The Impact of Multiple Factors Including the Demography upon the College Teachers Regarding their Job Satisfaction

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Abstract
Job satisfaction is a multi-dimensional phenomenon as it is related to multiple factors, those which have certain profound impact upon the teacher community especially at college level. The foremost are the certain glaring factors those which strongly bracketed with the phenomenon of job satisfaction categorically which includes; work, pay, promotion, supervision, co-workers and work environment. The teacher`s demography has a strong bond with the concerned teacher who is satisfied or not due to the same. In our case, the Teacher`s demography can be elaborated in terms of his/her age, qualification, gender, marital status, length of service and the designation. The current research is an academic effort to investigate and analyze some persistent causes those which are consistently operating behind the satisfaction level of the Teachers regarding his/her job in the College.

1.   INTRODUCTION

For the poverty reduction and economic growth of any country, the teachers are the role model of the educational system, responsible for producing specialized employees. "In the achievement of institutional goals and objectives, the job satisfaction play important role, however, research to assess the impact of factors affecting the job satisfaction in the colleges and higher educational institutions is gaining momentum round the globe in general and developing countries like Pakistan in particular because of its importance and relationship with the positive work practices". Hence, understanding the employee's commitment and satisfaction is highly important because employees are the only source of sustainable competitive advantage to the educational system at college level. The popularity of the topic is rooted in its relationship with several important behaviors of the employee. For instance, the research studies, like, Al-Omari & Khasawneh (2008) and Irfan et al., (2013) have found positive impact of the multiple factors including the demography on the job satisfaction. Thus, an employee commitment and satisfaction becomes more critical if an institution wish to successfully meet their goals and objectives.

Whenever low job satisfaction or dissatisfaction exists amongst the teachers then the goals of an institution cannot be accomplished. "The job satisfaction results from the employee's perception that the job content and context actually provide what an employee values in the work situation". It can be defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experience" (Saifuddin et al., 2010). The job satisfaction is an attitude, which results from balance and summation of many specific likes and dislikes experienced in connection with the job (Sattar et al., 2011). "So, institutional effectiveness depends to a great extent on employee's effectiveness. It is important for the employee to feel satisfied doing his/her job and feel great value for his/her efforts. Job satisfaction, employee morale and a good attitude toward a job show the importance of individual feeling" (Irfan et al., 2013).

2. JOB SATISFACTION

The job satisfaction is viewed as the degree of an employee's affective orientation towards the work role occupied in the institution. "For management and organizational researchers, the job satisfaction continues as the leading issue. A diversity of researchers is working on job satisfaction including the administrators, teachers, researchers and the government agencies both at the national and international levels" (Sattar et al., 2010). "The importance of job satisfaction is widely documented because it enhances productivity and produces positive attitude towards job commitment, which in turn reduces the level of absenteeism, termination of service, negligence at work, productivity and can increase efforts towards work performance and the mental and physical health of the employees" (Saqib et al., 2014).

Work/Job plays a fundamental role in the individual life, according to employees' perspective it should be attractive and contribute to job satisfaction of employees. "In most of the organizational behavior literature the researchers believe that job satisfaction at work may influence various aspects of work such as their competency, productivity, absenteeism, turnovers rates, intention to quit, commitment and finally employee's happiness". Creation of job satisfaction is not an easy job for the management as it requires efforts and arrangements, which may or may not be successful depending on the quality of efforts (Sattar et al., 2011). If there is dissatisfaction,

there would be negative consequences for an institution and there can be several negative attitudes (Khalid et al, 2012).

Job satisfaction is likely to provide employees of all levels with feelings of fulfillment, achievement and even pleasure for their job. Therefore, such feelings can make people more productive, creative and therefore more profitable for the institution (Irfan et al., 2013). "Additionally, feelings of job satisfaction can strengthen the commitment and loyalty of employees with the institution, which is very necessary in present times where all institutions are looking for competitive advantage and especially through their human resources. An employee with a high level of job satisfaction holds positive feelings about his/her job, whereas a dissatisfied holds negative feeling". It refers the general aspects of employee's satisfaction like work situation, pay, job itself, supervision, relations with co-workers and the institution as a whole (Saqib et al., 2014).

3.   FACTORS EFFECTING THE JOB SATISFACTION

The literature revealed that the satisfied employees perform better than the dis-satisfied employees so; management of every institution is always worried about the satisfaction level of their employees. "A diversity of researchers from management, human resource management, behavioral sciences and organization studies are conducting research on different dimensions of job satisfaction including the context, factors, consequences and the demographics of the employees. Job satisfaction or dissatisfaction depends upon a large number of factors ranging from the provision of food for the workforce to eat their lunch to the sense of self-fulfillment they may obtain from doing their jobs" (Ghazi et al, 2011). In general, job satisfaction involves a description of those factors that a teacher perceives to either promote an encouraging approach about work or an unenthusiastic approach about work. A teacher with an elevated degree of job satisfaction holds optimistic approach about his or her job/profession whereas a dissatisfied holds pessimistic emotions (Khalid et al, 2012). "It refers general aspects of employee's satisfaction like compensation, supervision, work condition, relationships with co-workers, job itself and the institution as a whole" (Irfan et al., 2013).

3.1 Work

In individual`s life, undoubtedly work/job has a dominant role. To one side from the fact that it occupies a lot of their time but on the other side it also provides the financial basis of their lifestyles. "Therefore, the context of teacher`s job should be attractive and contribute to their satisfaction. It is believed that satisfaction at work may influence various aspects of work such as efficiency, productivity, absenteeism, turnovers rates, and intention to quit, and finally employees' well-being" (Tsigilies & Zachopoulou, 2006). Work is central factor in the determination of job satisfaction of almost every employee however, as far as teachers are concerned, the nature of work plays significant role in making or breaking the organizational behaviors (Saif-ud-Din et. al., 2010).

3.2 Pay

The teacher's commitment can be improved and their degree of satisfaction could also be improved by identifying the impact of compensation. "The compensation has optimistic association with job satisfaction and commitment. According to the several researchers, a dynamic relationship exists between compensation and job satisfaction. Increase in one must enhance the other" (Saba et al, 2011). There is a need to examine the association between job satisfaction and compensation practices. "After reviewing the above literature the probability increases that there is optimistic association with the satisfaction and there is dire need to examine the College teacher all over Pakistan in this regard" (Mumtaz et al, 2011). The development in job satisfaction depends upon whether the rewards match the prospects, desires and requirements of the employee. "If improved performance leads to elevated rewards and if those rewards are seen to be reasonable and fair, improved satisfaction results. Pay is the major forecaster of job satisfaction". It is the amount of monetary compensation that is expected by the teachers in relationship with the services provided to the institution (Saifuddin et al, 2012; Irfan et al., 2013).

3.3 Supervision

Supervision is the authoritative direction of the work of one's subordinates. To achieve the selected objectives, it is the function of leading, coordinating and directing the work of others (Sattar et al, 2011). "The performance of the supervisor plays a vital role with regard to the teacher`s reactions to difficult situation. It was stated that the teacher who perceived their supervisor as more approachable and reactive were more likely to raise voice about their concerns" (Aydogdu et al, 2011). There are a variety of interpretations of the term "supervision" but characteristically it is a management activity and supervisors have a management responsibility in the organization (Mudor et al, 2011). "Supervision is one of another significant factor of job satisfaction which refers to the function of leading, coordinating and directing the effort of others to achieve and attain the predetermined goals and objectives". A supervisor guides their subordinates so that they produce the desired

amount and excellence of work within the stipulated time period (Saifuddin et al, 2012; Saqib et al., 2014).

3.4 Promotion

Teachers are more motivated and dedicated to carry out a job and also more satisfied if promotion opportunities are available to them. "There is a need look into the connection among job satisfaction and promotion practice in the colleges. After reading the above literature one can better understand that there is a constructive relationship between job satisfaction and promotion practices among college teachers of Pakistan". If the college management enhanced their pay structure and provide promotion opportunities for their teachers then the teacher will show more contentment towards their job (Saba & Mumtaz., 2011). The degree of job satisfaction of non-PhD faculty can be enhanced by preparing flexible promotion policies and initiating advance preparation services for the job and specialized fields (Mangi et al, 2011). "Promotion possibilities involve the accessibility of progressive opportunities. If individual assume that they will not have much promotion possibilities then there will be negative impact as a whole" (Aydogdu et al, 2011). Reasonable probability of promotion according to the employee's skill and ability to make employee more faithful to their work become a foundation of pertinent workability for the employee (Ghafoor et al, 2012).

3.5 Co-workers

The satisfaction with co-workers is taken as an index of how highly the banking workforce values the nature of working relationships with coworkers (Chughtai & Zafar, 2006). "Workers' satisfactions are more closely related to the content of their job and the relationship with coworkers and supervisors" (Hiroyuki et al., 2007). "Another research shows that academics' intentions to leave the university, is related with teachers relations with colleagues". Rahman & Parveen, 2006, have identified that relationship with colleagues has come out as an important factors for the respondents.

3.6 Working Environment

Working condition is defined as the perceived entirety of non-pecuniary elements that provides surroundings to a teacher's job. "Working environment is another characteristic that has a major influence on the work satisfaction degree of the employees" (Saba et al, 2011). Institutions can enhance this degree of employee's organizational commitment by enhancing job satisfaction with reward and work conditions (Nawab et al, 2011). "Providing excellent physical working environment (e.g. cleanliness of the working place, lightening, sufficient and relevant tools and equipment) enables employees to perform their work without difficulty and professionally" (Aydogdu et al-2011). Good working conditions such as clean and attractive environment facilitate employees to carry out their work easily and thus are expected to have a positive impact on organizational commitment and job satisfaction (Irfan et al., 2013).

4. DEMOGRAPHIC PREDICTORS

"The demographic characteristics of the teachers are some of the most commonly used variables in relation to job satisfaction, organizational commitment and turnover although some studies have found inconsistent results" (Rast, 2012; Om Raj Katoch, 2012). Likewise, Mottaz (1988) and Rast (2012) have found that the influence of demographic variables were indirect through work rewards and work values. "However, some of the studies have found that personal variables including the age, tenure, education, gender and marital status play a significant role in enhancing employee's job satisfaction and organizational commitment or in other words the Beker's side-bets" (Stevens et al., 1978), while (Smerek & Peterson, 2007, Geeta & Pandey, 2011 and Irfan et al., 2013; Saqib et al., 2014) did not found any significant relationship between these variables. Below is the discussion on these variables:

4.1 Age

Most of the studies have consistently found that age of the employees is positively correlated to job satisfaction and organizational commitment and negatively correlated with turnover intentions (Steijn & Leisink, 2006). "Likewise, Karsh et al. (2005) have reported that unlike younger employees, older employees have been found with higher continuance commitment and no leave intentions due to financial obligations to their families". The results of the Price & Mueller (1981) are also consistent with Karch et al. (2005); they further observed that younger employees are more likely to turnover as compared to older ones as mostly they have routine jobs, less participation in decision making, lack the knowledge about their jobs and less pay. "Similarly, Sager & Johnson (1989) in their study found that age is unrelated to organizational commitment, however, they reports that in terms of their career commitment, older employees are likely to have reached the plateau of their careers". Thus they become less committed to their careers in comparison to the younger employees. In addition, there was a statistically significant association between the certain demographic variable such as age and intention to leave. A negative association was found between age and intention to leave (Kabungaidze & Mahlatshana, 2013; Irfan

et al., 2013).

4.2 Qualification

Research studies conducted by Mathieu & Zajac (1990), Kord (2012) have found that education is negatively related to the job satisfaction and organizational commitment of the employees while these are positively correlated to turnover intentions of the employees. "Whereas, the reason for this could be that more educated employees do have higher expectations from their institution where institutions may not be able to meet and may result in the loss of commitment towards their institutions". Contrary to the findings that highly educated employees are more committed to their professions than their institutions, thus it difficult for institutions to compete for the psychological involvement of these employees. "Some studies indicate that people with higher educational levels, occupying lower grades, suffer inferiority complex". It affects not only the person's skill; rather the functioning of the organization is also hampered along (Matin et al, 2012).

4.3 Gender

Angle & Perry (1981) have found weak and inconsistent relationship between gender and job satisfaction and organizational commitment. Whereas, Mathieu & Zajac (1990) found a weak correlation between gender, job satisfaction and organizational commitment, with women being more committed to the organization than men. Lincoln & Kalleberg (1990) and McElroy (2001) assert that since women have had to overcome more barriers to attain their positions in the organization, therefore they place greater value to their organizations and jobs in comparison to their male fellows. "It is observed that the graph of ITL among the females comes down as they are committed to their organizations". On the other hand the males, if the chances appear, are more vulnerable for ITLs (Malik et al, 2010; Irfan et al., 2013).

4.4 Marital Status

The marital status is also included in the demographics for Job satisfaction, organizational commitment and turnover and it has been widely reported by several studies that there is a positive relationship between marital status, job satisfaction, organizational commitment and turnover as married employees are more committed than singles. "Due to family obligation, the married employees have greater organizational commitment which constrain their opportunities to change the employers and job. Moreover, marital status is more related to continuance commitment; therefore, married employees had more financial concerns". The intention to leave revealed that female, those who are married, with higher academic qualification, occupying permanent position and having advanced increments with high salary packages are eventually more likely to stay in the institution (Lincoln & Kalleberg, 1990; Irfan et al., 2013).

4.5 Length of Service

"The employees develop tenure relationship when they spent some time in the institution, then after they develop side-bets or investments which have been considered as a deciding factor for continuation or discontinuation to work with the institution". Similarly, Stevens et al. (1978) have observed that job tenure is the positive predictor of job satisfaction and organizational commitment however; positional tenure is a negative predictor because side bets accrue with length of time in the institution. "This negative perception of the employees develops due to stagnations in the career. It is observed that if the employees served an organization for longer periods of time and/or better educated were found to have a less commitment. And this is because of the "push and pull" factor". According to Morris et al. (2001), the academicians in developing countries like, Malaysia actively sought better employment opportunities in comparison to the least qualified and least experienced employees who demonstrated higher degree of organizational commitment. "The consequences of a positive relationship between tenure and organizational commitment might be a simple reflection of the fact that the uncommitted employees may quit an organization and only those with a high commitment may stay longer (Nawaz & Saifuddin, 2010; Irfan et al., 2013)".

4.6 Designation

The occupational groupings of the employees significantly influence the job satisfaction and organizational commitment. The basic responsibility of the academics is teaching and research, and sometime administration and management too (Park & Rainey, 2007). Page (1998) has distinguished occupational groups into two categories on the basis of their education, goals and orientation to their profession and organization. Research needs to investigate the special effects of demographic variable like Job Designation (Lecturer, Assistant professor, Associate Professor, Professor), which can also directly or indirectly influence the job satisfaction of the college Teachers (Nawaz & Saifuddin, 2010; Irfan et al., 2013).

Figure 1.1 Theoretical Framework
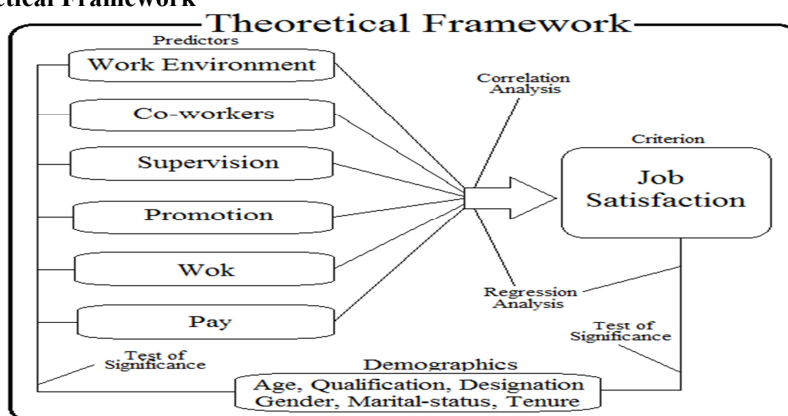
5.DISCUSSIONS

Due to rapidly changes in the worldwide environment, the job satisfaction has become a very rich issue as a vast research has been completed in the past period because, it is extremely demanding to satisfy the employees in the institution. "The happier workers at their jobs are more contented and the evidence in this regard is that they are treated equally in the institution. It has been observed that those workers are frustrated with their jobs that are treated with inequality". In turn, those institutions are not capable to improve their productivity (Shah et al, 2010). Job satisfaction is to look upon one's approach or state-of-mentality concerning the nature of their job (Mudor et al, 2011).

When joining an institution, a teacher brings with them definite aims and desires that have an effect on their performance on the work. "Occasionally, these are instantly apparent, but often they are not only complex to find out and satisfy but also vary meaningfully from one person to another". Job satisfaction is the level to which individuals experience positive or negative aspects regarding their jobs (Sattar et al, 2010). "The job satisfaction is the combination of one's approach about the job. The performance of the institution is satisfactory if the employees are satisfied internally". Job satisfaction is a perception in which two independent variables are discussed i.e. job satisfaction and job dissatisfaction (Haq et al, 2011). "By any means, job satisfaction consists of perception of an individual towards his/her job. Job satisfaction shows the analysis of people towards a job and an institution". Job satisfaction is a type of individual positive idea towards their job and its magnitude including compensation, job nature, promotion opportunities, high ups and the social environment (Naji et al, 2011; Irfan et al., 2013).

The job satisfaction denotes to a collection of attitudes, which workers know about their jobs. "There are a variety of factors that influence teacher`s job satisfaction; some of these factors include the pay level and other compensations, the perceived impartiality of the promotion system within the institution, the quality of the working condition, leaders and sociable relationships and the job itself (the variety of tasks implicated, the interest and dispute the job generates and the limpidity of the job statement responsibility)" (Sattar et al, 2011). Creation of job satisfaction is not an easy job for the management. "It requires efforts and arrangements, which may or may not be successful depending on the quality of efforts. If there is dissatisfaction, there would be negative consequences for an organization". There can be several negative attitudes (Irfan et al., 2013; Saqib et al., 2014).

6. CONCLUSION

The job satisfaction can be best described as positive approach about job. Theoretically, job satisfaction is best predictor of positive work related with outcome such as improved performance and commitment. If employees are satisfied with their job, institution productivities and performance of employees will be greater than before and intention to leave of workers and absenteeism will be decreased. The teachers will show good interest in teaching and provide excellent education, if they are satisfied with their jobs. Generally, job satisfaction refers to a people's positive emotional response to a particular job. It is a sentimental response to a job that results from the person's comparison of actual outcomes by means of individuals that are preferred, predictable or deserved. The job satisfaction is seen to be a touching reaction resulting from the communication of job rewards and job standards. One of the key reasons for the lack of teacher's job satisfaction and commitment is the reward that is being offered to them. If employee's requirements are met, they will present enhanced returns in shape of work of greater importance. The job satisfaction is interrelated to the performance, which are obtained through

different rewards and job related activities. Satisfied and committed employees are generally contributor and performer towards enhancing organizational efficiency. 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.

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