



STUDY ON JOB SATISFACTION AND ITS RELATIONSHIP WITH DEMOGRAPHIC VARIABLES

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ABSTRACT

The study aims to measure the job satisfaction among the academicians on the basis of demographic variables such as; age, gender, marital status etc. The study also aims to measure the relationship between job satisfaction and demographic variables. The study is based on the primary data mainly. Sample size of the study was 478 and the data was collected from the academicians working in the universities situated in the North India. It was found from the study that there is significant difference in the job satisfaction among academicians due to different age groups, job tenure and experience in higher education. While, no significant difference has been found in the job satisfaction among academicians due to gender differences, different rank/grade, gross annual income, marital status, education qualification, and industry experience, and course type, branch/department. It was also found from the study that academicians like their current, feel satisfied with their job and do not want to change their current job. Overall, it can be concluded that the level of job satisfaction among academicians is average, they are neither satisfied nor dissatisfied towards their job.

Keywords: *Job satisfaction, Employees, Academicians, University, India, Demographic Variables.*

I. INTRODUCTION

Due to the continuous changes in the higher education system, quality teaching has become an important issue to be resolved. The number of enrollment has increased and international students are becoming a substantial part of the education system. The trend of students' enrollment has diversified and expanded geographically and socially, during last two decades, which generated the need for new methods and techniques of teaching for these new students. Nature of interactions between teachers and students has changed due to modern technologies. All the concerned stakeholders such as; students, their parents, governments, management, and trustees all are demanding value for their money and effective and quality teaching (Schuster & Finkelstein, 2006).

There is no clear definition of quality teaching in the education. Quality culture and quality teaching both terms have always remain controversial in higher education system. Some argues that quality is the outcome of teaching, while some consider quality as the property. Quality teaching has also been defined a continuous process of improvement in teaching skills and methods, thus quality teaching is something that can never be totally appraised or grasped. Researchers argued that the quality teaching should be defined by the stakeholders in education sector namely; parents, students, and evaluation agencies. As per the literature the definition of good teachers is the teachers who know well how to manage and organize the lectures and expressive. Good



teachers are those who show empathy for the students and experienced as well. Excellent teachers are those who take interest in learning new methods, replaces the traditional methods with the new and effective ones as per the requirement of the students and have passions for learning related to their field. Excellent teachers always try to connect the theory with the live examples or real situational factors. Quality teaching should be based on students' interest and their level of knowledge and level of learning. Thus, there is a need to improve not only the teacher's pedagogical skills, but also the learning environment of the institutes in order to provide quality teaching. Learning environment should address the personal needs of the students and should aim for effective learning. Quality teaching should be outcome based, and learning outcome can be improved by providing financial, academic, social support and counseling services, to the students, staff members, and minority students. Learning outcome can be improved by increasing the satisfaction level of both the students and teachers. The satisfied and motivated students and teachers will have better intellectual interactions through collaborative efforts of learning and that can help in building knowledge (Jacobs & Winslow, 2004).

Satisfied, creative and productive academicians are the most vital component of education sector. Researchers have conducted various studies and highlighted the issue of accountability and performance of faculty members in today's knowledge based era. Increased emphasis on the performance of faculty and their well-being, have raised the concern to measure the relationship between job satisfaction and job productivity of faculty. Researchers have found a positive relationship between job satisfaction and productivity of the teachers. The teachers who are satisfied with their job are found to be very active and innovative in the activities related to teaching, research, and administration. Thus, the research culture can be promoted by increasing the job satisfaction among teachers (Gappa et al., 2007).

Review of Literature: Mehrad Aida (2015), the study aims to measure the role of demographic variables in the job satisfaction among academicians. The study was based on the primary data collected with the help of JDI (Job satisfaction index) developed by the researcher consisting 72 items related to job satisfaction. The data was collected from the 440 academicians from the universities of Malaysia. Researcher has measured the impact of gender, educational qualification, designation, marital status and reward on the job satisfaction among university teachers. It was found from the study that there is a significant difference in the level of job satisfaction among academicians of Malaysia due to difference in educational qualifications, designation, and reward. No significant difference has been found in the job satisfaction among academicians due to gender differences or the due to different marital status. Khan et al. (2015), conducted a study to measure the impact of demographic factors on the job satisfaction among district executive officers in Pakistan. The study was based on the primary data collected from the 205 district executive officers working in local government of NWFP of Pakistan. Researchers have used five demographic variables such as; gender, length of services, designation, qualification and the department. The predictors of job satisfaction used in the study were namely; working environment, salary, promotion, co-workers, supervision used as the input variables in the study and the output variables used in the study are namely; involvement, absenteeism, commitment and turnover. It was found from the study that the satisfaction related to pay or salary differs due to gender differences and difference in educational qualification among employees. The attitude of the employees towards their job varies due to difference in educational qualification, length of services, gender and department. The satisfaction level of employees is indifferent towards the supervision factor. Educational qualification has significant impact on the promotion



element of the job satisfaction. Demographic variables do not have a significant impact on the two elements of job satisfaction which are working environment and co-workers. Job involvement and commitment is affected by the different demographic characteristics of the employees namely; gender, educational qualification and department of the employees. The study also reveals that there is a significant impact of demographic variables on the absenteeism and turnover of district executive officers of local government of Pakistan. Overall, it can be interpreted that demographic factors have significant impact on the job satisfaction, and positive outcomes of job satisfaction- job involvement and job commitment, and outcome of job dissatisfaction- absenteeism and employee turnover. Sohail and Delin (2013), the study aims to measure the job satisfaction among the academicians. The study was conducted in the G.C. University of Lahore, Pakistan. Researchers have used the primary data collected from the 100 professor, associate and assistant professors of G.C. university of Lahore. Multiple regression has been used in the study where job satisfaction has been used as the dependent variable while the independent variables used in the study were namely; pay/salary, nature of work, duty hours, work motivation, job autonomy, job reward, decision-making staffs behavior, job security, way of promotion, co-worker relation and career improvement. Researchers have also measured the impact of demographic variables on the job satisfaction among academicians, such as; age, gender, designation and working experience. It was found from the study that co-workers and job security have a positive and significant relationship with the job satisfaction. Decision making staff behavior, way of promotion, job autonomy, career improvement and work motivation has a moderate but significant relationship with the job satisfaction. Job reward and pay/salary has a strong and positive association with the overall job satisfaction. The study reveals that the age, gender, designation and working experience do not have a significant relationship with the overall job satisfaction among academicians. Rehman et al. (2013) conducted a study to develop a model which defines the interrelationship between job satisfaction and organizational commitment among academicians of higher education institution in developing countries. The study was based on the past studies and theories related to job satisfaction and organizational commitment. Researchers have given a theoretical framework of the conceptual model which stated that job satisfaction significantly and positive related with the various factors of job satisfaction. In the higher educational institutions of developing countries, the job satisfaction is mainly affected by the such as; working environment, pay scale, promotions, supervision, colleagues and the work itself. Further, the job satisfaction is found to be positively related with the organizational commitment. The academicians who are satisfied with their job will be more committed towards the organization, in comparison to those which are not satisfied with the job. It was also revealed in the conceptual model that job satisfaction among academicians varies due to different demographic variables such as; age, gender, department, qualification, designation, age, marital status and experience of the academicians. Khan, Nawaz and Jan (2012) conducted a study to measure the impact of demographic variables on the job satisfaction among the academicians working in higher learning institutions of Pakistan. The study was based on the primary data collected from the 260 academicians from universities of Pakistan. Researchers have used the stepwise regression analysis to measure the impact of demographic variables on the job satisfaction, involvement & Commitment and absenteeism & turnover. The independent variables used in the study are age, gender, department, designation, qualification, marital status and type of university. It was found from the study that out of seven demographic variables used in the study only three have been found to be significantly related to the



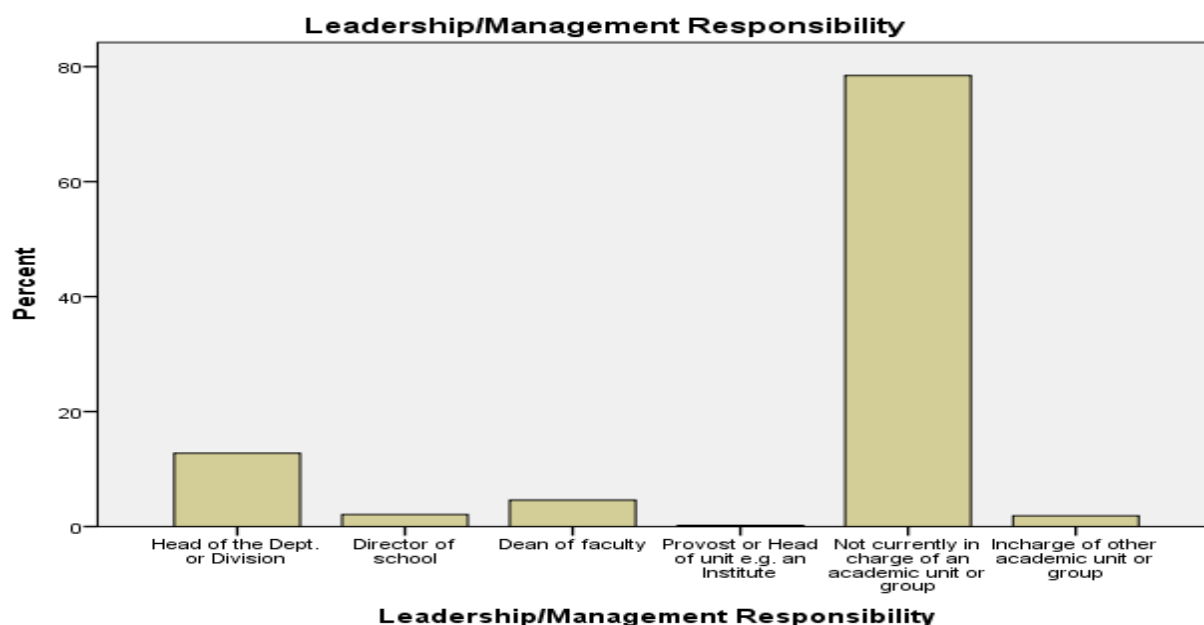
job satisfaction, involvement & commitment and absenteeism and turnover in the education sector. The study reveals that gender is a critical factor while measuring the job satisfaction among academicians. The job satisfaction among academicians varies due to gender differences, and due to difference in their marital status. Job involvement and turnover also get affected due to gender differences and different marital status of the academicians. It was also found from the study that the type of university i.e. public or private also plays an important role in job satisfaction, job involvement and turnover or absenteeism. The academicians from public university are highly satisfied in comparison to the academicians from private universities, due to job safety, few work load, less academic pressure and better pay scale. Other demographic variables such as; age, qualification, department and designation do not have significant impact over the job satisfaction, job involvement and turnover or absenteeism among academicians. Ahmed et al. (2010), the study aims to measure the role of motivational factors on the job satisfaction among employees. The study is based on the motivation and hygiene factors given in the theory of Herzberg et al. (1959). The study was conducted to test the Herzberg theory on the non-academic staff members of the University of Punjab, Pakistan. The study was based on the primary data collected from the 312 administrative staff members working in the University of Punjab which is one of the biggest university of Pakistan. Researchers have used the motivational factors namely; intrinsic and extrinsic factors of motivation. Researchers have measured the impact of motivational factors on the job satisfaction of employees using structural equation modeling technique. It was found from the study that job satisfaction is positively related with the intrinsic motivational factors namely; professional growth, recognition, opportunity for advancement, work, responsibility, and employees' attitude towards the organization while an insignificant relationship has been found between hygiene (extrinsic) factors and job satisfaction among employees. Moreover, significant relationship has been found between job satisfaction and the demographic variables such as; gender, educational qualification, and job specific features such as; permanent or temporary, designation, department. The study also reveals that the employees with high level of educational qualification are found to be more satisfied than others. Job experience also affects the level of job satisfaction among administrative employees. The employees with long job tenure are found to be more satisfied than the employees with small job tenure in the university. Schulze S. (2006), conducted a study to identify the factors which influence the job satisfaction among academicians in higher education. The research was based on the primary data collected from 94 academicians from residential and distance education institutes of South Africa. Researcher has used the demographic variables namely; rank, gender, union membership, ethnic group and full time or part time. The factors which are identified by the researchers which influence the job satisfaction among academicians are research, compensation, promotions, job security, teaching, leadership, management, administration and own management, co-workers, working conditions, community services and support facilities. It was found from the study that job satisfaction is highly influenced by the working conditions, support facilities, compensation and research opportunities in the universities. Moreover, the findings indicates that liberty to the teachers in selecting their subjects, course material and methods of delivery of lectures tends to high level of job satisfaction among teachers. Therefore it can be said that academic autonomy increases the level of job satisfaction among teachers while the huge paper work, lack of transparency in promotion policies and reward system, poor pay scale, lack of research opportunities, shortage of funding for research and poor management leads to job dissatisfaction among teachers in higher education.

Objectives: The study based on the following objectives:

- To make a comparative study on the job satisfaction among academicians on the basis of demographic variables.
- To measure the relationship between job satisfaction and demographic variables.

Research Methodology: The study is based on the primary data collected with the help of self-developed questionnaire. The respondents of the study were academicians working in the universities of North India and the sample size of the study was 478. Researcher has also used the secondary data in order to have better understanding of the construct used in study through literature review. The secondary data about the list of universities, number of faculty members etc., was collected from the various websites, newspapers, magazines and annual publications of MHRD, UGC and other universities. Data was analyzed using SPSS software. Researcher has used chi-square in order to measure the differences in the job satisfaction among academicians due to different demographic profiles and multiple regression test has been used to measure the relationship between job satisfaction and demographic variables.

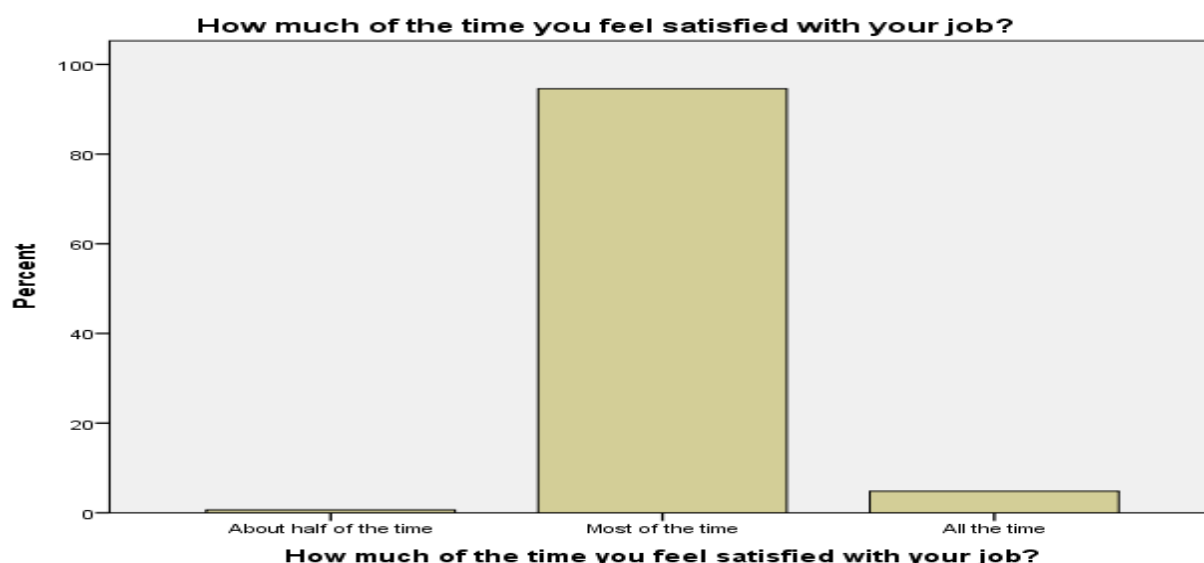
Data Analysis and Its Interpretation: The reliability of the questionnaire has been measured using Cronbach Alpha which came to be 0.823 which shows that the questionnaire is reliable and can be used for further analysis.



Interpretation: It can be interpreted from the above graph that majority of the academicians surveyed during the current study are not having any leadership/management responsibility. They are neither in charge of an academic unit or group currently. 12.8 percent of the total respondents are looking after the responsibility as head of the department. 4.4 percent of total respondents are also dean of faculty and 2.1 percent of the total respondents are the director of the school. Thus, overall it can be interpreted from the above graph that majority of the teachers are not having any leadership/management responsibility.



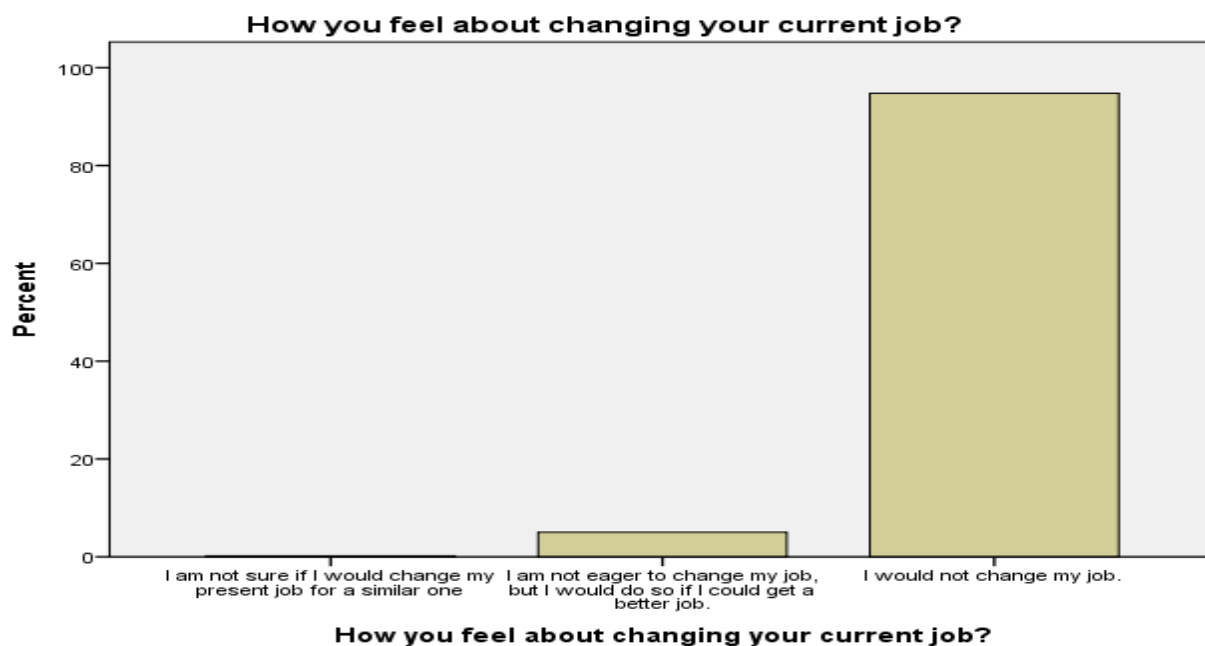
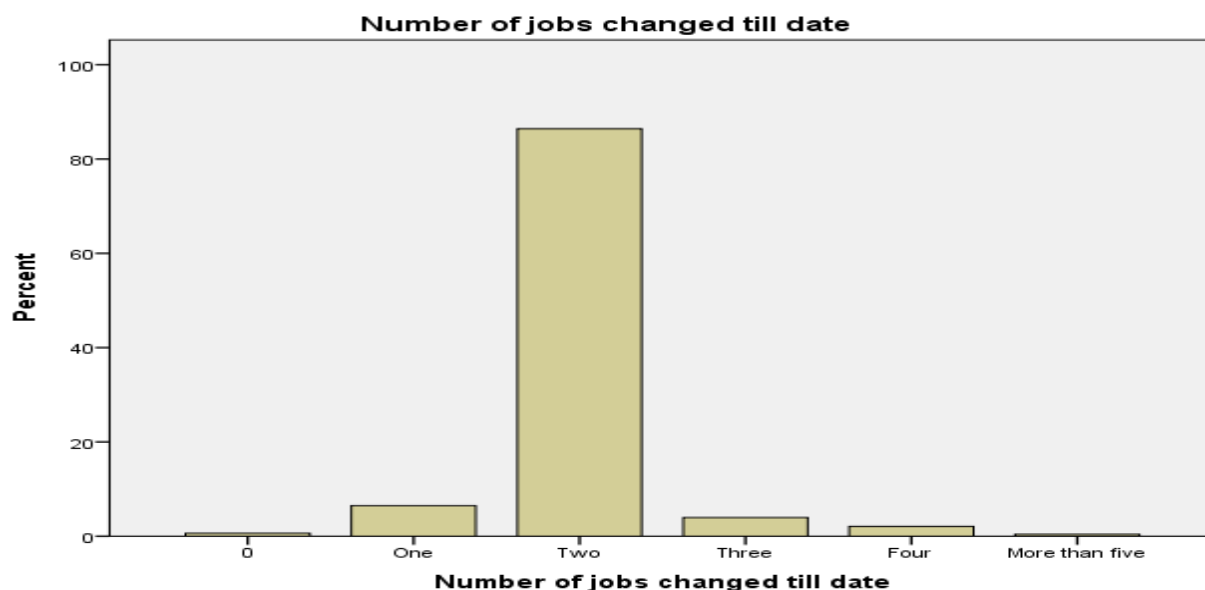
Interpretation: It can be interpreted from the above graph that majority of the teachers who were surveyed during the current study are having an opinion that they like their current job. 7.1 percent of the total respondents love their current job and only 0.2 percent of the total respondents give response that they feel indifferent about their current job. Thus, overall it can be said that the academicians like their current job.



Interpretation: It was asked to the academicians that how much of the time they feel satisfied with their job? It was found that majority of the respondents feel satisfied with their job most of the time. 4.8 percent of the total respondents feel satisfied with their current job all the time while only 0.2 percent of the total respondents feel satisfied with their job only half of the time. Thus overall it can be said that the majority of the academicians feel satisfied with their job.

Researcher has also asked to the respondents that how much jobs they have changed till date? It was found from the analysis that majority of the respondents have changed two jobs till date. 6.5 percent of the total respondents have changed one job till date. 2.1 percent of the total respondents have changed four jobs and 0.4 percent of the total respondents have changed more than four jobs till date. While only 0.6 percent of the total respondents

have changed no job, means the current job in which they are is their first job. Thus, overall it can be said that majority of the respondents have worked in two more jobs before their current jobs.



Interpretation: It can be interpreted from the above graph that majority of the respondents have an opinion that they would not change their current job, while 5 percent of the total respondents have an opinion that they can change their job only when they will get a better job. Only 0.2 percent of the total respondents have an opinion that they can change their current job for the similar job also.

Results of Multiple Regression Test: In order to measure the impact of demographic variables in the job satisfaction of academicians, multiple regression test has been conducted. Job satisfaction has been taken as dependent variable while demographic variables have been taken as independent variables such as; age, gender, education qualification, rank/grade, branch/department, gross annual income, course type, job tenure, experience in higher education, industry experience and marital status.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.100 ^a	.010	-.014	1.379	1.938

a. Predictors: (Constant), Course Type, Job Tenure, Gender, Industry Experience, Branch/Department, Marital Status, Educational Qualification, Age, Rank/Grade, Experience in Higher education, Gross Annual Income

b. Dependent Variable: Job Satisfaction

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	8.871	11	.806	.424	.945 ^b
Residual	881.877	464	1.901		
Total	890.748	475			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Course Type, Job Tenure, Gender, Industry Experience, Branch/Department, Marital Status, Educational Qualification, Age, Rank/Grade, Experience in Higher education, Gross Annual Income

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.162	.779		5.345	.000
	Gender	-.266	.207	-.060	-1.288	.198
	Age	-.015	.131	-.009	-.117	.907
	Marital Status	-.164	.310	-.028	-.530	.596
	Educational Qualification	-.081	.132	-.035	-.611	.542
	Rank/Grade	-.067	.107	-.070	-.622	.534
	Gross Annual Income	.081	.112	.085	.721	.472
	Job Tenure	.017	.142	.007	.123	.902
	Experience in Higher education	-.023	.124	-.015	-.186	.853
	Industry Experience	.008	.047	.008	.166	.868
	Branch/Department	-.087	.088	-.046	-.991	.322
	Course Type	.008	.033	.011	.234	.815

a. Dependent Variable: Job Satisfaction

Interpretation: It can be interpreted from the results of multiple regression analysis that the value of $F = 0.424$ is found to be insignificant with p-value 0.945 at one percent level of significance. Thus, the null hypothesis which states that there is no relationship between job satisfaction and demographic variables stands to be accepted. The



table of regression coefficients shows that all the regression coefficients of all the demographic variables are insignificant and do not have a significant relationship with job satisfaction. Thus, it can be said that there is no relationship between job satisfaction and demographic variables.

II. CONCLUSION

It can be concluded from the current study that there is no relationship between job satisfaction and demographic variables. It was found from the study that there is significant difference in the job satisfaction among academicians due to different age groups, job tenure and experience in higher education. While, no significant difference has been found in the job satisfaction among academicians due to gender differences, different rank/grade, gross annual income, marital status, education qualification, and industry experience, and course type, branch/department. It was also found from the study that academicians like their current, feel satisfied with their job and do not want to change their current job. Overall, it can be concluded that the level of job satisfaction among academicians is average, they are neither satisfied nor dissatisfied towards their job.

Limitations of the Study: The sample size of the study is 478 only which is of course very small in comparison to the population. The study is limited to the North India, it can be extended to other areas of the country also. The study is based on the primary data thus; it suffers from all the limitations of the primary data.

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