

Impact of Demographic Factors on Extrinsic Job Satisfaction: Special Reference to Government School Teachers of Kalmunai Educational Zone

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Abstract

The purpose of this research study is to investigate the extrinsic job satisfaction-hygiene factors such as job security, compensation, social status, school policies & practices and working conditions of government school teachers working at Kalmunai zone, Ampara district in Sri Lanka. This research study compares the extrinsic job satisfaction of teachers with demographic factors such as Gender, Ethnicity, Age, Civil Status, Educational Qualifications and Years of Experience. 12 government schools were selected randomly from Kalmunai educational zone. In order to collect required data for this study, the Minnesota Satisfaction Questionnaire (MSQ) standard method was used as a tool. The research study comprised 64 government schools in Kalmunai zone in Ampara district in Sri Lanka. Twelve Schools were randomly selected as sample for this research study. There are 635 government school teachers of which 271 males and 364 female teachers working in the selected schools. 100% response rate was yielded. Appropriate statistical analysis such as Reliability Analysis, Principal component Analysis, t-test and One-way ANOVA were used to analyze the data. This research study found that there are no significant differences existed in the extrinsic satisfaction between male & female, Muslim & Tamil and married & unmarried. Furthermore, age and years of experiences didn't explore the extrinsic satisfaction difference in teachers whereas, the teachers' educational qualifications impact on extrinsic job satisfactions.

Key words: extrinsic job satisfaction, government schools, Kalmunai educational zone, principal component analysis.

Introduction

A study of job satisfaction is a major research activity throughout world in all walks of organizational life including education. More of the work is done in business and industry, however, a reasonable number of studies have also been conducted in the field of education throughout the world. Every individual needs job to fulfill basic needs. It shares in strengthening the financial basis for individuals' life style. Therefore the job satisfaction is a most interesting field for many researchers to study work attitude in workers (Koustelios, 2001).

Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their job satisfaction (Chambers, 1999). It is also important due to its significance with the physical and mental wellbeing of workers. It is closely related to behaviors, such as productivity, absenteeism and turnover. Besides its humanitarian value it makes the economic basis to get maximum financial remuneration.

Attracting and retaining high quality teachers is a primary necessity as well as a challenge for educational institutions. While intrinsic factors play a significant role in motivating individuals to enter the teaching profession, extrinsic conditions can influence their job satisfaction and desire to remain in teaching. In addition, demographic factors and teacher specific and school specific characteristics also affect job satisfaction. (Sharma and Jyoti, 2006).

When teachers are satisfied with their job they can perform responsibilities with more concentration and devotion (Rajkatoch 2012).

Teachers are arguably the most important group of professionals for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs (Bishay, 1996). The hygiene Factors are Supervision, Working conditions, Co-workers, Pay, Policies & Procedures, Job security, status and Personal life (Herzberg et al., 1959; Herzberg, 1966). They are not necessarily satisfying, but their absence could cause dissatisfaction.

Teaching profession is facing problems related to teachers' job satisfaction. The general perception is that teachers in the government schools are dissatisfied with their profession. They are said to be dissatisfied with teaching in the government schools.

To achieve the goal of this research study this research paper is composed into five sections. Section 2 derives the literature review, section 3 gives research methodology, section 4 describes data analysis and discussions and in the last section conclusions and recommendations are given.

Review of Literature

The literature supporting the research for the aforementioned study is discussed below. The review begins with a historical account of the development of motivational theory, including Herzberg's (Herzberg et al., 1959; Herzberg, 1966) two factor theory and its application in related studies. Extrinsic and Intrinsic job satisfaction and motivation factors are also defined. The appropriateness of that theory is shown by the cited research which illustrates the support and challenges to the theory when tested in various settings.

According to Sharma and Jyoti (2006) the degree of job satisfaction secured by teachers is not high and the reason lies in insufficient pay. Secondary level teachers are more satisfied than primary level teachers. Contrary to expectation, private school teachers are more

satisfied than government school teachers despite the poor pay package, due to the congenial atmosphere in the private schools. Female teachers are more satisfied due to the nature of the job and the socio-cultural value of the profession. The level of education inversely affects the pay satisfaction of the employees working at the same level. Satisfaction with teaching as a career, not merely as a job, is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement.

Satisfaction has been generally viewed as function of worker's rewards and expectations by many researchers. That is why workers who possess better rewarding jobs have higher satisfaction than with little intrinsic and extrinsic values (Kalleberg, 1977).

Hulin and Smith (1965) explained just the reverse explaining that males are more satisfied than females with regard to job satisfaction. D 'Arey et al., (1984) explain that there is no difference in gender in regard to job satisfaction.

Carell and Elbert (1974), explain that the qualification has a negative impact on job satisfaction. It was found that the fresh graduates with higher qualifications are not satisfied with the job they do.

The extrinsic factors are Supervision, Working conditions, Co-workers, Pay, Policies & Procedures, status, Personal life, and Job security (Herzberg et al., 1959; Herzberg, 1966). Herzberg claimed that these factors did not serve as satisfiers, but their absence could well be a source of dissatisfaction. Thus, a neutral state would obtain.

Research has shown that compensation does not have a long-term motivational effect (Furnham, 2006). Nor does it necessarily increase productivity. However, Furnham found that if pay does not meet expectations or there is disparity, motivation and performances negatively affected. Further, uniform pay adjustments are less motivational than merit based increases. Finally, his study showed that employees would exchange pay for other benefits like time off and job security.

Grover and Wahee (2013) found that working environment seems to be one of the most important ingredients of job satisfaction followed by job security, salary and benefits and training. Secure job environment enhances the degree of job satisfaction. Researcher recommended that, management must create an environment of job security among employees apart from job security and provide job stability.

Mansor et al., (2012) suggested that competition is the most influential construct associate with job satisfaction level among the employees; followed by working environment, reward system, motivational factors and supervision and leadership by using Pearson Correlation Analysis. However, further analysis using multiple regression, revealed that only four independent variables were significant which were competition, working environment, reward system and motivational factors but supervision/leadership factors was not significant. Another study of Pakistan showed that a positive link exists between leadership, motivation, benefits, job organization and job satisfaction (Saeed et al., 2013).

Methodology

Objectives of the Research Study

The present research study intends to achieve the following objectives:

1. To explore teachers' job satisfaction in government schools in Kalmunai zone.
2. To compare the extrinsic job satisfaction with demographic factors.

Theoretical Framework

The theoretical framework depicted in the figure 1 illustrates the dependent and independent variables. The dependent variable which is the extrinsic job satisfaction consists of Job security, Compensation, Social status, School policies & practices and Working conditions and the independent variable i.e. demographic factors includes Gender, Ethnicity, Age, Civil Status, Educational Qualifications and Years of Experiences.

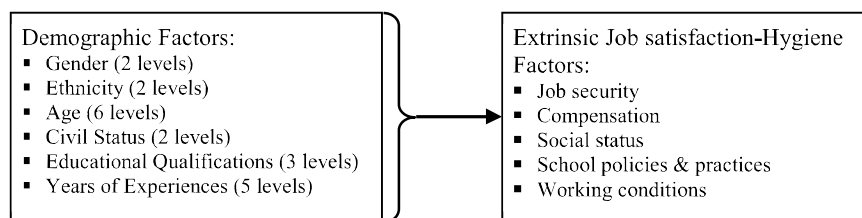


Figure 1: Conceptual model of the research study

Data Sources and Measures

The MSQ standard questionnaire was administrated to government school teachers in Kalmunai zone to collect data for this research study. Questionnaire was divided into two sections. Part-A consisting questions relating to personal characteristics of the respondents known as demographic factors, Part-B consisting questions relating to job satisfactions and questions are prepared with five point likert- scaling system (1-Highly not satisfied, 2-Not satisfied, 3-Satisfied, 4-Very satisfied and 5- Extremely satisfied).

Extrinsic job satisfaction can be measured through the job security, compensation, social status, school policies & practices, and working conditions. Each variables are consists 5 sub variables to measures the factors. Statistical software SPSS 20 was used to analyze the data.

Data Analysis and Discussion

Frequency Distribution Table for Demography Factors

The frequency distribution for demography factors have been given in table 1. There are 170 teachers from 12 schools participated in this research of which 73 are male and 97 are female. Majority of the teachers participated in the survey are Muslim. Out of 170, only 15 teachers are below age of 30 years. As far as civil status is concerned, 152 teachers have got married. The researchers give equal consideration on teachers' educational qualification (A/L, Diploma & Degree) when collecting data from each school. In terms of year of teaching experience, 82 teachers fall within the category of 10-20 years whereas 49 teachers are having more than 20 years of experience.

Table 1. Frequency distribution table for demographic factors

Demographic Factors	Groups	Frequency	Percentage
Gender	Male	73	42.9
	Female	97	57.1
Ethnicity	Muslim	135	79.4
	Tamil	35	20.6
Age	Below 30	15	8.8
	30-35	51	30.0
	35-40	32	18.8
	40-45	24	14.1
	45-50	26	15.3
	Above50	22	12.9
Civil status	Unmarried	18	10.6
	Married	152	89.4
Educational Qualifications	A/L	57	33.5
	Diploma	57	33.5
	Degree	56	32.9
Years of Experiences	Below 5 years	14	8.2
	5-10 years	74	43.5
	10-15 years	22	12.9
	15-20 years	11	6.5
	Above 20 years	49	28.8

Reliability Analysis

Before applying statistics, testing of the reliability of the scale is very much important as it shows the extent to which a scale produces consistent result if measurements are made respectively. This is done by determining the association in between scores obtained from different administrations of the scales. If the association is high, the scale yields consistent result, thus is reliable. Cronbach's alpha is most widely used method. It may be mentioned its value varies from 0 to 1. But satisfactory value is required to be more than 0.6 for the scale to be reliable. The cronbach's alpha estimated for extrinsic factors that have been given in table 2. As the Cronbach's alpha value in this study were all much higher than 0.6, the constructs were therefore deemed to have adequate reliability.

Table 2. Cronbach's Alpha Values for Extrinsic Job Satisfaction Factors.

No.	Details of Variables	Cronbach's Alpha	No. of indicators
1	Job security	0.8258	5
2	Compensation	0.8554	5
3	Social status	0.9296	5
4	School policies & practices	0.9277	5
5	Working conditions	0.8539	5

Principle Component Analysis

The principal Component Analysis is very useful analysis to reduce the large number of correlated variables into uncorrelated variables. In this study, extrinsic job satisfaction measured by above mentioned 5 factors. Each factor has 5 sub variables. These sub variables were reduced as one variable using principal component analysis that contains large amount of information. Generally, the reduced variables are containing more than 70% of information is acceptable.

The reduced variables were contained the following percentage of information. The Job security was explained by 81.7% original of information, Compensation was explained by 81.8 % of original information, Social status was explained by 78.3% of original information, School policies & practices contain 77.6% of original information, and Working conditions explained by 81.7% of original information respectively.

t-Tests for Demographic Factors: Gender, Ethnicity and Civil Status

Results of independent sample test that was implemented with the purpose of testing whether there are meaningful differences between male & female, Muslim & Tamil and unmarried & married teachers in terms of extrinsic job satisfaction factors and the results have been given in table 3.

Table 3. The Independent sample t-test results by Gender, Ethnicity and Civil Status

t-Test Results									
Demographic Factors	Group	N	Mean	SD	df	t-value	Sig.p	95%Confidence Interval	
								Lower	Upper
Gender	Male	73	5.1312	1.2125	168	0.556	0.579	-0.256	0.4566
	Female	97	5.0311	1.1238					
Ethnicity	Muslim	135	4.9977	1.1242	168	-1.695	0.092	-0.803	0.061
	Tamil	35	5.3688	1.2641					
Civil Status	Unmarried	18	5.0751	0.6518	168	0.006	0.995	-0.370	0.372
	Married	152	5.0740	1.2078					

From the above table 3, the probability values are $p = 0.579$, $p = 0.092$ and $p = 0.995$ for Gender, Ethnicity and Civil Status variables respectively. These values indicate that there is no significant difference in extrinsic job satisfaction of male & female teachers as well as unmarried & married teachers. Whereas the extrinsic job satisfactions of Muslim & Tamil teacher's is statistically significant at 10% level. Further, the extrinsic job satisfactions of Tamil teachers (Mean = 5.3688) is higher than the Muslim teachers (Mean = 4.9977).

ANOVA Results and Discussion for Variables: Age, Educational Qualification and Years of Experience

Results of ANOVA that was implemented with the purpose of testing to know whether there are meaningful differences between teachers' educational qualifications, age levels and experience in terms of extrinsic job satisfaction. The ANOVA results have been given in table 4.

Table 4. ANOVA results by Age, Educational Qualifications and Years of Experiences

ANOVA Tables					
Demographic Factors	Source of Variations	df	Mean Square	F	Sig.p
Age	Between Groups	5	1.188	0.879	0.496
	Within Groups	164	1.351		
	Total	169			
Educational Qualifications	Between Groups	2	5.371	4.138	0.018
	Within Groups	167	1.298		
	Total	169			
Years of Experiences	Between Groups	4	1.643	1.227	0.301
	Within Groups	165	1.339		
	Total	169			

According to the results shown in table 4, probability values for age and years of experiences on extrinsic job satisfaction of teachers are $p=0.496$ and $p=0.301$ respectively. These values indicate that there is no significant impact of variables age and years of experience on extrinsic job satisfaction of teachers. That is, each category of variables age and years of experience have same level of extrinsic job satisfaction.

However, there is significant impact of teacher's educational qualifications on the extrinsic job satisfaction at 5% significance level. That is the teacher's educational qualification categories have different levels of extrinsic satisfaction. To check which category is different from the others, Mean Comparison test was carried out and results have been shown in table 4.5.

Table 5. Multiple Mean Comparison Test (Tukey HSD) for Educational Qualifications with Extrinsic Job Satisfaction.

(I) Edu.Qua	(J) Edu.Qua	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
A/L	Diploma	0.1623318	0.2134123	0.728	-0.342345	0.667009
	Degree	-0.4346244	0.2143629	0.109	-0.941550	0.072301
Diploma	A/L	-0.1623318	0.2134123	0.728	-0.667009	0.342345
	Degree	-0.5969561*	0.2143629	0.016	-1.103881	-0.090031
Degree	A/L	0.4346244	0.2143629	0.109	-0.072301	0.941550
	Diploma	0.5969561*	0.2143629	0.016	0.090031	1.103881

*. The mean difference is significant at the 0.05 level.

Table 5 shows that the multiple mean comparison Tukey HSD test for Educational Qualification levels impact on extrinsic job satisfaction. The p-value for A/L & Diploma level teacher's is 0.728 and the p-value for A/L & Degree level teacher's satisfaction is 0.109, these values indicate that A/L qualification teacher's extrinsic satisfaction is same compare with Diploma and Degree level teachers at 5% significant level. But the p-value for Diploma & Degree level is 0.016, this value confirmed that the Diploma level teacher's extrinsic

satisfaction is different from Degree level teachers. Also, degree level teacher's extrinsic job satisfaction higher than the diploma level teachers.

Correlation among Intrinsic Job Satisfaction Variables

Correlation results among extrinsic job satisfaction variables are given in table 4.6. According to the correlation probability value there is a positive correlation among extrinsic job satisfaction variables at 5% significance level. These values are confirmed that extrinsic job satisfaction variables measure the teacher's extrinsic job satisfaction.

Table 6. Correlation matrix among extrinsic job satisfaction variables

	Job Security	Compensation	Social Status	School policies & Practices
Compensation	0.167 (0.030)			
Social status	0.613 (0.000)	0.111 (0.149)		
School policies & practices	0.459 (0.000)	0.281 (0.000)	0.530 (0.000)	
Working conditions	0.458 (0.000)	0.392 (0.000)	0.494 (0.000)	0.580 (0.000)

Conclusion

This study examines the personal characteristics demographic factors of teachers how related with their extrinsic job satisfaction. Results of the study indicated that gender does not have significant impact on extrinsic satisfaction. The male & female teachers have same level of extrinsic satisfaction; ethnicity does not have significant impact on extrinsic satisfaction. Whereas Muslim & Tamil teachers extrinsic job satisfaction is significantly different at 10% level. Civil status does not have significant impact on extrinsic satisfaction. That is unmarried and married teachers have the same level of extrinsic job satisfaction. Each level of Age and Experience has the same level of extrinsic job satisfaction. But, the teacher's Educational Qualification has different level of job satisfaction.

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