

THE EFFECTS OF DEMOGRAPHIC FACTORS ON JOB SATISFACTION OF UNIVERSITY FACULTY MEMBERS IN SRI LANKA

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ABSTRACT

The purpose of this study was to examine the effects of demographic factors on the degree of overall job satisfaction of state university faculty members in Sri Lanka. In recent years, a number of studies have investigated the job satisfaction of university faculty in developed countries; however, a little is known about the faculties' job satisfaction in the developing countries as Sri Lanka. The study used a survey questionnaire to survey 423 faculty members from fifteen state universities in Sri Lanka. The data analyses were performed by using of descriptive statistics, analysis of variances, and regression analysis. The results show that in overall the state university academics were satisfied in their job; and job satisfaction of academic members significantly differed based on their current working status and monthly salary. However, other demographic factors: teaching experience, gender, age, highest level of education, marital status and number of children of staff members had no statistically significant differences. The results of the multivariate regression analysis indicated that the degree of overall job satisfaction of faculty members were significantly positive affected by monthly gross salary and number of their children. The finding on salary is inconsistent with the Herzberg (1976) Two-Factor theory as salary is considered to be a hygiene factor rather than a motivating factor. In terms of policy implications, it could be recommended that the academics in state universities should be compensated adequately, workload of the senior lecturers should be rationalized, as well as opportunities and financial support should be given to secure higher educational qualifications.

Keywords: Demographic Factors, Job Satisfaction, Faculty Members, State Universities in Sri Lanka.

INTRODUCTION

Job satisfaction is an important construct to the field of organizational behavior and the practice of human resource management. Alniacik, Akcin, and Erat (2012) perceive job satisfaction results from the employees' perception based on the ability of their jobs to provide elements that they observe as important. Kaliski (2007) indicates that job satisfaction could be considered as the key ingredient that guides to recognition, income, promotion, and the achievement of other goals that lead to a sense of fulfillment. On the other hand, Heslop et al. (2002) defines job satisfaction is the difference between what an individual's expectations, needs or values about the job are, and what the job actually delivers. Furthermore, job satisfaction is also cited to be vital for personal well-being and organizational effectiveness (Lim, 2008). Thus, the concept of job satisfaction could be

considered an important construct in any organizational context. More specifically, job satisfactions of faculty members of universities play an important role for many reasons. Syed et al. (2012), found that faculty job satisfaction is the most significant aspect in higher education and is important for the improvement, efficacy and effectiveness of the higher education system. The authors note that in every individuals life, education is a vital dimension, as well as the irrefutable claim that education ensures a nation's development. Accordingly, the authors believe that to generate best outcomes for all stakeholders, an educational system needs to be planned strategically. Furthermore, job satisfaction has significant implications for relations between the faculties and the administration of the higher educational organizations (Eyupoglu & Saner, 2009b). Consequently, Küskü (2003) highlights the significance of job satisfaction of the employees in institutions of higher education. Job satisfaction heavily influences brain drain and people to quit their jobs. Therefore, to retain high quality human resources in universities job satisfaction is highly influential (McFarlin & Rice, 1992). The job satisfaction of academics, their commitment, and their retention are crucial to effective academic institutions (Saner & Eyupoglu, 2012).

Based on the discussion above, it could be observed that there is a strong need to understand the factors that contribute towards job satisfaction among faculty members, so that steps can be taken by the management to create conducive working environment that is in line with their expectations. Accordingly, the purpose of the current research was to examine demographic factors affecting job satisfaction of academic staff members of state universities in Sri Lanka. Further, the specific research objectives of this study is as follows: to assess the level of job satisfaction among faculty members in general; to determine where a significant difference exist among faculty job satisfaction and selected demographic factors (i.e., current working status, teaching experience, gender, age, highest level of education, monthly salary, marital status *and* number of children of staff members); and to examine whether there is an association between job satisfaction of faculty members and demographic factors.

The next sections of this research study are organized as follows. The section on literature review discusses the literature on job satisfaction, faculty members' job satisfaction and the impact of demographic factors on job satisfaction. The methods section elaborates information on the research methods utilized in the study. The section on results and discussion discusses the main findings, and the final section, conclusion, summarizes and concludes the study.

LITERATURE REVIEW

This section reviews literature on job satisfaction, job satisfaction pertaining to the faculty members of the university system and demographic factors affecting the degree of job satisfaction.

Job Satisfaction

In the related extant literature, it is noted the availability of different theoretical models pertaining to job satisfaction. Herzberg's Two Factor Theory (Herzberg, 1976) holds that job satisfaction and dissatisfaction are driven by different determinants (Hewstone & Stroebe, 2001). According to this theory, factors such as recognition, accomplishment, responsibility, promotion were treated as motivator factors, while policy and administration, supervision, interpersonal relationship, working conditions, salary, status, and security were treated as the hygiene factors. The motivating factors are those aspects of the job that make people want to

perform well and thus provide them with job satisfaction. Anderson (2001) argues that both intrinsic and extrinsic factors contribute to job satisfaction and dissatisfaction. On the other hand, many empirical research studies Karim (2008), Van et al. (2003), Sseganga and Garrett (2005), Chen et al. (2006), and Sousa-Poza and Sousa-Poza (2000) have demonstrated that a number of factors affect job satisfaction. (Karim, 2008) found six variables, affective commitment, role clarity, job performance feedback, job autonomy, organizational tenure and role conflict, correlate significantly with job satisfaction. Van et al. (2003) identified several factors related to job satisfaction: work content, autonomy, development, financial rewards, promotion, supervision, communication, co-workers, and workload and work demands. They measured job satisfaction against workload, work pace, task variety, working conditions, work times, salary, supervisor, colleagues, and work briefings. Sseganga and Garrett (2005) found that factors such as, promotion, supervision, interpersonal relations, salary and work place have a strong association with job satisfaction of faculty members in the context of Uganda. Chen et al. (2006) investigated six job satisfaction factors to identify the level of job satisfaction of teachers in a private university in China, namely organization vision, respect, result feedback and motivation, management system, pay and benefits and work environment. Malik et al. (2010a) noted in their study that factors such as quality of supervision, work itself and pay satisfaction have a significant influence on the job satisfaction of university faculty members in Pakistan.

By examining 107 academics in state universities, Shahzad et al. (2010) conclude that an attractive remuneration package and work load management influences positively on job satisfaction. Zainudin, Junaidah, and Nazmi (2010) identified a negative significant relationship between workload and job satisfaction among university faculty members. Similarly (Amal & Mohammad, 2011) and (Mustapha, 2013) found that faculty workload and job satisfaction have a negative significant relationship. Malik et al. (2010b) noted in their study that work autonomy has a significant influence on job satisfaction and job commitment of academic members of state universities in Pakistan. Working environments have been recognized as a key factor influencing job satisfaction (Thompson & Jonas., 2008). Zainudin et al. (2010) and Danish and Usman (2010) found that there was a positive significant relationship between working environment and job satisfaction. Ho and Au (2006), highlighted life satisfaction was significant determinants of job satisfaction. Vandenberghe and Trembley (2008), argued that job satisfaction is a result of various factors in the working environment. During the recent past, there are number of studies that examined job satisfaction among university faculty members working in the higher education sector. Nadeem (2010), found that job security and an attractive compensation plan are important factors positively associated with motivation and satisfaction of academic staff members of the Baluchistan University. Ping (2010) examined academic staff members of nine Chinese universities and concluded that professors of these universities are having a preliminary level job satisfaction. While they found that these academics were quite content with teaching and research and facilities, they were having high dissatisfaction with their salaries. Bilal (2012) conducted a research on the in the Universities of Rawalpindi and the Islamabad region and concluded that strong interrelation between salary and job satisfaction among the university faculty members. Strydom (2011) found that remuneration plays a vital role in job satisfaction and dissatisfaction of university academic staff members. However, Awang and Ahmed (2010) argued that remuneration have a very low correlation with job satisfaction compared to other factors. In developed countries, it is noted that salary has a positive influence with job satisfaction (Scott, Stone, & Dinham, 2001; Vandenberghe & Trembley, 2008; Zembylas & Papanastasiou, 2006). Saygi, Tolon, and Tekogul (2011) identified job

satisfaction among the faculty members from thirteen universities in Turkey, found that co-workers and promotions were considered more important than the pay.

Although lot of job satisfaction research examined the faculty members of higher education sector in developed countries, researchers have noted that (Sseganga & Garrett, 2005); (Eyupoglu & Saner, 2009c); (Hean & Garrett, 2001) there is a dearth of research pertaining to the developing countries, which had lead to a research gap that needs to be addressed. The authors note that there are few research studies that have been performed in the area of job satisfaction in the university system in Sri Lanka. The findings this study will make an attempt to fill in the literature gap in Sri Lanka as well as developing countries in the region.

Demographic Factors Affecting Job Satisfaction

DeVaney and Chen (2003a), showed that demographic variables such as age, gender, race, and education have an effect on job satisfaction. Malik (2011) found that demographic variables, age, job rank, job qualification and years of experience were slightly related to the overall job satisfaction of university faculty members. Relationship between faculty job satisfaction and demographic variables of faculty members in a public higher education in Singapore, Paul and Phua (2011) indicated that while variables such as job position and age influenced the levels of job satisfaction, the variables: academic qualification, gender, marital status, and length of employment had no influence of statistical significance. Noordin and Jusoff (2009) found that the demographic factors such as; current job status, marital status, age and salary appear to have significant impact on the respondents' level of job satisfaction.

Ward and Sloane (2000) argued that gender had no any statistical significance in terms of overall job satisfaction with reference of certain extant studies. Similarly Sseganga and Garrett (2005), conducted research in Uganda and found that gender has no influence on job satisfaction of university faculty members. However, Bender and Heywoo (2006) indicate that female faculty experience lower job satisfaction than male among faculty members. On the other hand, Santhapparaj and Alam (2005) found that female academic staff members are more satisfied than their male equivalents. Malik (2011) highlighted 120 faculty members regarding their job satisfaction; he suggested that the level of job satisfaction among males was much less compared to that of female faculty members. According to Mehboob, Sarwar, and Bhutto (2012), female faculty members were more satisfied with their jobs than their male counterparts at the university. And also Castillo and Cano (2004) found that compared to male faculty members, female academic staff members were lesser satisfied. Similarly, findings of Moguerou (2002) also concluded that female members are less satisfied than male members. Syed et al. (2012) found that female faculty members are more satisfied compared with male faculty member. Crossman and Harris (2006) reported that males were slightly more satisfied than females.

Crossman and Harris (2006) explained age has been associated with job satisfaction, but the nature of the relationship is not clear. Oshagbemi (2003), found age is not significantly related to job satisfaction. However, research findings have indicated that the job satisfaction of university faculty members from Uganda reported age to be a significant influence on teaching satisfaction (Ssesanga & Garrett, 2005). According to DeVaney and Chen (2003b) older workers are more likely to be satisfied than younger workers. Similarly Mello (2006) identified that job satisfaction increases with age.

As demographic variable, extant research indicates that marital status has an influence on satisfaction of faculty members, but has inconsistent evidence (Sabharwal & Corley, 2009). However, empirical findings depict that marriage positively influences the satisfaction level of academic staff members (Cetin, 2006). Consistent with the finding, Hagedorn (2000), said marriage has increased job satisfaction levels of university faculty members. According to the Oshagbemi (2003), marital status is not significantly related to job satisfaction.

Sabharwal and Corley (2009) identified Current Working Status (i.e., Rank) was a significant factor with additional control variables for faculty job satisfaction. Contrary to these findings, in a research performed in Northern Cyprus, Eyupoglu and Saner (2009a) found no evidence that the degree of job satisfaction is increased by the academic rank of staff members. Findings of (Oshagbemi, 2003) conclude that job satisfaction of employees with higher ranks are higher than employees with lower ranks. Job satisfaction increases with a faculty member's rank (Hickson & Oshagbemi, 1999). Furthermore, Oshagbemi (2003) concluded that the rank of the academic faculty members are highly positively correlated with their overall job satisfaction. To the contrary, the findings of him further depicted that the length of service, gender and age of faculty members did not have significant relationships with the overall job satisfaction. Furthermore, in the findings of Gurbuz (2007), it was indicated that job satisfactions is positively influenced by job qualifications.

Noordin and Jusoff (2009) found that two hundred and thirty-seven of academics from a public university in Malaysia that in overall the academic staff of the university have a moderate level of job satisfaction. However, it is observed that there are only few studies conducted in the area of job satisfaction in the university education system in Sri Lanka. Therefore, the findings this research will contribute to fill in the gap in the local literature in Sri Lanka as well as developing countries in the region.

Based on the above discussion, it is apparent that certain demographic factors have a significant influence on the level of job satisfaction of academic members. Thus, the following overall hypothesis (stated in its alternative form) is proposed and tested under this research study:

H₁: There is a significant association between selected demographic factors (current working status, teaching experience, gender, age, highest level of education, monthly salary, marital status and number of children) and the degree of overall job satisfaction of academic staff members of state universities in Sri Lanka.

METHODOLOGY

Based on the extant literature Duong (2013); Ghafoor (2012) a quantitative research approach is suggested and used in this study being the predominant methodology adopted in the related extant literature. The population for this study consists of university faculty members numbering 5,200 members University Grants Commission (2013) from fifteen state universities in Sri Lanka.¹

¹ They are: University of Colombo, University of Peradeniya, University of Sri Jayewardenepura, University of Kelaniya, University of Motatuwa, University of Jaffna, University of Ruhuna, University of Eastern, University of South Eastern, University of Rajarata, University of Sabaragamuwa, University of Wayamba, University of Uva Wellassa, University of Uva Wellassa, University of Visual & Performing Arts, and the Open University.

The multi stage stratified random sampling method was used to select respondents for the study. 500 questionnaires were administered online and manually to potential academics chosen from the fifteen universities, and 436 questionnaires were returned. However, only 423 usable questionnaires were selected. The questionnaires yielded a response rate of 87.2%. Based on Dillman (2000) and Malaney (2002), a rate in between 30% to 60% is considered to be acceptable for analysis purposes in most research studies

Definitions

Overall job satisfaction (OS): A refined version of the Minnesota Job Satisfaction measurement scale was used to measure the degree of overall job satisfaction of the academic members. The original Minnesota Job Satisfaction measurement scale was (Weiss et al., 1967) refined based on expert opinions (i.e., secured 5 experts in the field of human resource management) and the subsequent pilot survey results to suit both the academic and the Sri Lankan context. Accordingly, the adopted questionnaire consists of twenty one dimensions of five aspects. These aspects are remuneration, work load, work autonomy, work environment and social recognition. Further, each dimension was measured using a five-point Likert scale in the questionnaire, which was anchored as 1 = “strongly disagree” and 5 = “strongly agree”. In practice, scales of five categories are typical and had been used in the literature predominantly (Ali, 2009; Zaman, Jahan, & Mahmud, 2014). The overall job satisfaction has been identified as the dependent variable in this study.

Table 1: Definitions and Operationalizations of Demographic Factors

Demographic variables	Definition and Operationalization (measured as indicator variables)
Current working status: (CWS)	Professor, Senior Lecturer, and Lecturer
Teaching experience:(TE)	Less than 5 Years, $5 \leq \text{Years} < 10$, $10 \leq \text{Years} < 15$, $15 \leq \text{Years} < 20$, $20 \leq \text{Years} < 25$, and Over 25 years
Gender: (GE)	Male and Female
Age: (Age)	Less than 30 years, $30 \leq \text{Years} < 40$, $40 \leq \text{Years} < 50$, and $50 \leq \text{Years} < 60$, and Over 60years
Highest level of education: (HE)	Bachelor’s Degree, Master’s Degree, Doctoral Degree, and Other
Monthly salary:(MS)	Less than Rs. 35000, $35000 \leq \text{RS} < 50000$, $50000 \leq \text{RS} < 65000$, $65000 \leq \text{RS} < 80000$, $80000 \leq \text{RS} < 95000$, and More than Rs. 95000
Marital status:(MA)	Married, Unmarried, and Divorced/widowed
Number of children:(NC)	None, One, Two, Three Four, and Five

Demographic variables: The independent variables of this study represent the demographic factors, that include, current working status, teaching experience, gender, age, highest level of education, monthly salary, marital status and number of children of staff members. These factors were selected based on the extant literature discussed in section on Literature Review of this paper and other factors deemed important by the researchers. The definitions and related operationalizations of these selected demographic variables are indicated in Table 1 above.

Primary and secondary sources of data are used in this study. A survey questionnaire was used as the principal method of primary data collection. The questionnaire included questions

on overall job satisfaction and demographic factors discussed in sub-section on Definitions above. As explained in that sub-section, the questionnaire was prepared and then 5 experts in the human resource management area was consulted and refined. Subsequently, the questionnaire was pilot tested using 60 respondents. On the other hand, secondary data was collected from the University Grants Commission (UGC), University administration and each academic department using books, specials reports and annual reports, etc.

Data Analysis Methods

The statistical techniques for data analysis included descriptive statistics (measures of central tendency: mean, mode and median, and measures of dispersion: minimum, maximum and standard deviation), univariate, bivariate and multivariate analyses. Accordingly, the related hypotheses of the study are tested via the multiple regression technique. Descriptive analysis provided information on the overall degree of job satisfaction of academic staff members. The analysis of variance (One-way ANOVA) is used to investigate significant differences between the demographic factors in terms of overall job satisfaction. Further, to examine the impact of the selected demographic factors on overall job satisfaction, multivariate regression analysis was used in this research. For this purpose, the following regression model is proposed and used:

$$OS = \alpha + \beta_1 CWS + \beta_2 TE + \beta_3 GE + \beta_4 Age + \beta_5 HE + \beta_6 MS + \beta_7 MA + \beta_8 NC + \varepsilon$$

Definitions: *OS*: Overall job satisfaction of academics. The definitions of the c *Model 1* are indicated in Table 1 (see sub-section Definitions under the Methods section).

RESULTS AND DISCUSSION

Validity and Reliability Analysis

This study ensured content validity and construct validity by the usage of standard measurement scales and by performing a factor analysis, respectively. The results of the factor analysis (not tabulated) indicated that the 5 aspects of the overall job satisfaction (i.e., remuneration, work load, work autonomy, work environment and social recognition) were properly loaded and classified. Further, Cronbach's Alpha (internal consistency analysis) was deployed to examine the reliability of this constructed measurement on overall job satisfaction of academic staff members of the selected universities. The internal consistency analysis yielded a Cronbach's Alpha coefficient of 0.816, which is significantly higher than the 0.6 or more, which is considered as the cut-off level (Hair et al., 2006; Nunnally, 1978). Robinson, Shaver, and Wrightsman (1991) indicate that an alpha coefficient of .91 indicates 'exemplary' reliability (an alpha of .80 or better as 'exemplary', .70-.79 as 'extensive', .60-.69 as 'moderate', < .60 as 'minimal'). Hence, based on this result, the reliability of the construct, overall job satisfaction is established in this study.

Descriptive Statistics

In Sri Lanka there are fifteen public universities around the country. The total number of academic staff members in the population is 5200 approximately (University Grants Commission, 2013). This study selected data from 423 faculty members working in fifteen public universities in Sri Lanka. Out of the 423 faculty members surveyed, 48.9% were female and remaining 51.1% of males. The respondents consisted of 54.6% were senior lecturers, 34.8% were Lecturer and rest of 10.6% were professors. 26.7% of the respondents had a less than 5 years experience on teaching. Most of them (55.3%) had in between more

than 5 years and less than 20 years of experience. In terms of age, the majority of respondents fell into the 'more than 30 years' and 'less than 50 years' age group, which accounted for 64.1%. Out of the 423 respondents majority (76.6%) have either masters or doctorate degree. For majority of respondents (46.6%), the monthly salary was more than Rs. 95000 and the second highest level (33.1%) was in between more than Rs. 65000 and less than Rs. 95000. Out of 423 respondents 3.1% of respondents have less than Rs. 35000. In terms of marital status, out of total respondents 83.6% were married. In terms of number of children, majority 32.4% has two children, while 27.2% have only one child. However, many of the respondents are married and having children.

Table 2: The overall level of job satisfaction of faculty members in Sri Lanka

	N	Minimu m	Maximu m	Mean ^a	SD	Percentiles			Skewnes s	Kurtosi s
						25	50	75		
<i>Overall</i>										
<i>Job</i>	42	3	5	3.93**	.56	3.5	3.9	4.3	-.239	-.635
<i>Satisfactio</i>	3			*	8	7	5	3		
<i>n</i>										

^aNote: The one-sample t-test indicates whether the mean value (M=3.93) is statistically significantly different from neural value of 3 in the Likert scale.

* $p < .05$, ** $p < .01$, *** $p < .00$.

Table 2 indicates the related descriptive statistics for the overall job satisfaction of the academic staff members in Sri Lanka.² Based on the table, the mean overall job satisfaction is 3.93 and the median value is 3.95 in a 1-5 Likert scale. Thus, these results indicate that the academic members in general are quite satisfied on their job. Further, the one-sample test performed to assess whether the mean value of 3.93 is statistically significantly different from the neural value '3' indicates that in fact the mean value is statistically significantly higher. However, based on the standard deviation (SD = .568) it is apparent that the job satisfaction among the academics quite vary.

The Demographic Factors and Overall Job Satisfaction Current Working Status

Results in Table 3 indicates that faculty members of the status of professors (M = 4.17, SD = 0.513) were more satisfied than other age groups. This result is supported by the studies of (Ghafoor, 2012). On other hand, faculty members of the status of Lecturers had the lowest job satisfaction in their job (M = 3.85, SD = .581). In terms of significance of these differences, the result depicted in Table 3 indicates that there is a significant statistical difference among current working statuses of academics and their overall job satisfaction (F = 5.536, $p < 0.01$). Accordingly, the current working status amounts to a statistically significant difference among the categories: 'Professor' and 'Lecturer' ($p < .01$) and 'Professor' and 'Senior Lecturer' categories ($p < .05$). This result is supported by the findings of Hassan, Hashim, and Ismail (2006), Ravichandran (2011) and Eyupoglu and Saner (2009a).

² The variable overall job satisfaction was Winsorized at the 5% and 95% levels in order to treat for outliers.

Teaching Experience

The results in Table 2 indicate that faculty members with over 25 years teaching experience ($M = 4.11$, $SD = 0.608$) had the highest and faculty members with 5 to 10 years and less than 5 years teaching experience ($M = 3.86$, $SD = 0.557$) had lowest job satisfaction. This result is consistent with the finding of Ghafoor (2012), who found that the experienced faculty members were more satisfied than less experienced. However, in terms of teaching experience of faculty members, there is no significant difference among job satisfaction of faculty members and teaching experience ($F = 1.237$, $p = 0.291$). This result is same as findings of Castillo and Cano (2004), Paul and Phua (2011), Schroder (2008), and Wong and Heng (2009).

Gender

The results of Table 3 indicate that male faculty members ($M = 3.95$, $SD = 0.601$) and female academic staff members ($M = 3.90$, $SD = 0.534$) have almost same level of job satisfaction. The findings of Table 3 further support that a significant difference is not present between the degree of satisfaction of male and female faculty members ($t = -.904$, $p = .367$). However, several other foreign studies indicate that there is a statistically significant difference and male and female academic members, and such studies include Ghafoor (2012), Mehboob et al. (2012), Malik (2011), Schulze (2006), Bilimoria et al. (2006), Callister (2006), Alam et al. (2005), Sseganga and Garrett (2005), Hult, Callister, and Sullivan (2005), August and Waltman (2004), Bas and Ardic (2002), Sax et al. (2002), Springfield-Scott (2000) Hagedorn (2000), Ropers-Huilman (2000), Settles et al. (2006).

Age

The results in Table 3 indicate that the faculty members of over 60 years old group ($M = 4.14$, $SD = 0.666$) were more satisfied than 'Less than 30 years' old age groups ($M = 3.86$, $SD = 0.623$). However, the One-way ANOVA test results in Table 3 indicate that there is no statistically significant difference among job satisfaction of faculty members in public universities in Sri Lanka in terms of age ($F = 1.338$, $p = 0.255$). This result is supported by the studies of Ghafoor (2012), Malik (2011), Santhapparaj and Alam (2005), Springfield-Scott (2000). On the other hand, Bas and Ardic (2002) identified age and job satisfaction was positively correlated with each other.

Highest Level of Education

Results in Table 3 depict that the satisfaction levels of academic staff members possessing bachelor's degree ($M = 3.88$, $SD = 0.618$) were marginally lower than those holding masters ($M = 3.95$, $SD = 0.498$) and doctoral degrees - PhDs ($M = 3.95$, $SD = 0.598$). However, the results of One-way ANOVA indicate that there is no significant difference among job satisfaction of academic members and academic qualification ($F = 0.644$, $p = 0.587$). This result is similarly supported by the studies of Malik (2011), Paul and Phua (2011), Wong and Heng (2009). However, Eyupoglu and Saner (2009b), Ghafoor (2012) and Schroder (2008) reported that faculty members in higher education institutions with doctorates displayed statistically significantly higher degrees of job satisfaction than their counterparts with a bachelors or master's degree.

Monthly Salary

The results in Table 2 show that the monthly salary of faculty members more than Rs.95000 ($M = 4.07$, $SD = 0.567$) had the highest satisfaction level compared with other income levels. Faculty members salary less than Rs. 35000 ($M = 3.58$, $SD 0.537$) had lowest job satisfaction level in this study, which is supported by the studies of Bas and Ardic (2002), Olorunsola (2010b), and Ghafoor (2012). Further, the One-way ANOVA results indicate that there is a statistically significant difference has been observed among the degree of satisfaction and the two levels of these monthly salaries (overall $F = 5.371$, $p = .000$). This results is consistent with the findings in the studies by Mehboob et al. (2012), Malik (2011), Springfield-Scott (2000), Schulze (2006), and Ghafoor (2012).

Table 3 Descriptive analysis and One-way ANOVA results of demographic characteristics on job satisfaction

Characteristics	Mean	SD	F	Sig.	Difference
<i>Current working status:</i> 1. Professor 2. Senior Lecturer 3. Lecturer	4.17 3.94 3.85	.513 .558 .581	5.536***	.004	Groups: 'Professor' and 'Senior lecturer' are statistically significantly ($p < .05$) different. Professor' and 'Lecturer' are statistically significantly ($p < .01$) different.
<i>Teaching experience:</i> 1. Less than 5 Years 2. 5 <= Years < 10 3. 10 <= Years < 15 4. 15 <= Years < 20 5. 20 <= Years < 25 6. Over 25 years	3.86 3.86 3.94 3.97 3.87 4.11	.557 .550 .553 .554 .642 .608	1.237	.291	No significant difference among the groups ($p > .05$)
<i>Gender:</i> 1. Male 2. Female	3.95 3.90	.601 .534	t-value: -.904	.367	No significant difference among the groups ($p > .05$)
<i>Age:</i> 1. Less than 30 years 2. 30 <= Years < 40 3. 40 <= Years < 50 4. 50 <= Years < 60 5. Over 60years	3.86 3.90 3.91 4.02 4.13	.623 .535 .555 .582 .666	1.338	.255	No significant difference among the groups ($p > .05$)
<i>Highest level of education:</i> 1. Bachelor's Degree 2. Master's Degree (MBA/MSC) 3. Doctoral Degree 4. Other	3.88 3.95 3.95 3.84	.618 .498 .598 .568	.644	.587	No significant difference among the groups ($p > .05$)
<i>Monthly Salary:</i> 1. Less than Rs. 35000 2. 35000 <= RS < 50000 3. 50000 <= RS <	3.58 3.84 3.84 3.87	.537 .577 .527 .574	5.371***	.000	Only groups: 'Less than Rs. 35000' and 'more than Rs. 95000' and 'in between Rs. 80000-Rs.95000 and more than Rs. 95000' are

65000 4. 65000 <= RS < 80000 5. 80000 <= RS < 95000 6. More than Rs. 95000	3.75 4.07	.501 .567			statistically significantly ($p < .05$) different.
<i>Marital status</i> 1. Married 2. Unmarried 3. Divorced/widowed	3.94 3.84 4.22	.559 .595 .722	1.770	.172	No significant difference among the groups ($p > .05$)
<i>Number of children:</i> 1. None 2. One 3. Two 4. Three 5. Four	3.83 3.94 3.97 4.11 3.73	.595 .560 .547 .510 .852	2.191	.069	No significant difference among the groups ($p > .05$)

Note. * $p < .05$, ** $p < .01$. *** $p < .00$.

Marital Status

The results in Table 3 shows that the Divorced/widowed (M 4.22, SD = 0. 722) members were more satisfied than married (M = 3.94, SD = 0.559) and unmarried faculty members (M= 3.84, SD = 0.595). However, no significant statistical difference among single, married and widowed academic member was found for job satisfaction under the One-way ANOVA test ($F = 1.770$, $p = .172$). This result is supported by the studies of Paul and Phua (2011), Saygi et al. (2011), and Wong and Heng (2009). However, marriage has been shown to increase overall satisfaction levels for academic staff members supported by the studies of Cetin (2006), Hagedorn (2000), Leung, Siu, and Spector (2000).

Number of Children of Staff Members

The finding in Table 3 shows that the faculty members having three children (M= 4.11, SD= .510) were more satisfied. However, no significant statistical difference among number of children and faculty job satisfaction ($F = 1.237$, $p = .291$).

The Regression Analysis for Faculty Job Satisfaction and Demographic Factors

The results of the multivariate regression analysis (Model 1) proposed under section Data Analysis Methods of this study is depicted in Table 4. The result on the F-statistic indicates that the overall model is valid ($p < .01$). The R^2 value points out that the selected demographic factors explain 11.6% of the variation of the job satisfaction of faculty members of state universities in Sri Lanka.

As shown in Table 4, the *Current working status*, the category *senior lecturers* has a significant negative association ($p < .10$) with the faculty job satisfaction. This result indicates that the *senior lecturers* are quite dissatisfied compared to other two categories: *professors* and *lecturers*. This result could be due to the fact that the senior lecturers are highly burdened with heavy work responsibilities compared to other two categories of lecturers. Since professors are the most satisfied (see Table 2), the finding of the regression analysis is consistent with findings of Malik (2011) and Paul and Phua (2011). In terms of *highest level*

of education, the category: *other* has a significant negative relationship ($p < .10$) with the overall job satisfaction. The majority of the respondents who indicated the 'other' category included academics holding MPhil degree, and the result shows that these academics are not as satisfied as academics holding a doctorate. Similar findings are indicated in studies by DeVaney and Chen (2003a) and Malik (2011). In terms of *monthly gross salary*, the results indicate that higher salary scales: 'Rs.50, 000 to 65,000' ($p < .10$) and 'Rs.65,000 to 80,000' ($p < .05$) are significant factors positively affecting on faculty overall job satisfaction. Furthermore, the salary scale over Rs. 95,000 depicts a high statistical significance in affecting the faculty overall job satisfaction. These findings are in congruence with the conclusions derived in Sseganga and Garrett (2005), Van et al. (2003) and Malik et al. (2010a).

The coefficients of these salary scales have also increased with the increment of the salary scales. These results show that monetary incentives have a significant positive influence on overall job satisfaction of the Sri Lankan academics. According to the Herzberg's (1976) two-factor theory, monetary incentives such as salary are considered as a hygiene factor, and thus not a motivating factor. The findings of this study indicates otherwise as there is a positive association between salary and overall job satisfaction with larger coefficients and high statistical significance. This unexpected result could be interpreted as due to the fact that the Sri Lankan academics in state universities are not compensated adequately (Alwis, 2012; Usvatte-Aratchi, 2012).

Table 4: Results of the Regression Analysis

Model 1 (Dependent Variable: Overall Job Satisfaction)			
	Coefficient	Std. Error	t-value
Current working status – Senior Lecturer	-.215*	.113	-1.905
Current working status –Lecturer	-.143	.161	-.884
Teaching Exp.: 5 ≤ Years < 10	-.076	.098	-.781
Teaching Exp.: 10 ≤ Years < 15	.054	.121	.444
Teaching Exp.: 15 ≤ Years < 20	.026	.145	.178
Teaching Exp.: 20 ≤ Years < 25	-.087	.158	-.552
Teaching Exp.: Over 25 Years	-.054	.178	-.302
Gender- Female	.026	.056	.460
Age: 30 ≤ Years < 40	-.011	.128	-.082
Age: 40 ≤ Years < 50	-.090	.159	-.568
Age: 50 ≤ Years < 60	-.072	.180	-.398
Age: Over 60 Years	.097	.254	.381
Master's Degree	-.066	.117	-.563
Doctoral Degree	-.217	.134	-1.624
Education-Other	-.291*	.158	-1.846
Salary-35,000 ≤ Rs < 50,000	.286	.198	1.449
Salary-50,000 ≤ Rs < 65,000	.296*	.179	1.651
Salary-65,000 ≤ Rs < 80,000	.349**	.174	2.004
Salary-80,000 ≤ Rs < 95,000	.301	.191	1.571
Salary->95,000	.637***	.188	3.395
Marital Status – Unmarried	.029	.099	.293

<i>Marital Status</i>	- .403*	.221	1.825
Divorced/widowed			
<i>Children – 1 Child</i>	.151*	.089	1.708
<i>Children – 2 Children</i>	.146	.090	1.629
<i>Children – 3 Children</i>	.309**	.125	2.463
<i>Children – 4 Children</i>	-.295	.371	-.793
Intercept	3.698***	.243	15.237
F-value	2.000***		
R ²	.116		
N	423		

* $p < .1$; ** $p < .05$; *** $p < .01$

Under the demographic factor: *Marital Status*, the category: *divorced/widowed* shows a significant positive association ($p < .10$) with overall job satisfaction. Based on the results, it could be understood that being *married* or *unmarried* do not have a significant impact on the overall job satisfaction of academic staff members in Sri Lanka. Under the demographic factor: *number of children*, categories that represent having one child ($p < .10$) / three children ($p < .05$) have a statistically significant positive association faculty job satisfaction.

CONCLUSION

It is clear that little research on job satisfaction of academic members have been done in the context developing countries. Therefore, there is a need for more research studies from developing countries like Sri Lanka. Thus this study made an attempt to explore the relationship between job satisfaction of faculty members of fifteen state universities in Sri Lanka and their selected demographic characteristics (i.e., current working status, teaching experience, gender, age, highest level of education, monthly salary, marital status and number of children).

The study finds that the mean overall job satisfaction is 3.93 and the median value is 3.95 (in a 1-5 Likert scale). Thus, these results indicate that the academic members in general are quite satisfied on their job. In terms of differences between and among different demographic categories, the findings of this study indicate that there were statistically significant differences in job satisfaction based on current working status ('Professor' and 'Senior lecturer' were statistically significantly ($p < .05$) different, and 'Professor' and 'Lecturer' were statistically significantly ($p < .01$) different) and monthly salary (Only groups, 'Less than Rs. 35000' and 'More than Rs. 95000' and 'In between Rs. 80000-Rs.95000' and 'more than Rs. 95000' are statistically significantly ($p < .05$) different). Faculty members as professors were more satisfied than other groups. This result is supported by the studies of Ghafoor (2012). Faculty members of Lecturers had the lowest job satisfaction in their job. Studies such as Bas and Ardic (2002), Olorunsola (2010a) and Ghafoor (2012) indicate that salary scales have a significant impact on the level of job satisfaction, which is consistent with the findings of this study. On the other hand, the demographic factors: teaching experience, gender, age, highest level of education, marital status and number of children of staff members, had no statistically significant differences. This result is supported by the studies of Malik (2011).

The multivariate regression analysis found that the degree of overall job satisfaction of academic staff members of fifteen state universities in Sri Lanka significantly positive affected by some of their demographic factors, namely monthly gross salary and number of children. Monetary incentives of Sri Lankan state university academics *as well as* having one

child or 3 children were significantly positively associated with overall job satisfaction. Although, Herzberg (1976) Two-Factor theory indicates that monetary incentives such as salary are considered as a hygiene factor, the results of this study indicate otherwise, i.e., salary as a motivating factor. This finding is inferred due to the fact that the Sri Lankan academics in state universities are not compensated adequately (Usvatte-Aratchi, 2012); (Alwis, 2012) Furthermore, the findings indicate that being a senior lecturer or having a qualification such as an MPhil had a significant negative association. The authors observe that usually senior lecturers in the Sri Lankan state university system are overburdened with a high workload and this negative association could be attributed to that fact. In terms of policy implications arising from the findings of this study, it could be recommended that the academics in state universities should be compensated adequately, workload of the senior lecturers should be rationalized, as well as opportunities and financial support should be given to secure higher qualifications.

It should be noted that there are few limitations in the present study and the findings and related conclusions should be interpreted cautiously. Firstly, the study was conducted only in the Sri Lanka context; and therefore the findings and related conclusions are unable to be compared with rest of the other countries in the world. For the better understanding of job satisfaction concepts, other developing and developed nations should have been considered and appropriate comparisons made. Secondly, in this study, the data obtained through questionnaires were all self-administered for determining which aspects were satisfying and dissatisfying; and hence, the findings may be subject to response consistency effect. In terms of future research directions, it is proposed to expand the study to other developing countries as well as to use other research approaches (e.g., qualitative case studies) to determine the impact of the selected demographic factors in this study and other variables on the overall job satisfaction of the academic staff members in the state universities.

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