

Impacts of Demographic Variables on Job-satisfaction of the Academicians in Universities of NWFP, Pakistan

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Abstract

Job satisfaction of academicians is well documented across the literature where certain leading factors of satisfaction have been researched over and over indicating that work, pay, supervision, promotion, co workers and environment collectively determines the total satisfaction of a worker/officer. However, literature also offers the evidence that employees express varying attitudes about these factors of satisfaction due to their demographic diversities. This study is a survey of academicians in the public and private universities of NWFP Pakistan, with a view to pinpointing the demographic dimensions and their influence on the job satisfaction of the academicians. Therefore, researchers are recording the demographic impacts on the job-satisfaction of the employees. Different surveys have produced a variety of results where some demographics are emerging as having significant implications while other demographics have little or no impact on the responses. Given that, real understanding about the job satisfaction of employees, like academicians, is incomplete unless the demographic differences are identified, measured and accommodated in the decision making process. To test the hypotheses of this study regarding demographic impact, t-tests and ANOVA applications were executed. The findings of the study reveal that designation, university sector and gender out of eight demographic attributes have been recorded significant in their impact on the respondent attitudes towards factors of job satisfaction.

Keywords: Job satisfaction, academicians, Demographic impacts, public private universities NWFP.

Introduction

Job-satisfaction is one of the top issues for management and organization researchers (Locke & Latham, 2000:249). This is an attitude which shows the level of being happy or unhappy with the workplace, work and organization. That is, satisfied workers have positive perceptions and attitudes towards their organizations (Rocca & Konstanski, 2001; Dessler, 2005). Research shows that happy employees are productive while unhappy ones are not therefore; success of the organization depends on the satisfaction of their workforce (Lise & Judge, 2004). Organizations want

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their employees to be satisfied to become productive, efficient and committed (Shah & Jalees, 2004). Job satisfaction can also be viewed as the degree of an employee's affective orientation toward the work role occupied in the organization (Tsigilis, Zachopoulou, & Grammatikopoulos, 2006). Therefore, job satisfaction is a very important attribute that is frequently measured by all types of organizations (Wikipedia, 2009).

Researchers have unearthed a set of factors or variables, which stand responsible for the overall satisfaction of employees in any organization, for example, pay, work, supervision, promotion, work environment, and coworkers (see for example, Williams & Sandler 1995; Stacey, 1998; Ellickson & Logsdon, 2001; DeVane & Sandy, 2003; Lise & Judge, 2004). Other investigators have used different terminologies to express factors for job-satisfaction, such as, personal and organizational factors (Saiyadain, 1998), personal and job characteristics (Sokoya, 2000), mentally challenging work, equitable rewards, supportive working conditions, supportive colleagues, good personality and supportive workers (Naval & Srivastava, 2002), and "demographic relationships" between satisfaction and faculty members (Shah & Jalees, 2004; Tsigilis et al., 2006).

Thus, a leading stream of research in job-satisfaction is about the demographic impacts on the employees' attitude because these personal and contextual variables have been found significant in affecting the performance level of any workforce (Sokoya, 2000). There are several demographic variations among the workforce which influence the degrees of satisfaction from pay, work, subversion etc. For example, gender, age, education, designation, numbers of years in organization and marital status of the employees have widely been found critical in determining the satisfaction (Stacey, 1998; Rocca & Konstanski, 2001; Shah & Jalees, 2004; Chughtai & Zafar, 2006; Eker, Anbar, & Dirbiyik, 2007; Asadi, Fadak, Khoshnodifar, Hashemi, & Hosseininia, 2008). This study explores the problem of job satisfaction among the academicians in the public and private sector universities of NWFP, Pakistan to empirically record the attitudes of respondents alongside their respective personal attributes and then statistically test hypotheses about the demographic impacts. Tests of significance have been used to compute the significance of impacts.

Literature Review

An array of research is going on to explore the job-satisfaction of workers because it is directly related to the contributions of a worker to the organization. The satisfied worker is committed and involved in his/her work while dissatisfied workers are involved in absenteeism and turnover (Locke and Latham, 2000:249-250). Job satisfaction relates to an individual's perceptions and evaluations of the job, which are affected by the needs, circumstances, and expectations of that individual. It is an emotional response to a job situation that is determined by how well outcomes meet or

exceed expectations, for example, if employees are treated unfairly, work hard but are rewarded less, they are likely to develop negative attitudes toward their job, officers and colleagues. However, if they are treated fairly and paid well, they are expected to have positive attitudes for the organization (Luthans, 2005; 212). Thus, “job satisfaction describes how content an individual is with his or her job (Wikipedia, 2009).”

The researchers have pinpointed a set of predictors for job-satisfaction, which include pay, work, promotion, supervision, environment, and co-workers (Sokoya, 2000). Regardless of the theoretical approach to the study of job satisfaction, most of the research identifies at least two categories of predictor variables: environmental factors and personal characteristics (Ellickson & Logsdon, 2001; Luthans, 2005:212). For the measurement of outputs or results of job-satisfaction and dissatisfaction, employees’ involvement and commitment (positive-outcomes) and absenteeism and turnover (negative results) are used as measures because job satisfaction represents several related attitudes (Chughtai & Zafar, 2006).

Factors of Job-Satisfaction

The literature survey reveals that the factors which contribute to the job satisfaction of any worker or officer are: pay, work, environment, co-workers (Robbins, 1998:152). Likewise, adequate equipment, required resources, training opportunities and an equitable workload all affect an employee’s job satisfaction (Ellickson & Logsdon, 2001). Other researchers measure job-satisfaction on the basis of “attitude to the job, relations with fellow workers, supervision, company policy and support, pay, promotion and advancement, and customers (DeVane & Sandy, 2003).” Luthans (2005:212) suggests that work, pay, promotion, supervision and coworkers are the main determinants of job-satisfaction.

Furthermore, the job-dimensions like work, pay, supervision, promotion, co-workers and the demographic features of the employees and organization determine job satisfaction (Shah & Jalees, 2004; Tsigilis et al., 2006). Other determinants are age, gender, education level, compensation and benefits, work, advancement opportunities, meaningful working conditions, management policy, gaining respect, the size of organization and achievements through talents (Saiyadain, 1998; Sokoya, 2000; Ellickson & Logsdon, 2001; Rocca & Konstanski, 2001; DeVane & Sandy, 2003; Tella et al., 2007). Following is a brief account of these factors of satisfaction and demographic implications.

Pay: Pay is the first and very primary factor of satisfaction for almost every type of employee in public, private, small, medium and large organization. The use of financial inducements has featured prominently on both the agendas of human resource researchers and practitioners (Koh & Neo, 2000). “Fair pay system is linked with job satisfaction (Naval & Srivastava, 2002).” The pay refers to “the amount of financial remuneration

that is received and the degree to which this is viewed as equitable vis-à-vis that of others in the organization (Luthans, 2005:212).”

Work/Job: Employees tend to prefer jobs that give them opportunities to use their skills and abilities and offer a variety of tasks, freedom, and feedback on how well they are doing. Jobs that have too little challenge create boredom, but too much challenge create frustration and a feeling of failure. Under conditions of moderate challenge most people will experience pleasure and satisfaction (Naval & Srivastava, 2002). Work plays a central role in people lives. According to an employee’s context it should be attractive and contribute to job satisfaction of employees (Tsigilis et al., 2006).

Supervision: This is the function of leading, coordinating and directing the work of others to accomplish designated objectives. A supervisor guides their subordinates so that they produce the desired quantity and quality of work within the desired time. In short, a supervisor seeks to have the group accomplish the required work and likewise seeks to promote need, satisfaction and high morale among the employees (Beach, 1998:341). The group having a democratic style is more satisfied than a group with autocratic leadership (Naval & Srivastava, 2002).

Promotion: Research shows that limited opportunities for promotion are common in public sector organizations thereby discouraging the qualified employees from remaining in the job (David & Wesson, 2001). Fair promotion policies and practices provide opportunities for personal growth, more responsibilities and increased social status. Fair promotion is the recognition of an employee which increases satisfaction and enhances organizational commitment (Naval & Srivastava, 2002). Research in public and private sectors shows that “job satisfaction of municipal government employees is significantly influenced” by their perceptions of the promotional opportunities, which is the second most powerful determinant of employee job satisfaction (Ellickson & Logsdon, 2001; Shah & Jalees, 2004; Robbins & Coulter, 2005; Tsigilis et al., 2006).

Work-Environment: Organizational climate is a powerful determinant of both productivity and employee satisfaction. Its influence is so strong that it can outweigh the impact of the quality of frontline leadership (Beach, 1998:361). Researchers found that job satisfaction of municipal employees depends more on environmental factors rather than personal attributes thereby requiring “a good employee-environment fit (Ellickson & Logsdon, 2001).” In a research, it was unearthed that poor working conditions affect job satisfaction negatively (Tsigilis et al., 2006).

Co-Workers: Organizations are social institutions where every worker has to work with a group of workers and officers. Naturally, if coworkers have a good social and working relations, their performance and job satisfaction both are positively affected. Thus, an organization’s social environment can affect employee job satisfaction, especially coworker

interaction (Ellickson & Logsdon, 2001). Some say that an increase in feelings of belongingness and coordination among employees and open communication can increase job satisfaction (Naval & Srivastava, 2002). Workers' satisfactions are closely related to their relationships with coworkers and supervisors (Hiroyuki, Kato, & Ohashi, 2007).

Consequences of Job-Satisfaction

Job satisfaction has been the focus of many researchers measuring employee commitment level, organizational turnover and absenteeism (Shah & Jalees, 2004). Job satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnover rates, employees' intention to quit, and finally employees' well-being (Tsigilis et al., (2006). Job satisfaction of teachers has long been a focus of attention for educational researchers. Arguably, this is because of links between job satisfaction and organizational behavior issues such as commitment, absenteeism, turnover, efficiency and productivity (De Nobile & McCormick, 2006).

Involvement & Commitment: Job-involvement and commitment are the positive consequences of emerging attitudes, which naturally increases the organizational productivity. Job-involvement is the physical, emotional and mental involvement of people in an activity, for example, decision making is a kind of 'mental involvement' (Beach, 1998:311. Employees with a high level of job involvement strongly identify with and really care about the kind of work they do (Robbins, 1998:142; Robbins & Coulter, 2005:375; Chughtai & Zafar, 2006).

Similarly, organizational commitment refers to that attitude of the worker in which he/she identifies himself/herself with a particular organization, its objectives and aspires to remain its member (Robbins, 1998:142). Those who are dissatisfied with their jobs are more likely to become less committed or decide to quit the jobs altogether (Shah & Jalees, 2004). Research suggests that organizational commitment helps in lowering the levels of both absenteeism and turnover and, in fact, it is a better indicator of turnover than job satisfaction (Robbins & Coulter, 2005:375).

Absenteeism & Turnover: If workers are not happy with their job dimensions, they are likely to develop negative attitudes about the work, officers and coworkers. Absenteeism and turnover are major problems, which emerge out of employee-dissatisfaction at the workplace (Decenzo & Robbins, 1998; 344). Absenteeism can reduce organizational effectiveness and efficiency by increasing labor costs (Rocca & Konstanski, 2001) because job satisfaction is correlated with market behaviors like productivity, turnover, and absenteeism (Gaziođlu & Tansel, 2002). Most researchers are of the view that the higher the rate of absenteeism, the lower is the job satisfaction (Verma, 2004:194). Research shows that satisfied employees have lower levels of absenteeism than do dissatisfied employees,

so it certainly makes sense that dissatisfied employees are more likely to miss work (Robbins & Coulter, 2005:375).

Survey after survey shows that job-dissatisfaction can de-motivate the workers and they get in line to quit the organization for some other better job and workplace. Researchers are exploring the ways to create work situations which attract workers and encourage them to stay with the organization (Rocca & Konstanski, 2001). Job dissatisfaction is a reason for burnout and ultimately, turnover (Shah & Jalees, 2004). Similarly, satisfied workers develop weaker intentions to leave thereby reducing the chances of turnover (Robbins & Coulter, 2005:375).

Demographic Impacts

Researchers have suggested a list of demographic dimensions used for hypotheses development, for example, gender, marital status, age, qualification, annual income and experience (Saiyadain, 1998; Naval & Srivastava, 2002). The catalyst role of employee's personal attributes and demographic characteristics is recorded by almost every researcher on job satisfaction. Almost all the researchers of job satisfaction have identified 'demographics' as the catalysts, which modify employee's attitude towards his/her work, pay, supervision, promotion and work environment (DeVane & Sandy, 2003). Demographics also affect workers attitudes in terms of productivity, involvement and commitment on one hand, and on the other, hand the degrees of absenteeism and turnover or intention to leave (Shah & Jalees, 2004). Another group of researchers have recorded that age, gender, experience, department, foreign qualification or exposure to different culture, and technological challenges always influence the overall satisfaction of the employees (Tella et al., 2007; Asadi, et al., 2008).

Table 1
Demographic Variables

	Variable	Attributes	Code
1	Designation	Lecturer, Assistant Professor, Associate Professor	DSG
2	Qualification	Masters, MPhil/MS, PhD	QUA
3	Length of Service	1-5, 6-10, 11-Above	LOS
4	Age	20-30, 31-40, 41-Above	AGE
5	Department/Subject	Sciences and Non-Sciences	DPT
6	Marital Status	Married, Un-Married	MS
7	Sector	Public, Private	PPR
8	Gender	Male, Female	GND

Table 2
List of the Research Variables

	Variable	Questions	Code
1	Pay	5	PAY
2	Work	10	WRK
3	Supervision	6	SUP
4	Promotion	5	PRO
5	Environment	12	ENV
6	Co Workers	5	CW
7	Involvement and Commitment	6	IC
8	Absenteeism and Turnover	6	AT
	Total	55	

Theoretical Framework

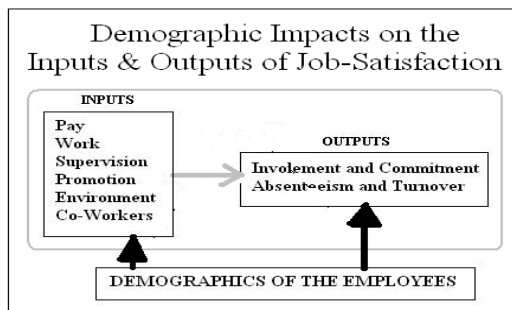


Figure 1: Schematic Diagram of the Theoretical Framework on the basis of above cited literature.

List of the Hypotheses

1. Seniors are more satisfied than the junior academicians. [H₁]
2. The Higher the education, greater will be the job satisfaction. [H₂]
3. The Greater the experience, higher will be the job satisfaction. [H₃]
4. Older academicians are more satisfied than the younger teachers. [H₄]
5. Science teachers are more satisfied than the teachers in social sciences. [H₅]
6. Married employees are more satisfied than the non-married. H₆]
7. Private sector academicians are more satisfied than those in public sector. [H₇]
8. Males are more satisfied than female teachers. [H₈]

Research Method

Given that job satisfaction is a global issue, several methods are being applied by the researchers to investigate the problem from different dimensions. Several surveys are available about different organizations and

different aspects of job satisfaction including demographic impacts, for example, ‘comparative analysis of job satisfaction among public and private professionals (David & Wesson, 2001); ‘a comparison of public and private university academicians in Turkey (Bas & Ardic, 2002)’, ‘factors of job satisfaction among faculty (Castillo & Cano, 2004)’, ‘job satisfaction among academic staff in private universities in Malaysia (Santhapparaj & Alam, 2005)’ ‘identifying the job-satisfaction of Tutors in an Open University (Beyth-Marom, Harpaz-Gorodeisky, Bar-Haim, & Godder, 2006)’, ‘job satisfaction & burnout among Greek educators: A comparison between public and private sector employees (Tsigilis et al., 2006)’ and ‘antecedents and consequences of organizational commitment among Pakistani University teachers (Chughtai & Zafar, 2006).’

A Survey strategy has been applied in this project through a structured questionnaire distributed to 260 teachers in the Universities of NWFP, Pakistan. 218 completed survey instruments were returned giving 83.84% of return rate. The questionnaire included questions about eight demographics (Department, Designation, Qualifications, Gender, Age, Length of Service, Marital Status, and Sector of the University) and eight research variables (pay, work, supervision, promotion, environment, co-workers plus involvement & commitment and absenteeism and turnover (see Tables 1 and 2 for details). A seven point Likert scale was used where 1 = strongly agree, 2 = agree, 3 = mildly agree, 4 = neutral, 5 = mildly disagree, 6 = disagree and 7 = strongly disagree. All the primary data was inserted into SPSS 12.0 to create a database for analysis.

The Reliability-analysis gave Cronbach’ Alpha of 0.904 for 55 items. Descriptive tables were generated about the respondents and research variables. For testing of the hypotheses regarding demographic impacts, t-tests and ANOVA applications were executed.

Findings of the Study

Table 3

Cross-tabulation across Designation, Gender and Sector

Sector	Gender	Designation			Total
		Lecturer	Assistant Professor	Associate Professor	
Public	Male	72	34	16	122
	Female	36	11	0	47
	Sub-Total	108	45	16	169
Private	Male	9	8	5	22
	Female	17	10	0	27
	Sub-Total	26	18	5	49
Grand Total					218

Table 4
Cross-tabulation across Age, Qualifications and Department

Department	Age	Qualifications			Total
		Masters	MPhil/ MS	PhD	
Sciences	20 to 30	50	16	4	70
	31 to 40	10	18	6	34
	41 and Above	1	6	11	18
	Total	61	40	21	122
Non-Sciences	20 to 30	52	0	0	52
	31 to 40	29	2	1	32
	41 and Above	5	0	7	12
	Total	86	2	8	96

Table 5
Descriptive Statistics of the Research Variables (n=218)

Variables	Min	Max	Mean	Std. Deviation
1 Pay	1.33	5.83	3.93	.87
2 Work/Job	2.60	6.80	4.54	.81
3 Supervision	2.00	6.00	3.9	.89
4 Promotion	2.00	6.60	4.33	.94
5 Environment	2.73	6.73	4.65	.86
6 Co-Workers	2.40	7.00	4.68	1.02
7 Involvement & Commitment	1.50	7.00	4.24	1.29
8 Absenteeism & Turnover	1.83	7.00	4.91	1.2

Testing of the Hypotheses

Table 6
Impacts of Designation, Qualification, Age & Length of Service (ANOVAs)

	DSG		QUA		AGE		LOS	
	F	Sig.	F	Sig.	F	Sig.	F	Sig.
Pay	.39	.678	.12	.892	.29	.747	1.87	.156
Work/Job	1.3	.274	1.49	.229	.84	.431	5.76	.004
Supervision	5.82	.003	6.56	.002	7.63	.001	6.72	.001
Promotion	4.19	.016	.21	.811	1.53	.219	2.00	.138
Environment	5.93	.003	.01	.993	1.01	.367	1.29	.277
Co-Workers	10.97	.000	1.84	.162	4.04	.019	3.22	.042
Involvement & Commitment	9.12	.000	4.94	.008	14.63	.000	1.68	.190
Absenteeism & Turnover	2.343	.098	.45	.639	.54	.583	1.19	.307

Table-value with df of 2&215 = 3.00 at .05 Significance Level

Table 7

Impacts of Department, Marital Status, Public/Private & Gender (t-Tests)

	Department		Marital Status		Sector		Gender	
	t	p	t	p	t	p	t	p
Pay	-1.17	.244	-.60	.548	2.03	.044	2.6	.010
Work/Job	-.29	.774	1.33	.184	2.16	.032	6.08	.000
Supervision	.89	.376	3.75	.000	2.98	.003	9.20	.000
Promotion	.84	.401	1.53	.127	2.18	.030	5.42	.000
Environment	.67	.501	.53	.596	2.14	.034	3.96	.000
Co-Workers	.89	.376	2.64	.009	4.3	.000	7.41	.000
Involvement & Commitment	.23	.819	6.09	.000	8.13	.000	13.44	.000
Absenteeism & Turnover	.45	.656	1.37	.173	2.72	.007	5.05	.000

Table t-value with df of 216 = 1.96 at .05 Significance Level

Table 8

Comparison of the Existing Research and Current Study

	Demographics	Yes	No	Current Study
1	Designation	Rocca & Konstanski, (2001)		Yes
2	Qualification	Saiyadain, (1998)	Stacey, (1998)	No
3	Length of Service	Saiyadain, (1998); Sokoya (2000); Trimble, (2006)	Tella et al., (2007)	No
4	Age	Saiyadain, (1998); Koh & Ten (1998); Sokoya (2000)	Ellickson & Logsdon, (2001); Trimble, (2006); Hiroyuki et al., (2007)	No
5	Department/ Subject	Munyar, (2000); Sokoya (2000); Ellickson & Logsdon, (2001); David & Wesson, (2001)	Shah & Jalees (2004)	No
6	Marital Status		Saiyadain, (1998)	No
7	Sector (Public/Private)	Munyar, (2000); Sokoya (2000); Ellickson & Logsdon, (2001); David & Wesson, (2001); Naval & Srivastava (2002); Tsigilis et al., (2006); Shah & Jalees, (2004)		Yes
8	Gender	Williams & Sandler (1995); Stacey (1998); Koh & Ten (1998); David & Oswald (1999); David & Wesson (2001); Rocca & Konstanski, (2001); DeVane & Sandy (2003); Shah & Jalees (2004); Hiroyuki et al., (2007)	Saiyadain, (1998); David & Oswald (1999); Ellickson & Logsdon, (2001)	Yes

Table 8 provides details of the studies conducted on the measurement of demographic impacts on the job-satisfaction of the employees. As the table reveals, the current empirical study has found that 'designation, sector and gender' are significantly related with their responses

on different dimensions of job satisfaction. All the rest of the demographic attributes (qualification, length of service, department/subject, and marital status) have been recorded as having no impact on the respondents in the context of their job satisfaction. It can be seen that both sector and gender have more evidence of their impact and the same is proved by this study as well.

Table 9
Summary of Findings from the Tests of Significance

Variables	Dsg	Qua	LoS	Age	Dpt.	MS	PPR	Gdr	% age	
1 Pay	X	X	X	X	X	X	.044	.010	2/8	25
2 Work	X	X	.004	X	X	X	.032	.000	3/8	38
3 Supervision	.003	.002	.001	.001	X	.000	.003	.000	7/8	88
4 Promotion	.016	X	X	X	X	X	.030	.000	3/8	38
5 Environment	.003	X	X	X	X	X	.034	.000	3/8	38
6 Co-Workers	.000	X	.042	.019	X	.009	.000	.000	6/8	75
7 Involvement & Commitment	.000	.008	X	.000	X	.000	.000	.000	6/8	75
8 Absenteeism & Turnover	X	X	X	X	X	X	.007	.000	2/8	25
	5/8	2/8	3/8	3/8	0/8	3/8	8/8	8/8		
%age	63	25	38	38	0	38	100	100		

1. Columnar analysis reveals that three (DSG, PPR & GDR) out of eight demographic attributes have been recorded as significant in their impacts (63%, 100% & 100% respectively) on the respondents' attitudes towards factors of job satisfaction.
2. While looking at the factors of job satisfaction being influenced by the demographic attributes, again three (SUP, CW & IC) have mainly been affected (88%, 75% & 75% respectively) by the demographics.

Discussion

The researchers recorded varying attitudes of the workers in different organizations, locations and countries (See the detail in Table 8). Although demographics do have impacts everywhere, there are differences of degree among the impacts. Several demographic groupings have been tested with sometimes opposing results however; almost all the studies have recorded the impacts of gender, sector, length of service and environment.

Furthermore, the results of existing research about the demographic impacts are summarized in Table 9 to provide a view of the recorded impacts of the various demographics. As the table shows that only three (DSG, PPR & GDR) of the eight demographics have significant impact on the responses. Similarly, only three of the factors of job satisfaction have been influenced by these three demographics (SUP, CW & IC). The role of gender and sector is very important in the sense that their *p*-values read above 0.000. The attitude of respondents about supervision, co-workers and

involvement and commitment differs with the change in their demographic attributes.

While comparing the findings of this research with the existing research on the topic, several questions emerge about the varying impact of demographics in different situations. Table 8 shows that impacts of CONTEXT on the job satisfaction attitude of the employees. For example, the influence of qualification, age and department are mixed with both yes and no impacts, which clearly shows that beyond demographics, the context also plays its role in changing the responses despite the same demographics. Thus, the comparison between the existing and current research verifies the role of context in the formation of job satisfaction.

Conclusions

The research on job satisfaction obviously depends on the nature of the factors of job satisfaction (pay, work etc.), personal attributes of the respondents and environmental factors (context). Therefore, every research on the topic has to consider all these three dimensions so that a reality-based view of the issue could be given. Several hypotheses were generated from the literature however; the results are as mixed as they are given the literature. Three out of eight hypothesis have been accepted (H_1 , H_7 , and H_8 .) while rest of the hypotheses have been found insignificant (H_2 , H_3 , H_4 , H_5 , & H_6).

Junior teachers are less satisfied than senior teachers. H_1 is substantiated showing that new comers have more expectations from their jobs than the older teachers. Therefore, it can be argued that satisfaction level is affiliated with experience but surprisingly 'length of experience (H_4)' has indicated no impact on the job satisfaction. That's why the literature (Table 8, row 1) has very little support for this hypothesis.

Another pronounced impact is from the public/private nature of the higher education institutions. There is overwhelming evidence (Table 8, 7th row) about the recorded impacts of being in private or public sector universities. Powerful private institutions are said to care more about their employees, whereas public sector academicians have limited resources and attractions. The same is verified by the current research.

A substantial number of surveys of educational institutions, particularly in developing countries, have recorded 'gender discrimination' expressed through lesser satisfaction of females than males from most of the job satisfaction factors (Table 8, 8th row). This study also resulted in the same kind of evidence verifying that H_8 is substantiated.

Qualification, experience, age, department/subject, and marital status all have impacts but insignificant according to the criteria of the tests of significance. Similarly, in Table 8, the researchers have documented mixed results regarding all of these demographic attributes.

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