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RESEARCH PAPER

Impact of Demographic Characteristics on Job Satisfaction of Teachers in Pakistan: An Analysis

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ABSTRACT

The main objective of the study is to study the impact of demographic variables on the job satisfaction of teachers. Government and private school teachers of district Bahawalnagar comprised the population of the study. 330 teachers were selected by using two stage sampling. At first stage schools were selected by using random sampling technique and at the second stage teachers were selected conveniently. For quantitative analysis, The tool of the study was "Teachers' Job Satisfaction- Assessment Scale", was adopted. Data were collected by using Google forms. The primary data were used and analyzed by descriptive and inferential statistics. The empirical finding suggests that there is a significant relationship between job satisfaction and demographic variables including gender, age, and nature of the entity. This paper also finds an evidence of bidirectional relationship between teachers' performance and job satisfaction. It implies that working environment reinforces job satisfaction, and job satisfaction enhances working performance.

Introduction

For the progress of any organization, it is necessary that their employee enjoy their work. Job satisfaction has a direct connection with organizational commitment and both are considered important key functions for human resources management (Malik, Javed, & Hassan, 2017). This is job satisfaction. Different people define job satisfaction in different words.

In simple words, job satisfaction is the feeling of how happy a worker is during his/her work. Job satisfaction may be influenced by different factors such as suitability of working environment, employee's relationship with their immediate boss or supervisor, and devotion towards work (Akhtar et al., 2010).

Many studies (Iqbal, Ali, Akhtar, & Ahmed, 2013; Ali, Sulaiman, & Javed. 2018) have been conducted to find out job satisfaction from different perspectives .e.g.in education, engineering, banking, commerce, etc. Being an educationist, the researcher is very much interested in education. Moreover, District Bahawalnagar is a backward area of Punjab, Pakistan where the literacy rate is less than 25%. This study will particularly address the job satisfaction of teachers from the Bahawalnagar District. This study investigates only specific variables such as gender and age.

Gender

Gender is considered an important variable for most of the studies discussing job satisfaction. But the association between gender and job satisfaction is not consistent (Iqbal and Akhtar, 2020). Some studies show that gender has no impact on the job satisfaction of the employee (Mumtaz, Suleman, & Ahmad, 2016). Some studies suggest that the satisfaction level of female teachers is greater than males (Iqbal & Akhtar, 2020; Iqbal, Ali, Akhtar, & Ahmed, 2013; Ali, Sulaiman, & Javed, 2018; Mahmood, Nudrat, Asdaque, Nawaz, & Haider, 2011). It is also suggested by some studies that males are more satisfied than female teachers. (Ali, Zaman, Tabassum, & Iqbal, 2011; Batool, Farooqi, & Islam, 2018). A study conducted by Saleem, Aziz, and Quraishi (2019) shows that female teachers are more satisfied and their morale was high in comparison with male teachers.

Age

According to Berlin, Snyder, and Daniel (1998), various types of relations have been reported by various studies. Some studies reported negative linear, positive linear, u shaped, inverted u shaped, and j shaped and no significant relation. The results of this study indicated a significant but weak positive age–job relationship. The study of Blood, Ridenour, Thomas, Qualls, & Hammer (2002) indicated that job satisfaction increased with the passage of time and increasing experience

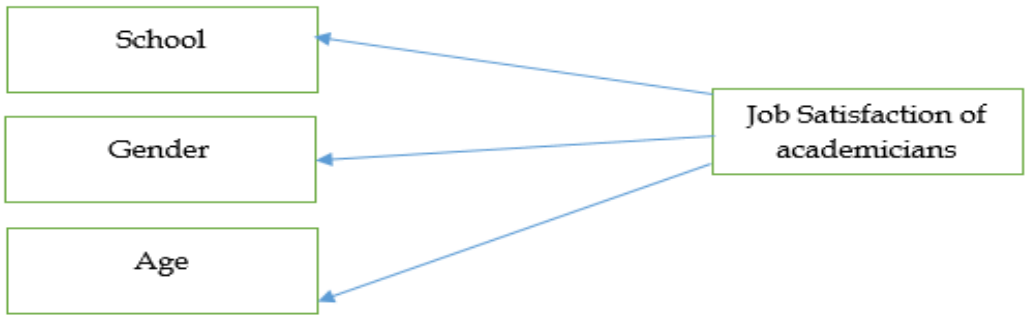

Fig. 1. Research model

Related Researches

Iqbal, Ali, Akhtar, & Ahmed (2013) conducted a study to compare the job satisfaction level of government secondary school teachers. The study compares the job satisfaction level on the basis of gender, teaching experience, age, and lactation of the schools. Sample of the study comprised of Three hundred and twenty-two secondary school teachers who were randomly selected from sixty public secondary schools from district Lahore. Data were analyzed by using one-way ANOVA and t-test. The results of the study suggested that females were more satisfied as compared to males and no significant difference was found out on the basis of locality, age, and work experience.

The study of Ali, Sulaiman, & Javed, M. (2018) explored Employers' Satisfaction with Professionally Qualified Secondary School teachers in Pakistan. The results of the study exposed employers' partial satisfaction with the practices of professionally qualified teachers. Relatively, the practices of female teachers were more satisfactory than their male counterparts.

Hypotheses

The study was conducted for testing the following hypothesis.

H_1. There is significant relationship between job satisfaction and nature of working entity of academicians.

H_2. There is significant relationship between job satisfaction and gender of academicians.

H_3. There is significant relationship between job satisfaction and age of academicians.

Material and Methods

This study is quantitative in nature. The population of the study comprised 13514 teachers from the government and 12110 teachers from private schools. There is a total of 2918 schools in the district Bahawalnagar. Out of 2918, 2147 schools belong to the public sector. 579 are from private schools and 192 schools are working under the Punjab education foundation (PEF). These schools were initially working under the Punjab government but in different three phases, these were handed over to PEF. Out of 192 schools, 106 belong to boys and 86 to girls. Out of 2147 schools, 1055 schools are for males and 1092 schools are for females. Further, 37 schools (24 for females and 13 for males) named "Insaaf Afternoon Schools" are also imparting education in district Bahawalnagar (District Education Office Bahawalnagar, 2020)

Sample

There are five tehsils in district Bahawalnagar. From each tehsil, three private and three public schools were selected randomly. The questionnaire was sent to the principal of each teacher and the further principal send the link to 11 teachers who were willing to fill it. So the sample size was 330 teachers. The response rate was 89.6%.

Theoretical framework

Independent Variables
Dependent Variables

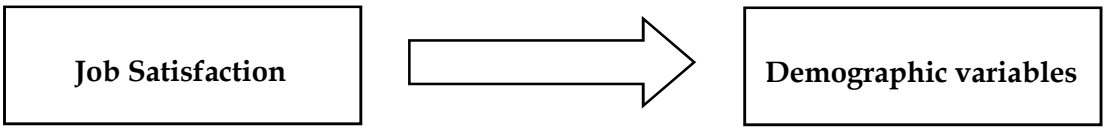

Figure 1: adopted from (Ismail & Razak, 2016)

Tool

For the collection of data five-dimensional scale for teacher satisfaction "Teachers' Job Satisfaction- Assessment Scale" was adopted as a tool. This tool was developed by Akhter (2014). 0.90 was the reliability of the instrument 30 items were included in this questionnaire. For the collection of online data, Google Forms was used. The researcher personally visited the schools and the link of the questionnaire was shared to the principles of the schools. Further, they shared the link with their staff members. This is exploratory research in which the job satisfaction of the academicians is analyzed.

Data Analysis

For the analysis of data-independent descriptive statistics correlation. While hypotheses were tested using regression analysis.

Here employee satisfaction is measured by demographic variables including:

-School (Nature of working entity)

-Age

-Gender

The elements of job satisfaction are measured by a quantitative method.

In findings, the researchers had indicated the major success factors of job satisfaction accomplished a wide-ranging re-evaluation of past literature variables for ascertaining the structure on the basis of this empirical investigation

Results and Discussion

Table 1
The Descriptive Statistics for the Underlying variables of the study

	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
School	1.214	.4110	.169	1.400	.142	-.041	.283
Gender	1.403	.4914	.241	.396	.142	-1.856	.283
Age	2.925	1.3607	1.852	.274	.142	-1.135	.283
A	2.885	.5717	.327	-.226	.142	.564	.283
PQ	1.864	.9173	.841	1.101	.142	.566	.283
NJ	1.380	.4861	.236	.498	.142	-1.764	.283
M1	3.817	1.0881	1.184	-1.066	.142	.579	.283
M2	4.003	.8978	.806	-.830	.142	.107	.283
M3	4.197	.7437	.553	-.734	.142	.387	.283
P	4.041	.7226	.522	-.497	.142	.246	.283
M4	3.908	.8259	.682	-.740	.142	.315	.283
M5	4.122	.8760	.767	-.882	.142	.190	.283
M6	3.827	.9762	.953	-.531	.142	-.666	.283
M7	3.932	.9488	.900	-.682	.142	-.372	.283
M8	3.932	.8934	.798	-.673	.142	-.156	.283
M9	3.803	.8383	.703	-.488	.142	-.193	.283
EN	4.071	.8113	.658	-.978	.142	.948	.283
M10	4.132	.7865	.619	-.956	.142	.995	.283
M11	3.881	.7899	.624	-.706	.142	.433	.283
M12	4.136	.6865	.471	-.435	.142	.077	.283
M13	3.898	.9015	.813	-.780	.142	.014	.283
M14	4.125	.7339	.539	-.772	.142	.854	.283
M15	3.664	.9327	.870	-.272	.142	-.765	.283
M16	3.092	1.1407	1.301	.525	.142	-1.197	.283
M17	3.891	.7806	.609	-.631	.142	.340	.283
M18	4.024	.7886	.622	-.838	.142	.755	.283
M19	3.908	.8050	.648	-.738	.142	.426	.283
M20	3.946	.8608	.741	-.800	.142	.254	.283
M21	3.749	.8872	.787	-.545	.142	-.331	.283
M22	3.918	.8318	.692	-.672	.142	.146	.284
M23	3.125	1.1344	1.287	.413	.142	-1.306	.283
M24	3.563	.9522	.907	-.359	.142	-.836	.283
M25	3.783	.8731	.762	-.613	.142	-.171	.283
M26	3.780	.9380	.880	-.493	.142	-.573	.283
JS	3.407	1.1652	1.358	.071	.142	-1.468	.283
M27	3.664	.9894	.979	-.347	.142	-.889	.283
Valid N (list wise)							

Table 2

Correlation Analysis

		School	Gender	Age	PQ	NJ	M1	M2	M3	P	M4	M5	M6	M7	M8	M9	EN	M10
School	Pearson Correlation	1	.295**	-.406**	.468**	.312**	.026	.007	-.113	-.071	-.073	-.101	.128*	.061	-.020	-.139*	.030	-.112
	Sig. (2-tailed)		.000	.000	.000	.000	.663	.900	.056	.226	.218	.087	.029	.298	.730	.018	.607	.056
Gender	Pearson Correlation	.295**	1	-.357**	.178**	.172**	-.071	-.129*	-.108	-.078	-.187**	-.078	.053	.046	-.006	-.102	-.032	-.214**
	Sig. (2-tailed)	.000		.000	.002	.003	.226	.028	.067	.186	.001	.183	.367	.435	.914	.082	.590	.000
Age	Pearson Correlation	-.406**	-.357**	1	-.493**	-.501**	.037	.136*	.202**	.131*	.069	.145*	-.161**	.041	.119*	.088	.005	.168**
	Sig. (2-tailed)	.000	.000		.000	.000	.525	.021	.001	.025	.240	.013	.006	.485	.043	.135	.933	.004
PQ	Pearson Correlation	.468**	.178**	-.493**	1	.343**	.062	.043	-.074	-.030	-.087	-.091	.151*	.000	-.031	-.051	.067	-.137*
	Sig. (2-tailed)	.000	.002	.000		.000	.291	.470	.210	.617	.140	.123	.010	.999	.598	.384	.258	.020
NJ	Pearson Correlation	.312**	.172**	-.501**	.343**	1	.079	.053	-.008	-.086	-.082	-.054	.109	.094	-.026	-.058	.018	-.099
	Sig. (2-tailed)	.000	.003	.000	.000		.178	.369	.890	.144	.164	.360	.063	.109	.654	.328	.754	.094
M1	Pearson Correlation	.026	-.071	.037	.062	.079	1	.435**	.218**	.244**	.292**	.316**	.246**	.253**	.211**	.237**	.369**	.216**
	Sig. (2-tailed)	.663	.226	.525	.291	.178		.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
M2	Pearson Correlation	.007	-.129*	.136*	.043	.053	.435**	1	.393**	.358**	.292**	.434**	.166**	.285**	.353**	.199**	.208**	.151**
	Sig. (2-tailed)	.900	.028	.021	.470	.369	.000		.000	.000	.000	.000	.004	.000	.000	.001	.000	.010
M3	Pearson Correlation	-.113	-.108	.202**	-.074	-.008	.218**	.393**	1	.570**	.301**	.474**	.179**	.387**	.357**	.287**	.316**	.289**
	Sig. (2-tailed)	.056	.067	.001	.210	.890	.000	.000		.000	.000	.000	.002	.000	.000	.000	.000	.000
P	Pearson Correlation	-.071	-.078	.131*	-.030	-.086	.244**	.358**	.570**	1	.348**	.440**	.203**	.255**	.368**	.324**	.336**	.306**
	Sig. (2-tailed)	.226	.186	.025	.617	.144	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000	.000
M4	Pearson Correlation	-.073	-.187**	.069	-.087	-.082	.292**	.292**	.301**	.348**	1	.332**	.244**	.213**	.400**	.399**	.279**	.321**
	Sig. (2-tailed)	.218	.001	.240	.140	.164	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000	.000
M5	Pearson Correlation	-.101	-.078	.145*	-.091	-.054	.316**	.434**	.474**	.440**	.332**	1	.236**	.523**	.551**	.285**	.270**	.302**
	Sig. (2-tailed)	.087	.183	.013	.123	.360	.000	.000	.000	.000	.000		.000	.000	.000	.000	.000	.000
M6	Pearson Correlation	.128*	.053	-.161**	.151*	.109	.246**	.166**	.179**	.203**	.244**	.236**	1	.356**	.241**	.214**	.222**	.201**
	Sig. (2-tailed)	.029	.367	.006	.010	.063	.000	.004	.002	.000	.000	.000		.000	.000	.000	.000	.001
M7	Pearson Correlation	.061	.046	.041	.000	.094	.253**	.285**	.387**	.255**	.213**	.523**	.356**	1	.452**	.340**	.273**	.213**
	Sig. (2-tailed)	.298	.435	.485	.999	.109	.000	.000	.000	.000	.000	.000	.000		.000	.000	.000	.000
M8	Pearson Correlation	-.020	-.006	.119*	-.031	-.026	.211**	.353**	.357**	.368**	.400**	.551**	.241**	.452**	1	.419**	.275**	.130*
	Sig. (2-tailed)	.730	.914	.043	.598	.654	.000	.000	.000	.000	.000	.000	.000	.000		.000	.000	.027
M9	Pearson Correlation	-.139*	-.102	.088	-.051	-.058	.237**	.199**	.287**	.324**	.399**	.285**	.214**	.340**	.419**	1	.298**	.192**
	Sig. (2-tailed)	.018	.082	.135	.384	.328	.000	.001	.000	.000	.000	.000	.000	.000	.000		.000	.001
EN	Pearson Correlation	.030	-.032	.005	.067	.018	.369**	.208**	.316**	.336**	.279**	.270**	.222**	.273**	.275**	.298**	1	.349**
	Sig. (2-tailed)	.607	.590	.933	.258	.754	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000		.000
M10	Pearson Correlation	-.112	-.214**	.168**	-.137*	-.099	.216**	.151**	.289**	.306**	.321**	.302**	.201**	.213**	.130*	.192**	.349**	1

	Sig. (2-tailed)	.056	.000	.004	.020	.094	.000	.010	.000	.000	.000	.000	.001	.000	.027	.001	.000	
M11	Pearson Correlation	-.025	-.059	.051	-.019	-.022	.161**	.124*	.248**	.256**	.228**	.261**	.155**	.184**	.199**	.289**	.352**	.309**
	Sig. (2-tailed)	.666	.314	.383	.741	.704	.006	.035	.000	.000	.000	.000	.008	.002	.001	.000	.000	.000
M12	Pearson Correlation	-.046	-.066	.150*	-.119*	-.076	.188**	.288**	.346**	.374**	.291**	.331**	.228**	.347**	.316**	.235**	.410**	.386**
	Sig. (2-tailed)	.431	.263	.010	.043	.197	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
M13	Pearson Correlation	.022	-.008	-.072	.042	.072	.225**	.248**	.214**	.248**	.175**	.204**	.248**	.304**	.336**	.392**	.251**	.204**
	Sig. (2-tailed)	.703	.895	.218	.478	.219	.000	.000	.000	.000	.003	.000	.000	.000	.000	.000	.000	.000
M14	Pearson Correlation	-.213**	-.176**	.210**	-.154**	-.101	.289**	.335**	.502**	.438**	.341**	.608**	.341**	.453**	.417**	.452**	.311**	.392**
	Sig. (2-tailed)	.000	.003	.000	.009	.087	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
M15	Pearson Correlation	.040	.023	.007	.072	-.021	.182**	.084	.116*	.222**	.208**	.152**	.168**	.184**	.191**	.280**	.238**	.126*
	Sig. (2-tailed)	.502	.701	.910	.221	.720	.002	.152	.049	.000	.000	.009	.004	.002	.001	.000	.000	.032
M16	Pearson Correlation	.102	.033	-.104	.104	.157**	.076	.098	.018	.125*	.075	.070	.099	.154**	.010	.114	.048	.038
	Sig. (2-tailed)	.084	.572	.077	.076	.007	.198	.096	.762	.033	.204	.232	.092	.009	.872	.052	.418	.516
M17	Pearson Correlation	-.020	-.058	.000	-.028	-.075	.193**	.220**	.284**	.295**	.329**	.392**	.304**	.430**	.342**	.357**	.310**	.293**
	Sig. (2-tailed)	.740	.324	.996	.634	.200	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
M18	Pearson Correlation	.022	-.087	.060	.044	-.085	.184**	.168**	.221**	.273**	.332**	.342**	.147*	.311**	.246**	.268**	.284**	.329**
	Sig. (2-tailed)	.704	.141	.308	.454	.147	.002	.004	.000	.000	.000	.000	.012	.000	.000	.000	.000	.000
M19	Pearson Correlation	.071	-.045	.076	.044	-.106	.239**	.207**	.225**	.343**	.380**	.281**	.154**	.238**	.305**	.320**	.361**	.286**
	Sig. (2-tailed)	.230	.441	.198	.455	.072	.000	.000	.000	.000	.000	.000	.009	.000	.000	.000	.000	.000
M20	Pearson Correlation	.059	-.045	.039	.089	-.032	.199**	.313**	.356**	.232**	.187**	.215**	.287**	.297**	.269**	.261**	.214**	.153**
	Sig. (2-tailed)	.316	.450	.512	.132	.592	.001	.000	.000	.000	.001	.000	.000	.000	.000	.000	.000	.009
M21	Pearson Correlation	.089	-.010	-.042	.079	-.010	.121*	.229**	.240**	.251**	.311**	.166**	.197**	.244**	.244**	.335**	.171**	.168**
	Sig. (2-tailed)	.128	.871	.476	.180	.871	.039	.000	.000	.000	.000	.005	.001	.000	.000	.000	.003	.004
M22	Pearson Correlation	-.031	-.015	.054	.032	-.012	.189**	.225**	.294**	.247**	.261**	.282**	.209**	.292**	.290**	.282**	.257**	.181**
	Sig. (2-tailed)	.594	.794	.364	.590	.833	.001	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.002
M23	Pearson Correlation	-.025	.025	-.011	.013	.037	-.075	.041	.071	.042	.039	.042	-.012	.030	-.073	.116*	.056	-.012
	Sig. (2-tailed)	.666	.672	.849	.825	.532	.205	.489	.231	.475	.512	.472	.844	.608	.217	.048	.344	.837
M24	Pearson Correlation	.211**	.055	-.077	.187**	.007	.129*	.176**	.147*	.107	.194**	.168**	.210**	.225**	.298**	.256**	.170**	.075
	Sig. (2-tailed)	.000	.354	.188	.001	.907	.028	.003	.012	.069	.001	.004	.000	.000	.000	.000	.004	.202
M25	Pearson Correlation	.000	-.061	.023	.013	.038	.092	.169**	.105	.028	.111	.289**	.251**	.225**	.178**	.207**	.208**	.182**
	Sig. (2-tailed)	.995	.300	.696	.827	.514	.118	.004	.076	.637	.059	.000	.000	.000	.002	.000	.000	.002
M26	Pearson Correlation	-.041	-.081	.056	-.025	.057	.123*	.212**	.090	.062	.076	.254**	.230**	.241**	.208**	.179**	.172**	.218**
	Sig. (2-tailed)	.489	.167	.339	.670	.334	.036	.000	.127	.292	.194	.000	.000	.000	.000	.002	.003	.000
JS	Pearson Correlation	.019	-.040	.027	.029	-.009	.039	.105	.048	.029	.022	.192**	.161**	.178**	.157**	.182**	.118*	.054

	Sig. (2-tailed)	.747	.497	.646	.624	.880	.513	.074	.418	.623	.711	.001	.006	.002	.007	.002	.045	.362
M27	Pearson Correlation	-.038	-.033	.091	-.088	.004	-.065	-.046	-.002	-.094	-.132*	-.071	.004	-.041	-.127*	.021	.059	.075
	Sig. (2-tailed)	.524	.577	.124	.133	.940	.272	.439	.968	.109	.024	.230	.940	.491	.031	.716	.319	.202

Correlations[c]

Table 2, suggests that M2, M10 is significantly correlated with gender and age. While P, M5, M8, M12, with age. M4 is significantly correlated with only variables of gender. M9 and M24 with variable of school. M6, M10 and M24 appear to be highly significantly correlated with variable of school, gender and age.

Table 3
Reliability Statistics

Cronbach's Alpha	N of Items
.850	37

Table 3 shows that Cronbach's alpha was used to check the reliability of the all underlying variables of study. Cronbach's alpha is 0.850, which indicates a highest level of internal consistency for variables.

Table 4
The Value of Cronbach's Alpha for Each Item of Underlying Study

	Cronbach's Alpha if Item Deleted
Gender	.853
Age	.862
A	.850
PQ	.854
NJ	.851
M1	.845
M2	.844
M3	.844
P	.844
M4	.844
M5	.841
M6	.844
M7	.841
M8	.842
M9	.842
EN	.843
M10	.845
M11	.845
M12	.843
M13	.842
M14	.841

M15	.846
M16	.850
M17	.841
M18	.842
M19	.841
M20	.842
M21	.842
M22	.841
M23	.852
M24	.844
M25	.844
M26	.844
JS	.849
M27	.856

The hypothesized relationship among variables may be written as:

$$\mathbf{D_S=\alpha+\beta_1 NJ+ \beta_2 JS + \beta_3 A+ \beta_4 PQ+ \beta_5 EN + \beta_6 P+ \beta_7 M1+ \beta_8 M2+ \beta_9 M3+ \beta_{10} M4+ \beta_{11} M5+ \beta_{12} M6+ \beta_{13} M7+ \beta_{14} M8+ \beta_{15} M9+ \beta_{16} M10+ \beta_{17} M11+ \beta_{18} M12+ \beta_{19} M13+ \beta_{20} M14+ \beta_{21} M15+ \beta_{22} M16+ \beta_{23} M17+ \beta_{24} M18+ \beta_{25} M19+ \beta_{26} M20+ \beta_{27} M21+ \beta_{28} M22+ \beta_{29} M23+ \beta_{30} M24+ \beta_{31} M25+ \beta_{32} M26+ \beta_{33} M27 \ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots\ldots \textbf{EQ 1}}$$

Where dependent variables are:

D_S=Demographic characteristics-nature of school

$$D_S= \alpha+\beta_1.150+ \beta_2.029+ \beta_3.054+ \beta_4.256- \beta_5.040+ \beta_6.000+\beta_7.060- \beta_8.004- \beta_9.072- \beta_{10}.065+ \beta_{11}.015+ \beta_{12}.076+ \beta_{13}.099+ \beta_{14}.028- \beta_{15}.138+ \beta_{16}.036+ \beta_{17}.13- \beta_{18} .029+ \beta_{19}.026+\beta_{20}.177- \beta_{21}.013- \beta_{22}.015- \beta_{23}.058+ \beta_{24}.006+ \beta_{25}.123+ \beta_{26}.032+ \beta_{27}.107- \beta_{28}.167+ \beta_{29}.060+ \beta_{30}.171- \beta_{31}.071- \beta_{32}.019+ \beta_{33}.004 \ldots \textbf{EQ 2}$$

Table 5

Model	R^2	Sig.	Durbin-Watson
1	.651[a]	.000[b]	1.264

Table 5 for demographic variable regression for 'school' shows the estimated R square is .651, indicating that 65.1% changes in school (dependent) are due to changes in independent variable are reliable. Moreover, the result shows there are significant variables that influence job satisfaction with respect to school. The Durbin–Watson test results are 1.264; which implies that there is a positive serial correlation among the residuals from the regression investigation.

Hence, Eq. (2) for B-coefficient of underlying variable 'school' shows that it is .029 for JS which suggests that an increase in entity identity differences has a positive impact on the JS variable. The percent increase in entity identity, school type, leads to a proportional increase in the level of Job satisfaction among academicians. Generally, the findings of this study are in parallel to a number of previous studies including Sönmezer, & Eryaman (2008) that indicate a correlation between job satisfaction levels of public and private school teachers. While the relationship of TE, M4, M9, EN, M13, M14, M15, M16, M17, M22, M25, M26 is negative with the dependent variable 'school' as depicted in Eq. (4). The finding of this study confirms the significant impact of job satisfaction differences among levels of public and private school teachers (Gius, 2015). Hypothesis 1 is accepted.

Table 6

		Standardized Coefficients		
	Model	Beta	T	Sig.
1	(Constant)		5.388	.000
	A	.054	.953	.341
	PQ	.256	4.323	.000
	TE	-.040	-.648	.517
	NJ	.150	2.486	.014
	M1	.060	.996	.320
	M2	-.001	-.014	.989
	M3	-.072	-1.043	.298
	P	.000	.005	.996
	M4	-.065	-1.019	.309
	M5	.015	.188	.851
	M6	.076	1.311	.191
	M7	.099	1.500	.135
	M8	.028	.403	.687
	M9	-.138	-2.128	.034
	EN	-.004	-.062	.950
	M10	.036	.592	.554
	M11	.013	.196	.845
	M12	.029	.392	.696
	M13	-.026	-.404	.687
	M14	-.177	-2.323	.021
	M15	-.013	-.245	.807
	M16	-.015	-.270	.787
	M17	-.058	-.825	.410
	M18	.006	.073	.942
	M19	.123	1.653	.100
	M20	.032	.463	.643
	M21	.107	1.621	.106

	M22	-.167	-2.477	.014
	M23	.060	1.059	.290
	M24	.171	2.872	.004
	M25	-.071	-.858	.392
	M26	-.019	-.235	.815
	JS	.029	.513	.608
	M27	.004	.070	.944

D_g= α+β1.150+ β2.029- β3.302+ β4.054+ β5.256- β6.004- β7.040+ β8.060- β9.004- β10.072- β11.065+ β12.015+ β13.076+ β14.099+ β15.028- β16.138+ β17.036+ β18 .036+ β19.036+ β20.13- β21 .029+ β22.026+β23.177+ β24.013+ β25.015- β26.015- β27.058+ β28.006+ β29.123+ β30.032+ β31.107- β32.167+ β33.060+ β34.171- β35.071- β36.019+ β37.004

Table 7

Model	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.169	.062	.4756	1.618

Table 7 for demographic variable regression for 'gender' shows the estimated R square is .169, indicating that 16.9% of changes in gender (dependent) is due to changes in independent variable are reliable. Moreover, the result shows there are significant variables (p=.027) that influence job satisfaction with respect to gender. The Durbin–Watson test results are 1.618; which implies that there is a positive serial correlation among the residuals from the regression investigation.

Dg= α+β1NJ+ β1JS + β1A+ β1PQ+ β1EN + β1P+ β1M1+ β1M2+ β1M3+ β1M4+ β1M5+ β1M6+ β1M7+ β1M8+ β1M9+ β1M10+ β1M11+ β1M12+ β1M13+ β1M14+ β1M15+ β1M16+ β1M17+ β1M18+ β1M19+ β1M20+ β1M21+ β1M22+ β1M23+ β1M24+ β1M25+ β1M26+ β1M27….**EQ3**

Table 8
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	11.819	33	.358	1.583	.027[b]
	Residual	58.140	257	.226		
	Total	69.959	290			

a. Dependent Variable: Gender

b. Predictors: (Constant), M27, JS, NJ, M3, M15, A, M23, M6, M24, M1, M11, M16, M21, M10, PQ, M13, M26, M8, EN, M2, M18, M9, M7, M20, M4, P, M22, M17, M14, M12, M19, M5, M25

Hence, Eq. (4) for B-coefficient of underlying variable 'gender' shows that it is -.027 for JS which suggests that an increase in gender differences has a positive impact on the JS variable. The percent increase in gender differences leads to a proportional decrease in the level of Job satisfaction among academicians. Generally, the findings of this study are contrary to a number of previous studies including (Oshagbemi, 2000) that found no correlation between job satisfaction and job differences. While the relationship of A, PQ, NJ, EN, P, M5, M6, M7, M8, EN. M12, M13, M15, M19, M21, M23, M24 are positive with the dependent variable 'gender' as depicted in Eq. (5). The finding of this study confirms the significant impact of gender differences in evaluating a level of job satisfaction among academicians (Al-Ajmi, 2006). It was concluded that hypothesis 2 is accepted.

Table 9

		Standardized Coefficients		
	Model	Beta	T	Sig.
1	(Constant)		5.276	.000
	A	.092	1.358	.176
	PQ	.024	.341	.733
	NJ	.104	1.614	.108
	M1	-.017	-.236	.814
	M2	-.126	-1.678	.095
	M3	-.051	-.627	.531
	P	.038	.475	.635
	M4	-.168	-2.224	.027
	M5	.068	.721	.471
	M6	.104	1.510	.132
	M7	.113	1.445	.150
	M8	.069	.833	.406
	M9	-.071	-.918	.360
	EN	.044	.604	.546
	M10	-.122	-1.709	.089
	M11	-.040	-.518	.605
	M12	.029	.336	.737
	M13	.014	.189	.850
	M14	-.143	-1.573	.117
	M15	.039	.608	.544
	M16	-.024	-.364	.716
	M17	-.012	-.139	.890
	M18	-.061	-.682	.496
	M19	.089	1.001	.318
	M20	-.038	-.464	.643
	M21	.053	.676	.500
	M22	-.003	-.037	.970

M23	.085	1.267	.206
M24	.068	.956	.340
M25	-.045	-.453	.651
M26	-.040	-.432	.666
JS	-.027	-.404	.686
M27	-.054	-.843	.400

D_G= α+β_1.104- β_2.027 + β_3.092- β_4.024+ β_5.044 + β_6.038- β_7.017-B_8.126- β_9.051- β_{10}.038- β_{11}.068+ β_{12}.104+ β_{13}.113- β_{14}.069+ β_{15}.069- β_{16}7.122- β_{17}.040+ β_{18}.029- β_{19}.014+ β_{20}.143- β_{21}.039+ β_{22}.024- β_{23}.012- β_{24}.061- β_{25}.089- β_{26}.038- β_{27}.053- β_{28}+ β_{29}.085+ β_{30}.068- β_{31}.045- β_{32}.040- β_{33}.054…**EQ4**

Table 10
Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.691[a]	.477	.410	1.0505	1.693

a. Predictors: (Constant), M27, JS, NJ, M3, M15, A, M23, M6, M24, M1, M11, M16, M21, M10, PQ, M13, M26, M8, EN, M2, M18, M9, M7, M20, M4, P, M22, M17, M14, M12, M19, M5, M25

b. Dependent Variable: Age

D_a= α+β_1.377- β_2.014 – β_3.005- β_4.310- β_5.073-β_6.009- $\beta_7$1.050-β_8.136- β_9.137- β_{10}.072- β_{11}.111- β_{12}.125+ β_{13}.044+β_{14}.104- β_{15}.036+ β_{16}.073+ β_{17}.060+β_{18}.012+ β_{19}.042- β_{20}.125+ β_{21}.073- β_{22}.022- β_{23}.006- β_{24}.147+ β_{25}.090+β_{26}.034+ β_{27}.031- β_{28}.108+ β_{29}.065- β_{30}.038- β_{31}.040+ β_{32}.028+ β_{33}.040+ β_{34}.072

Table 10 for regression of demographic variable 'Age' shows the estimated R square is .477, indicating that 47.7% of changes in gender (dependent) are due to changes in independent variable are reliable. Moreover, the result shows there are significant variables (p=.000) that influence job satisfaction with respect to age. The Durbin–Watson test results are 1.693; which implies that there is a positive serial correlation among the residuals from the regression investigation.

D_A= α+β1NJ+ β1JS + β1A+ β1PQ+ β1EN + β1P+ β1M1+ β1M2+ β1M3+ β1M4+ β1M5+ β1M6+ β1M7+ β1M8+ β1M9+ β1M10+ β1M11+ β1M12+ β1M13+ β1M14+ β1M15+ β1M16+ β1M17+ β1M18+ β1M19+ β1M20+ β1M21+ β1M22+ β1M23+ β1M24+ β1M25+ β1M26+ β1M27….**EQ5**

Table 11
ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	258.989	33	7.848	7.111	.000[b]

Residual	283.636	257	1.104
Total	542.625	290	

a. Dependent Variable: Age

b. Predictors: (Constant), M27, JS, NJ, M3, M15, A, M23, M6, M24, M1, M11, M16, M21, M10, PQ, M13, M26, M8, EN, M2, M18, M9, M7, M20, M4, P, M22, M17, M14, M12, M19, M5, M25

Hence, Eq. (6) for B-coefficient of underlying variable 'Age' shows that it is .017 for JS which suggests that an increase in age differences has a positive impact on the JS variable. The percent increase in age differences leads to a proportional increase in the level of Job satisfaction among academicians. Generally, the findings of this study are parallel to a number of previous studies including (Ang, Goh, & Koh, (1993); Baş, & Ardıç, (2002); Ghafoor, (2012)) that found a correlation between job satisfaction and gender differences. While the relationship of M1, M2, M3, M7, M8, M10,M11,M12,M15,M18,M19,M20,M22,M25.M26,M27 is positive with dependent variable 'age' as depicted in Eq. (6). The finding of this study confirms the significant impact of AGE differences in evaluating a level of job satisfaction among academicians (Hickson, & Oshagbemi, (1999). The significant value of hypothesis 3 is under .05 so it's accepted.

Table 12

		Standardized Coefficients	t	Sig.
	Model	Beta		
1	(Constant)		4.746	.000
	A	-.005	-.100	.920
	PQ	-.310	-5.641	.000
	NJ	-.377	-7.346	.000
	M1	.050	.895	.372
	M2	.136	2.293	.023
	M3	.137	2.114	.035
	P	-.009	-.139	.890
	M4	-.072	-1.198	.232
	M5	-.111	-1.483	.139
	M6	-.125	-2.287	.023
	M7	.044	.714	.476
	M8	.104	1.582	.115
	M9	.036	.589	.556
	EN	-.073	-1.276	.203
	M10	.060	1.063	.289
	M11	.012	.191	.849
	M12	.042	.611	.542
	M13	-.125	-2.095	.037

	M14	.073	1.018	.310
	M15	.022	.426	.671
	M16	-.006	-.110	.913
	M17	-.147	-2.206	.028
	M18	.090	1.265	.207
	M19	.034	.479	.632
	M20	.031	.476	.634
	M21	-.108	-1.730	.085
	M22	.065	1.033	.303
	M23	-.038	-.708	.480
	M24	-.040	-.709	.479
	M25	.028	.360	.719
	M26	.040	.532	.595
	JS	.014	.265	.792
	M27	.072	1.432	.153

Conclusion and Recommendations

This paper is giving the importance to three demographic variables i.e. age, gender and nature of entity regarding job satisfaction. Meanwhile considering job satisfaction and performance a two basic premises for growth of academic industry in Bahawalnagar. This study indicated the importance of three demographic factors for successful development of educational institutions.

This study could be strengthen more by using more powerful tool for data analysis. Although the regression analysis was deemed acceptable, an advance statistical technique would have allowed us to run more powerful authenticated results. Secondly, current research is limited to the region of district Bahawalnagar i.e. job satisfaction level among the academicians of district Bahawalnagar. Future work should consider other regions and entities of southern Punjab including colleges and universities as well.

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