2017), through a factorial component analysis, identify the main dimensions of academic work that contribute to the quality of life of the academic staff, such as: research and public participation, didactic work and relations with students, professional development and competition, ordinary obligations and fundraising. In their study they present that the most negative and stressful characteristics were those identified by elements that referred to activities that limited time and those related to the highest competence that characterizes a professional career. In contrast, the most rewarding activities for academics were those related to research and didactic activities.

Falola *et. al.* (2018), meanwhile, present information about engagement strategies at work and how they relate to the results of teachers' behavior in the university context. The researchers mention professional opportunities, recognition of work, reputation of the institution, investment in employees and fun at work such as work engagement strategies; while, among the results of the behavior of teachers, are loyalty, intention and job satisfaction. Under this context, Adeniji *et. al.* (2018) determined that the three factors that most influence job satisfaction are promotion opportunities, the salary package and communication.

In contrast, Guo and Wang (2017) show that among the factors that affect the job satisfaction of teachers in Chinese universities is the system of organization, which, regardless of salary, plays an important role in the job satisfaction of the teachers.

Al Zo'bi (2018) conducts a study in Jordanian universities to identify participation in the degree of decision-making and its relationship with job satisfaction, showing that these institutions offer a climate of participation and

cooperation in decision-making. The job environment is characterized by collective job and the existence of a culture that emphasizes the importance of participation in decision making, reflecting a high degree of job satisfaction and providing members with feelings of respect, appreciation and happiness within their community. In addition, teachers perceive higher income to other labor sectors, as well as a system of promotions and incentives, that is, there is a positive relationship with economic rewards (Munyengabe, Haiyan, Yiyi, & Jiefei, 2017).

The findings of Ud Din Kahn *et. al.* (2018) support the proposition that employees' perceptions of organizational policies result in low job satisfaction and low organizational commitment. That is, when employees feel disadvantaged and unfairly treated based on political motives, they are inclined to respond with undesirable job attitudes, such as job dissatisfaction. While Oludayo *et. al.* (2018) indicate that there is a link between excessive workload and employee commitment, affecting morale, motivation and reducing absenteeism.

Kim and Choi (2018) indicate that it is necessary to pay close attention to the suitability of job when employing a highly educated doctoral workforce, because of the effect on salary, job satisfaction and performance. The importance of the study is to demonstrate that these efforts lead not only to individual economic compensation and job satisfaction, but also to economic achievements, such as the performance of research and the initiation of patents.

According to the publications consulted and through different methodologies (Table 3), it is concluded that the job satisfaction of university teachers, as in any organization, is composed of multiple factors.

*Table 3. Methodologies used to identify the concepts related to job satisfaction in universities*

| Author | Methodology | Related concepts |
|---|---|---|
| Abramov *et. al.* (2017) | Descriptive and correlation analysis. | Job time budget. |
| Adeniji *et. al.* (2018) | Regression analysis. | Promotional opportunities. Salary package. Communication. |
| Al Zo'bi (2018) | Descriptive method, t-Test, ANOVA test and Correlation Analysis. | Participation in decision-making. Climate and culture of participation. Salary income. |
| Cabezas *et. al.* (2017) | Principal component analysis. | Retention. Commitment. Teaching performance Collaborative job for teaching material. |
| Converso *et. al.* (2017) | Confirmatory factor analysis. | Investigation. Public participation. Didactic work. Relations with students. Professional development and competence. Ordinary obligations. Collection of funds. |
| Falola *et. al.* (2018) | Structural equation model. | Professional opportunities. Recognition of job. Reputation of the institution. Investment in employees. Fun at job. |
| Ford, Urick & Wilson (2018) | Two-Level Hierarchical Linear Models. | Autonomy. Significant relationships with colleagues and students. |

|  |  | Job as a student success. |
| --- | --- | --- |
| Guo & Wang (2017) | Non-parametric tests. | Organization system. Salary. |
| Kim & Choi (2018) | Structural equation model. | Suitability of the job to the work force with doctorate. |
| Munyengabe *et. al.* (2017) | Descriptive and correlation analysis. | Economic rewards. |
| Oludayo *et. al.* (2018) | Descriptive analysis. | Workload as a factor that alters morale, motivation and absenteeism. |
| Quevedo-Blasco *et. al.* (2015) | Descriptive analysis. | Changes to the configuration of university education. Appearance of new teaching functions. |
| Ud Din Khan *et. al.* (2018) | Partial least squares structural equations modeling. | Perception of organizational policies. Organizational commitment |

Source: Own elaboration, 2019.

It is clearly seen that job satisfaction for university teachers is influenced by economic issues such as salary, relationships in the workplace, in this case, both with colleagues and students; the opportunities for growth and a culture of participation and recognition (Figure 1). It should be noted that the aforementioned factors are shared equally by the companies of goods and services.
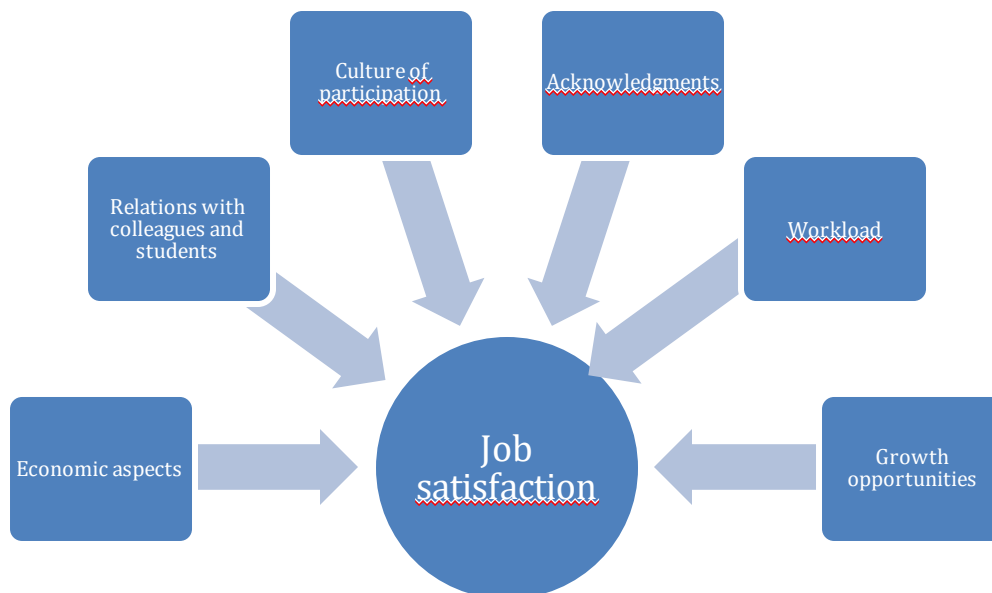


*Fig.1: Main factors that influence job satisfaction in universities*

Source: Own elaboration, 2019.

In addition, the analyzed studies show that the workload also represents a factor in the level of satisfaction. Because educational institutions must evolve like any organization, changes have been made in the configuration of teaching, which results in greater

workloads for teachers, which does not allow them to devote themselves to class planning and research.

It is very important to identify the factors that influence job satisfaction in companies of goods and services as well as in educational institutions, since several researches highlight the role of satisfaction in the increase

of job performance and productivity, as well as the decrease of absenteeism and staff turnover.

## IV. STRATEGIES TO INCREASE JOB SATISFACTION

Within the literature on job satisfaction mentioned some strategies that aim to increase it within organizations. In this section some of them are briefly exposed.

### 4.1 Emotional intelligence

The concept of emotional intelligence (EI) has been developing for 25 years, gaining popularity and visibility among researchers and professionals. Sánchez-Gómez and Breso (2019) indicate that the definition given by Salovey and Mayer refers to EI as the subset of social intelligence that implies the ability to control one's own and others' feelings and emotions, to discriminate between them and to use this information to guide the thinking and ideas of others. For them, EI is considered a combination of four different skills:

    (1) Adequate perception of one's own and others' emotions;

    (2) Emotional facilitation of thought;

    (3) Understanding of one's own and others' emotions, and

    (4) Appropriate management of emotions to achieve a specific objective.

These interwoven skills influence the ability of people to interact with others in an appropriate way, communicate effectively, manage conflicts or stressful situations, and create a positive work environment, among many other aspects. That is, EI is highlighted as a psychological resource associated with positive personal and organizational results (Mérida-López, Extremera, Quintana, & Rey, 2019).

### 4.2 Job fit theory

The job fit theory arises in the eighties and refers to the degree to which the characteristics of the job performed by a person and the knowledge, skills and abilities necessary for performance at job correspond or are appropriate (Kim & Choi, 2018).

According to Kim and Choi (2018), this theory establishes that the greater the suitability of the labor characteristics of an individual in the work environment, the greater the individual job performance, which shows the highest relevance for job performance, impacting positively in job satisfaction.

This job fit has also been used for the so-called "job mismatch", from the perspective of highlighting the discrepancy between the characteristics of both job and personal, which refers to the degree to which educational

achievement, competition, the main fields and fields of interest of an employee correspond to the level of difficulty or competence required for a specific job. The imbalance of job, as Kim and Choi (2018) show, has a negative effect on job satisfaction.

### 4.3 Organizational culture

In general, the theory of organizational culture postulates that it exerts its influence through the configuration of the behavior of the members of the organization. Therefore, as expressed by Meng and Berger (2019), the organizational culture emerges as a necessary condition to improve the commitment and job performance of the members of the organization and, consequently, the confidence of the members within it will be reinforced. In this way, commitment and trust will generate a joint mediation effect when linked to the job satisfaction of professionals.

### 4.4 Leadership style

The leadership style inspires people with a specific vision to work, helps clarify some concrete goals and motivates and helps employees to communicate well within their team (Moslehpour, Altantsetseg, Mou, & Wong, 2019), which makes it one of the main factors for the success of any group activity. In addition, leadership can indirectly influence performance through corporate social responsibilities, which can be defined as the continued commitment of companies to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families, as well as the local community and society in general (Manzoor, Wei, Nurunnabi, Subhan, Shah, & Fallatah, 2019).

Moslehpour *et. al*. (2019) state that the leadership style:

(1)      Influences the attitude of employees,

(2)      It is an effective organizational engine and is based on the interaction between the leader and the employees in the workplace,

(3)      It is a key factor that influences the satisfaction of employees in their workplace.

Among leadership styles (Moslehpour *et. al.*, 2019; Manzoor *et. al.*, 2019) are:

- Transformational leadership, which emphasizes increasing work commitment, job satisfaction and employee well-being.

- Authentic leadership depends on the organizational context and the positive psychological attitude of an individual, determining the self-awareness and self-regulated positive behaviors of both leaders and employees.

- Business leadership converges and directs the performance of group members towards the achievement of organizational objectives that involve the identification and implementation of business opportunities.

In accordance with the strategies outlined above, it is concluded that to increase job satisfaction it is not enough to identify the factors that influence it, such as the economic aspect, the recognition, the growth opportunities, among others, but it is necessary to create the adequate work environment, where people can make progress.

In other words, organizations of any kind should focus on recognizing the adequacy of an individual's job characteristics in the workplace; encourage leadership, so that it is an engine of effective organization; promote effective communication and conflict management, as well as commitment and trust among all staff, as this will create a positive work environment, impacting individual and collective work performance and, thus, influencing in

the satisfaction of employees. This will result in the reduction of labor turnover, raising the productivity of organizations.

## V. FRAMEWORK OF THE RESEARCH METHODOLOGY

An exploratory investigation was carried out in order to know the concepts that constitute the construct of job satisfaction and, especially, that of teachers in universities. In this way, the level of satisfaction can be raised, which will affect the performance of the teaching staff and, therefore, the productivity of the universities.

The academic publications consulted were obtained through the databases Scopus®, principally, and *Jstor*. 34 publications of 29 journals were consulted. It is worth mentioning that 55% of academic journals are published in countries such as the United States and the United Kingdom; while 18% come from countries such as Spain, Hungary, India, Italy and Serbia (Figure 2).
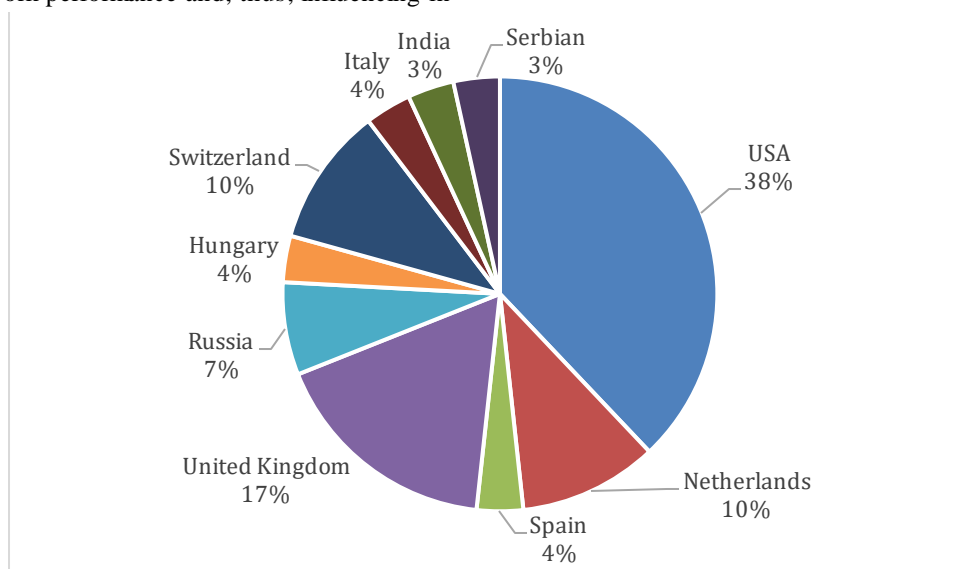


*Figure 2 Country of origin of the academic journal*
Source: Own elaboration, 2019.

The information search criteria were the key words: job satisfaction, universities, strategies, productivity. In addition, several tasks were carried out, beginning with the discrimination of publications considered relevant based on concepts and references that were significant to the object of study of this article.

Other criteria to determine the relevance of the documents was the analysis of various indices (Table 4), provided by the *SCImago* Journal & Country Rank, which is a publicly available portal that includes the journals and scientific indicators of developed countries based on the

information contained in the Scopus® database (Elsevier BV).

Among the indicators used to evaluate and analyze scientific domains, are the *SCImago* Daily Range Indicator (SJR), H index and the quartile (Qi):

- SJR is a measure of the impact, influence or prestige of the journal. Express the average number of weighted citations received in the year selected by the documents published in the journal in the previous three years.
- While the H index shows the number of articles (h) of the journal that have received

at least h appointments throughout the period.

• The quartile (Qi) is an indicator used to evaluate the relative importance of a journal

within the total number of journals in its area, that is, it is a measure of the position of a journal in relation to all those of its area.

*Table 4. Academic publications consulted*

| Journal | Country | Editor | H Index | Qi | SJR 2017 |
|---|---|---|---|---|---|
| Academy of Management Journal | USA | Academy of Management | 266 | 1 | 8.55 |
| Academy of Management Perspectives | USA | Academy of Management | 108 | 1 | 2.95 |
| BMC Health Services Research | United Kingdom | Biomed Central | 83 | 1 | 1.15 |
| Data in brief | Netherlands | Elsevier | 8 | 1 | 0.34 |
| Educación XXI | Spain | UNED | 11 | 1 | 0.78 |
| Education Policy Analysis Archives | USA | Arizona State University | 39 | 2 | 0.55 |
| Education Policy Analysis Archives | USA | Arizona State University | 39 | 2 | 0.55 |
| Eurasia Journal of Mathematics, Science and Technology Education | United Kingdom | Taylor & Francis | 32 | 2 | 0.38 |
| European Journal of Contemporary Education | Russia | Academic Publishing House Researcher | 3 | 4 | 0.19 |
| European Journal of Mental Health | Hungary | Akademiai Kiado | 6 | 4 | 0.13 |
| European Sociological Review | United Kingdom | Oxford University Press | 68 | 1 | 2.73 |
| Frontiers in Psychology | Switzerland | Frontiers Media | 66 | 1 | 1.04 |
| Human relations | USA | SAGE Publications | 105 | 1 | 2.2 |
| Human resource management review | United Kingdom | Elsevier | 72 | 1 | 1.67 |
| Industrial and Labor Relations Review | USA | SAGE Publications | 66 | 1 | 1.45 |
| International Journal for Quality Research | Serbian | University of Montenegro | 9 | 3 | 0.43 |
| Journal of Behavioral and Experimental Economics | USA | Elsevier | 48 | 1 | 0.59 |
| Journal of Business and Psychology | USA | Kluwer Academic/Plenum Publishers | 58 | 1 | 1.74 |
| Journal of Business Ethics | Netherlands | Kluwer Academic | 132 | 1 | 1.28 |
| Journal of Open Innovation: Technology, Market, and Complexity | Switzerland | MDPI Open Access Publishing | | | |
| Journal of vocational behavior | USA | Elsevier | 120 | 1 | 1.69 |
| Mediterranean Journal of Social Sciences | Italy | MCSER-Mediterranean Center of Social and Educational research | 16 | 3 | 0.12 |
| Prabandhan: Indian Journal of Management | India | Associated Management Consultants Private Limited | 4 | 3 | 0.19 |
| Public personnel management | USA | SAGE Publications | 36 | 2 | 0.68 |
| Public relations review | USA | Jai press | 60 | 1 | 0.81 |

| | | | | | |
|---|---|---|---|---|---|
| Scandinavian Journal of Psychology | United Kingdom | Blackwell Publishing | 61 | 2 | 0.63 |
| Social Indicators Research | Netherlands | Kluwer Academic Publishers | 82 | 1 | 0.77 |
| Sustainability | Switzerland | MDPI Open Access Publishing | 42 | 2 | 0.54 |
| Voprosy Obrazovaniya/Educational Studies | Russia | National Research University Higher School of Economics | 5 | 3 | 0.22 |

76.5% of the academic publications are from 2014 to date and 75.8% belong to the quartiles 1 (Q1) and 2 (Q2) of their area (Figure 3). Finally, the present article was structured and fed.
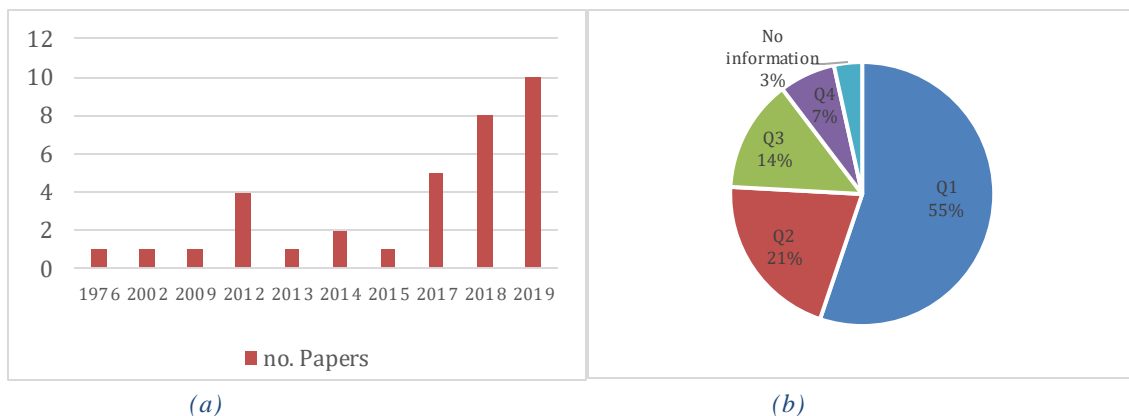


*(a)*                    *(b)*

*Fig.3: (a) Year of publication of the journal and (b) quartile to which the journal belongs*

Source: Own elaboration, 2019.

## VI. CONCLUSIONS

In this article it is identified the various factors that influence the construction of job satisfaction and, particularly, how it is defined in universities.

Job satisfaction is a theoretical construction that refers to the assessment that each person makes about the job they perform and that is associated both with the climate prevailing in the workplace and with the associated economic aspect. This concept has become a significant factor that impacts on labor turnover and, therefore, on the productivity of organizations.

According to the studies consulted, job satisfaction has significant relationships with aspects such as remuneration, activities to be performed, job performance and the work environment. In terms of job satisfaction for teachers in universities, it is also influenced by economic issues such as salary, relationships in the workplace; opportunities for growth and a culture of participation and recognition, aspects that also appear in the companies of goods and services.

Therefore, it is vital to identify the factors and increase job satisfaction through the development and application of strategies such as emotional intelligence, labor adjustment theory, organizational culture and leadership style, which promote efficient communication between those involved, contributing to create a good work environment and a culture of participation and, in this way, encourage job satisfaction.

In conclusion, in any type of organization it is very important to raise the perception of job satisfaction in the workplace in order to increase job performance and productivity in organizations, reducing absenteeism and staff turnover. And, in the case of universities, contribute to the intellectual development of people and communities.

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