

1 Impact of Demographic Diversities on the Job Satisfaction and
2 Its Consequences: Case of Academicians in Higher Learning
3 Institutions of Pakistan (Application of Stepwise Multiple
4 Regression)

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8

9 **Abstract**

10 Research on job satisfaction is replete with the studies exploring the impacts of personal and
11 demographic attributes of the employees on their organizational attitudes. Demographics are
12 tested as the predictor of job satisfaction or dissatisfaction and its consequences like
13 involvement, commitment, absenteeism and turnover. Mixed results have been reported by the
14 researchers showing that different demographic factors play different roles in diverse settings,
15 for example, in advanced and developing countries. Thus, researchers have proved that
16 demographic analysis is indispensable to understand the employee attitudes. This paper is a
17 part of PhD research project on ?job satisfaction of academicians in the HEIs of KPK,
18 Pakistan.?

19

20 **Index terms**— Job Satisfaction, , , Demographics, Best Fit Models
21 satisfaction of their workforce (Lise and Judge, 2004). Organizations want their employees to be satisfied
22 to become productive, efficient committed (Shamil and Jalees, 2004). Job satisfaction is the degree of an
23 employee's affective orientation towards their job (Tsigilis, Zachopoulou, and Grammatikopoulos, 2006). Thus,
24 job satisfaction is a very important attribute that is frequently measured by all types of organizations (Beyth-
25 Marom, Harpaz-Gorodeisky, Bar-Haim, and Godder 2006; Wikipedia, 2009; Sattar, Khan, and Nawaz, 2010).

26 Job satisfaction is mostly predicted either with the factors of job satisfaction or demographic and personal
27 attributes of the employees. The factors include pay, work, supervision, promotion, work environment, and
28 coworkers (Williams and Sandler 1995; Stacey, 1998; Ellickson and Logsdon, 2001; DeVane and Sandy, 2003; Lise
29 and Judge, 2004). Other investigators have used the concepts like personal and organizational factors (Saiyadain,
30 1998), personal & job characteristics (Sokoya, 2000), challenging work, equitable rewards, encouraging working
31 conditions, supportive co-workers, personality (Naval and Srivastava, 2004), and the "demographic relationships"
32 between satisfaction and the faculty (Shamil and Jalees, 2004; Tsigilis et al., 2006; Saifuddin, Khair-uz-Zaman,
33 and Nawaz, 2010).

34 Employees are diverse in their demographic attributes, which have implications for the degrees of satisfaction
35 from job dimensions like pay, work, promotion etc (Sokoya, 2000). For example, gender, age, education,
36 designation, numbers of years in organization and marital status of the employees have widely been found critical
37 in determining job satisfaction (Stacey, 1998; Marion, 2001; Bas and Ardic, 2002; Shah and Jalees, 2004; Chughtai
38 and Zafar, 2006; Eker, Anbar, and Dirbiyik, 2007; Asadi, Fadak, Khoshnoudfar, Hashemi, and Hosseiniinia,
39 2008; Malik et al., 2010; Sattar, et. al., 2010). This study explores the issue of job satisfaction among the
40 academicians in public and private sector universities of Khyber Pakhtunkhwa, Pakistan by empirically recording
41 their attitudes and demographic attributes. Stepwise regression has been used to compute the significance of
42 employee demographics on their attitudes.

43 **1 II.**

44 **2 Literature Review**

45 Experience tells that satisfied worker is involved and committed to his/her duties while dissatisfied workers
46 practice negative attitudes of absenteeism and turnover ??Locke and Latham, 2000:249-250;Bas and Ardic,
47 2002). Job satisfaction relates to an individual's perceptions and evaluations of the job, which are affected by the
48 needs, circumstances, and expectations (DeVane and Sandy, 2003). It is an emotional response to a job situation
49 that is determined by how well outcomes meet or exceed expectations, for example, if employees are treated
50 unfairly, work hard but rewarded less, they are likely to develop negative attitudes toward their job, officers and
51 colleagues. However, if they are treated fairly and paid well, they are expected to have positive attitudes for the
52 organization ??Luthans, 2005:212). Thus, job satisfaction is the expression of contentment by an employee with
53 regard to different dimensions of job (Wikipedia, 2009;Malik et al., 2010;Sattar et al., 2010).

54 Job satisfaction of academicians is well reported and certain factors of job satisfaction have been researched
55 over and over showing that work, pay, promotion, supervision, co-workers and environment collectively defines
56 the job satisfaction of the employees (Bas and Ardic, 2002;Santhapparaj and Alam, 2005;Beyth-Marom, et. al.,
57 2006;Eker, et. al., 2007;Malik et al., 2010). Literature also provides evidence that employees express diverse
58 attitudes about these factors of satisfaction due to their demographic diversities (Sattar et al., 2010). Different
59 surveys are coming up with a variety of results where some demographics are emerging as having significant
60 implications while other attributes have no or little impacts on the responses.

61 **3 a) Job Satisfaction (js)**

62 Job satisfaction is a general attitude which is determined by the factors of job satisfaction (such as, pay, work,
63 superior's attitude, environment etc.); personal characteristics of the worker (demographics); and social or
64 group factors ??Shajahan and Shajahan, 2004:116). People working in the private or government organization
65 have certain needs to satisfy, which must be understood by the human resource management of the respective
66 organization like university (Malik, Nawab, Naeem, and Danish, 2010).

67 Job satisfaction is defined as the contentment felt of the workers after a need is fulfilled (Williams and Sandler
68 1995; ??obins, 1998: 170). It is a general attitude which is determined by the job predictors (i.e. pay, job,
69 superior behavior and environment etc.) and the personal attitude (demographics) and other social and group
70 factors ??Shajahan and Shajahan, 2004:116). People working in the private or government organization bring
71 with them certain needs that affect their performance therefore, understanding how these needs are related with
72 performance and how rewards can lead to job-satisfaction are the urgent issues for every organization working at
73 any level (Sattar et al., 2010;Malik et al., 2010).

74 Research on the role of demographic factors in determining organizational attitudes is going on across the world
75 by using a variety of statistical tools (Bas & Ardic, 2002;Shah and Jalees, 2004; ??mith, Candall, and Hulin,
76 1969;Oshagbemi, 1999). Similarly, 'regression tools' have been used to predict worker behavior wherein both
77 demographics and factors of job satisfaction has been used as predictors (Santhapparaj and Alam, 2005;Chughtai
78 and Zafar, 2006;Beyth-Marom et al., 2006; ??arimi, 2007;Eker et al., 2007). It is therefore critical for every HEI
79 to perform demographic analysis and then use the findings in decision making thereby increasing the chances of
80 job satisfaction (Saifuddin et al., 2010).

81 **4 b) Demographic Impacts on Job Satisfaction**

82 Several studies have explored the demographic attributes by using them as predictors of organizational attitudes,
83 for example, gender, sector, designation, marital status, age, qualification, and experience (Saiyadain, 1998;Naval
84 and Srivastava, 2004). The catalyst role of employee's personal attributes and demographic characteristics is
85 recorded by almost every researcher on job satisfaction. Almost all the researchers have identified 'demographics'
86 as the change agents, which modify employee's attitude towards different aspects of his/her job (Bas and Ardic,
87 2002;DeVane and Sandy, 2003).

88 Demographics also affect workers attitudes in terms of productivity, involvement and commitment on one hand
89 and on the other hand the degrees of absenteeism and turnover or intention to leave (Shamil and Jalees, 2004).
90 Another group of researchers have recorded that age, gender, experience, department, foreign qualification or
91 exposure to different culture, and technological challenges always influence the overall satisfaction of the employees
92 (Tella, Ayeni, and Popoola, 2007;Asadi, et al., 2008;Sattar et al., 2010;Malik et al., 2010).

93 So there are several demographic variations among the workforce which influence the degrees of satisfaction
94 from pay, supervision, work, and environment etc. for example sector (public and private), age, gender,
95 education, qualifications, length of service and marital status etc. of the workers have widely been found
96 critical in determining the satisfaction level (Rocca, and Kostanski, 2001 Given that, researchers have also
97 identified the impact of demographic variables on overall job satisfaction and its different elements and
98 workers related attitude such as, pay, coworkers, supervision, promotions, physical conditions, teaching and
99 research, governance, productivity, involvement, and commitment in different work settings including academic
100 environments (Oshagbemi, 2003;Oshagbemi, 2003 ii).

101 5 Analysis III

102 The third variable tested for demographic implications was absenteeism and turnover. Again gender is most
103 important rather only factor, which divides the respondents ($?=.325$, $p<0.05$). There is difference of opinion
104 between the males and females about the nature and process of absenteeism and turnover. They have different
105 experiences about this variable therefore hold diverse attitudes. The best fit therefore is: $A\&T = a + ? 1GDR + e$
106 $A\&T = 4.369 + .325 + 1.13397 V. VI$.

107 6 Summary of Analysis

108 7 Discussion

109 Table 12 gives interesting findings with regard to the roles played by the demographic attributes of the
110 academicians in HEIs of KPK. The leading points to revisit gender the single most important predictor of all
111 the research variables having significant influence on overall job satisfaction and its outcomes. Male and females
112 are significantly different in their opinion with respect to overall job satisfaction, involvement and commitment
113 as well absenteeism and turnover. These findings are also in the line of Okpara, Squillace, and Erondu, (2005),
114 in United States where they have identified gender discrimination in higher education and provide evidence that
115 male teachers were more satisfied than their female counter parts. Gender differences are also found by previous
116 researchers in their different cultural perspective like Base and Ardic (2002), in Turkey and Shah, and Jalees,
117 (2004) in Pakistan.

118 Therefore, the issue should be carefully managed and review the policy of the carefully because 'women in
119 higher education have contributed significant progress' (Okpara, Squillace, and Erondu, 2005). Writers have not
120 only sought to describe where women are within the academic but also to put forward explanations for that
121 position and the differing perspectives offered by economists, sociologists, feminists, and management theorists-
122 provide numerous and potentially conflicting explanations of the gender differences in academia (Shaw and
123 Cassell, 2007).

124 Second critical factor is the classification of public and private institutions. The respondents have difference of
125 opinion about both job satisfaction and involvement and commitment. This also supports previous studies like
126 public sector Greek educators were found more satisfied from their compensation and supervisor in comparison to
127 their colleagues from the private sector ??Tsigilis, et.al. 2006). In Turkey public and private university teachers
128 have also reported significant differences about their satisfaction and suggested to review the personnel policies
129 of the public universities because private universities academicians appear to be significantly different from the
130 public university teachers (Bas, and Ardic. 2002). Since the conditions of private and state owned universities
131 are different in so many aspects, it is meaningful to conduct the research with respect to the satisfaction of their
132 employees separately (Kusku, 2003).

133 Marital status of the respondents is significant in determining the job satisfaction and has no role in other
134 hypothesized regression models. It has been found in a previous literature that marital status significantly
135 affect job satisfaction and explore that, when marriage time increases, the job and life satisfaction also increased
136 (Dikmen, 1995; Azalea, Omar, and Mastor, 2009). Their results show that "married employees are less satisfied
137 as compare to unmarried". However, the results of Greek academics were found no statistical significant influence
138 of marital status on the job satisfaction (Platsidou, and Diamantopoulou, 2009).

139 In addition, it was identify by Alt?nok, (2011), in the public universities in "Ankara province" that marital
140 status significantly affect the life and job satisfaction. Their result reveals that academicians concerning job and
141 life satisfaction feel negativity of being married and the unmarried academic personnel have a higher life and
142 job satisfaction than the married ones. Nevertheless, the results are contradictory in Pakistan where researchers
143 found that marital status has emerged as a consistent predictor of organizational commitment. They reports that
144 married people have more family responsibilities and need more stability and security in their jobs. Therefore
145 research shows in Pakistan that marital status would be positively related to university teachers' commitment
146 (Chughtai and Zafar, 2006). Furthermore department, Designation, Qualification and Age has been found having
147 no effect whatsoever in any of the regression models applied on all three test-variables.

148 8 VII.

149 9 Conclusions

150 Although the impacts of demographics are widely reported as the significant predictors of the employee attitudes,
151 the current study however, gives surprising results, which are quite contrary to the hypothesized models. Out
152 of seven demographic attributes tested; only three have emerged as critical. Rest of the four factors is playing
153 no role in predicting the values of dependent variables. It is however, alarming that gender differences surface
154 as the most obvious factor showing diversities between males and females. Perhaps it is because of the current
155 political situation in the country.

156 The difference of opinion between the respondents from public and private sector institutions is also important
157 and denoting several implications. This classification is predictive of variance in job satisfaction and involvement
158 and commitment. However, it has no role in explaining the absenteeism and turnover. The factor has positive
159 impacts as compared to the mixed role of gender. Finally, the marital status of the respondents has implications

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160 for the job satisfaction and relations with the involvement & commitment as well as absenteeism & turnover.
161 It is therefore concluded that demographic impacts on the attitudes of academicians in the HEIs of KPK are
162 not significant in terms of their number. However, those few, which have implications, are sensitive; demanding
careful handling to keep the related-decisions up and right. ¹



Figure 1:

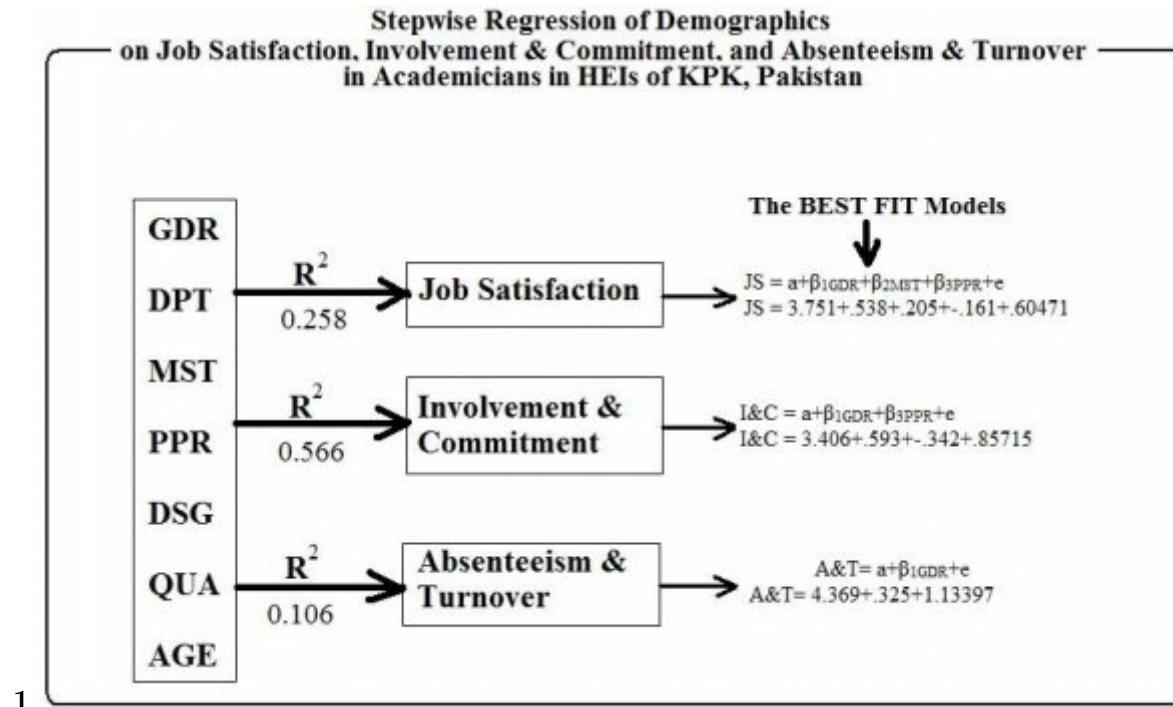


Figure 2: Figure 1

1

	Factors	Groups	Frequency	Percent
1	Gender -GDR	Female	74	33.9
2	Department -DPT	Male	144	66.1
		Sciences	122	56.0
		Non-Sciences	96	44.0
3	Public vs. Private -PPR	Public	169	77.5
4	Marital Status -MST	Private	49	22.5
5	Designation -DSG	Married	121	55.5
6	Qualification -QUA	Unmarried	97	44.5
7	AGE	AP&ASP	84	38.5
		Lecturer	134	61.5
		MPhil/PhD	71	32.6
		Masters	147	67.4
		31-Above	96	44.0
		20-30	122	56.0

b) Regression of Demographics on Job Satisfaction (JS)

i. Models, Coefficients & Excluded Variables (JS)

Figure 3: Table 1 :

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2

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.464(a)	.215	.211	.61924	59.200	.000(a)
2	.485(b)	.235	.228	.61275	33.029	.000(b)
3	.508(c)	.258	.248	.60471	24.862	.000(c)

Detail of the Models

a Predictors: (Constant), GDR

b Predictors: (Constant), GDR, MST

c Predictors: (Constant), GDR, MST, PPR

d Dependent Variable: Job Satisfaction (JS)

Figure 4: Table 2 :

3

Model	Variables	Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	t
1	(Constant)	3.890	.072		54.036
	GDR	.681	.089	.464	7.694
2	(Constant)	3.695	.109		33.962
	GDR	.817	.105	.556	7.803
3	(Constant)	3.751	.109		34.262
	GDR	.790	.104	.538	7.603
	MST	.236	.100	.169	2.366
	PPR	-.268	.103	-.161	-2.600
	MST	.288	.100	.205	2.863
					.005
					.010

Figure 5: Table 3 :

4

Model	Beta In	T	Sig.	Partial Correlation	Collinearity Statistics
					Tolerance
3	DPT	-.064(c)	-1.076	.283	-.074
	DSG	-.024(c)	-.391	.696	-.027
	QUA	-.046(c)	-.761	.448	-.052
	AGE	.067(c)	.893	.373	.061

Figure 6: Table 4 :

5

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.675(a).456		.453	.95729	180.753000(a)	
2	.752(b).566		.561	.85715	139.933000(b)	
Detail of the Models			a Predictors: (Constant), GDR			
			b Predictors: (Constant), GDR, PPR			
		c Dependent Variable: Involvement and Commitment (I&C)				

Figure 7: Table 5 :

6

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig
1	(Constant) 3.020	.111		27.141	.000
	GDR 1.841	.137	.675	13.444	.000
2	(Constant) 3.406	.113		30.268	.000
	GDR 1.617	.126	.593	12.799	.000
	PPR -1.057	.143	-.342	-7.377	.000

Figure 8: Table 6 :

7

Model	Beta In	T
2	DPT -.065(b)	-1.453
	MST .070(b)	1.278
	DSG -.013(b)	-
		.280
	QUA -.069(b)	-
		1.505
	AGE -.047(b)	-
		.952

ii. Analysis

II

Involvement and commitment was the second

criterion variable tested for demographic impacts. The

results (table 7) shows that only gender (?=-.593, p<0.05) and sector (?=-+.342, p<0.05) are the significant

d) Regression of Demographics on Absenteeism & Turnover (A&T)

i. Models, Coefficients & Excluded Variables (A&T)

Figure 9: Table 7 :

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8

Model	R	R Square	Adjusted R Square	Std. Estimate	Error	F	Sig.
1	.325(a)	.106	.102	1.13397	25.516000(a)		
a. Predictors: (Constant), GDR (Gender)							
b. Dependent Variable: Absenteeism and Turnover (A&T)							

Figure 10: Table 8 :

9

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sig
1	(Constant)4.369	.132		33.146	.000
	GDR .819	.162	.325	5.051	.000

Figure 11: Table 9 :

10

Model	Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
1	DPT -.047(a)	-.726	.469	-.049	.997
	MST .122(a)	1.587	.114	.108	.701
	PPR -.110(a)	-1.671	.096	-.113	.942
	DSG .055(a)	.845	.399	.058	.978
	QUA .043(a)	.661	.510	.045	.978
	AGE .083(a)	1.164	.246	.079	.823

Figure 12: Table 10 :

11

		Job Satisfaction
	Hypothesized Model	$JS = a + ? 1GDR + ? 2DPT + ? 3MST + ? 4PPR + ? 5DSG + ? 6QUA + ? 7AGE + e$
1	The best fit	$JS = a + ? 1GDR + ? 2MST + ? 3PPR + e$ $JS = 3.751 + .538 + .205 + .161 + .60471$ DPT, DSG, QUA, & AGE
	Excluded variables	Involvement & Commitment
	Hypothesized Model	$I\&C = a + ? 1GDR + ? 2DPT + ? 3MST + ? 4PPR + ? 5DSG + ? 6QUA + ? 7AGE + e$
2	The best fit	$I\&C = a + ? 1GDR + ? 3PPR + e$ $I\&C = 3.406 + .593 + .342 + .85715$ DPT, MST, DSG, QUA, & AGE
	Excluded variables	Absenteeism & Turnover
	Hypothesized Model	$A\&T = a + ? 1GDR + ? 2DPT + ? 3MST + ? 4PPR + ? 5DSG + ? 6QUA + ? 7AGE + e$
3	The best fit	$A\&T = a + ? 1GDR + e$ $A\&T = 4.369 + .325 + 1.13397$ DPT, MST, PPR, DSG, QUA, & AGE
	Excluded variables	

Figure 13: Table 11 :

12

	Demographics	Job Satisfaction	Involvement & Commitment	Absenteeism & Turnover	Roles of the Factors
1	GDR	?	?	?	3
2	DPT	-	-	-	0
3	MST	?	-	-	1
4	PPR	?	?	-	2
5	DSG	-	-	-	0
6	QUA	-	-	-	0
7	AGE	-	-	-	0

Figure 14: Table 12 :

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