Effects of Demographic Factors on Job Satisfaction Among Employees' of Higher Educational Institutions in Central India

Raj Maurya*

Research Scholar, Department of Commerce, Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh, India

M. Sanjoy Singh**

Assistant Professor, Department of Commerce, Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh, India

Sukanta Kumar Baral***

Professor, Department of Commerce, Indira Gandhi National Tribal University, Amarkantak, Madhya Pradesh, India

***Corresponding Author: **Sukanta Kumar Baral**

Abstract

This study explores the effects of demographic factors i.e., category, educational level, marital status, length of service, and job area, on employees' job satisfaction in higher educational institutions of central India among 640 employees. The hypotheses were assessed using simple statistical methods and tools such as percentage, mean, standard deviation, factor analysis, t-test, correlation, and regression. The Cronbach's alpha coefficient was 0.847, showing the scale has excellent internal consistency. Out of the 29 statements, 26 of high-reliability scores were found and assessed. 6 factors were found by factor analysis, accounting for 89.776% of the total changes in the variable set. According to the t-test, job satisfaction is significantly higher, in females, unmarried employees, ST and EWS categories, 39-49 years of age, employees working in urban areas and below 4 years of service. The study found that all the demographic factors were significant except the length of service on job satisfaction, was highly correlated with educational level, followed by job area, marital status and category. The overall job satisfaction of employees was moderate. The F-value is 8.923where the impacts value of the factors are category (β=0.083), educational level (β =0.147), marital status (β= 0.099) and job area (β=0.140) respectively.

JEL Classification: A20, A22, A23, A29
Keywords: Demographic factors; higher educational institutions; employees and job satisfaction

Introduction

Job is the source of income for each employee, which plays a significant role in one's life. The critical question for the job is, are you satisfied with the job? Employee satisfaction is essential in organisations because productivity depends on employee satisfaction. Saner &Eyupoglu (2012) mentioned that innovative and creative employees allow institutions should develop and adapt in an appropriate manner as conditions and times change. Job satisfaction includes psychological responses to one's career, which have evaluative, emotional, and behavioural components (Hulin & Judge, 2003). It represents a composite of positive or negative behaviour that employers or workers have towards their work. It has been defined as the apex of job satisfaction in many of areas, with specific attention on the impact of contingent-employment contracts (De Graaf-Zijl, 2012). Statt (2004) mentioned the proportion to which a worker

contains a reward received for the job, especially intrinsic motivation. If employee satisfaction is high, the employee's mental and emotional state is good. The professionals, like teachers, have the first and most significant condition qualification, which affects their satisfaction level. In higher educational institutions, the teachers have to be well-informed in the knowledge. However, teachers' characteristics and gender (Ozmen&Muratoglu, 2010) have different exposure to develop their profession more efficiently, which inclines them towards high satisfaction in educational institutions.

Job satisfaction is a crucial factor in determining the level of engagement and productivity (ChiokFoong Loke, 2001) of employees in any organisation, including educational institutions. For employers to create a positive work environment, it is essential to understand the elements affecting job satisfactionthat fosters employee well-being and encourages commitment to the institution. Job satisfaction has been associated with numerous positive outcomes, including increased productivity, job performance, employee retention, and reduced absenteeism and turnover (Kalleberg, 1977; Ironson*et al.,* 1989). Karatepe*et al.* (2006) found some demographic factors which are potential determinants of employees' job satisfaction, such as age, gender, education level and job position. Some studies suggest that when they have more experience and feel more secure in their employment, older employees are more satisfied with their jobs than younger ones (Ng & Feldman, 2008).Contrarily, research has shown that women report less job satisfaction than men (Hodson, 1989), possibly due to gender discrimination and work-life balance issues (Kluemper& Rosen, 2009). According to Tikka *et al.* (2000), education level and job position are linked to job satisfaction with higher-educated employees, and those who are in higher positions reported higher levels of job satisfaction (Kim & Kao, 2014). The educational sector is one of the most critical sectors in society, since it is essential in forming the next generation (Etzkowitz*et al.,* 2000; Lindberg, 2009). Still, educational institutions face unique challenges that can affect employee job satisfaction. Educators may face significant pressure to achieve excellent academic results, while academic administrators may be overwhelmed with administrative tasks, leading to high levels of stress (Doyle & Hind, 1998; Boyland, 2011) and burnout (Grayson & Alvarez, 2008). In this study, the association between demographic variables and work satisfaction among employees of higher education institutions is determined. In the specific field of research in higher educational institutions, the study examines at the effects of category, education level, marital status, length of service, and job area on employees' job satisfaction.

Review of literature

Relevant research suggests that a comprehensive variety of variables impacts job satisfaction. Different studies reported that higher educational institutions employees are affected by gender, experience, education, age and category. Bholane&Suryawanshi (2015) the fact that most university teachers reported a moderate level of job satisfaction. Their employment satisfies university professors, while operational procedures indulge them the least.Gollan (2005) examined an employee's productivity and efficiency and showed that the organisation considered better human resource management practices through high-involvement management initiatives. The performance of workplace outcome was increased at a time, resources and management's attention towards the employee commitment. Namayandeh*et al.* (2011) analysed the connection between work-family conflicts and family work conflicts, where gender variations are the experience of perceived job-life joy and work-family interference. People spend different hours at work; male and female employees face similar difficulties in their work-family relationships. The study found that married females with high job satisfaction tend to have low work-family conflicts. In 2018 Capri &Guler found that teachers' job satisfaction linked to demographic factorsincluding age, education, marital status, and gender, like most professionals in other professions.

Gender may have an impact on teachers' job satisfaction. Teaching is a frequent profession choice for women in many nations (Klassen & Chiu, 2010). Job satisfaction for women teachers is likely to influence their career goals (Azman, 2013), future advancement and growth in their field (Rahman, 2019). According to a 2017 study by Najar and Dar, rural high school teachers were happier than urban teachers because rural teacher considers their work as worship. In the earlier studies, marital status was also a major element to contribute where the faculties who are married had a higher satisfaction towards the job (Jaipaul& Rosenthal, 2003).Dogan (2009) revealed that job satisfaction relates to participation, autonomy, procedural justice, promotional chances, distributive justice supervisors' support, and co-workers' support.

Maeran & Cangiano (2013) highlighted that the order of Job characteristics, task repetitiveness, salaries, and autonomy, have a prospective inference for inclusive approaches to work redesign. According to the study, the importance of the task at hand and any job-related feedback raises the possibility of some limited employee experience overflow into the workplace.

Statement of problem

Most studies focused on job satisfaction among employees in different organizations. After reviewing other literature, many studies were observed among nursing, non-educational institution, corporate, banking and other institutions. As seen from the earliest study, if the employees are satisfied with their job, they will be committed to their job, and their productivity will be high. However, the researcher has to pay attention to the job satisfaction level with the demographic factors of employees working in higher educational institutions. Therefore, a strong need is sensed to study higher educational institutions' employees. The study intends to determine the effects of demographic factors on the level of job satisfaction among employees of higher educational institutions.

Objectives of the study

1. To analyze the association between demographic factors and job satisfaction.
2. To investigate how different levels of job satisfaction impact those who work in higher education.

Hypotheses

1. Ho_1: No significant difference between employees' demographic factors and job satisfaction.
2. Ho_2: No significant association between employees' demographic factors and job satisfaction.
3. Ho_3: No significant effect of demographic factors on employees' job satisfaction.

Research Methodology

The descriptive study was used with the help of primary data collected from faculties of different departments of Uttar Pradesh and Madhya Pradesh working inBHU (Banaras Hindu University), PRSU (Professor Rajendra Singh University) (Uttar Pradesh) and HSGCU (Dr. Hari Singh Gour Central University), DAVV (Devi Ahilya Vishwavidyalaya) (Madhya Pradesh). The population for the study was distributed as category and non-category employees working in higher educational institutions. We have opted non-probability sampling technique to be used in the study. A total sample of 640 respondents was interviewed from the state of Uttar Pradesh and Madhya Pradesh. through the proportionate allocation method. The secondary data were obtained from google scholar, NIRF report from the university websites and other relevant literature. For the measurement (Liao *et al.,*2012; Vandenabeele, 2009) mentioned that the 5-Likert scale with the item ranging from agree to strongly disagree with Cronbach alpha of 0.95 was the most appropriate and reliable scale for ratio and interval scale, it was also proved by (Alreck& Settle, 1995; Miller, 1991). To meet the objectives of the study, a questionnaire and variable scale were developed and the responses were gathered. A 5-point Likert scale, with 5 denoting highly agree, 4 denoting agree, 3 denoting neutral, 2 denoting disagree, and 1 denoting strongly disagree, was used to measure the factors (items) that were taken into consideration in the questionnaire. The data were analysed with simple statistical tools like Percentage, Mean, and Standard Deviation. The report extensively used cross tables to communicate casual relationships among different variables, along with Excel and SPSS software version 22. The relevant test was applied and analyzed with the help of factor analysis, t-test, ANOVA, correlation, and regression analysis to meet objectives and test the formulated hypotheses of the study.

Analysis and Interpretations

Table 1.1 shows the descriptive statistics and differences in employees' job satisfaction with demographic factors working in the universities. Results show a significant difference between demographic factors and job satisfaction. Among 640 respondents, 455 (71.1%) were male, and 185 (28.9%) were female. Females (3.82 ± 0.397) had a significantly higher difference in job satisfaction than males (3.70 ± 0.379) at a significant level (p=0.018). The study of Kremer-Hayton & Goldstein (1990) showed that women are more attached to their work due to lower expectations,as men give more importance to their careers than females, where the fact that female employees receive their specific commitment. The respondent who

belongs to the age group 39-46 (3.75 ± 0.395) and 47-54 (3.74 ± 0.377) showed higher satisfaction towards their job than other groups (p=0.010). Ingersoll, (2001a) exposed young employees have high expectations of their job.The respondent's categories are significant differences in job satisfaction, where ST (3.83 ± 0.384) and EWS (3.86 ± 0.377) reported higher differences in satisfaction (p=0.014). Educational level is one of the most affecting variables of the job. The respondent whose qualification Ph.D. and Others (3.90±0.335) was a significant difference in their job than other qualifications. The unmarried employees (3.93 ± 0.466) had significant differences in job satisfaction to married employees (3.72 ± 0.381). Marriage was imposed due to which the responsibilities make a steady job more valuable and important. With the income group of Rs. 1,42,001-1,82,200 and above Rs. 1,82,200. Employees with a length of service below 4 years (3.77 ± 0.404) and 5-8 years (3.75 ± 0.380) of experience are more satisfied with their jobs than others. Further, the employees working in urban areas had significantly higher differences in satisfaction with their jobs.

Ho$_1$: No significant difference between employees' demographic factors and job satisfaction

Table 1.1: Employee demographic factors and difference in job satisfaction

Parameters	Classification	Sample	%	(Mean ± SD)	p-value
Gender	Male	455	71.1	3.70 ± 0.379	0.018
	Female	185	28.9	3.82 ± 0.397	
Age (yrs)	Below 30	4	0.6	3.73 ± 0.599	0.001
	31-38	158	24.7	3.71 ± 0.388	
	39-46	148	23.1	3.75 ± 0.395	
	47-54	264	41.3	3.74 ± 0.377	
	Above 55	66	10.3	3.72 ± 0.402	
Category	General	298	46.6%	3.72 ± 0.402	0.014
	OBC	166	25.9%	3.69 ± 0.344	
	SC	98	15.3%	3.75 ± 0.400	
	ST	51	8.0%	3.83 ± 0.384	
	EWS	27	4.2%	3.86 ± 0.377	
Educational Level	Post Graduation	20	3.1%	3.69±0.446	0.028
	Ph.D	533	82.7%	3.71±0.386	
	Ph.D and Others	87	14.2%	3.90±0.335	
Marital Status	Unmarried	27	4.2	3.93 ± 0.466	0.011
	Married	613	95.8	3.72 ± 0.381	
Monthly Income (Rs.)	Below Rs. 68900	32	5.0	3.78 ± 0.406	0.018
	Rs. 68901-79800	86	13.4	3.72 ± 0.389	
	Rs. 79801-131400	89	13.9	3.76 ± 0.375	
	Rs. 131401-144200	116	18.1	3.73 ± 0.442	
	Rs. 142001-182200	141	22.0	3.65 ± 0.358	
	Above Rs. 182200	176	27.5	3.79 ± 0.363	
Length of Service (yrs)	Below 4	122	19.1	3.77 ± 0.404	0.014
	5-8	222	34.7	3.75 ± 0.380	
	9-12	143	22.3	3.74 ± 0.393	
	13-16	84	13.1	3.62 ± 0.403	
	Above 16	69	10.8	3.73 ± 0.324	
Job Area	Rural	141	22.0	3.63 ± 0.409	0.018
	Urban	499	78.0	3.76 ± 0.376	

Source:*Author's compilation*

Kolmogorov-Smirnov test was revealed to be the best-conducted test for distributions with significant differences in structure from the normal distribution. The sample size for the job satisfaction scales was n=640 (n>50), as shown in Table 2.1 the Kolmogorov-Smirnov test outcome was assessed. Considering

these results for the Job satisfaction measure scale (p=0.170) were p>0.05, it was determined that the data satisfied the average distribution requirement at the 0.05 significance level.

Table 2.1: Test of Normality

|	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
TJSF	.032	640	.170	.995	640	.055
a. Lilliefors Significance Correction						

Source:*Analysed results of SPSS 2*

The first graph shows the ideal bell-shaped curve used to depict data. This curve form is referred to as a normal distribution or generally means normally distributed. According to Filliben (1975), a Q-Q plot is the most useful graphical tool for determining how a population distribution is different from a normal distribution. Geary (1947) found that the normal Q-Q graphs compare the quantiles of a variable's distribution to the normal distribution's quantiles. Sun &Genton (2011) mentioned that the box plot is a standard method for showing an overview of a dataset's distribution. Boxes indicate the upper and lower quartiles and the inner quartile range denotes the region between the quartiles that contains 50% of the distribution. Figure 1. A shows an ideal bell-shaped curve that indicates the data was normally distributed along with Figure 1. BQ-Q plot of job satisfaction and Figure 1. Cboxplot. The graph compares the dataset in the upper and lower quartile ranges shown through the boxplot, distributed in equal quartiles.
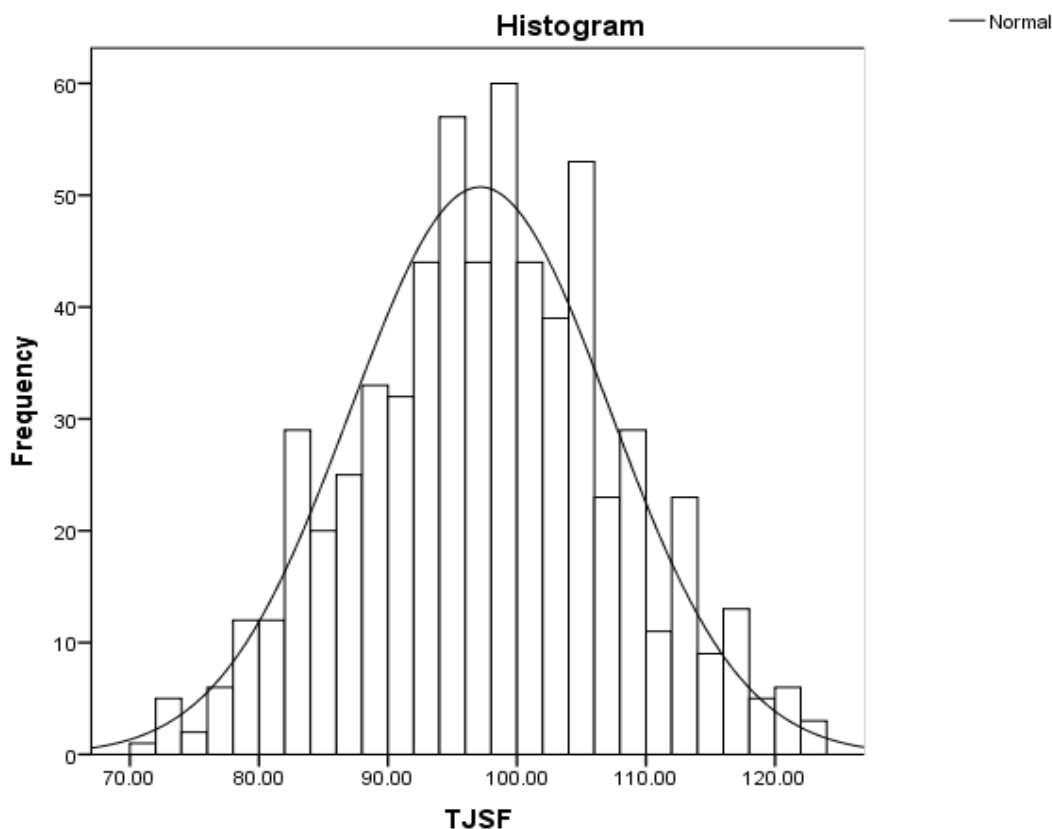
Figure *1. A: Histogram*
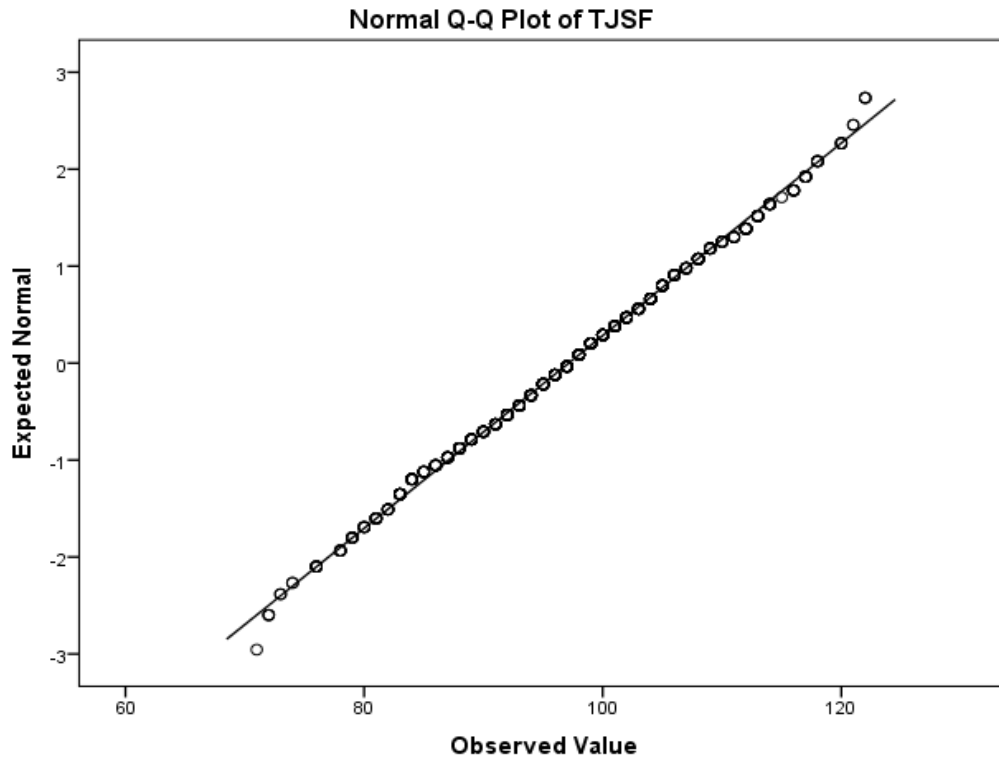
Figure *1.*
B: Job satisfaction normality chart
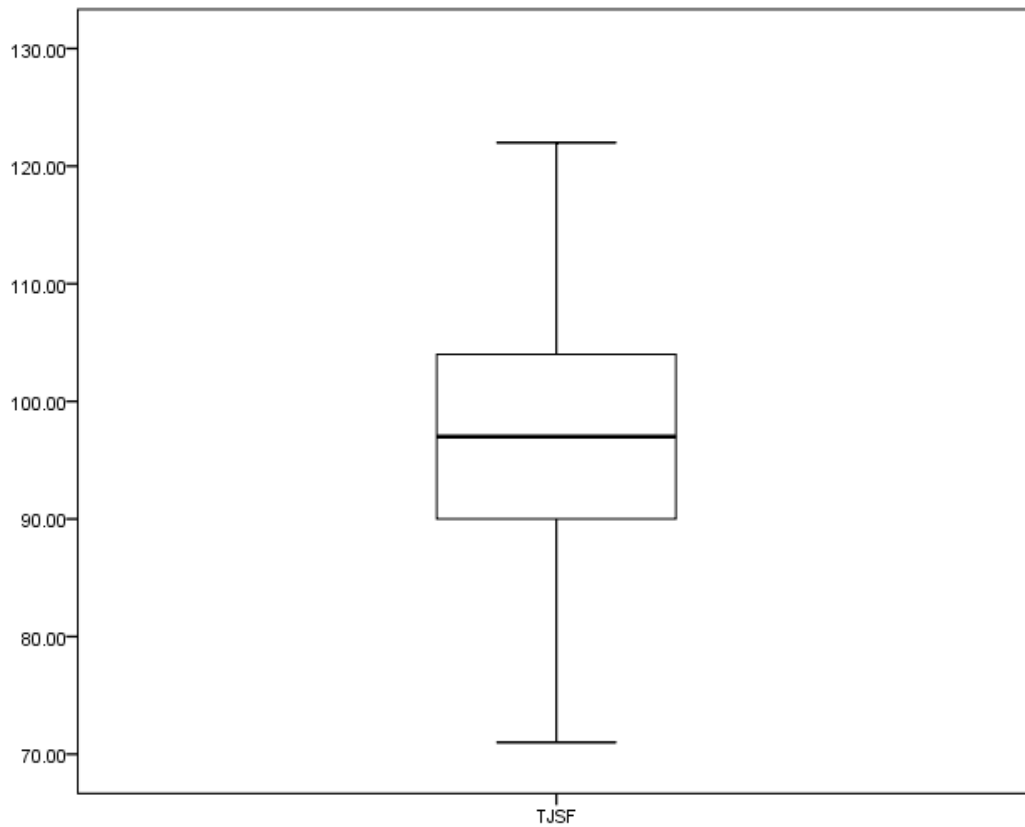
Figure*1. C: Boxplot*

Reliability Analysis

According to the study by Duong (2013), for construct validation, the reliability was conducted of job satisfaction to validate the analysis. Out of the 29 statements, 26 of high-reliability scores were found and assessed from several job satisfaction factors. The table indicates that the sample adequacy score calculated by Kaiser-Meyer-Olkin (KMO) is expected to be more than 0.60 and that Bartlett's test of sphericity will be statistically significant (p<.00). when the factors' Kaiser-Meyer-Olkin is 0.851. Bartlett's test of sphericity provides a significant result (0.00), and the present study employs factor analysis of data reduction.

Table 3.1: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.851
Bartlett's Test of Sphericity	Approx. Chi-Square	24583.088
	df	325
	Sig.	.000

Source: *Author's compilation*

Table 4.1: Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.819	22.382	22.382	5.819	22.382	22.382	5.533	21.282	21.282
2	5.244	20.170	42.552	5.244	20.170	42.552	4.424	17.014	38.296
3	4.286	16.485	59.037	4.286	16.485	59.037	3.661	14.083	52.378
4	3.361	12.926	71.963	3.361	12.926	71.963	3.510	13.501	65.879
5	2.801	10.774	82.736	2.801	10.774	82.736	3.321	12.775	78.654
6	1.830	7.040	89.776	1.830	7.040	89.776	2.892	11.122	89.776
7	.382	1.470	91.246						
8	.318	1.223	92.470						
9	.289	1.111	93.581						
10	.237	.913	94.493						
11	.202	.777	95.270						
12	.185	.712	95.982						
13	.165	.636	96.618						
14	.132	.509	97.128						
15	.109	.421	97.548						
16	.106	.408	97.957						
17	.081	.310	98.267						
18	.072	.276	98.542						
19	.069	.264	98.806						
20	.067	.258	99.064						
21	.063	.244	99.309						

22	.049	.188	99.496					
23	.045	.174	99.671					
24	.042	.161	99.832					
25	.031	.120	99.952					
26	.013	.048	100.000					

Source: *Author's compilation*   **Extraction Method:** *Principal Component Analysis.*

Factor analysis of higher educational institutions' employee job satisfaction

The PCA (principal component analysis) method of factor analysis identified 6 predominant factors from 26 items on the job satisfaction of educational institution employees. Table 4.1 shows the varimax extractions obtained through PCA. The extracted factors contributed to 89.776% of the variable set's overall variances. The firstfactor was 'rewards and work relationship' reduced using PCA having 6 items (= 0.965) with variables #1, #2, #3, #4 to #6, provided 21.282% of the total variations that make up the variable set. The factor denotes the relationship between employees' work and rewards. The second factor was 'social status and relationship', It was reduced using the PCA and found five items (α= 0.974) comprising variables #7, #8, #9, #10, and #11 that accounted for 38.296% of the total changes found in the variable set. The third main component, "pay, promotion, and working conditions," has four items. (α = 0.961) which were comprised of variables #12, #13, #14, and #15 explained 52.378% of all variations in the variable set. The factor describes the economic aspects of higher educational institutions employees. The fourth main component, "use of skills and abilities," was reduced using PCA and contained 4 statements (α = 0.936) made up of variables #16, #17, #18, and #19. It explained 65.879% of all the variations found in the variable set. Work activities, consisted of variables #20, #21, #22 and #23, was the fifth significant component that could be decreased using PCA and accounted for 78.654% of all the changes in the variable set.Institutional policies and benefits, which were constituted of variables #24, #25, and #26, and were the sixth significant component decreased using PCA containing 3 statements (α = 0.965), accounted for 89.776% of all changes in the variable set. The study found that communalities value of job satisfaction factor is extracted, followed by the highest extraction are your work is influenced by institutional policies (0.984), When developing policies and incentive systems, the institution fairly analyses qualifications and experience (0.974), followed by the lowest extraction are my institution has a job rotation policy (0.767), and Opportunity to learn skills (0.742).

Table 4.2: Factor loading and communalities value of higher educational institutions employees' job satisfaction

Factors	Variables	Factor loading	Extraction
Rewards and Work Relationship	My institution has an unsatisfactory financial rewards policy.	.965	.937
	Institutional climate affects your health adversely	.959	.923
	The staffing policy at my institution is not sufficient (the right person in the right role)	.957	.927
	Unsatisfactory relations with supervisors and co-workers	.952	.928
	Unsatisfied with the institutions' performance evaluations	.950	.919
	The institution doesn't implement a fair and open promotion policy.	.949	.910
Social Status and Relationship	Helping the poor and needy	.974	.963
	Contribution to the development of society	.953	.925
	Inclination towards the purchase of luxuries	.941	.901
	Initiative for promoting social responsibility	.918	.859
	Creating awareness about the importance of literacy	.876	.774

Pay, Promotion and Working Conditions	Assess the job's environment for working	.961	.942
	Availability of promotion opportunities	.954	.930
	Number of working hours	.949	.922
	Amount of salary offered	.908	.856
Use of Skills and Abilities	Adequate opportunity for periodic change in duties	.936	.900
	Rewards for new ideas or suggestions	.932	.893
	Various duties assigned to you at work that are in line with your job category	.922	.864
	Well-being of work	.896	.863
Work Activities	Creativity is required at every stage of my job	.952	.909
	In the institution, there is healthy competition between co-workers	.935	.889
	My institution has a job rotation policy	.856	.767
	Opportunity to learn skills	.831	.742
Institutional Policies and Benefits	When creating policies and incentive systems, the institution fairly analyses qualifications and experience	.965	.974
	Your work is influenced by an institutional policy	.962	.984
	Recognition for work accomplished	.941	.941

Source: *Author's compilation*   **Extraction Method:** *Principal Component Analysis.*

Ho$_2$: No significant association between employees' demographic factors and job satisfaction.

Table 5.1: Pearson's correlation

Variables	Mean	Std. Deviation	Correlation with Job satisfaction
1. Category	1.9734	1.14828	.089[*]
2. Educational level	2.1047	.39557	.154[**]
3. Marital status	1.9578	.20117	-.105[**]
4. Length of service	2.6188	1.23649	-.069
5. Job area	1.7797	.41478	.134[**]

Source: *Author's compilation*   **P<0.01   *P<0.05

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5.1 shows the mean, standard deviation, and correlated with job satisfaction according to Pearson correlation, the link between category, education, marital status, length of service, and job location with job satisfaction were examined using Pearson's correlation coefficient.

It shows that the demographic factors of higher educational institutions employees are highly correlated with job satisfaction, followed by the positively correlated education, marital status and job area at a 0.01 significant level, and category is correlated at a 0.05 significant level. The present study shows that the demographic factors of higher educational institutions are highly correlated to each other except for the length of service.

ANOVA Analysis

To test the significant effects of demographic factors on job satisfaction Table 6.1 shows the result of the F value of job satisfaction between category (F=1.748; p<0.02), education (F=1.491; p<0.020), marital status (F=2.831; p<0.000), length of service (F=1.138; p<0.248), and job area (F=1.862; p<0.001), so the study highlights that the category, education, marital status and job area effects the employee towards the job at the significant level 0.05. However, there is no significant association between length of service and job satisfaction. This result supported demographic factors effects job satisfaction of higher educational institutions employees.

Table 6.1: The one-way analysis of variance with socio-demographic factors on job satisfaction

Variables		Sum of Squares	df	Mean Square	F	Sig.
Category	Between Groups	104.740	48	2.182	1.748	.002
	Within Groups	737.808	591	1.248		
	Total	842.548	639			
Educational level	Between Groups	10.800	48	.225	1.491	.020
	Within Groups	89.186	591	.151		
	Total	99.986	639			
Marital status	Between Groups	4.834	48	.101	2.831	.000
	Within Groups	21.027	591	.036		
	Total	25.861	639			
Length of service	Between Groups	82.671	48	1.722	1.138	.248
	Within Groups	894.304	591	1.513		
	Total	976.975	639			
Job area	Between Groups	14.440	48	.301	1.862	.001
	Within Groups	95.496	591	.162		
	Total	109.936	639			

Source: *Author's compilation*

Relationship Between various Levels and Job Satisfaction Factors of the Educational Institution's Employees

Table 7.1 below summarizes the regression analysis results to evaluate the relationships between the independent and dependent variables. Linear regression was performed to examine the effects of which demographic factors employees predict job satisfaction. With a value of R of 60.1%, job satisfaction and demographic factors are positively correlated. In model 1, the coefficient of determination (R^2) was 0.366, indicating that 36.6% of the variation in the demographic factors of the employees can be explained by "category, education, marital status, length of service and job area" included in the model. The F-value (8.923) in models indicates that the regression was significant ($p<0.001$) at a one % level, and it is valid to draw the inference. The result has shown that the category ($\beta=0.083$), education ($\beta=0.147$), marital status($\beta=0.099$) and job area ($\beta=0.140$) had a significant ($p< 0.05$) effect on job satisfaction. However, the variation in the length of service is not significant respectively. The findings support the study of (Malik, 2013; Kumar & Giri, 2009) by indicating that different demographic factors statistically affect job satisfaction.

Ho$_3$: No significant effect of demographic factors on employees' job satisfaction.

Table 7.1: Coefficients of linear regression model

Model		Beta (β)	t	Sig.
1	(Constant)		18.902	.000
	Category	.071	2.157	.031
	Educational level	.124	3.872	.000
	Marital status	-.084	-2.603	.009
	Length of service	-.035	-1.072	.284
	Job area	.562	17.617	.000
	R 0.601[a], R Square 0.361, F-Value 8.923			

Significant at a 5% level

Dependent variable: -*Job satisfaction factor;***Predictor (Constant): -***a. Category b. Educational level, c. Marital status, d. Length of service, e. Job area*
Source: *Author's compilation*

Limitations of the study
Gathering information from people was not an easy task it takes time for collecting data. The study is limited to only four higher educational institutionsin BHU (Banaras Hindu University), PRSU (Professor Rajendra Singh University) (Uttar Pradesh) and HSGCU (Dr. Hari Singh Gour Central University), DAVV (Devi Ahilya Vishwavidyalaya)(Madhya Pradesh). Therefore, the entire result cannot be taken as a universal sample is thus also a major constraint.

Conclusion and Suggestions
The purpose of this research was to examine how demographic factors are affecting employees job satisfaction. In summary, demographic considerations have an important effect on employees' satisfaction with their jobs. The findings supported the different studies of prior research byHickson &Oshagbami (1999) that showed age has a significant effect on job satisfaction. It also ascertains from the findings ofKhan *et al.,*(2022); Ashraf, (2020); with gender, Azim *et al.* (2013) with marital status, Abdullah *et al.,*(2009) with category, Mason, (1992) with education level Rukha*et al.,* (2015) with income and Saiti& Papadopoulos, (2015) with job area. The study of Gurbuz, (2007) has shown that higher qualification significantly affects job satisfaction. The study found that variations in the length of service (β=0.035) have no significant effect on employees' job satisfaction. The overall job satisfaction of employees was moderate. The F-value (8.923) indicates that the regression was significant (p<0.001) at a 1 % level, suggesting that category (β =0.083), educational level (β =0.147), marital status (β =0.099) and job area (β =0.140) had a significant (p< 0.05) effect on job satisfaction.Demographic factors affect employees' job satisfaction was achieved. The results suggest that demographic factors should be considered when designing policies and strategies to improve employees' job satisfaction. It is also essential for higher educational institutions to understand their employees' unique needs and preferences based on their demographic factors to develop effective retention strategies. Satisfied employee loves their job more and intend to improve the student's skills, which leads them to a successful career.
Based on the findings of the study, higher educational institutions need to recognize that job satisfaction is a dynamic and complex idea influenced by various factors. Higher educational institutions should design and implement professional development programs that consider their employees' various demographic meet. Institutions should increase employee job satisfaction and engagement by providing targeted professional development, and encourage collaboration, teamwork, and mutual respect among employees. Institutions must understand employees' unique needs and preferences based on their demographic characteristics to develop practical recommendations for decision-makers in higher education institutions.

References
1. Abdullah, M.M., Uli, J., and Parasuraman, B., 2009. Job satisfaction among secondary school teachers. *JurnalKemanusiaan, 13* pp. 11-18.
2. Alreck, P.L., and Settle, R.B., 2009. The survey research handbook (3rd ed.). *New York: Mcgraw-Hill Irwin.*
3. Ashraf, M. A., 2020. Demographic factors, compensation, job satisfaction and organizational commitment in private university: an analysis using SEM. *Journal of Global Responsibility, 11*(4), pp. 407-436.
4. Azim, M.T., Haque, M. M., and Chowdhury, R.A., 2013. Gender, marital status and job satisfaction an empirical study. *International Review of Management and Business Research, 2*(2), pp. 488-498
5. Azman, N., 2013. Choosing teaching as a career: Perspectives of male and female Malasiyan student teachers in training. *European Journal of Teacher Education, 36*(1), pp. 113-130
6. Bholane, K. P., and Suryawanshi, J. R., 2015. A study of job satisfaction of university teachers in Maharashtra state. *Management Today*, *5*(4), pp. 192-195.

7. Boyland, L. G., 2011. Job stress and coping strategies of elementary principals: A statewide study. *Current Issues in Education*, *14*(3).

8. Capri, B., and Guler, M., 2018. Evaluation of burnout levels in teachers regarding socio-demographic variables, job satisfaction and general self-efficacy. *Eurasian Journal of Educational Research*, *18*(74), pp. 123-144.

9. ChiokFoong Loke, J., 2001. Leadership behaviours: effects on job satisfaction, productivity and organizational commitment. *Journal of Nursing Management*, *9*(4), pp. 191-204.

10. De Graaf-Zijl, M., 2012. Job satisfaction and contingent employment. *De Economist*, *160*(2), pp. 197-218.

11. Dogan, H., 2009. A comparative study for employee job satisfaction in Aydin municipality and Nazilli municipality. *Ege Academic Review*, *9*(2), pp. 423-433.

12. Doyle, C., and Hind, P., 1998. Occupational stress, burnout and job status in female academics. *Gender, Work and Organization*, *5*(2), pp. 67-82.

13. Duong, M. Q., 2013. The effects of demographic and institutional characteristics on job satisfaction of university faculty in Vietnam. *International Journal of Academic Research in Progressive Education and Development*, *2*(4), pp. 78-92.

14. Etzkowitz, H., Webster, A., Gebhardt, C., and Terra, B. R. C., 2000. The future of the university and the university of the future: evolution of ivory tower to entrepreneurial paradigm. *Research Policy*, *29*(2), pp. 313-330.

15. Filliben, J. J., 1975. The probability plot correlation coefficient test for normality. *Technometrics*, *17*(1), pp. 111-117. Retrieved

16. Gollan, P. J., 2005. High involvement management and human resource sustainability: The challenges and opportunities. *Asia Pacific Journal of Human Resources*, *43*(1), pp. 18-33.

17. Grayson, J. L., and Alvarez, H. K., 2008. School climate factors relating to teacher burnout: A mediator model. *Teaching and Teacher Education*, *24*(5), pp. 1349-1363.

18. Gurbuz, A., 2007. An assesment on the effect of education level on the job satisfaction from the toursim sector point of view. *DogusUniversitesiDergisi*, *8*(1), pp. 36-46.

19. Hickson C, and Oshagbami T., 1999. The Effect of age on satisfaction of academicians with teaching and research. *International Journal of Social Academicians, 26*(4), pp. 537-544.

20. Hodson, R., 1989. Gender differences in job satisfaction: Why aren't women more dissatisfied? *The Sociological Quarterly*, *30*(3), pp. 385-399.

21. Ingersoll, R. M., 2001. Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal, 38*(3), pp. 499-534.

22. Ironson, G. H., Smith, P. C., Brannick, M. T., Gibson, W. M., and Paul, K. B., 1989. Construction of a Job in General scale: A comparison of global, composite, and specific measures. *Journal of Applied Psychology*, *74*(2), pp. 193-200.

23. Jaipaul, C. K., and Rosenthal, G. E., 2003. Are older patients more satisfied with hospital care than younger patients?. *Journal of General Internal Medicine, 18*, pp. 23-30.

24. Kalleberg, A. L., 1977. Work values and job rewards: A theory of job satisfaction. *American Sociological Review*,*42*(1), pp. 124-143.

25. Karatepe, O. M., Uludag, O., Menevis, I., Hadzimehmedagic, L., and Baddar, L., 2006. The effects of selected individual characteristics on frontline employee performance and job satisfaction. *Tourism Management*, *27*(4), pp. 547-560.

26. Khan, Z., Haq, N., and Ali, A., 2022. Job Satisfaction among University Faculty in Khyber Pakhtunkhwa Pakistan. *Sir Syed Journal of Education and Social Research (SJESR), 5*(4), pp. 1-4.

27. Kim, H., and Kao, D., 2014. A meta-analysis of turnover intention predictors among US child welfare workers. *Children and Youth Services Review*, *47*, pp. 214-223.

28. Klassen, R. M., and Chiu, M. M., 2010. Effects on teachers' self-efficacy and job satisfaction: Teacher gender, years of experience, and job stress. *Journal of Educational Psychology*, *102*(3), pp. 741-756.

29. Kluemper, D. H., and Rosen, P. A., 2009. Future employment selection methods: evaluating social networking web sites. *Journal of Managerial Psychology*, *24*(6), pp. 567-580.

30. Kremer-Hayton, L., and Goldstein, Z., 1990. The inner world of Israeli secondary school teachers: Work centrality, job satisfaction, and stress. *Comparative Education, 20*(2/3), pp. 285–298.

31. Kumar, B. P., and Giri, V. N., 2009. Effect of age and experience on job satisfaction and organizational commitment. *ICFAI Journal of Organizational Behavior*, *8*(1), pp. 28-36.

32. Liao, C. W., Lu, C. Y., Huang, C. K., and Chiang, T. L., 2012. Work values, work attitude and job performance of green energy industry employees in Taiwan. *African Journal of Business Management, 6*(15), pp. 5299-5318.

33. Lindberg, C., 2009. Education for sustainable development—A necessity for shaping the future. *Lifelong Learning in Europe*, *1*, pp. 8-14.

34. Maeran, R., and Cangiano, F., 2013. Flow experience and job characteristics: Analyzing the role of flow in job satisfaction. *TPM-Testing, Psychometrics, Methodology in Applied Psychology*, *20*(1), pp. 13-26.

35. Malik, S. H., 2013. Relationship between leader behaviors and employees' job satisfaction: A path-goal approach. *Pakistan Journal of Commerce and Social Sciences (PJCSS)*, *7*(1), pp. 209-222.

36. Mason, E. S., 1992. An investigation into the possible existence of gender-based differences in job satisfaction. *University of Toronto*.

37. Miller, C. D., 1991. Nam-Powers Scale, Handbook of Research Design and Social Measurement. *Sage Publications, Newbury Park, CA*, pp. 338-350.

38. Najar, I. A., and Dar, W. A., 2017. A study on job satisfaction of rural and urban high school teachers.*International Journal of Multidisciplinary Education and Research, 2*(6), pp. 07-09.

39. Namayandeh, H., Juhari, R., and Yaacob, S. N., 2011. The effect of job satisfaction and family satisfaction on work-family conflict (W-FC) and family-work conflict (F-WC) among married female nurses in Shiraz-Iran. *Asian Social Science*, *7*(2), pp. 88-95.

40. Ng, T. W., and Feldman, D. C., 2008. The relationship of age to ten dimensions of job performance. *Journal of Applied Psychology*, *93*(2), pp. 392-423.

41. Ozmen, F., and Muratoglu, V., 2010. The competency levels of school principals in implementing knowledge management strategies the views of principals and teachers according to gender variable. *Procedia-Social and Behavioral Sciences*, *2*(2), pp. 5370-5376.

42. Rahman, M. F., 2019. Impact of Flexible Work Arrangements on Job Satisfaction Among the Female Teachers in the Higher Education Sector. *Work*, *11*(18), pp. 97-107

43. Rukh, L., Choudhary, M. A., and Abbasi, S. A., 2015. Analysis of factors affecting employee satisfaction: A case study from Pakistan. *Work: Journal of Prevention, Assessment and Rehabilitation, 52*(1), pp. 137–152.

44. Saiti, A., and Papadopoulos, Y., 2015. School teachers' job satisfaction and personal characteristics: A quantitative research study in Greece. *International Journal of Educational Management*, 29(1), pp. 73–97.

45. Saner, T., and Eyupoglu, S. Z., 2012. The age and job satisfaction relationship in higher education. *Procedia-Social and Behavioral Sciences*, *55*, pp. 1020-1026.

46. Sun, Y., and Genton, M. G., 2011. Functional boxplots. *Journal of Computational and Graphical Statistics*, *20*(2), pp. 316-334.

47. Tikka, P. M., Kuitunen, M. T., and Tynys, S. M., 2000. Effects of educational background on students' attitudes, activity levels, and knowledge concerning the environment. *The Journal of Environmental Education*, *31*(3), pp. 12-19.

48. Vandenabeele, W., 2009. The mediating effect of job satisfaction and organizational commitment on self-reported performance: more robust evidence of the PSM—performance relationship. *International Review of Administrative Sciences, 75*(1), pp. 11-34.