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Research Article

ROLE OF DEMOGRAPHIC FACTORS ON ACADEMIC STAFF JOB SATISFACTION IN MALAYSIAN UNIVERSITIES

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Based on last due decades, job satisfaction assumed as one of the principle organizational factors that has considerable role amongst academic staff at university; moreover, concentrating on this imperative factor and discovery operative items that effect on the level of job satisfaction is very critical. The main purpose of current research is to survey the relationships between gender, marital status, level of education, reward, and status of designation with job satisfaction of academic staff at Malaysian universities. The Job Descriptive Index (JDI) was applied to measures job satisfaction amongst academic staff. The data of present study taken from 440 academic staff were occupied in Malaysian universities. The findings illustrated there were significant relationships between level of education, reward, and status of designation with job satisfaction, while there were not meaningful association between gender and marital status with job satisfaction; that analyzed by t-test.

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INTRODUCTION

One of the main educational organizations in every country is university that plays a great role in developing and increasing individual knowledge and skill. In reality, the presence of university has a considerable contribution to improving the level of consciousness among individuals (Santhapparaj & Alam, 2005). Furthermore, it is very important to focusing on academic staff as principle members at university. Academic staff are professional and educated human resources that growth university's outcomes. In this regard, Sohail and Delin (2013) explained academic staff are central human resources at universities that have a essential role in academician, didactic, and social sectors. As matter of fact, academic staff except of teaching has major contribution in publication, exploration, and community engagement services. Certainly, these scientific activities lead to high level of university's outcomes toward other universities (Hussin, 2011; Sadeghi, Zaidatol, Habibah, & Foo, 2012).

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According to the main role of academic staff at university, the level of their performance and scientific activities requires some positive factors that appeared by various motivators. One of these significant and positive factors is job satisfaction that has an acceptable influence on behavior and approach of academic staff toward their job at the university (Strydom, 2011). Job satisfaction as a vital component in educational system has a critical role among academic staff. This main factor likewise regarded as one of the basic human needs that influence on staff performance, behavior, and reaction (Ahsan, Abdullah, Gun Fie, & Alam, 2009). With respect to the basic human needs, psychology has a crucial role in numerous characteristics of human activities (Berghe, 2011). By the way, environmental psychology concentrated on some behaviors and reactions about the job and its state. Those included work behavior, emotion toward work, approach, performance, and relation with others (Wang & Lee, 2009). The study of job satisfaction regarded as a central factor through educational organizations (Khera & Gulati, 2012; Sadeghi *et al.*, 2012). It seems the presence of this organizational factor among academic staff has an imperative position for progressing and changing the state of work (Ling, Bahron, & Boroh, 2014).

Evidence shows that job satisfaction be an essential organizational factor among academic staff that decreased or increased by several factors at the workplace (Noraani, 2013). Moreover, focuses on staff's view creates a proper atmosphere for enhancing their performance and prevents to appear some negative factor. Low level of job satisfaction is one of these negative factors that formed by the impact of numerous circumstances on universities (Ahsan *et al.*, 2009). Some factors such as gender, marital status, level of education, reward, and status of designation have noticeable role on the level of job satisfaction among staff at university.

In this regard Lambrou, Kontodimopoulos, and Niakas (2010) stated there is a meaningful connection between gender and job satisfaction. In addition, Noordin and Jusoff (2009) clarified marital status has a significant relationship with job satisfaction amongst academic staff. Based on association between status of designation and job satisfaction, Beckmann, Binz, and Schauenberg (2007) described contract types can be effective on the level of job satisfaction because they certify the working situation of staff. On the other word, there is an association between the status of designation and job satisfaction.

In general, status of designation is so valuable factor for staff because determines their working situation; and support their needs at university. Reward as another of these demographic factors effects on job satisfaction. It seems that there is a close relationship between this effectual motivator and job satisfaction that originates from the workplace (Jessen, 2010).

in Malaysia. The key reasons for using the cross-sectional method included budget and time that limit the researcher's area working. A total 440 academic staff selected based on Krejcie and Morgan's table among total three public research universities (universiti Putra Malaysia, University Malaya, and Universiti Kebangsaan Malaysia) in Klang Valley, Malaysia.

Measures

In current study was used Job Descriptive Index (JDI) to measure job satisfaction amongst academic staff. This scale included 72 items and assessed five facets of work, pay, supervision, promotion, and co-worker.

The JDI used three point Likert (Yes=3, No=0, and No Idea=1). Additionally, the demographic assessment developed by the researcher and measured gender, marital status, reward, status of designation, and level of education.

Data analysis

Data of the present study was analyzed via t-test (SPSS version 20 statistical software).

RESULTS

Results of *t-test* analysis illustrates in Table 1 and shown that job satisfaction significant differ between academic staff with different gender, marital status, level of education, reward, and status of designation.

Table 1. Differences in Job Satisfaction between Socio-Demographic Factors based on *t-test* Results (N=440)

Socio-demographic profile	n	M	SD	t	p
Gender					
Female	236	92.08	6.204	-1.00	.320
Male	204	92.70	6.740		
Reward					
Yes	203	94.14	6.522	-5.51	.000**
No	237	90.85	6.011		
Marital Status					
Married	372	92.43	6.417	-.50	.620
Unmarried	68	92.01	6.715		
Status of Designation					
Non-Permanent	119	91.00	6.846	-2.71	.007**
Permanent	321	92.88	6.244		
Level of Education					
Master's Degree	71	90.23	6.305	-3.07	.002**
Doctorate	369	92.78	6.414		

*Note: M=Mean; S.D=Standard Deviation

Level of education is one of the principle factor that has powerful impact on job satisfaction. Furthermore, distinguishing the effect of this factor on job satisfaction at the educational organization is very essential. These explanations mentioned by Alam and Fakir Mohammad (2010) who studied on relationship between level of education and job satisfaction. Regarding these studies, the present research examines the role of demographic factors on job satisfaction amongst academic staff at public research universities in Malaysia.

MATERIALS AND METHODS

This study is a correlational survey. It was used quantitative approach for answer to the purpose and research questions of the study amongst academic staff of public research universities

The results of *t-test* analysis shown there was no significant difference in job satisfaction amongst male ($M= 92.70$, $SD= 6.740$) and female ($M= 92.08$, $SD= 6.204$), $t(438) = -1.00$, $p=.320$. In addition, there was no meaningful difference in job satisfaction between married ($M = 92.43$, $SD= 6.417$) and unmarried ($M = 92.01$, $SD= 6.715$), $t(438) = -.50$, $p=.620$. On the other hand, the study found statistically significant difference between reward and job satisfaction in which academic staff who got rewarded ($M = 94.14$, $SD= 6.522$) tended to be more satisfied than academic staff who did not receive reward ($M = 90.85$, $SD= 6.011$), $t(438) = -5.51$, $p =.000$. The findings likewise revealed that there was a significant difference in job satisfaction between status of

designation in which academic staff who had permanent designation ($M = 92.88$, $SD = 6.244$) tended to be more satisfaction as compared to non-permanent designation staff ($M = 91.00$, $SD = 6.846$), $t(438) = -2.71$, $p = .007$. Additionally, the results of the study shown that there was significant difference in job satisfaction between level of education in which academic staff who had doctorate ($M = 92.78$, $SD = 6.414$) tended to be more satisfied than master's degree staff ($M = 90.23$, $SD = 6.305$), $t(438) = -3.07$, $p = .002$. In continue, Table 1 illustrates these analyses.

DISCUSSION

The results of t -test analysis are in corresponded with earlier studies that concentrated on the role of socio-demographic factors on job satisfaction. The finding of this study supports previous works of Malik, Nawab, Naeem, and Danish (2010) who explained that receiving reward has a considerable proportion among staff. This factor likewise improves their attitudes and beliefs toward their job. It is also confirmed the investigation of Aktar, Sachu, and Ali, (2012) who reported reward as a positive organizational motivator plays a vital role in growing the level of job satisfaction in the place of work. In addition, Beckmann *et al.* (2007) who found that status of designation is one of the main factors on job satisfaction, and it changes facets of staff about their job. Definitely, this factor has a close association with staff's view toward their job and its situation (Dawson & Veliziotis, 2013).

Bender and Heywood (2006) found that level of education has a great contribution to job satisfaction, and academic staff with high level of education show higher job satisfaction as compared to other staff at the workplace. High level of knowledge amongst staff provides an appropriate view for staff and impact on their performance (Gurbuz, 2007). These results are parallel with finding of the current study that referred to the level of education and mentioned doctorate staff are more satisfied as compared to master's degree staff. In contrast, the finding of the current study exposed that there is no significant difference in job satisfaction based on gender group. This finding is in agreement with the research by Ghoniem, Elkhoully, Mohsen, and Ibrahim (2011) who argued that there is no significant association between job satisfaction and gender.

Although, it is different with the findings of Lambrou *et al.* (2010) and Sadeghi *et al.* (2012) who suggested that there is meaningful difference in job satisfaction between male and female. Additionally, the finding of the study mentioned that there is no significant difference in job satisfaction based on marital status. This finding supports the research of Azim, Haque, and Chowdhury (2013) who found that marital status does not have specific proportion on staff's view toward their job. The researchers stated that married and unmarried individuals have the same feeling toward their job at the workplace. Whereas, the finding of the current study is different with the findings of Ebrahimi Tazekand, Nafar, and Keramati (2013) who indicated there is meaningful difference in job satisfaction between married and unmarried.

Conclusion

Based on the results of the present study and earlier explorations, it can be concluded that level of education, reward, and permanent designation lead to job satisfaction and increase staff performance.

Therefore, satisfied academic staff have an essential role in growing scientific outcomes at public research universities in Malaysia.

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