

## Faculty Job Satisfaction: Influencing Role of Demographic Variables

*Dr. Sunita Shukla\* & Dr. Savita Singh\*\**

### ABSTRACT

*The well being of any educational institute is dependent upon happy and satisfied faculty members. Moreover, higher education is facing lot of challenges in retaining faculty members. Faculty members of higher educational institutes are switching their jobs very often. The main cause of faculty attrition is job dissatisfaction which is a highly ignored phenomenon in educational institutes. Job satisfaction describes how content and happy an individual is with his or her job. Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job; an affective reaction to one's job; and an attitude towards one's job. This study discusses the role of demographic variables like gender, marital status, age, qualification, experience, designation, profession of spouse and family size in job satisfaction of management faculty members in Noida and Greater Noida region of Uttar Pradesh with 228 respondents. This study revealed that majority of faculty members was satisfied with their jobs. A significant difference in job satisfaction was observed with regard to age, experience, profession of spouse and family size.*

**Key words:** Job Satisfaction, Demographic Variables, Management Faculty Members.

### Introduction

The role of Management Teachers is unquestionable in producing leaders and skilled work force in every field like human resource management, production management, quality and inventory control, marketing and sales, strategic management, logistic management to name a few. Keeping in view the importance of management teachers, the present study is an attempt to study the job satisfaction level of management teachers.

Job satisfaction has been the focal point of innumerable studies. Job satisfaction means different things to different people, and thus job satisfaction is a complex concept that is influenced by, and influences other variables. Job satisfaction describes how content and happy an individual is with his or her job. The happier people are within their job, the more satisfied they are said to

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\* Associate Professor, IILM Academy of Higher Learning- College of Engineering and Technology, Department of Management, Greater Noida, India.

\*\* Teacher, M.B. Girls Inter College, Ghaziabad, India.

be. Job satisfaction is not the same as motivation, although it is clearly linked.

Job satisfaction is defined as a collection of positive and/or negative feelings that an individual holds toward his or her job. It is all about how one feels about one's job. An employee who expresses satisfaction is said to have positive attitude towards the job, unlike a dissatisfied employee who has a negative attitude towards a job. Job satisfaction and dissatisfaction are functions of the perceived relationship between what person expects and obtains from his/her job and how much importance or value he/she attributes to it. When people get what they aspire for, work will be regarded as a source of immense pleasure and satisfaction.

Job satisfaction can be defined as how workers express their feelings about their work. Firstly, these feelings depend on the individual's perception about the extent that his/her job can fulfill his/her needs and desires. Secondly, it depends on one's awareness about what material and moral benefits his/her job should provide. Furthermore, job satisfaction is composed of the personal elements related to the individual character, and other elements related to work environment and its surrounding (Al-Qaisi, 1995). The understanding of factors affecting job satisfaction at the workplace is of paramount importance for any successful organization. Job satisfaction is effected by both extrinsic as well as intrinsic factors to an individual. Intrinsic factors depend on individual differences. Choy et al. (1993) emphasized the importance of intrinsic factors in motivating individuals to enter the teaching profession because they enjoy teaching and want to work with young people. Very few teachers enter the profession because of external rewards such as salary, benefits, or prestige. Extrinsic factors mostly associated with teachers' satisfaction are salary, job security, working conditions, social recognition and college/Institute's administration.

Furnham (1992) categorizes factors that can have an influence on job satisfaction into three groups viz: i). Organizational policies and procedures that have to do with the nature of the remuneration package, supervision and decision-making practices, and the perception of the quality of supervision. ii). Aspects of the total workload, the variety of skills applied, autonomy, feedback and the physical nature of the working environment. iii). Personal aspects such as self-image, ability to deal with stress and general satisfaction with life.

### **Review of Literature**

Job satisfaction is one of the most critical issue in organizational behavior as it is associated with important work related outcomes like high job performance, organizational citizenship behavior, low turnover (Hulin & Judge, 2003). Job satisfaction is a feeling of mind of a person and his assessment about his job. Job Satisfaction is defined as the evaluation of individual's assessment level that how the work environment fulfill their needs (Dawis and Lofquist, 1984). Spector (1997) defined job satisfaction simply as the feelings workers have towards different aspects of jobs and towards their jobs as a whole. Locke (1976) specified that job satisfaction is 'a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences'.

Paul and Phua (2011) determined the specific factors that affected the job satisfaction levels of the lecturers in a public tertiary institution. They found that age and job position affected the job satisfaction levels of the respondents. However, variables such as gender, academic

qualification, length of employment and marital status showed no significant difference.

According to Sharma and Jyoti (2010), teachers' job satisfaction is one of the key factors in institutional dynamics and is generally considered to be primary dependent variable in terms of which effectiveness of an organisation's human resource is evaluated. They identified the facets affecting the job satisfaction of a teacher in order of importance and accordingly suggested strategic action for creating and maintaining their job satisfaction. They studied intrinsic and extrinsic factors to find out the level of job satisfaction and to see the effect of age, gender, marital status, education, occupation level and length of employment on the job satisfaction of academicians. They mentioned that some of the positive aspects of work life like, continuing high levels of autonomy, creativity, sense of achievement, idealness and appropriateness of job, have significant contribution in job satisfaction of academicians. The contribution of other dimensions namely pay, colleagues, students and working conditions were found insignificant.

Patrick (2010) also noted that extrinsic job satisfaction is dependent on gender of respondents. Female respondents score high on extrinsic job satisfaction than their male counterparts. This suggests that male employees are dissatisfied with aspects of work situation like pay, fringe benefits etc, which in turn means that they do not feel suitably and equitably rewarded for their work. He further found that the respondents in the age group 'Below 30' years score highest on both extrinsic and general job satisfaction. The respondents in the age group '60 & above' years score highest on intrinsic job satisfaction, whereas the respondents in the 40-49 years age group score the lowest in all three categories. This means that younger teachers are better satisfied than their middle aged counterparts who may be in the middle of a midlife crisis. He also opined that since job satisfaction is found to be independent of marital status, decisions to hire can be based on other factors, rather than marital status of the prospective employee.

Kainth and Kaur (2010) noted average level of job satisfaction of selected college teachers. However, the level of job satisfaction of male college teachers was higher as compared to their female counterpart.

Mehta (2012) found that the teachers in both the gender categories and sectors exhibited same level of job satisfaction on most of the parameters, except in some cases on some of the dimensions of job satisfaction. They found no significant difference in the perception of job satisfaction especially amongst private school teachers. Government school male teachers were found to be more satisfied with respect to various parameters including total job satisfaction. Male teachers showed differences in satisfaction with respect to 'off-the-job factors', whereas the female teachers differed with respect to 'on-the-job factors'. They also mentioned that there was no significant difference in the job satisfaction of male and female teachers.

Hesli and Lee (2013) studied the correlates of job satisfaction among political science faculty in U.S. They mentioned that those working in top-ranked departments or in private institutions tend to have higher levels of satisfaction with their jobs and with their contributions to the profession.

Malik (2011) examined factors affecting job satisfaction of faculty members of University of Balochistan which is explained by Herzberg job motivator and hygiene factors. They found that the faculty members were generally satisfied with their jobs. However, male faculty members

were less satisfied than female faculty members. The demographic characteristics (age, years of experience, academic rank, degree) were negligibly related to overall job satisfaction.

### **Research Questions**

1. What is the level of job satisfaction amongst the management faculty members?
2. Is there a significant difference in the level of job satisfaction based on various parameters like different gender, age, marital status, years of work experience, designation, qualification, profession of spouse and family size among management faculty members under study?

In order to know the significant difference between job satisfaction and various demographic variables, following hypothesis have been tested:

H01: There is no significant difference in the job satisfaction level of male and female management faculty members.

H02: There is no significant difference in the job satisfaction level of married and unmarried management faculty members.

H03: There is no significant difference in the job satisfaction level of management faculty members of different age groups.

H04: There is no significant difference in the job satisfaction level of management faculty members having different total years of experience.

H05: There is no significant difference in the job satisfaction level of faculty members of different qualifications.

H06: There is no significant difference in the job satisfaction level of faculty members of different designations.

H07: There is no significant difference in the job satisfaction level of faculty members having different family size.

H08: There is no significant difference in the job satisfaction level of faculty members with different spouse situations.

### **Research Methodology**

This study was conducted amongst the management faculty members of the colleges offering post graduate management courses in Noida and Greater Noida region of Uttar Pradesh with a sample size of 228 respondents in the year 2013. Simple random and convenience sampling methods were used to gather data from the respondents. 700 employees were asked to participate in the survey and the questionnaire was handed over to them through mail and collected manually. From the target sample, 315 of them responded and returned the questionnaire. 228 (N=228) questionnaires were found to be complete and valid for the purpose of the study. Overall response rate was 33%. Job Satisfaction was measured through standard and validated Job Satisfaction Scale for college teachers developed by Amar Singh and T.R. Sharma (1999) which contains 30 items on five point likert scale.

First data was analyzed based on mean weighted scores to assess the job satisfaction level of management teachers. To test the various hypotheses, independent sample t -test and

multivariate analysis ANOVA were used.

## Results and Discussions

### Overall Job Satisfaction

First objective of the study was to determine the level of job satisfaction of the employees.

- The weighted mean was 3.84 which indicate a high level of job satisfaction.
- 69.4 % faculty members indicated that they are very satisfied with their job as they fall in two categories i.e. very satisfied and extremely satisfied.
- Management teachers aged between 50-60 years have been found to be extremely satisfied with their jobs.
- Management teachers of 30-40 years experience category have been found to be extremely satisfied with jobs.

### Demographic Variables and Job Satisfaction

#### Gender:

*H01: There is no significant difference in the job satisfaction level of male and female management teachers.*

In order to test the above hypothesis i.e. to examine whether there exists any significant difference in level of job satisfaction between male and female management teachers t test was used . For the male employees (N=130) the weighted mean was 3.92 and for the female employees (N=98) it was 3.72. On applying t test the following statistics were reported:

$$t (226, N=228) = 1.313 , p = 0.190 > .05.$$

Hence it may be considered that male and female faculty members do not differ in terms of job satisfaction. This result was in line with Hesli and Lee (2013) as they also determined that men and women do not differ significantly from one another in their satisfaction levels. Cano and Miller (1992b) in a study of agricultural education teachers also found that both males and females were equally satisfied with their jobs.

#### Marital Status:

*H02: There is no significant difference in the job satisfaction level of married and unmarried management teachers.*

In order to test the above hypothesis i.e. to examine whether there exists any significant difference in level of job satisfaction between unmarried and married teachers, t test was used . For the unmarried teachers (N=73) the weighted mean was 3.79 and for the married teachers (N=153) it was 3.86. On applying t test the following statistics were reported:

$$t (226, N=228) = -0.395 , p = 0.693 > 0.05.$$

Hence it may be considered that unmarried and married management teachers do not differ in terms of job satisfaction and both unmarried and married management teachers are satisfied with their jobs as is evident from the mean weighted scores. This is also supported by

the earlier researches. This result is consistent with other studies (Herzberg et al., 1957).

### **Age**

*H03: There is no significant difference in the job satisfaction level of Management teachers of different age groups.*

The respondents were categorized in 5 age groups namely 20-30 (N=56), 30-40 (N=134), 40-50 (N=25), 50-60 (N=7), 60-65 (N=6) years and ANOVA Test was applied. The significant ANOVA result ( $p = 0.004 < 0.05$ ) shows that null hypothesis is rejected and there is a significant difference in the job satisfaction level between management teachers of different age groups.

This result is consistent with other studies which have shown a significant relationship between age and job satisfaction, indicating that older workers are more satisfied with their jobs than younger workers (Herzberg et al., 1957; Griffin, 1984; Ssesanga and Garrett, 2005).

### **Total Years of Experience**

*H04: There is no significant difference in the job satisfaction level of management teachers having different total years of experience.*

The respondents were categorized in 5 experience groups namely experience less than 10 years (N=129), 10-20 years (N=75), 20-30 years (N=14), 30-40 years (N=4), More than 40 years (N=6) and ANOVA test was applied. The significant ANOVA result ( $p = 0.004 < 0.05$ ) shows that there is significant difference in the job satisfaction level between management teachers having different total years of experiences. Here job satisfaction is increasing with increasing job experience. The significant ANOVA result ( $p = 0.004 < 0.05$ ) shows that there is significant difference in the job satisfaction level between faculty members having different total years of experiences. Aldmour (2011) and Ssesanga and Garrett (2005) also concluded that Staff with a long experience was satisfied and happy doing their work whereas staff with a short experience was not.

### **Qualification:**

*H05: There is no significant difference in the job satisfaction level of faculty members of different qualifications.*

The respondents were categorized in 4 qualification groups namely Only MBA and/or other Post Graduation, Post Graduation and M. Phil. Only Post Graduation with UGC NET and Post Graduation with Doctorate and ANOVA test was applied. The insignificant ANOVA result ( $p = 0.544 > .05$ ) proved that there is no significant difference in the job satisfaction level between faculty members having different qualifications. Some other researchers have also concluded the same (Cano & Miller, 1992b; Castillo et al., 1999; Griffin, 1984; Scott, 2005; Malik, 2011). However, a significant research by Herzberg et al., (1957) mentions some studies which are inconclusive about whether or not workers increase or decrease their job satisfaction when they increase their educational qualification.

### **Designation:**

*H06: There is no significant difference in the job satisfaction level of faculty members of different designations.*

Designation plays important role in determining job satisfaction in general. Ministry of HRD, Government of India has notified on Dec. 31, 2008 the revised sixth pay scales for teachers in Universities and colleges. As per notification there are only three designations in respect of teachers in universities and colleges, namely, Assistant Professors, Associate Professors and Professors. Most of the colleges/Institutions are offering designations as per AICTE regulations but still there are few colleges/ Institutions which are offering old designations like lecturer and Sr. Lecturer. That's why in the present study five designations were considered i.e. Lecturer, Sr. Lecturer, Assistant Professor, Associate Professor and Professor. Lecturer being junior most and Professors being senior most teaching designations.

ANOVA test was applied. The insignificant ANOVA result ( $.343 > 0.05$ ) revealed that there is no significant difference in the job satisfaction level between faculty members having different designations. Many researchers also found the same result that there is no relationship between designation (Rank) and job satisfaction. However, this result was in contrast with the findings of Bataineh (2011) and Ssesanga and Garrett (2005) which concluded that the higher the occupational level or status levels of a job, the higher the job satisfaction.

#### **Family Size:**

*H07: There is no significant difference in the job satisfaction level of faculty members having different family size.*

The respondents were categorized in 5 family size groups namely one member, two member, three member, four member, more than five and ANOVA test was applied. The significant ANOVA result ( $.042 < .05$ ) shows that there is significant difference in the job satisfaction level between faculty members having different family sizes. A startling fact has emerged in the study relating to job satisfaction and family size that the satisfaction index curiously keeps on wavering with family size (Table 1). It is no surprise that job satisfaction increases when family size increases from one to two, but the study throws a surprise when the family size increases from two to three the satisfaction index drops and then astonishingly increases when it moves from three to four. No prominent reason can be attributed to the same though a corollary can be drawn towards increased responsibility, or adherence to what life throws up, but this is all subject to speculation and wisdom.

**Table 1: Descriptive Statistics- Family Size and Job Satisfaction**

Family Size	N	Job Satisfaction	
		Mean	Std. Deviation
One Member	73	3.79	1.19
Two Members	18	4.11	0.963
Three Members	89	3.62	1.22
Four Members Family	43	4.19	0.794
More than Four Members Family	5	4.4	0.894
Total	228	3.84	1.132

### Spouse Profession:

*H08: There is no significant difference in the job satisfaction level of faculty members with different spouse situations.*

Dual career couple (both spouses working) is one of the most talked about and common phenomenon nowadays. It is generally found in various researches that employment of spouse enhances job satisfaction. Reasons may be many but most important reasons is economic support to the family. It reduces financial burden of one working spouse. Teaching fraternity is also not an exception in this regard. It can be easily seen in the current study that out of 155 (68%) married respondents 96 (42.1 %) respondents had working spouses. 29 (12.7%) respondents had working spouses in teaching profession and 67 (29.4%) had working spouses in other professions.

In the present study the respondents were categorized in 4 spouse situation groups namely no spouse, non working spouse, working spouse in teaching profession, working spouse in other profession and ANOVA test was applied. The significant ANOVA result ( $.011 < .05$ ) shows that there is significant difference in the job satisfaction level between faculty members with different spouse situations. The study relating to job satisfaction and marital status doesn't throw a surprise in the beginning as the study shows that job satisfaction increases with marriage whether the person is working or not as the person has entered a new phase of blissful living as wisdom would have it, but one surprising fact crops up when it is observed that job satisfaction decreases when both are in the same profession (Table 2), though no specific reason can be attributed but it can be implied that the concerns could be same and that instead of feeding from each other there can be elements of competition or comparison, yet no such trends are observed if both are in different profession as their goals, targets road maps and growth charters are different not cutting through each other's path.

**Table 2: Descriptive Statistics- Spouse Profession and Job Satisfaction**

Spouse Profession	N	Job Satisfaction	
		Mean	Std. Deviation
No Spouse	73	3.79	1.19
Non Working Spouse	59	4.15	1.031
Working Spouse in Teaching Profession	29	3.31	1.198
Working Spouse in Other Profession	67	3.84	1.053
Total	228	3.84	1.132

## Conclusion

The study was aimed to study and compare job satisfaction level of faculty members with different demographic variables. On the basis of analysis of results it was concluded that overall job satisfaction of management teachers was very high, which is a very good sign for the prosperity of the nation as they are instrumental in developing business leaders. The study brings out some startling revelations in the context of demographic variables that with age there is a significant difference in job satisfaction and the satisfaction generally increases with age as a faculty experiences stability and maturity. The same is not seen apparent in case of gender, designation or qualification, but when it comes to overall experience there is a significant difference in the satisfaction level of the faculty members. It was noteworthy that with change in marital status no significant difference in job satisfaction was observed. When family size was considered it was observed that initially job satisfaction rises as the family grows. Statistically significant change in job satisfaction was observed in case of family size at 95 % confidence level. A significant difference in job satisfaction was also observed when it came to spouse situation of faculty members.

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