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**THE PREDICTABILITY OF SELECTED DEMOGRAPHIC FACTORS ON
GENERAL, EXTRINSIC AND INTRINSIC JOB SATISFACTION AMONG
FACULTY AND STAFF EMPLOYED AT AN URBAN UNIVERSITY**

Dissertation

Presented in Fulfillment of the Requirement for
the Degree Doctor of Education in the Graduate School
of Texas Southern University

BY

Christopher L. Caldwell, B.A., MBA

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2023

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GENERAL, EXTRINSIC AND INTRINSIC JOB SATISFACTION AMONG
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By

Christopher L. Caldwell, Ed.D.

Texas Southern University, 2023

Professor Lillian B. Poats, Advisor

The purpose of this empirical investigation is to examine the predictability of selected demographic factors on the job satisfaction among faculty and staff employed at an urban university. Specifically, this study examined the predictability of the demographic factors (gender, ethnicity, age, and years of experience) on the general, extrinsic, and intrinsic components of job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job and institutional climate.

Three hypotheses were formulated for this study. All hypotheses were tested at the .05 level of significance or better. A predictive correctional research design was utilized in this empirical study. The multiple regression procedure Ordinary Least Squared (OLS) regression was used to examine the relationship and predictability of more than one predictor variable to one criterion variable employing the principles of correlation and regression.

Based on the findings, this study concluded that demographic variables of gender, ethnicity, age, and years of experience were not reliable predictors of general job satisfaction among faculty and staff. In addition, demographic variables of gender, ethnicity, age, and years of experience were found not to be reliable predictors of extrinsic job satisfaction among faculty and staff. Furthermore, in general, number of hours worked, and the relationship with demographic variables of gender, ethnicity, age, and years of experience were not good predictors of intrinsic job satisfaction among faculty and staff.

Keywords: *extrinsic, intrinsic, job satisfaction*

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VITA

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DEDICATION

“So why do I write, torturing myself to put it down? Because in spite of myself, I’ve learned some things. Without the possibility of action, all knowledge comes to one labeled “file and forget”, and I can neither file nor forget.”

Ralph Ellison

This dissertation is dedicated to Willie and Roland Caldwell. For the lifetime of sacrifices, impartation, and support, I am eternally grateful. Mom, you’ve waited long enough, it’s finally done. Dad thank you for guiding me from above. RIH

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guidance to ensure I stayed on course and paid attention to my ultimate goal were the catalysts to making this dissertation a success.

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CHAPTER 1

INTRODUCTION

There are mixed findings in the literature about both job satisfaction and demographics. Both internal and external variables influence a teacher's job satisfaction. It is controlled by a variety of factors, and it reflects an individual's overall attitude toward their job, as well as how they regard their profession, the working environment, and the working environment in general (Anastasiou & Belios, 2020). According to some studies, the elements of satisfaction have no influence on job satisfaction. However, in other studies, the elements of satisfaction have a negative or a positive effect on job satisfaction. Some studies have found a neutral effect of demographic factors, while others have found a positive effect and certain studies have found a negative effect. Further empirical studies, such as the current study, are needed to address these inconsistencies. Job satisfaction can be influenced by demographic factors such as age, gender, race, and education, according to DeVaney and Chen (2003). Duong (2016) found that job satisfaction was significantly influenced by demographic and internal and external university environment factors. In a study by Malik (2011), years of experience, job rank, job qualification, and demographic variables were found to be slightly related to job satisfaction among university faculty. Paul and Phua (2011) examined the relationship between faculty job satisfaction and demographic variables within a Singapore public higher education system. It was found that the variables of job position and age influenced employee job satisfaction, but the variables of gender and employment length did not have a statistically significant impact.

In terms of overall job satisfaction, Ward and Sloane (2000) contended that gender has no statistical significance in certain existing studies. In contrast, Bender and Heywoo (2006) reported that female faculty members are less satisfied with their jobs than male faculty members. In contrast, Santhapparaj and Alam (2005) found that female academic staff are more satisfied than their male counterparts. Female faculty members at the university are more satisfied with their jobs than their male counterparts, according to Mehboob et al. (2012). In addition, Castillo and Cano (2004) found that female faculty members were less satisfied with their jobs than male faculty members. Furthermore, Moguerou (2002) also found that female members are less satisfied than male members. Female faculty members reported higher levels of satisfaction than male faculty members, according to Syed et al. (2012). Compared to females, Crossman and Harris (2006) reported that males were slightly more satisfied.

There was no clear consensus in research regarding gender and job satisfaction in higher education organizations (Seifert & Umbach, 2008). In a study conducted by Okpara et al. (2005), female college and university teachers reported a higher level of job satisfaction than their male counterparts. According to Bas and Ardic (2002), job satisfaction and age are positively correlated. According to Paul and Phua (2011), job satisfaction levels depended on respondents' age and position. The study by Castillo, Conklin, and Cano (1999) found no significant differences between older teachers with more experience and younger teachers with less experience.

A number of studies have demonstrated that job satisfaction and years of experience do not correlate (e.g., Andrews, 1990; Griffin, 1984). Cherabin et al. (2012) conducted an ANOVA and found that teachers' mean job satisfaction did not differ

significantly based on the length of their teaching experience. In contrast, Bowen et al. (1994) and Bertz and Judge (1994) found that as years of experience increased, job satisfaction increased as well.

A study by Nestor and Leary (2000) found that extension faculty members are more satisfied with their overall and intrinsic job satisfaction as they gain more years of experience. Ghafoor (2012) studied demographic variables associated with academic job satisfaction in Pakistan. Faculty members who were more experienced were more satisfied than those who were less experienced, according to the study. In Jordan, it has been shown by Bataineh (2014) that highly experienced professors are more likely to be satisfied with their jobs than others. Professors with at least 10 years of experience have a higher rank, and greater financial and social status, which Bataineh believes is responsible for the results.

Motivation is a matter of intrinsic and extrinsic factors. Understanding intrinsic and extrinsic factors is also valuable because it would reduce the turnover rate at any company which would result in positive outcomes. The intrinsic rewards of a job are variety, responsibility, a sense of purpose, accomplishment, challenging work, and career advancement opportunities. Also, public recognition or empowerment can be forms of recognition. The opposite of intrinsic rewards is extrinsic rewards, which are provided by the employer or organization. Beyene and Gituma (2017) concluded that intrinsic factors are more important than extrinsic factors for job satisfaction. Meanwhile, researchers such as Igalens and Roussel (1999) and Brewer, Lim and Cross (2008) concluded that job satisfaction is primarily determined by extrinsic factors rather than intrinsic ones,

whereas Beyene and Gituma (2017) found that job satisfaction was greatly influenced by both intrinsic and extrinsic factors.

Employee turnover usually occurs when they do not receive the recognition and support they need for their job and the institution (Neckermann & Yang, 2017). To feel satisfied with their jobs, employees need recognition and compliments for their work (Parker & Morgeson, 2017). An employee's performance can be appreciated through a monetary award when managers show appreciation (Siyanbola & Gilman, 2017). The company can use recognition instead of a monetary award if no monetary award is available (Hoogveld & Zubanov, 2017). Using a trophy as an award for good performance, Levitt et al. (2016) demonstrated improved performance among Chicago students. From verbal communication to physical awards, recognition can take many forms (Bradler et al., 2016). Khan et al. (2017) found that despite organizations' ability to motivate their employees if employees are looking for loopholes to achieve the awards, this can be detrimental to the organization (Khan et al., 2017). Numerous theorists attempted to explain job satisfaction, but two conceptual frameworks seem to be more prominent in the literature. First, the Herzberg two-factor theory of satisfaction supposes that two sets of factors are essential for job satisfaction: hygiene factors and motivators. In addition to policies, supervision, pay, interpersonal relations, and working conditions, hygiene factors are associated with the work environment. Work-related factors such as achievement, responsibility, advancement, recognition, and the work itself can motivate employees (Redmond, 2012). The literature on job satisfaction contains numerous theories, but two conceptual frameworks seem to dominate. Taking Herzberg's two-factor

theory into consideration, two factors contribute to job satisfaction: hygiene factors and motivators.

Purpose of the Study

The purpose of this empirical investigation is to examine the predictability of selected demographic factors on the job satisfaction among faculty and staff employed at an urban university. Specifically, this study examined the predictability of the demographic factors (gender, ethnicity, age, and years of experience) on the general, extrinsic, and intrinsic components of job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job and institutional climate.

Research Questions

Answers to the following questions were sought:

1. Do demographic factors (gender, ethnicity, age, and years of experience) have any predictive power on general job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate?
2. Do demographic factors (gender, ethnicity, age, and years of experience) have any predictive power on extrinsic job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate?
3. Do demographic factors (gender, ethnicity, age, and years of experience) have any predictive power on intrinsic job satisfaction among faculty and

staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate?

Significance of the Study

A study of this nature provides pertinent information regarding the effect of selected demographic variables on job satisfaction among faculty and staff members employed at an urban university. An understanding of how demographic characteristics impact the job satisfaction of various university personnel can assist institutions of higher learning in developing and implementing strategies to minimize their effect on the workforces within these entities. By doing so, it probably can improve the overall moderation and motivation of the human capital aspects of the institution.

Additionally, this study provides relevant data on the amount of variance that demographic factors and job-related factors, separately and combined, have on the job satisfaction of faculty members as well as staff members on college campuses. An awareness of the degree of this variation in different aspects of the overall function of higher evaluation institutions can be problematic if not properly addressed. Therefore, the data provided from this study can assist the administrative structures on college campuses to develop and implement better hiring practices that will take into account those factors that have a positive relationship with job satisfaction.

Finally, this study delivers important data on the influence of faculties and staff demographic and job-related characteristics on different components of job satisfaction on higher education campuses. An understanding of how these factors affect the various components of job satisfaction will assist administrators in their efforts to identify those factors which might have a negative impact on job satisfaction and allow them to develop

and implement interventions to curtail the effect of these factors on the overall operation of the university.

Theoretical Framework

This study utilizes the work of Herzberg's (1959) Dual-Factor Theory of Job Satisfaction and Motivation as the framework within which to examine job satisfaction. Herzberg (2001) developed his two-factor theory that examined which factors had the greatest effects on job satisfaction. He defined two major categories in examining job satisfaction. The first category includes factors known as motivators. These motivators deal with intrinsic (internal) factors such as achievement, the work itself, and bearing responsibility, among others. The second category that Herzberg examined includes hygiene or maintenance factors. These include extrinsic (external) factors such as salary, working conditions, work status, and job security (Herzberg, 2001).

In his study, Herzberg determined that the presence of motivators caused job satisfaction; however, their absence did not cause dissatisfaction. In contrast, hygiene or maintenance factors caused job dissatisfaction when absent, but did not cause job satisfaction when present. To further the point, Herzberg posits that the opposite of satisfaction is no satisfaction rather than dissatisfaction. Likewise, the opposite of dissatisfaction is no dissatisfaction. This makes it possible for an employee to be neither satisfied nor dissatisfied with their work. According to Herzberg's theory, motivating factors are most responsible for job satisfaction. In contrast, hygiene factors are most responsible for job dissatisfaction (Herzberg, 1966; Herzberg et al., 1959; Herzberg et al., 1974; Hill, 1986–1987). As pointed out, the use of Herzberg's work as a basis for determining which factors affect job satisfaction is supported in the literature. The

researcher finds this meaningful to the study because the study would also want to know what employees want from their job that will keep them performing their best with high satisfaction.

Hypotheses

The following research hypotheses were generated to formulate the research questions in the study:

- H1: There is a statistically significant predictable relationship between selected demographic factors (gender, ethnicity, age, and years of experience) and general job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate.
- H2: There is a statistically significant predictable relationship between selected demographic factors (gender, ethnicity, age, and years of experience) and extrinsic job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate.
- H3: There is a statistically significant predictable relationship between selected demographic factors (gender, ethnicity, age, and years of experience) and intrinsic job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate.

Assumptions

The following assumptions were made concerning this empirical investigation:

1. It was assumed that demographic factors accounted for most of the variance in job satisfaction among faculty and staff when job-related factors are controlled.
2. It was assumed that job satisfaction was a significant and vital aspect of the human resource function of an institution of higher education.
3. It was assumed that faculty and staff, because of their position and responsibility within the structure of higher education institutions, expressed their true beliefs and opinion when responding to the investigative survey.
4. Finally, it was assumed that the instrument “The Minnesota Satisfaction Questionnaire” accurately measured the general, extrinsic, and intrinsic job satisfaction among faculty and staff employed at a higher education institution.

Limitations/Delimitations

This empirical investigation observed the following limitations and delimitations:

1. The study was limited to the faculty and staff employed at a predominately white university.
2. The study was limited to a predominately white university that is under the auspice of a major university’s administrative structure located in the southern region of the United States.
3. The study was delimited to three (3) components of job satisfaction. They will be general job satisfaction, extrinsic job satisfaction and intrinsic job satisfaction.

4. Finally, the study was further limited by the fact that all the qualitative and quantitative data for this empirical investigation was collected by the use of a survey.

Definitions of Variables and Terms

The following variables/terms were operationally defined for the purpose of providing clarity and understanding of the major variables and constructs utilized in the current investigation:

1. **Age**- refers to a faculty or staff member's chronological age at the time of this empirical investigation.
2. **Ethnicity**- refers to whether a faculty or staff member is Anglo American, African American, Hispanic American, Asian American, or other American.
3. **Extrinsic Job Satisfaction**- refers to the degree of satisfaction a faculty or staff member gets from the institutional policies and culture that influences his or her work.
4. **Faculty members**- refers to an employee of the university who is responsible for teaching academic courses at the institution.
5. **Gender**- refers to whether a faculty or staff member is male or female.
6. **General Job Satisfaction** -refers to the overall feeling or belief of a faculty or staff member about his or her job at the university.
7. **Institutional Climate**-refers to the overall fit of the university to the aspirations, values and career goals of a faculty or staff member.
8. **Intrinsic Job Satisfaction**-refers to the degree of satisfaction a faculty or staff member gets from their actual work at the university.

9. **Number of hours worked**- refers to the amount of time committed to actually doing his or her job during the week on the part of a faculty or staff member.
10. **Predominately white university**- refers to a four-year institution of higher learning where fifty-one percent of the student clientele is White Americans.
11. **Recognition and support on the Job**- refers to how faculty or staff members perceive the degree of recognition and support from his or her department or unit head on his or her performance on the job.
12. **Relationship with co-workers**- refers to the amount of social contact with other members of the department or unit in general by a faculty or staff member.
13. **Staff members**- refers to an employee of the university who is responsible for the administrative and service aspects of the institution.
14. **Years of Experience**- refers to the number of years a faculty or staff member has been employed at the university. For the purpose of this study, years of experience will be measured in the following categories: 7 or less years, 8 to 14 years, 15 to 21 years, and 22 years and above.

Organization and Remainder of the Study

This empirical investigation was organized into five chapters. Chapter 1 includes the Introduction, Statement of the Problem, Significance of the Study, Theoretical Framework, Hypotheses, Assumptions, Limitations and Delineations, Definition of Variables and Terms, and Reorganization of the Study. Likewise, Chapter 2 consists of a review of related literature pertaining to job satisfaction and demographic job-related factors associated with this phenomenon.

Moreover, Chapter 3 includes the methodological framework of the study in conjunction with the research design, population and research setting, sampling procedures, instrumentation, validity of the instrument, reliability of the instrument, data collection procedure, independent and dependent variables, statistical analysis, and statistical assumptions. Chapter 4 contains the analysis of the data, provides an interpretation of the results, and will present the data in tabular form. Finally, Chapter 5 provides a summary of the study, the findings, discussion, conclusions, implications, and recommendations for further study.

CHAPTER 2

LITERATURE REVIEW

The purpose of this empirical investigation was to examine the predictability of selected demographic factors on the job satisfaction among faculty and staff employed at an urban university. Specifically, this study examined the predictability of the demographic factors (gender, ethnicity, age, and years of experience) on the general, extrinsic and intrinsic components of job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job and institutional climate. This chapter is organized into seven sections. The final section presents a summary.

Job Satisfaction

In order for a university to be successful, faculty satisfaction is crucial. To clarify the associated factors and assess the level of job satisfaction among university teachers, Pan et al. (2015) examined data on job satisfaction among university teachers. Random samples were taken from professors at six universities in Shenyang, China. In order to assess job satisfaction, 1210 university teachers completed three questionnaires: a Minnesota Satisfaction Questionnaire (MSQ), a perceived organizational support questionnaire (POS), a psychological capital questionnaire (PCQ-24), and an effort-reward imbalance scale (ERI). A number of other questions were also asked concerning gender, age, marital status, educational level, professional position, monthly income, exercise habits, turnover intentions, and chronic conditions. Using a 5-point Likert scale, each item on the 20-item questionnaire measured intrinsic and extrinsic job satisfaction. Based on hierarchical linear regression, turnover intentions, occupational stress, and chronic diseases negatively impacted job satisfaction for university teachers, while

perceived organizational support, psychological capital, and a higher monthly income positively impacted job satisfaction. There are significant relationships between job satisfaction and age, monthly income, turnover intention, chronic disease, and physical activity. Job satisfaction was not significantly influenced by gender or education. A moderate level of job satisfaction was found among Chinese university teachers. There was an association between job satisfaction and demographics and working characteristics. A strong association was found between job satisfaction and perceived organizational support. The study indicated that university teachers' job satisfaction may be increased by improving perceived organizational support. It was recommended that increasing the power of future studies could be achieved by incorporating longitudinal design.

It was found that job motivation is possibly correlated with job satisfaction among academic staff in a study by Stankovska et al. (2017). Among 50 male and 50 female university employees, the Job Satisfaction Survey and Job Motivation Questionnaire were administered. Among the academic staff, high motivation was indicated. In addition, academicians were more satisfied with their salaries, co-workers, promotions, operating procedures and supervision than with fringe benefits, contingent rewards, or the nature of their work. There was a high level of motivation and satisfaction among the academic staff. Among assistants, job motivation and job satisfaction were negatively correlated, but among assistant professors, associate professors, and full professors, job motivation and job satisfaction were positively correlated. In terms of pay, promotion, operating procedures, supervision, and interpersonal relationships, academic staff were highly satisfied. An important determinant of job satisfaction among faculty members of

higher learning institutions is their relationship with their coworkers, according to Stankovska et al. (2017). A university's academic community relies on interpersonal relationships to build trust and maintain positive feelings. Further research is recommended as a recommendation for future research to investigate the potential relationships and impacts of pay, promotion, operating procedures, supervision, and relationships with coworkers on job satisfaction. Additional research will be needed to examine these relationships and effects further.

Job dissatisfaction is one of the most important factors increasing absenteeism rate of the personnel (Piyasena et al., 2017). On the contrary, job satisfaction is deemed beneficial as it results in low personnel turnover for the organization (Lu & Gursay, 2016). Job satisfaction is an employee's degree of content with his or her job (Shukla & Singh, 2016) or the degree to which employees are satisfied with all the aspects of their job (Basirudin, Basiruddin, Mokhber, Rasid, & Zamil, 2016). Job satisfiers are the factors that influence or motivate an employee to stay at a company (Arslan Yurumezoglu & Kocaman, 2016). Additionally, an employee's personal feelings and the outward demonstration of those feelings toward their job are part of job satisfaction (Masum et al., 2016). Despite the differences in the definitions of job satisfaction, the common element is that it depends on how the employee feels toward their job. When an employee is satisfied, they put their best foot forward in trying to get the job done (Che Nawi et al., 2016).

Job satisfaction is also a function of individual and job characteristics (Budría & Baleix, 2020), as high levels of job satisfaction are evident when the goals of the employee and the organization align (Sahito & Vaisanen, 2017). However, job

satisfaction engages an affective attitude of employees toward work (Steele & Plenty, 2015) and may be manifested by employees' outward emotional demonstration of personal feelings about their position (Masum et al., 2016).

There have been many studies conducted on job satisfaction that indicate factors that affect a person's perception of an employee's satisfaction with their job. Ireri (2016) found that the level of satisfaction of an employee is dependent on motivational factors. Conant (2017) also found that dissatisfaction and wanting to leave the job is related to the employee not having a good sense of job responsibility. Kalifa, Ololo, and Tafese (2016) found that an employee is less willing to leave the company once they have served there a long time. Employees who are satisfied at their current jobs will have longevity with that organization and will not seek alternative employment compared to those who become dissatisfied with their employer.

Companies need to ensure that their employees are satisfied if they want to survive and be sustainable (Girma, 2016; González, Sánchez, & López-Guzmán, 2016). A satisfied employee will increase the productivity of their company, but a dissatisfied employee may reduce the productivity of the company. Kanyurhi and Bugandwa Mungu Akonkwa (2016) have researched, with a similar conclusion. The authors found that a satisfied employee will be committed to their employer which would lead to increased productivity at the job. Yousef (2017) has also identified a relationship between job satisfaction and performance.

Oshagbemi (1997) and Smerek and Peterson (2007) have used Herzberg's 2-factor theory as the basis for their survey studies of academic professionals with mixed

results. Oshagbemi (1997) studied job satisfaction of faculty members at 23 universities in the United Kingdom. Participants were asked to list the five factors that contributed most to their job satisfaction. The top four factors reported were teaching, research, coworker behavior, and working conditions/facilities. Participants were also asked to list the top five factors contributing to their dissatisfaction. The top four factors reported were teaching, research, working conditions/facilities, and administration or management. Teaching and research accounted for 50% of the participants' satisfaction and 32% of their dissatisfaction. The study results supported a situational occurrences theory where any one factor may be a source of job satisfaction in certain situations and a source of dissatisfaction in others. It did not, however, support Herzberg's two factor theory whereby only intrinsic factors contribute to job satisfaction and extrinsic factors only contribute to dissatisfaction.

Bentley et al. published two separate studies on job satisfaction studies among university faculty. The first studied job satisfaction factors across twelve countries (2013a). The second studied job satisfaction factors among faculty in Australian universities (2013b). Both studies looked at overall degree of job satisfaction as well as the influence of three triggers: (a) change in life event, (b) change in academic rank, and (c) change in institution. Both of these studies found that intrinsic and extrinsic factors contributed directly to job satisfaction and job dissatisfaction. Across the twelve countries there was considerable variety in job satisfaction but consistency in the influence of life events on job satisfaction. For both studies, older academics, regardless of the length of their academic career, had the highest levels of overall job satisfaction. Those who are satisfied with their university jobs perform better, care for others, and are

more committed to their work. An organization is a place where employees feel safe (Dziuba, Ingaldi, & Zhuravskaya, 2020).

In Jordan, a study was conducted to evaluate the level of job satisfaction among Jordan university's educational faculty (Batainch, 2014). It was determined that faculty members were moderately satisfied with their jobs. The results showed that men with greater teaching experience, higher rank, and different types of universities reported higher levels of job satisfaction. The findings of Jaime and Jamie (2004), however, showed that demographics do not have a substantial impact on job satisfaction. Data on job satisfaction is conflicting when it comes to demographic, institutional, and personal factors. Oshagbemi (2003) found that varying factors affect academics' satisfaction with their jobs.

An examination of job satisfaction among university faculty was conducted by Asthma et al. (2021). In this study, the population was made up of faculty members in the social sciences of five public sector universities: namely, the University of Poonch Rawalakot, Women University Bagh, Mirpur University of Science & Technology, University of Kotli and University of Azad Jammu & Kashmir, Muzaffarabad. There were 1080 faculty members working in social sciences departments across the five public universities, of which 541 were selected. In order to collect the relevant data, the researchers used a questionnaire on a five-point Likert scale to conduct a quantitative study. Frequency, percentage, and average scores are used for analyzing data. Having a generous study leave policy, enjoying good relationships with colleagues, being satisfied with university laws and statutes, and being paid well are all factors which make faculty members satisfied with their jobs. Nevertheless, they feel dissatisfied with the physical

environment of the university and have expressed concern that it does not positively contribute to their health. The study of five public sector universities in Azad Jammu & Kashmir has concluded that the faculty at those universities are satisfied with their jobs, since they are permanent, and they receive handsome salaries. Therefore, it was recommended that the compensation package for the public sector universities in AJK be revised.

Achievement. Career satisfaction is achieved when employees receive self-achievement from their respective employers (Kanfer et al., 2017). Employers need to invest in the training and knowledge of their staff so that they will be successful and satisfied with their job. When employees have motivational factors, their job satisfaction levels are also higher than usual (Sinha & Trivedi, 2014).

Work Itself. Mbogo (2016) examined the relationship between working conditions and job satisfaction from 146 administrators and faculty members from universities in Kenya. The author concluded that there were significant differences between faculty personnel and administrators' perceptions of job satisfaction through advancement opportunities and the work itself. Delaney and Royal (2017) found that when an employee finds a job interesting, they become motivated to perform their jobs. When they enjoy what they do and are passionate about their jobs then they perform very well, which benefits the company due to increased profits and the reduction in turnover costs.

Responsibility. Employees also feel satisfied when they are empowered and when they have control and responsibility. Responsibility empowers employees with power, authority, and control (Ye et al., 2017). With responsibility, employees can have

the opportunity to showcase their skills by improving procedures and processes. These improvements will enhance the performance of the employees and increase the profitability of the company as well. Bayraktar et al. (2017) conducted research that involved employee involvement and job satisfaction. In the study, Bayraktar and colleagues defined involvement to be like a responsibility because it gave the employees the ability to contribute to the decision-making process. The authors concluded that there was a relationship between responsibility and job satisfaction. Employees will have peace of mind when they are responsible for their actions. If they have flexible work schedules, then they feel they have control of their lives which would make them more comfortable on the job. This comfort would lead to less turnover and increased productivity.

An examination of the effects of technology on coworker relations was carried out by Huang, et al. (2017). As the number of workers who interact with computers in person has decreased over the past few years, it is important to include a study that involves technology. According to the findings of this study, building relationships and connecting online can lead to increased work satisfaction and productivity at work. According to Huang and Liu (2017), managers should help their employees connect online because the effects are proven to be positive. Liu and colleagues examined how harmonious relationships can boost performance and satisfaction in another international study. In their study, 214 Chinese employees and 301 United States employees were recruited for data collection, and the researchers found that harmony is very effective at improving performance and satisfaction at work, especially in Chinese work environments. According to Liu et al. (2017), the fear of group work may lead to negative connotations among many American workers.

Extrinsic Job Satisfaction Among Faculty and Staff

The most important and unique resources in an organization are its human resources (Ciftci & Erkanli, 2020), the determining factor for success or failure within an organization (Kelidbari et al., 2016). While job satisfaction is the feeling of positivity in the work environment (Mehrad & Fallahi, 2014), it does not just relate to the tasks involved (Gutierrez et al., 2012), but to all aspects of the job (Basirudin et al., 2016; Mohamed et al., 2012). Thus, job satisfaction may be viewed from multidimensional perspectives (Özpehlivan & Acar, 2016) based upon various facets for overall satisfaction (Thompson & Phua, 2012), including extrinsic dimensions (Kotni & Karumuri, 2018). Extrinsic factors are described as an external state (Hosie et al., 2013) that is highly predictive of job satisfaction (Bhatia & Purohit, 2014; Kotni & Karumuri, 2018).

Extrinsic factors such as recognition of a job well done, opportunities for professional development, and advancement recognition were significant contributors to job satisfaction (Bentley et al., 2013; Sonmezer & Eryaman, 2008).

Recognition. When employees do not receive recognition, it usually leads to voluntary turnover (Neckermann & Yang, 2017). Employees need to be recognized and complimented on their work to feel satisfied with their job (Parker & Morgeson, 2017). Managers showing appreciation toward employees such as a monetary award when they do a good job can result in less turnover (Siyabola & Gilman, 2017). But if a monetary award is not available, then managers can use recognition, which does not have a financial burden on the company (Hoogveld & Zubanov, 2017). For example, Levitt, List, Neckermann, and Sadoff (2016) researched with students in Chicago and showed an increase in performance by using a trophy as an award for good performance.

Recognition can be in many different forms from verbal communication to a physical award (Bradler, Dur, Neckermann, & Non, 2016). However, although organizations can use intrinsic and extrinsic rewards to motivate their employees to achieve the organizational goals, sometimes this could be harmful to the organization when employees look for loopholes to achieve the awards (Khan, Waqas, & Muneer, 2017).

Advancement. Advancement and promotional opportunities inside a company can affect employee turnover (Chen & Wu, 2017). A lack of inside opportunities to advance within the organization sends a negative signal to employees (Chen & Wu, 2017). If the inside opportunities for advancement are minimal, then the employee turnover rate is high (Chen & Wu, 2017). Training, rewards, recognition, and advancement helps to reduce turnover and increase other motivational factors that increase employee retention (Neckermann & Yang, 2017).

Salary. Among the factors that affect employee satisfaction, Nick (2010) examined pay factors. Specifically, this study sought to determine how different salary factors influence employees' perceptions of rewards, satisfaction, and motivation. This study examined the relationship between satisfaction and pay factors using policy-capturing data from 26 students. The findings indicated that payment methods had a strong impact on employee reward satisfaction and motivation. In addition, the characteristics of risk aversion, self-efficacy, and locus of control did not seem to influence people's preferences when it came to performance-based pay or fixed pay, tangible or intangible rewards, skill-based pay or job-based pay, rigid benefits or flexible benefits.

It was found by Oshagbemi (1996) that pay, rank, and job satisfaction among UK professors were significantly related. A major factor influencing employee satisfaction regarding pay is financial benefits, compensation, and rewards, according to Arnolds and Boshoff (2001), Sweeny and McFarlin (2005), Hanif and Kamal (2009).

Intrinsic Job Satisfaction Among Faculty and Staff

Intrinsic factors occur within the individual and are those that Herzberg referred to as motivators. Extrinsic motivators occur outside of the individual and are what Herzberg referred to as hygiene factors (Lyden, 1970). True motivators are innate, while external motivators or hygiene factors can actually cause dissatisfaction once they are removed (Herzberg et al., 1959). Deci (1976) notes that external motivators do not always have the desired effects on intrinsic motivation. He found that with certain external rewards such as increases in pay, the focus of why the act is performed begins to shift. This tends to weaken the intrinsic motivational desire, while strengthening the effects of the extrinsic. If the extrinsic factor is then removed, it is possible that individuals will be unable to revert back to their intrinsic drive for motivation. Dermer (1975) found that intrinsic motivation is necessary for extrinsic motivation to have an effect.

Nel et al. (2004) explain job satisfaction as workers' positive views of rewards that they perceive to be gratifying, meaningful, and commensurate with the amount of effort they put into obtaining them. Achievement and recognition can be intrinsic rewards, while salary and fringe benefits can be extrinsic rewards. In contrast, McCarry (2005) examined job satisfaction of employees from the viewpoint of equitably distributed monetary rewards. In addition to monetary rewards at the workplace, other

aspects that contribute to job satisfaction that are not monetary include accomplishments, recognition, and pep talks. Since job satisfaction is a bi-dimensional concept that includes intrinsic and extrinsic satisfaction dimensions, these measures are also highly effective ways to boost job satisfaction levels.

Intrinsic factors are accepted to be more influential on the personnel than the extrinsic factors (Erciř, 2010). Individuals with intrinsic satisfaction can easily undertake responsibility in the organization. And the individuals who take responsibilities tend to make sacrifices for the organization (Xie et al., 2017). When the factors satisfying the individual derive from the individual her/himself, this is called “intrinsic satisfaction” (Lee, 2017), which differs depending mainly on the reason of behaviour.

Many research studies have been conducted to investigate the relationship between demographic variables and job satisfaction in many sectors. There was no conclusive finding that can be approved and stereotyped regarding the effect of demographic variables on employee job satisfaction in the relevant literature investigated. It is obvious that different demographic factors play different roles regarding employee level of satisfaction (Maznina et al., 2021), (Pande & Priya, 2020).

Manaf et al. (2019) demographic variables were an insignificant factor in making an employee feel better and satisfied at work. The relationship of demographic characteristics with job satisfaction has been thoroughly examined in several sectors, including education (both at schools and universities), health (both doctors and nursing), police, banking, engineering, and so on.

Mosquera et al. (2020) evaluated the role of satisfaction with intrinsic rewards in the three largest real estate agencies in Portugal. The results of their study indicated that

intrinsic rewards have a positive and significant impact on the job satisfaction of the employee.

Job Satisfaction and Gender

Long (2005) used cross-sectional data to investigate gender differences in job satisfaction. The results showed that females were more satisfied with their job compared to males. This is consistent with the findings of McNeely (1984) who reported a significant gender difference in levels of job satisfaction with females being more satisfied than males. These findings were supported by Tuch and Martin (1991) in which female employees were more satisfied than their male counterparts. However, a study by Barber (1986) found no significant job satisfaction differences between male and female human service workers. Similarly, Jayaratne and Chess (1984) in a study found no significant differences between males and females with regard to promotion, financial rewards, work environment, and role conflict. These findings were supported by Rentner and Bissland (1990) who in a study found no significant differences between male and female public relations workers with regard to their overall job satisfaction. It is important to note that most of the studies have found no significant differences in the level of job satisfaction between male and female employees, particularly when a number of other variables were statistically controlled. It is therefore worth investigating if these controversies that exist between gender and job satisfaction are true.

Okpara et al. (2005) examined the effects of gender on the job satisfaction of US academics. The population for this study consisted of full-time college and university teachers listed in the “Brain Track University Index Directories of the United States Colleges and Universities”. A stratified sampling technique was used to select the

instructors surveyed for this research. The survey was conducted between May and December 2003. A total of 560 questionnaires were completed. A total of 225 (40 percent) responses were from females while 335 (60 percent) were from males. The questionnaire consisted of eight scales designed to measure satisfaction with respect to different components of the professors' overall job satisfaction. The demographic questions covered gender, age, education, and experience. The results indicate that female university teachers are indeed less satisfied with their pay than their male counterparts. Furthermore, the results indicated that the overall job satisfaction score increases with rank. Thus, assistant professors are the least satisfied with their jobs, with overall job satisfaction. However, female professors at the ranks of associate and full professor were more satisfied than their male counterparts of comparable rank. Based on the findings of this study, it is recommended that management encourage women to advance into senior faculty ranks as quickly as they can by encouraging them to engage in scholarly activities such as attending conferences and publishing in refereed journals.

Using data from NSOPF: 93, Toutkoushian, and Bellas (2003) found that women employed either full- or part-time were not as satisfied with the extrinsic factors of job satisfaction factors of salary and benefits nor overall job satisfaction as were men. Toker studied job satisfaction in academic affairs staff in Turkish universities. He found that position titles correlated to job satisfaction (2011). Hickson and Oshagbemi (1999) demonstrated that job satisfaction was affected by academic rank. Professors had higher job satisfaction levels than assistant professors in their study of teaching faculty.

Oshagbemi (1997) found that gender, age, and length of service in the current position were not associated with overall job satisfaction in the university faculty studied.

A 2012 study of public-school teachers by Grissom, Nicholson-Crotty, and Kaiser focused on the role of school principals' gender in the job satisfaction of both male and female teachers. Overall, female teachers were more satisfied in their jobs than their male colleagues. The degree of job satisfaction in the female teachers did not vary based on the gender of their school principals. Male teachers, however, had higher levels of job satisfaction working in a school with a male principal than they did when working in a school with a female principal.

Sabharwal and Corley (2009) discussed the gap in research to explore discipline-specific reports of faculty job satisfaction. They found significant discipline-specific job satisfaction differences between men and women (Sabharwal & Corley, 2009).

Specifically, male faculty reported higher levels of satisfaction in all fields except for the social sciences whereas female faculty members reported greater levels of satisfaction. Sabharwal and Corley highlighted the need for further inquiry to understand the effect of job satisfaction on faculty retention.

Gabremichael et al. (2013) conducted a case study of academic affairs staff and general administrative support staff at one university in Ethiopia. They found the mean satisfaction levels higher in the academic support staff. Demographic variables did not account for the difference in satisfaction between the two groups. Intrinsic and extrinsic factors, such as the work itself, recognition, opportunity for advancement, working conditions, co-workers, and institutional policies accounted for the variance in the job satisfaction levels.

Hayes (2015) stated that employees' age, gender, and level of education are significant factors that influence turnover intentions. Almalki et al. (2012) explain that

associations exist between turnover intentions and demographic variables of gender, age, education level, religious affiliation, and level of experience. Dachew et al. (2016) discovered that being a male subject, having more than ten years of teaching experience, job position dissatisfaction with pay and benefits, and dissatisfaction with autonomy and professional opportunities were the factors significantly associated with leaving.

Yarinbab and Mezgebu (2019) also stated that sex, employees' feelings of an easy way to get a better job, loyalty to the organization, and the existence of alternative employment were significantly associated with job turnover intention at Mettu University. Gender was not significantly related to turnover intention (Alubelkassaw Belete, 2018). On the contrary, Hayes (2015) confirmed that gender has a statistically significant effect on turnover intention.

Spence (2017) examined differences in job satisfaction between contingent and non-contingent faculty and their demographic and personal characteristics of gender, race/ethnicity, academic discipline, and academic achievement at a large public 2-year college district in Texas. A quantitative study was conducted using the Job Satisfaction Survey (JSS) and demographic questions to collect information about gender, race/ethnicity, academic discipline, and level of academic achievement. Participants were solicited using faculty information collected from the online directory for the selected community college district. The sample consisted of 363 faculty members, 230 female faculty, and 133 male faculty. The Job Satisfaction Survey (JSS) was used to collect data on job satisfaction. The JSS has 36 items and nine subscales intended to assess job satisfaction in terms of pay, communication, supervision, benefits, contingent rewards, operating procedures, co-workers, promotion, and nature of work (Spector, 1985).

Findings revealed statistically significant differences between the job satisfaction scores of contingent and non-contingent faculty. Female contingent and non-contingent faculty revealed that they were satisfied with their jobs, although female non-contingent faculty members were slightly less satisfied than their contingent counterparts. The analysis also revealed that male non-contingent faculty members) had the highest mean JSS while male contingent faculty members were the least satisfied. As such, male contingent faculty members were not satisfied. Spence recommended future researchers consider qualitative and mixed-methods studies to understand how reported job satisfaction operates on the individual level within different demographic and geographical contexts.

About 30,000 tenured and tenure-track faculty members at 100 US colleges and universities participated in Webber and Rogers' (2018) study. Based at the Graduate School of Education at Harvard, the COACHE survey seeks to provide information on faculty member satisfaction and perceptions of their work environment. Over three academic years, 2011–2012, 2012–2013, and 2013–2014, the study included faculty responses. The instrument was administered to tenure-stream faculty at a number of colleges and universities across the U.S. Among the topics covered in the anonymous survey were the nature of work, resources and support, tenure and promotions, collaboration, work-life balance, and mentoring. Proportionally more women faculty responded to the survey. Both male and female non-tenure-track respondents were more likely to report satisfaction than tenured peers. Findings revealed similarity between female and male faculty members in some aspects of work satisfaction, but difference in other areas in which women reported lower satisfaction. Because of other instances of significant difference by gender herein, the researchers urged additional study of faculty satisfaction through additional quantitative survey data as well as through

qualitative methods that may offer nuances in detail and complexity that may exist in faculty member work satisfaction.

In their study, Milledzi et al. (2018) found there is no statistically significant difference in the job satisfaction levels of male and female academic staff of universities in Ghana. On the issue of no gender differences with regard to job satisfaction, the result of the current study provides credence for the studies by (Azim et al., 2013) that established no significant gender differences in levels of job satisfaction and reported that both males and females were satisfied with their jobs. However, the result of this study is not consistent with the findings of (Ward & Sloane, 2000; Long 2005) who in their studies found significant gender differences in levels of job satisfaction which also underscores the results revealed in a study by Olatunji (2014) that significant gender differences existed in job satisfaction among employees with males reporting high levels of job satisfaction than females.

Shrestha (2019) examines the influence of demographic factors gender, designation, service year, education, age, income, service type, and types of college) on job satisfaction of university faculties. One hundred and six faculty members teaching areas of management in the central department of Tribhuvan University and its constituent campuses were taken as the sample. The study used a survey questionnaire (23 items) derived from the long-form Minnesota Satisfaction Questionnaire (MSQ) (1967). To analyze quantitative data, demographic analysis has been conducted by using frequency and percentage. In the same way, ANOVA-test and independent sample t-test have been used for testing the influence of demographic variables on job satisfaction. The result of the study concluded that among eight demographic variables (designation, age,

gender service year, education, income, service type, type of college), monthly income seemed the more important variable which had a significant influence on six variables (social recognition, working environment, compensation, promotion recognition and union) of job satisfaction. Faculty members' overall job satisfaction was not influenced by gender. It was therefore suggested that the demographic factors of faculty members be recognized and appreciated fully for their contribution to enhancing organizational growth and development.

Ngaimong (2019) conducted research involving teachers in Changlang District of Arunachal Pradesh, where female teachers were more satisfied than their male counterparts. Furthermore, his findings indicated that undergraduate teachers are more satisfied than graduated teachers. Teachers above 30 years proved to be more satisfied than younger teachers.

Age and Job Satisfaction

In addition to gender, there is a positive linear relationship between faculty age and job satisfaction (see Rhodes, 1983 for an extensive review of the historic literature). This age-related variation in job satisfaction was not evident in the NSOPF: 99 study for full-time community college faculty (Hardy & Laanan, 2006).

Cano and Miller (1992) also found that the teacher's age, years in teaching and degree status were not significantly affected on their job satisfaction. If it was so; the research findings of Bas and Ardicin in (2002) on age and job satisfaction proved the positive correlation with each other. As said by Yunki (1999) sex was the most important demographic variable in relation to job satisfaction.

Samaiya (2015) examined the effect of age and gender on employees' job satisfaction in India. Her findings discovered that there is no important disparity in the employees' job satisfaction irrespective of their age and gender.

Milledzi et al. (2018) examined the effect of age, rank, marital status and gender on job satisfaction among academic staff of universities in Ghana. A descriptive survey design was employed for the study. A proportional stratified random sample of 361 academic staff made up of 287 males and 74 females completed a validated survey questionnaire. Ideas from Spector's (1985) Job Satisfaction Survey Questionnaire, a questionnaire of the Likert type scale of Academic Staff Job Satisfaction was developed by the researchers. The questionnaire was divided into two sections. The first section dealt with the socio-demographic characteristics of the respondents. It sought to gather information on gender, age, rank, marital status and category of university (public and private). The second section was measured on a five-point scale such as one (1) indicating the least agreement to the issues while five (5) representing the strongest agreement to the issues. The data obtained were analyzed using inferential statistics. Academic staff of private universities who were within the age groups of 30 – 34 years, 45 – 49 years, and 60 years and above were more satisfied than those in public universities who were within the same age groups. On the other hand, academic staff in public universities who were within the age groups of 35 – 39 years, 40 – 44 years, 50 – 54 years, and 55 – 59 years were more satisfied than their counterparts in the private universities. Academics who were within the age group of 30 – 34 years perceive their job satisfaction differently from those within the age groups of 50 – 54 years, 55 – 59 years and 60 years and above.

The results show that academic staff who were on post-retirement contracts (60 years and above) were more satisfied with their job than any of the age groups. The results indicated that there was a statistically significant difference between the respondents with regard to their job satisfaction and age. Milledzi et al. (2018) found that age and marital status have an influence on job satisfaction among the academic staff of a university in Ghana. The researchers suggested that if academic staff are to be encouraged to experience higher job satisfaction, then they should be supported to progress through the academic ladder without difficulties.

Academic leaders from 24 Tamil Nadu universities were evaluated for their job involvement, organizational commitment, and job satisfaction by Gopinath (2020). Age was proved to have the strongest association with job satisfaction. On the other hand, the academic Level has no association with job satisfaction. Similarly, Olowa (2021) illustrated that job satisfaction has no relationship with age or the academic Level of agricultural sciences teachers in Ikorodulga of Lagos. Even though there is a low significant relationship between gender and job satisfaction. The differences in age and gender were confirmed to have a significant impact on the level of job satisfaction of the government and private school teachers (Akhtar, 2022).

Academic Level was found to impact the overall job satisfaction of faculty members of Tribhurana University (Shrestha, 2019). Age and gender seemed to have no influence on job satisfaction. Cookson and Stirk (2019) accomplished an investigation of job satisfaction among Lalipure District college teachers in terms of gender. He concluded that the independent variables under investigation were strongly correlated with the level of job satisfaction. According to Guler (2020), age and gender have no

significant impact on the job satisfaction of teachers working in homeschooling in Kany Districts. Research involving government and private school teachers in Bahawalnages (Akyel & Burmaoğlu, 2019) confirmed a significant relationship between age and gender and job satisfaction. Female teachers were more satisfied with their jobs compared to male teachers. Moreover, the higher the academic Level is, the higher job satisfaction was observed.

Bello and Nasiru (2021) examined the influence of demographic factors on job satisfaction of workers in Adamawa State University, Mubi. The total population of the study is eight hundred and twenty-four (824) which comprises of two hundred and thirty-two Academic Staff (232) and five hundred and ninety-two (592) non-academic Staff of different carders, the sample size for this study is 269. The instrument used for collecting data from the respondents is the questionnaire, and the data collected from the respondents were analyzed using percentage analysis.

The results revealed that age, gender, and Level of academic attainment played a key role in evaluating the job satisfaction of workers at Adwama State University, Mubi. Results demonstrated that male workers are more satisfied with their job than their female counterparts. Respondents between the ages of 25- 35 years were more satisfied than older age groups. As the academic level increases, the salary and incentives increase, thus increasing overall job satisfaction. The findings revealed that staff are not satisfied with the content quality of their responsibility. The study therefore recommends that management should be given due consideration when dealing with staff in a flexible way not rigid, the management should also provide adequate technical support needed to carry

out their duties diligently.

Years of Experience and Job Satisfaction

Feldman and Turnley (2001) studied the effect of career stage on part-time faculty job satisfaction at a publicly controlled university utilizing both quantitative and qualitative methodologies. They found that many part-time faculty members are drawn to accept contingent positions because of the flexibility afforded, the opportunity for interaction with colleagues and students, as well as job autonomy and challenge. They also found that the issues of advancement, pay, and benefits, and supervision were neither neutral nor of concern. In addition, this study demonstrated that late career-stage part-time faculty (50 years of age or older) were significantly more satisfied with their jobs than were younger faculty.

Olatunji and Mukuolu (2014) deduced that experience on a job lessens the level of stress, and thus boosts the satisfaction that is derived from the job. It is indicated that an experienced employee can recognize his/her job in a better way, rather than an inexperienced one (Kardam & Rangnekar, 2012). Ekere (2010) also found that length of service had a major influence on librarians' job satisfaction.

Al-Smadi and Qblan (2015) sought to identify the impact of some variables (gender, teaching experience and college type) on assessing the level of job satisfaction among faculty of Najran University. A survey was conducted in this study by a 23-item questionnaire, distributed to (262) male and female faculty members from various colleges. The questionnaire items distributed to four domains: Academic environment, salaries and financial support, psychological and social aspects, and interpersonal communication. The results showed a moderate degree of job satisfaction in general, and

there are statistically significant differences due to (gender, teaching experience and college type), where the differences in favor of males, scientific colleges and more experienced. Results showed statistically significant differences to the overall level of job satisfaction among faculty due to variable of experience. There were statistically significant differences between the low level of experience (1-5 years) and the moderate and high levels of experience (6-10 years) and (more than 10years) in favor of more experienced, moderate, then less experienced faculty. This result may be due to the more experienced enjoying a higher degree of job stability and psychosocial compatibility than those of less experience. Those with less experience may have family/work commitments and financial burdens, so they have a lower level of job satisfaction than those with more experience. These results agreed to the results of (Mansour 2010). Al-Smadi and Qblan recommended improving the hiring and recruiting systems for faculty in order to achieve job stability.

Mansour (2010) showed that the level of job satisfaction among faculty at the University of Al-Najah was moderate; it also showed statistically significant differences in the level of job satisfaction according to variable of experience in favor of more experienced faculty, and variable of academic qualification in favor of those who are low qualified.

Islam and Akter (2018) examined the effects of these demographic factors on job satisfaction among the private university teachers of Bangladesh. To administer this descriptive type of research 384 teachers are selected from 22 private universities by using convenient sampling technique. The researchers have used cross tabulation and regression analysis by using SPSS 22 software. It is found that, Job satisfaction of faculty

members significantly differed based on their Age and Experience. However, other demographic factors: gender, designation, marital status had no statistically significant differences. Age and job satisfaction have positive correlation as per the findings ('P value of .010) of the current study. The finding is consistent with the findings of many studies. The finding indicated that there is a significant relationship between the level of job satisfaction and the experience. The researchers recommended that as experience has positive correlation with job satisfaction, the university authorities should hire experienced faculty members so that they can contribute to the university more actively. It was also recommended that university authorities should nurture the junior faculty members to gather experience as experienced faculties are supposed to be more satisfied.

Al-Kassem and Marwaha (2022) examined if a relationship existed between self-efficacy, gender, age, teaching experience, and academic rank affect job satisfaction among Faculty members at Al Ain University of Science and Technology in the United Arab Emirates. A sample of 110 faculty members responded to the study. Job satisfaction was measured by The Brayfield Rothe Job Satisfaction Index (1951) as modified by Warner (1973) and self-efficacy by the General Self-efficacy Scale (Jerusalem & Schwarzer, 1995). The result revealed statistically significant differences in the level of job satisfaction among faculty members in accordance with their teaching experience. Specifically, statistically significant differences emerged in job satisfaction levels favoring faculty members who have experience of more than 7 years, over those who had 1-3 and 4-6 years of experience. Al-Kassem and Marwaha recommended a replication of this study on factors measuring UAE faculty members' job satisfaction

with a representative sample from several universities would substantiate or confound the effects of significant and non-significant factors in the present study.

Job Satisfaction and Ethnicity

The race of faculty members may also be a factor related to job satisfaction. In an analysis of NSOPF: 93 data, Perna (2003) concluded that there were few unexplained variations between racial or ethnic minority faculty in community colleges, but underrepresentation of non-White faculty should be addressed. Using the 2000 Center for the Study of Community Colleges Faculty Survey, Bower (2002) found similar results to those of Perna (2003) with regard to issues related to campus climate for minority faculty. Still, in other studies, racial differences between 2-year and 4-year White and non-White faculty have been found to exist. Results from the NSOPF: 99 indicated that over 50% of African American full- and part-time faculty at community colleges were very satisfied with their jobs overall, whereas only 33% of African American faculty at 4-year institutions were very satisfied with their jobs, overall (Flowers, 2005). Although this study provided informative descriptive information on a number of factors that contributed to overall job satisfaction and that it employed Herzberg's dual-factor theory as a framework, it provided little insight into the correlational aspects of those factors with the overall job satisfaction of African American faculty.

In a study that examined faculty satisfaction disaggregated by race, Jayakumaret al. (2009) reported White, Asian, and African American faculty at selective institutions indicated higher satisfaction with their careers compared to Latino faculty. This study also found an increased level of job satisfaction among faculty of color with high base

pay. However, the job satisfaction of faculty of color can be hindered by a negative racial climate (Jayakumar et al., 2009).

Ali (2009) investigated, at a national level, the job satisfaction characteristics of higher education faculty of 5 different races. This study utilized secondary data from the national study of postsecondary faculty (NSOPF) conducted by the national center of education statistics and sponsored by the U.S. Department of Education in 2004 and included only full or part-time instructional faculty. This study consisted of 351 American Indian/Alaska natives, 1690 Asian/Pacific Islanders, 1500 African American, 869 Hispanic, and 20,910 White. As part of this study, intrinsic factors affecting job satisfaction were examined, including achievement, recognition, work satisfaction, advancement, responsibility, and salary satisfaction. In addition to policies, work climates, and benefits, extrinsic job satisfaction factors were also investigated. The results of this study indicated some similarities and differences in job satisfaction characteristics of faculty by race. The analyses indicate that where achievement, recognition, and responsibility are measured in terms of publications, funded research, and number of committees served, Asian/Pacific Islander faculty members performed better than other races in this study. These factors significantly contribute to faculty's intrinsic job satisfaction. It also appears from the analysis that the majority of faculty of all races was deriving satisfaction from extrinsic factors measured in terms of institutional policies, work climate, and benefits. Analyses further indicated that "tenure" and "rank" have a significant relationship (negative) with the overall job satisfaction of faculty of all races. However, a very low percentage of faculty felt 'very satisfied' with their workload. The study suggests that fewer faculty, particularly Asian/Pacific Islanders, obtain substantial

intrinsic satisfaction from their academic careers and more faculty members derived extrinsic satisfaction in their work conditions such as the climate, benefits, and institutional policies. Ali suggested more research is needed to explore and revise tenure and promotion practices and policies of U.S. colleges and universities to ensure equity towards all races of faculty members.

Summary

There are many factors that have an impact on university faculty and staff job satisfaction. Conversely, there was no clear consensus in research regarding the influence that age and gender on job satisfaction among higher education faculty. Likewise, several studies have demonstrated that job satisfaction and years of experience do not correlate. On the other hand, studies have found that faculty members who are more experienced are more satisfied than those who were less experienced. In addition, extrinsic factors such as recognition of a job well done, opportunities for professional development, and advancement recognition were significant contributors to job satisfaction (Bentley et al., 2013; Sonmezer & Eryaman, 2008). Intrinsic factors are accepted to be more influential on the personnel than extrinsic factors (Erciş, 2010). It is obvious that different demographic factors play different roles regarding employee level of satisfaction (Maznina et al., 2021; Pande & Priya, 2020).

CHAPTER 3

DESIGN OF THE STUDY

The purpose of this empirical investigation was to examine the predictable relationship between selected demographic factors and three components of job satisfaction among faculty and staff members employed at an urban university. This chapter is classified into the following eleven (11) sections; 1) type of research design, 2) population and research setting, 3) sampling procedures, 4) Instrumentation, 5) validity of the instrument, 6) reliability of the instrument, 7) data collection procedures, 8) independent and dependent variables, 9) null hypotheses, 10) statistical analysis, and 11) evaluation of statistical assumptions.

Type of Research Design

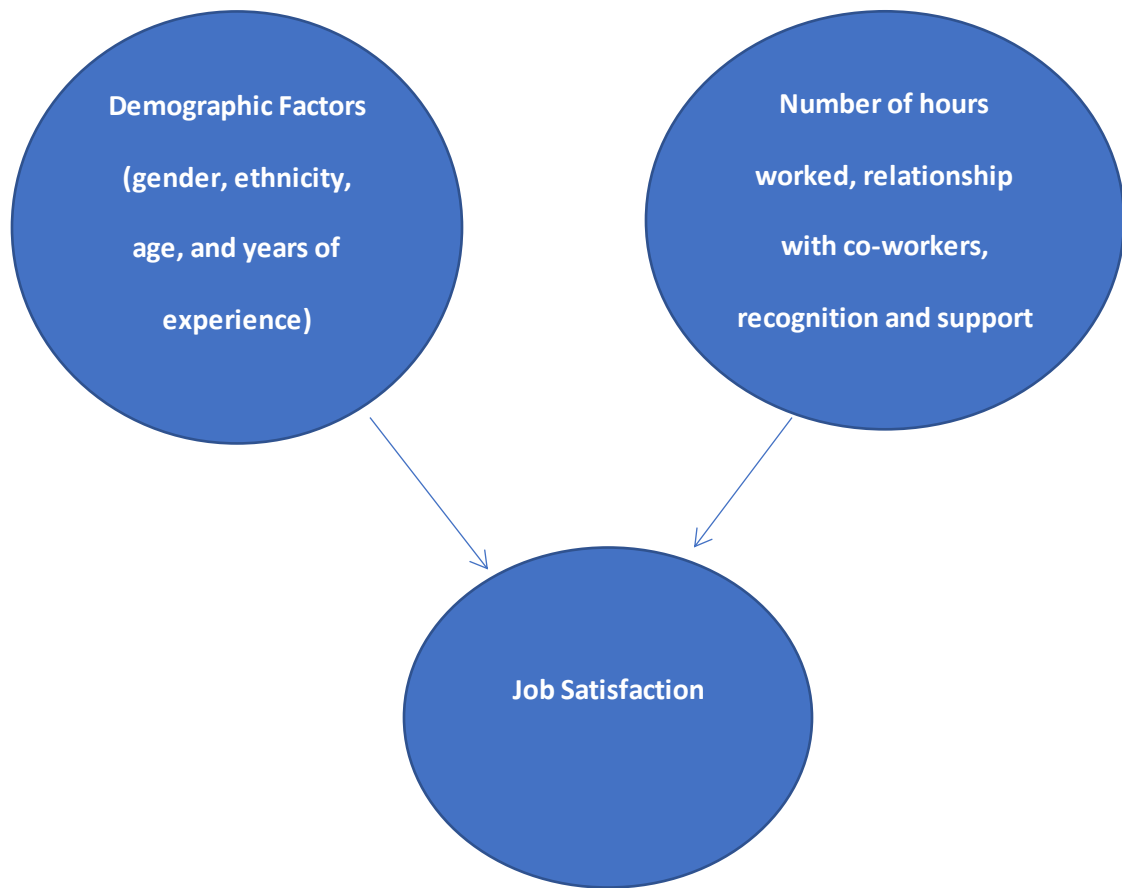
A predictive correctional research design (See figure 1) was utilized in this empirical study. This type of research design allowed the researcher to predict future behaviors in one (criterion) variable for what is presently known of other (predictor) variables. In other words, this type of research design provided the researcher with the opportunity to assess a set of hypothesized relationships between selected variables in order to determine the predictable relationship between them (Privitera & Ahlgrim-Dezell, 2019).

Additionally, a predictive correlational research design is a type of methodology in which the variables that are measured occur naturally. In this type of design, there is no manipulation of any of the variables being measured. Nevertheless, sometimes it is possible in a predictive correlational research design that there exist strong suspensions that one variable may be “causing” the other (Fraenkel, Wallen, & Hyun, 2012).

Thus, in the present investigation, the predictive correlational research design provided the researcher with direct paths in determining the predictable relationship between selected demographic variables and job satisfaction after controlling for job-related factors.

Figure 1

Predictive Correlation Model



Population and Research Setting

The population for this study consisted of faculty and staff members employed at a predominately white university in the southern region of the United States. The University is located in an urban area southwest of a major metropolitan area. Its entire facilities cover over 248 acres.

The largest university is a tier-one research institution with a mission of student-centered, state-of-the-art facilities as well as flexible schedules close to home and work. The university offers 23 academic programs, 10 undergraduate programs, and 13 graduate and doctoral programs.

Moreover, the target campus has a student clientele of 5,197 with 200+ faculty and staff members, offering 22 undergraduate and graduate programs. The University is a member of a large urban university system with over 50,000 students on the main campus.

Sampling Procedure

The judgmental non-probability sampling procedure was used in the present investigation. This type of sampling procedure provided the researcher with the opportunity to identify individuals for the sample based on specific criteria for selection (Gay et al., 2009). Additionally, judgmental, or purposive sampling allows the researchers to select individuals that have certain characteristics or experiences for the purpose of participating in an investigation (Mertler, 2019).

Furthermore, the judgmental non-probability sampling technique is utilized when the researcher has enough knowledge of the population to determine that the sample is thought to be representative of an abstract population (Gay et al., 2009). Finally, the

following criteria were employed by the researcher to select the sample for this empirical investigation; 1) a faculty or staff member; 2) employed at the urban university; 3) during the 2022- 2023 academic school year, and 4) full-time employee.

Instrumentation

The Minnesota Satisfaction Questionnaire (MSQ), the short form was used in this empirical investigation. This questionnaire was developed by the Industrial Relation Center at the University of Minnesota. This instrument was developed to measure satisfaction with several different aspects of the work environment (Weiss et al., 1967).

The short form of the MSQ consisted of twenty (20) items under the auspice of three scales entitled Intrinsic Job Satisfaction, Extrinsic Job Satisfaction and General Job Satisfaction. The intrinsic scale contained 12 items, the extrinsic scale consisted of 6 items, and the general scale was composed of 20 items. The items under each scale will require that the faculty and staff participants will check one of five fixed Likert-type expressions: very satisfied, satisfied, neutral, dissatisfied, and very dissatisfied. Each of the above expressions will be assigned the following weight for analysis purposes: very satisfied (5), satisfied (4), neutral (3), dissatisfied (2), and very dissatisfied (1), (Weiss et al., 1967).

Moreover, the short form of the MSQ is easy to read and will take each participant approximately five minutes to complete. The scale score for each of the three satisfaction dimensions will be determined by summing the weights of the items under each scale. The total raw score for intrinsic satisfaction will range from 12 to 60, for extrinsic satisfaction from 6 to 30, and for general satisfaction from 20 to 100 (Weiss et al., 1967).

Additionally, the second instrument used in this empirical study is entitled the Demographic and Job-Related Survey (DJRS). This survey was developed by the researcher to ascertain the demographic and job-related characteristics of the participants in the study. The DJRS instrument consisted of two major parts. Part One consisted of four demographic items. Item one was scored one to two (1 to 2). Items three and four were scored one to four (1 to 4). Also, item 2 was scored one to five (1 to 5). The scoring of 1 to 5 in this section indicates only categories not an additional sequence.

Furthermore, Part Two of the DJRS consisted of four job-related items. Items 5,6,7 consisted of one item each and will be scored one to four (1 to 4). Item 8 consisted of three items and was scored one to four. The total raw score for item 8 which is institutional climate ranged from 3 to 12.

Validity of the MSQ Short Form Instrument

Construct validity was established on the MSQ short form. A sample of 1,723 employees from various occupations in the United States was tested to examine the mean satisfaction scores of these occupational groups. The data revealed that there were statistically significant differences found between satisfaction scores on the three scales of the MSQ short form across occupational groups.

Additionally, the three scales of the MSQ short form were correlated with the satisfactoriness scale on the same groups of 1,723 employees. For the total groups, the correlation between general satisfaction and general satisfactoriness was $-.11$. In addition, the correlation between extrinsic satisfaction and general satisfactoriness was $-.13$. Similar results were found between intrinsic satisfaction and general satisfactoriness. For the total groups, less than 2 percent of the variance was common between any satisfaction scale

and any satisfactoriness scale. The above results support the independence between the satisfaction scale and the satisfactoriness scale. The above results support the independence between the satisfaction scales and the satisfactoriness scales. The aforementioned results support the divergent validity of the MSQ Short Form (Weiss, et al., 1967).

Reliability of the MSQ Short Form

On the short form of the MSQ, internal consistency was established. Internal consistency is a type of reliability that examines the relationship between each of the items and the instrument as a whole. Alpha coefficients range from .84 to .91 on the intrinsic scale, .77 to .82 for the extrinsic scale, and .87 to .92 for the general scale (Weiss, et al., 1967).

Data Collection Procedure

The researcher emailed The Chief Administrative Officer at the target university requesting the institution's participation in the study. The researcher provided the Chief Administrator with a copy of the research abstract which provided him with a summary of the study and the methodological framework of conducting the study on his campus. Once permission was authorized by the Chief Administrative Officer, the researcher asked for a list of the names of all full-time faculty members and staff members (in upper and lower management positions) as well as their university e-mail addresses.

After this phase of the study was completed, the researcher provided each faculty and staff member who met the criteria for participating in the study with an electronic questionnaire link. In addition to the questionnaire, a cover letter was provided to each participant which summarized the purpose of the study and outlined the logistics of

conducting the study at the target university. The participants were made aware that no personal information was used in this study. Also, the faculty and staff members provided information regarding the risks and benefits of participating in the study.

Furthermore, the faculty and staff members were asked to return the electronic surveys back to the researcher within a two-week period. Questionnaires that were not properly completed were discarded from the study and not counted forward at the return rate. The completed questionnaire was coded by the researcher. The coded data was entered into the statistical computerized system. For statistical purposes, applications from the Statistical Package for the Social Sciences (SPSS) version 26, was used to analyze the data.

Null Hypotheses

The following null hypotheses were tested in this empirical investigation:

Ho₁ : There is no statistically significant predictable relationship between selected demographic factors (gender, ethnicity, age, and years of experience) and general job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate.

Ho₂: There is no statistically significance predictable relationship between selected demographic factors (gender, ethnicity, age, and years of experience) and extrinsic job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate.

H₀₃: There is no statistically significant predictable relationship between selected demographic factors (gender, ethnicity, age, and years of experience) and intrinsic job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate.

Independent and Dependent Variables

In this empirical investigation, there were three sets of variables. First, in the regression model, the variables in step one were the four controlled variables. They were, number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate. The second set of variables to enter the regression model in step two were the four demographic variables. They were gender, ethnicity, age, and years of experience. The dependent variable job satisfaction had three dependent measures. They were general job satisfaction, extrinsic job satisfaction, and intrinsic job satisfaction.

Statistical Analysis

In as much as this empirical investigation assessed the predictability relationship between two sets of independent variables and a criterion variable, the multiple regression procedure was used. Hair and his colleagues (1998) opined that Ordinary Least Squared (OLS) regression is an appropriate statistical method for examining the relationship and predictability of more than one predictor variable to one criterion variable employing the principles of correlation and regression.

Moreover, for this empirical investigation, the hierarchical (sequential) multiple regression technique was applied. Hierarchical multiple regression is a statistical

procedure that involves estimating a series of regression equations. In each step of the model, predictor variables are added and the predictive usefulness of each set of predictors is assessed by examining how much the R square (R^2) for that step increases when predictor variables are added (Tabachnick & Fidell, 2007).

Evaluation of Statistical Assumptions

The assumptions associated with OLS multiple regression are classified into three major categories for this empirical investigation. First, those that involved error or residual scores, second, those that involved specification errors, and finally those that involved measurement errors (Pedhazur, 1982).

Error or residual scores refers to the difference between a participant's actual observed score on the criterion variable and the score predicted for a participant on the dependent variable. There are four assumptions associated with the error scores. They are as followed:

1. Error scores must have a mean of zero;
2. Error scores are homoscedastic.
3. Error scores are uncorrelated with each other and with the predictors, and
4. Error scores are normally distributed.

To evaluate these assumptions, the researcher will check the error term of the variable with a visual examination of the normal probability plots of the residuals (Pedhazur, 1982).

Additionally, there are three assumptions that constitute specification errors. They are as followed:

1. The relationship among variables must be linear,

2. All relevant predictors must be included; and
3. No irrelevant predictors can be included

To evaluate the first specification assumption, the researcher checked residuals and partial regression plots for nonlinear patterns to the residuals, thus ensuring that the overall equation is linear. In addition, partial regression plots for each independent variable were checked to ensure linearity among them. Furthermore, to evaluate the two other assumptions of specification, the researcher took into account empirical and theoretical considerations when selecting predictors for use in a multiple regression study (Pedhazur, 1982).

Finally, there is only one assumption associated with measurement error, that is employing unreliability and invalidity of measure into a regression study. To evaluate this assumption, the researcher was extremely careful in the selection and development of measurement procedures. The issue of using unreliable and non-valid measures also involved theoretical consideration on the part of the researcher (Linn, 1989).

CHAPTER 4

ANALYSIS OF THE DATA

The purpose of this study was to examine the predictable relationship between selected demographic factors and three components of job satisfaction among faculty and staff member employed at an urban university when controlling for the number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate. Answers to the following questions were sought:

1. Do demographic factors (gender, ethnicity, age, and years of experience) have any predictive power on general job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate?
2. Do demographic factors (gender, ethnicity, age, and years of experience) have any predictive power on extrinsic job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate?
3. Do demographic factors (gender, ethnicity, age, and years of experience) have any predictive power on intrinsic job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate?

The sample consisted of 108 faculty and staff members from an urban university located in the southern region of the United States. The data analysis for this study was divided into four major sections. The first section consisted of the demographic and job-related profiles of the participants in the study. The second portion examined the mean

and standard deviation results pertaining to the independent and dependent variables within the study. The third section dealt with the intercorrelations between the independent and dependent variables entered into the regression model. The fourth and final section of this investigation addressed the three major statistical hypotheses analyzed in the study. The hypotheses were tested through the application of the Sequential Multiple Regression technique. All hypotheses were tested at the .05 level of significance or better.

Demographic and Job-Related Profile of Participants in the Study

There were one hundred and eight (108) faculty and staff members who participated in this study. Descriptive data were computed by gender, ethnicity, age, job position, years of experience, and hours worked.

Gender. Regarding the variable gender, seventy-seven (77) or 71.3 percent of the respondents were female. In comparison, there were thirty-one (31) or 28.7 percent male participants (See Table 1 for these findings).

Table 1

Frequency Distribution of Participants by Gender

<u>Variable</u>	<u>Number</u>	<u>Percent</u>
<u>Gender</u>		
Female	77	71.3
Male	31	28.7
Total	108	100.0

Ethnicity. The variable ethnicity was categorized into five subgroups for this empirical investigation. Thirty-four 31.5 percent of the faculty and staff members expressed their ethnicity as African American. Thirty-one or 28.7 percent indicated their ethnicity as Anglo American; seventeen or 15.7 percent reported Hispanic American as their ethnic background; and fourteen or 13 percent said their ethnic identity was Asian American. Finally, twelve or 11.1 percent of the faculty and staff members identified themselves as Other American (See Table 2 for these results).

Table 2

Frequency Distribution of Participants by Ethnicity

Variable	Number	Percent
<u>Ethnicity</u>		
African American	34	31.5
Anglo American	31	28.7
Hispanic American	17	15.7
Asian American	14	13.0
Other American	12	11.1
Total	108	100.0

Age. The variable age for this study was divided into five distinct categories. There were five or 4.6 percent of the respondents who reported their age between 25 and 34 and twenty-seven or 25 percent of them expressed their age between 35 and 44. In contrast, twenty-six or 24.1 percent of faculty and staff members indicated their ages were between 45 to 54, and thirty-seven of the respondents said they were 65 years of age or older (See Table 3 for these analyses).

Table 3*Frequency Distribution of Participants by Age*

Variable	Number	Percent
<u>Age</u>		
25 – 34	5	4.6
35 - 44	27	25.0
45 – 54	26	24.1
55 – 64	37	34.3
65 or older	13	12.0
Total	108	100.0

Years of Experience. The sample was classified into four different years of experience groups of faculty and staff members for this study. Forty-two or 38.9 percent of the participants indicated they had 5 years or less of experience and twenty-seven or 25 percent reported they had 6 to 10 years of experience. On the other hand, seven or 6.5 percent of the participants acknowledged that they had 11 to 15 years of experience and thirty-two or 29.6 percent said that they had 16 or more years of experience (See Table 4 for these findings).

Table 4*Frequency Distribution of Participants by Years of Experience*

Variable	Number	Percent
<u>Years</u>		
5 years or less	42	38.9
6 – 10	27	25.0
11 - 15	7	6.5
16 years or more	31	29.6
Total	108	100.0

Job Position. Regarding the variable job position, thirty-five or 32.4 percent of the respondents reported they were staff members employed at the University. In contrast, there were 73 or 67.6 percent of the respondents indicated they were faculty members employed at the University (See Table 5 for these findings).

Table 5*Frequency Distribution of Participants by Job Position*

Variable	Number	Percent
<u>Job</u>		
Staff	35	32.4
Faculty	73	67.6
Total	108	100.0

Hours Worked. The variable hours worked was divided into five groups for this investigation. Nine or 8.3 percent of the respondents indicated they needed 10 hours or less per week to do their job at the University; eight or 7.4 percent reported they needed

between 11 to 20 hours per week; sixteen or 14.8 percent said they needed 21 to 30 hours per week and thirty-two expressed they needed 31 to 40 hours per week. Finally, forty-three or 39.8 percent of faculty and staff members revealed that they needed 41 or more hours per week to do their job at the University (See Table 6 for these results).

Table 6

Frequency Distribution of Participants by Hours Worked

Variable	Number	Percent
<u>Hours Worked</u>		
10 or Less	9	8.3
11 to 20	8	7.4
21 to 30	16	14.8
31 to 40	32	29.6
41 or More	43	39.8
Total	108	100.0

Mean and Standard Deviation Results Regarding Control, Demographic, and Dependent Variables

Descriptive statistics employing the mean and standard deviation techniques were calculated for the independent (predictor) and dependent (criterion) variables used in the sequential multiple regression model. The demographic variable ethnicity was dummy coded into five new variables for the present study. The variable African American was coded “1” for African and “0” for non-African American. The variable Anglo American was coded “1” for Anglo American and “0” for non-Anglo American. In addition, the variable Hispanic American was coded “1” for Hispanic American and “0” for non-

Hispanic American and the variable Asian American was coded “1” for Asian American and “0” for non-Asian American. Likewise, the variable Other American was coded “1” for Other American and “0” for non-Other American.

Moreover, the variable gender was dummy coded where “1” for male and “0” for female. Also, the variable contact with co-workers was dummy coded for this study. If there was a great deal of contact, it was coded “1” and very little contact was coded “0”.

Additionally, on average, faculty and staff members were between the age of 45 and 54. Also, on average, they had between 6 and 10 years of experience. As a group, they were satisfied with the amount of recognition and support they received on the job. Regarding the University climate, on average, the faculty and staff members were satisfied with the overall environment of the University.

Furthermore, as a group, the faculty and staff members had a mean general job satisfaction score of 76.30 (SD = 13.85). In addition, as a group, they had a mean intrinsic job satisfaction score of 46.34 (SD = 8.11) and an extrinsic job satisfaction score of 22.35 (SD = 4.26). See Table 7 for these results.

Table 7

*Mean and Standard Deviation Results Regarding
Control, Demographics and Dependent Variables*

Variables	Mean	Standard Deviation
Co-workers	.54	.50
Hours	3.85	1.26
Support	10.87	3.04
Climate	3.70	1.20
Gender	.29	.45
African American	.31	.48
Anglo American	.29	.45
Hispanic American	.16	.37
Asian American	.13	.34
Other American	.19	1.00
Age	3.24	1.10
Year	2.34	1.56
Intrinsic Satisfaction	46.34	8.11
Extrinsic Satisfaction	22.35	4.26
General Job Satisfaction	76.30	13.85

Note: Co-workers = Relationship with Co-workers; Support = Recognition and Support on the job; Hours = Hours worked during the week; and Climate = Institutional Climate.

Intercorrelation Results Regarding Control, Demographics and Dependent Variables

Intercorrelation results (See Table 8) were compared between the four control variables the four demographic predictor variables and three dependent measures of the criterion variable, job satisfaction utilized in the regression model. The Pearson Product Moment Correlation procedure, the Point-Biserial and Biserial correlation techniques were employed to determine the straight-line relationship between the independent and dependent variables.

Among the four control variables, the variable recognition and support on the job were found to be positively related to intrinsic job satisfaction ($r = .712$), extrinsic job satisfaction ($r = .825$), and general job satisfaction ($r = .746$). Likewise, the control variable institutional climate was found to be positively related to intrinsic job satisfaction ($r = .762$), extrinsic job satisfaction ($r = .756$), and general job satisfaction ($r = .771$).

Furthermore, among the demographic variables, the variable Anglo-American was found to be positively related to intrinsic job satisfaction ($r = .196$) and general job satisfaction ($r = .202$). In addition, the variable age was found to be positively related to intrinsic job satisfaction.

Table 8

Intercorrelation Results Regarding
Independent and Dependent Variables

Predictors	Dependent Variables		
	Intrinsic	Extrinsic	Control
<u>Control Variables</u>			
Co-workers	-.073	.073	.017
Hour	-.182	-.077	-.084
Support	.712***	.825***	.746***
Climate	.762**	.756***	.771
<u>Demographic Variables</u>			
Gender	.042	-.029	-.035
African American	-.058	- 1.60	-.172
Anglo American	.196*	.140	.202*
Hispanic American	.024	.024	
Asian American	-.071	.006	-.044
Other American	.117	.115	.121
Age	.222*	.139	.145
Year	-.068	-.127	-.096

*Significant at the .05 level

***Significant at the .001 level

Examination of Hypotheses

HO₁: There is no statistically significant predictable relationship between selected demographic factors (gender, ethnicity, age, and years of experience) and general job satisfaction among faculty and staff when

controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate.

Sequential multiple regression was conducted to determine the predictable relationship between selected demographic factors and general job satisfaction among faculty and staff members when controlling for number of hours worked, relationship with co-workers, recognition and support on the job and institutional climate. The control variables of number of hours worked, relationship with co-workers, recognition and support on the job and institutional climate were entered at Step 1. In Step 2, the demographic variables of gender, ethnicity, age and years of experience were entered.

As indicated in Table 9, when the control variables of number of hours worked, recognition and support on the job and institutional climate were entered into the regression's equation, they yielded a multiple correlation coefficient of .814. These variables together were found to explain 66.2 percent (Adjusted =64.9%) of the variance in the general job satisfaction score among faculty and staff members.

Furthermore, a linear relationship was found to exist between the control variables (number of hours worked, recognition and support on the job and institutional climate) and the general job satisfaction score among faculty and staff members at the .001 level ($F(4,103) = 50.437, P < .001$). The variables recognition and support on the job ($t(103) = 4.331, P < .001$) and institutional climate ($t(103) = 5.506, P < .001$) were found to be independent predictors of the general job satisfaction among faculty and staff members.

Table 9*Sequential Multiple Regression Results Between Control**Variables and General Job Satisfaction*

Model	B	SE	Beta	t	P
67 (Constant)	35.794	4.055			
Co-workers	1.303	1.600	.047	.815	.417
Hours	.023	.652	.002	.036	.972
Support	1.729	.399	.380	4.331	.000***
Climate	5.649	1.026	.490	5.506	.000***

Note: $R = .814$; $R^2 = .662$; Adjusted $R^2 = \text{Square} = .649$; $df = 4,103$; $F = 50.437$; $P = .000***$

***Significant at the .001 level

Moreover, when the demographic variables were added into the sequential regression model at Step 2 (See Table 10) a multiple correlation coefficient of .818 was found. The demographic variables of gender, ethnicity, age and years of experience along with the four control variables accounted 67 percent of the variance in the general job satisfaction score of faculty and staff members.

A statistically significant relationship existed between the control variables, demographic variables and the general job satisfaction score among faculty and staff members ($F(1,295) = 16.043$, $P < .001$). Thus, the demographic factors of gender, ethnicity, age and years of experience result in a small increase in R (.4%) and R^2 (.8%) and a F change of .272. Thus, the demographic variables were found not to be significant predictors of the general job satisfaction score among faculty and staff members.

Table 10

Sequential Multiple Regression Results Regarding the Ethnicity of Demographic Variables and Step Two (General Job Satisfaction)

Model	B	SE	Beta	t	P
(Constant)	32.573	6.545			
Co-workers	1.406	1.862	.051	.755	.452
Hours	.256	.712	.023	.360	.720
Support	1.747	.443	.384	3.947	.000***
Climate	5.689	1.090	.494	5.219	.000***
Gender	1.825	2.098	.060	.070	.386
African Am	1.367	3.434	.046	.398	.691
Anglo	.607	3.619	.020	.168	.867
Hispanic	-.567	3.909	-.015	-.145	.885
Asian	2.044	3.878	.050	.527	.599
Other	.660	1.007	.048	.656	.514
Age	.170	.987	.014	.172	.863
Year	-.026	.611	-.003	-.043	.966

Note: R = .818; R Square = .670; Adjusted R² = Square = .628; R Square Change = .008; F Change = .272; F = 16.043; df = 12, 95; P = .000***; Sig. F Change = .974

***Significant at the .001 level

HO₂: There is no statistically predictable relationship between selected demographic factors (gender, ethnicity, age, and years of experience) and extrinsic job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support for on the job, and institutional climate.

Reported in Table 11 were the Sequential Regression results pertaining to the predictable relationship between selected demographic factors and extrinsic job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job and institutional climate were entered into the regression model, a multiple correlation coefficient of .856 was found. The four control variables together accounted for 73.3 percent of the variance in the extrinsic job satisfaction score of faculty and staff members.

A statistically significant relationship was found between the four control variables (number of hours worked, relationship with co-workers, recognition and support on the job and institutional climate) and extrinsic job satisfaction ($F(4,103) = 70.751, P < .001$) among faculty and staff members.

Additionally, when the demographic variables (See Table 12) of gender, ethnicity, age, and years of experience were added to the regression model at Step 2, a multiple correlation coefficient of .862 was found. The demographic variables along with the four control variables accounted for 74.4 percent of the variance in the extrinsic job satisfaction score among faculty and staff.

A statistically significant linear relationship was found to exist between the control variables, demographic variables, and the extrinsic job satisfaction score among faculty and staff members ($F(12, 95) = 22.983, P < .001$). Accordingly, the demographic factors of gender, ethnicity, age, and years of experience resulted in a slight increase in multiple correlation of .6% and the R Square of 1.1% and a F Change of .493. Therefore, the demographic variables were found not to be significant

predictors of the extrinsic job satisfaction score of faculty and staff members. Thus, hypothesis 2 was not rejected.

Table 11

Sequential Multiple Regression Results Between Control

Variables and Extrinsic Job Satisfaction

Model	B	SE	Beta	t	P
(Constant)	9.086	1.109			
Co-workers	.817	.437	.096	1.870	.064
Hours	-.073	.178	.022	-.412	.681
Support	.819	.109	.585	7.509	.000***
Climate	1.135	.280	.320	4.048	.000***

Note: $R = .856$; $R^2 = .733$; Adjusted $R^2 = .723$; $F = 70.751$; $df = 4,103$; $P = .000***$

***Significant at the .001 level

TABLE 12

*Sequential Multiple Regression Results Regarding the Entering of
Demographic Variables at Step Two (Extrinsic Job Satisfaction)*

Model	B	SE	Beta	t	P
(Constant)	7.904	1.773			
Co-workers	.888	.504	.104	1.761	.081
Hours	.007	.193	-.002	-.036	.971
Support	.844	.120	.603	7.043	.000***
Climate	1.189	.295	.335	4.027	.000***
Gender	.229	.568	.024	.402	.689
African Am	.359	.930	.039	.386	.700
Anglo	-.535	.980	-.059	-.545	.587
Hispanic	-.557	1.059	-.048	-.526	.600
Asian	.536	1.051	.042	.511	.611
Other	-.002	.273	.000	-.008	.994
Age	.097	.267	.025	.364	.717
Year	.040	.166	.015	.239	.811

Note: R = .862; R Square = .744; Adjusted R² = .711; R Square Change = .011; F Change = .493; df = 12, 95; F = 22.983; P = .000***; Sig. F Change = .859

***Significant at the .001 level

HO₃: There is no statistically significant predictable relationship between selected demographic factors (gender, ethnicity, age and years of experience) and intrinsic job satisfaction among faculty and staff when

controlling for number of hours worked, relationship with co-workers, recognition and support on the job and institutional climate.

Presented in Table 13 were the Sequential Regression findings concerning the predictable relationship between selected demographic factors and intrinsic job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job and institutional climate. At Step 1, when the control variables of number of hours worked, relationship with co-workers, recognition and support on the job and institutional climate were entered into the regression model, it yielded a multiple correlation coefficient of .796. The control variables of number of hours worked, relationship with co-workers, recognition and support on the job and institutional climate, collectively, explained 63.4 percent ($\text{Adjusted } R^2 = .620$) if the difference in the intrinsic job satisfaction score among faculty and staff members.

A statistically linear relationship was found between the four control variables and the intrinsic job satisfaction score ($F(4, 103) = 44.672, P < .001$) among faculty and staff members. The variables recognition and support on the job ($t(103) = 3.791, P < .001$) and institutional climate ($t(103) = 5.250, P < .001$) were found to contribute significantly to the intrinsic job satisfaction score of faculty and staff members.

Table 13*Sequential Multiple Regression Results Between Control**Variables and Intrinsic Job Satisfaction*

Model	B	SE	Beta	t	P
(Constant)	26.616	2.469			
Co-workers	-.526	.974	-.032	-.540	.590
Hours	-.558	.397	-.087	-1.406	.163
Support	.921	.243	.346	3.791	.000***
Climate	3.279	.625	.486	5.250	.000***

Note: $R = .796$; $R^2 = .634$; Adjusted $R^2 = .620$; $F = 44.672$; $df = 4, 103$; $P = .000$ ***

***Significant at the .001 level

Furthermore, when the sequential regression equation was rerun, (See Table 14), Step 2, adding the demographic variables of gender, ethnicity, age and years of experience, it yielded a multiple correlation of .814 with an R Square of .663. A statistically significant relationship was found to exist including the four control variables along with the demographic variables with regard to the intrinsic job satisfaction score among faculty and staff members ($F(12, 95) = 15.576$, $P < .001$).

The demographic variables added in Step 2 produced small changes in the multiple correlation coefficient (1.8%) and the multiple coefficients of determination (2.9%). Also, the F Change was only 1.010. Accordingly, the demographic variables of gender, ethnicity, age, and years of experience were found not to be significant predictors of the intrinsic job satisfaction score of faculty and staff members. Therefore, hypothesis 3 was not rejected.

Table 14

Sequential Multiple Regression Results Regarding the Entering of Demographic Variables at Step Two (Intrinsic Job Satisfaction)

Model	B	SE	Beta	t	P
(Constant)	22.569	3.869			
Co-workers	-.030	1.101	-.002	-.027	.978
Hours	-.049	.421	-.064	-.973	.333
Support	1.040	.262	.390	3.975	.000***
Climate	3.185	.644	.472	4.943	.000***
Gender	1.297	1.240	.073	1.046	.298
African Am	2.401	2.030	.138	1.183	.240
Anglo	.453	2.139	.025	.212	.833
Hispanic	-1.426	2.311	-.064	-.617	.539
Asian	.777	2.292	.032	.339	.735
Other	.493	.595	.061	.827	.410
Age	.224	.583	.030	.385	.710
Year	.132	.361	.025	.365	.716

Note: R = .814; R Square = .663; Adjusted R² = .620; R Square Change = .029; F Change = 1.010; df = 12, 95; F = 215.576; P = .000***; Sig. F Change = .434

***Significant at the .001 level

Summary of the Hypotheses

There were three major statistical hypotheses tested in this empirical investigation. All three hypotheses were assessed to determine the predictable relationship between demographic variables and the intrinsic, extrinsic, and general job

satisfaction scores among faculty and staff members when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate. All three statistical hypotheses were found not to be significant.

The demographic variables of gender, ethnicity, age, and years of experience in all three hypotheses when holding the variables number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate were found not to contribute significantly to the intrinsic, extrinsic and general job satisfaction scores among faculty and staff members. Likewise, neither one of the demographic factors was found to be independent predictors of intrinsic, extrinsic, and general job satisfaction among faculty and staff members (See Table 15 for these results).

Table 15
Summary Table of Hypotheses Tested

<u>Hypotheses</u>	<u>R</u>	<u>R²</u>	<u>Sig. F</u>	<u>df</u>	<u>Conclusion</u>
HO ₁	.818	.670	.974	12, 95	Non-Significant
HO ₂	.862	.744	.859	12, 95	Non-Significant
HO ₃	.814	.663	.454	12, 95	Non-Significant

CHAPTER 5
SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS,
IMPLICATIONS AND RECOMMENDATIONS

Summary

The purpose of this empirical investigation was to examine the predictability of selected demographic factors on the job satisfaction among faculty and staff employed at an urban university. Specifically, this study examined the predictability of the demographic factors (gender, ethnicity, age, and years of experience) on the general, extrinsic, and intrinsic components of job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate.

A non-probability sample of one hundred eight (108) faculty and staff members employed at a predominately white urban university located in the southern region of the United States participated in the study. A locally devised instrument and the Minnesota Satisfaction Questionnaire were used to collect the data. The Hierarchical (Sequential) Multiple Regression procedure was used to treat and analyze the data. The following statistical (null) hypotheses were formulated and tested in this study:

HO₁: There is no statistically significant predictable relationship between selected demographic factors (gender, ethnicity, age, and years of experience) and general job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate.

HO₂: There is no statistically significant predictable relationship between selected demographic factors (gender, ethnicity, age, and years of experience) and extrinsic job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate.

HO₃: There is no statistically significant predictable relationship between selected demographic factors (gender, ethnicity, age, and years of experience) and intrinsic job satisfaction among faculty and staff when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate.

Findings

The following findings were revealed in the results of this investigation:

1. The demographic factors of gender, ethnicity, age, and years of experience were not significant predictors of general job satisfaction among faculty and staff when the control variables of number of hours worked, relationship with co-workers, recognition, and support on the job, and institutional climate were held constant.
2. A significant linear relationship was found between the control variables of number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate and the general job satisfaction among faculty and staff.
3. A significant linear relationship was not found to exist between the demographic factors of gender, ethnicity, age, and years of experience and

extrinsic job satisfaction among faculty and staff members when number of hours worked, relationship with co-workers, recognition, and support on the job, and institutional climate were held constant.

4. The control variables of number of hours worked, relationship with co-workers, recognition, and support on the job, and institutional climate were significantly related to extrinsic job satisfaction among faculty and staff members.
5. The demographic factors of gender, ethnicity, age, and years of experience were not significantly related to the intrinsic job satisfaction scores among faculty and staff when the variables number of hours worked, relationship with co-workers, recognition, and support on the job, and institutional climate were controlled.
6. The control variables of number of hours worked, relationship with co-workers, recognition, and support on the job, and institutional climate were significantly related to intrinsic job satisfaction among faculty and staff.
7. Finally, the control variables of recognition and support on the job, and institutional climate were independent predictors of the general, extrinsic, and intrinsic components of job satisfaction among faculty and staff.

Discussion

One of the most interesting findings of the present investigation was the lack of predictive power of demographic factors toward job satisfaction, particularly the three components of job satisfaction when controlling for number of hours worked, relationship with co-workers, recognition and support on the job, and institutional

climate. To be sure, the findings regarding the predictability of demographic variables and their impact on job satisfaction among faculty and staff members on higher education campuses have provided conflicting and inclusive results.

The present findings regarding the predictive power of gender on job satisfaction were not consistent with those of Long (2005), Okpara, Squillace, and Erondo (2005), Toutkoushian and Bellas (2003), Sabharwal and Corley (2007), Spence (2017), Webber and Roger (2018), Word and Slane (2000), Olatungi (2014), and Akyel and Burmaoglu (2019).

The above researchers found that the variable gender was an independent predictor of job satisfaction. Nonetheless, the current finding regarding the predictable relationship between gender and job satisfaction was supported in research conducted by Pan et al. (2015), Milledzi et al. (2018), Azim, Haque, and Chaudhury (2013), Shrestha (2019), Samaiya (2015), and Gabremichael, Halemarian, and Rao (2013).

All of the above researchers found no significant relationship between the variable gender and job satisfaction. A plausible explanation for the current finding may be that both male and female faculty and staff members employed at the target university were satisfied with their jobs.

Another notable finding of the present investigation was the lack of predictive power of the variable age had on the job satisfaction of faculty and staff members. This finding was not favorable to those by Pan et al. (2015), Bentley et al (2013), Bas and Ardicin (2002), Hardy and Laanan (2006), Gopinath (2020), Akhtor (2022), Milledzi et al. (2018), Akyel and Burmaoylu (2019) and Feldman and Turnley (2001). The previous

researchers found that the variable age was a significant independent predictor of job satisfaction.

Likewise, that current finding regarding age was consistent with those of Guler (2020), Shrestha (2019), Samaiya (2015), Maznna et al. (2021), Pande and Priya (2020) and Olowa (2021). The aforementioned researchers found that age was not an independent predictor of job satisfaction. A reasonable explanation for this finding may be because a large number of the participants in the study was 45 years old or older and in these age groups, faculty and staff members seem to be the ones who are significantly more satisfied with their jobs than are younger faculty and staff members.

Additionally, another interesting finding of the study pertained to the lack of impact that the variable years of experience had on the job satisfaction among faculty and staff members. Again, these findings did not correspond to those of Kardam and Ranyne (2012), Ekere (2010), Mansour (2010), Islam and Akter (2018), Al-Kassen and Marwaha (2022) and Al-Smadi and Qblam (2015). The above researchers found that years of experience was an independent predictor of job satisfaction on college campuses. A theoretical explanation for these findings may be because of the degree of social interaction between faculty and staff on college campuses. There seems to be little disparity in how they perceive their job satisfaction.

Furthermore, probably the most surprising finding of the study was the non-significant effect of faculty and staff members' ethnicity on their job satisfaction. Previous studies done by Perna (2003), Bower (2002), Flowers (2005), and Howard et al. (2009) found that the demographic variable ethnicity was statistically significantly related to job satisfaction among faculty and staff on college campuses. An explanation for the

current finding may be that regardless of ethnic background, faculty and staff members, overall, are satisfied with their jobs.

Finally, the significant influence of the control variables number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate, particularly, recognition and support and institutional climate, in the present study points to the importance of intrinsic and extrinsic factors on the overall job satisfaction among faculty and staff members. These findings were consistent with the works of Pan et al. (2015), Asthma et al. (2021), Bentley et al. (2013), Sonmezer and Eryaman (2008), Neckermann and Yang (2017), Bradler, Dur, Neckerman and Non (2016), Nel et al. (2014), Lee (2017), and Xie et al. (2017). A substantial explanation for these findings is that a university utilizes both intrinsic and extrinsic rewards for the purposes of motivating its faculty and staff to achieve their goals. It is from both of the above perspectives that job satisfaction is defined and acquired.

Conclusions

Based on the findings derived from the results of this empirical study, the following conclusions were reached:

1. In general, when the variables number of hours worked, relationship with co-workers, recognition and support on the job, and institutional climate were controlled. The demographic variables of gender, ethnicity, age, and years of experience were not reliable predictors of general job satisfaction among faculty and staff.
2. When the demographic variables of gender, ethnicity, age, and years of experience were added to the regression model along with number of hours

worked, relationship with co-workers, recognition, and support on the job, and institutional climate, they only accounted for .8 percent of an increase in the amount of variance in general job satisfaction among faculty and staff.

3. It appeared that when the demographic variables of gender, ethnicity, age, and years of experience entered the regression model after the control variables were removed, they were found not to be reliable predictors of extrinsic job satisfaction among faculty and staff.
4. The control variables of number, hours worked, relationship with co-workers, recognition and support on the job, and institutional climate, collectively, explained 78.3 percent of the difference in extrinsic job satisfaction among faculty and staff.
5. In general, holding the control variable's number of hours worked, relationship with demographic variables of gender, ethnicity, age, and years of experience were not good predictors of intrinsic job satisfaction among faculty and staff.
6. Finally, the control variables of number of hours worked, relationship with co-workers, recognition, and support on the job, and institutional climate, combined, accounted for 63.4 percent of the variance in intrinsic job satisfaction among faculty and staff.

Implications

From the findings of this empirical investigation, the following implications were drawn:

1. The impact of demographic factors on the general job satisfaction among faculty and staff members when other factors are added to a regression model suggests that college administrators who are responsible for hiring quality and competent employees should pay close attention to those factors associated with improving the workplace on college campuses. An understanding of these factors and how these factors interact with the background characteristics of faculty and staff members are imperative in enhancing the degree of positive job satisfaction among these individuals.
2. The association between intrinsic factors, extrinsic factors, and overall job satisfaction among faculty and staff members suggests that college administrators should be cognizant of how these factors contribute to job satisfaction as well as job dissatisfaction. An awareness of the positive and negative impact of intrinsic and extrinsic factors on job satisfaction can assist college administrators in their efforts to develop and implement professional development programs to help faculty and staff members to be successful in reaching their level of satisfaction with their jobs.

Recommendations for Further Research

In order to extend the findings of this study, it is recommended:

1. That a follow-up study be conducted which would utilize a large global population. Such a study, if conducted, would provide additional data to explain better the effect of demographic factors while holding other factors constant on job satisfaction among faculty and staff members.

2. That a comparable study be conducted to assess the predictability power of demographic factors on the job satisfaction of faculty and staff independently.
3. That a study be designed that will develop prediction models that will be able to identify those university employees who have a higher degree of job dissatisfaction.
4. That a study be designed which would measure and compare the perceptions of administrators, faculty, and staff toward those intrinsic and extrinsic factors that impact the overall job satisfaction of college employees.
5. Finally, a study be conducted to determine the impact that variables at different levels of analysis have on the job satisfaction of college employees.

APPENDIX

APPENDIX A

DEMOGRAPHIC AND JOB-RELATED SURVEY (DJRS)

Direction: Please check the appropriate response.

PART I: Demographic Characteristics

1. What is your Gender?

_____ Male

_____ Female

2. What is your Ethnicity?

_____ Anglo American

_____ African American

_____ Hispanic American

_____ Asian American

_____ Other (Please Specify) _____

3. What is your Age?

_____ 25 or Less

_____ 26 to 35

_____ 36 to 45

_____ 46 to 55

_____ 56 and More

4. How many years have you been employed at the university?

_____ 5 years or less

_____ 6 to 10

_____ 11 to 15

_____ 16 or more

Part II. Job-Related Characteristics

5. How much social contact do you have with your coworkers?

_____ Great deal _____ Very little

6. How do you perceive the overall fit of the university in meeting your aspirations, values, and goals?

_____ Very Satisfies

_____ Satisfied

_____ Neither satisfied nor dissatisfied

_____ Dissatisfied

7. How much time do you need during the week to actually do your job?

_____ 10 Hours or less

_____ 11 to 20 Hours

_____ 21 to 30 Hours

_____ 31 to 40 Hours

_____ 40 Hours or more

8. Do you believe that the university provides you with the necessary support to do your job?

Strongly Agree Agree No Opinion Disagree Strongly Disagree

9. Do you believe that the university provides you with the necessary recognition for during your job?

Strongly Agree Agree No Opinion Disagree Strongly Disagree

10. Do you believe that the head of your department provides you with the support you need to do your job?

Strongly Agree Agree No Opinion Disagree Strongly Disagree

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