

Level of Job Satisfaction among College Lecturers: A Look at the Association Between Demographic Characteristics, Intrinsic, and Extrinsic Job Satisfaction.

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Abstract

The purpose of this quantitative study is to investigate how demographic factors impact lecturers' intrinsic and extrinsic job satisfaction. The study was conducted among 201 college lecturers randomly selected using a table of random numbers. Data was collected using a questionnaire divided into two parts. Part 1 consisted of six demographic variables and part 2 consisted of forty statements relating to lecturers' job satisfaction using a five-point Likert scale. Descriptive statistics were used to report the demographic characteristics of the lecturers and how lecturers rated their levels of job satisfaction. Independent samples t-tests were used to determine the difference between lecturers' age range, gender, lecturer status, job position, and overall job satisfaction within the colleges. Pearson Correlation was used to determine the association between lecturers' demographic characteristics and job satisfaction. Results of the study revealed moderate levels of job satisfaction among lecturers, significant differences, and associations among the variables.

Keywords: intrinsic; extrinsic; job satisfaction, demographic characteristics

1. Introduction

Lecturers within the higher education environment are tasked with performing both academic and non-academic duties. Their job requires many hours of lesson preparation, teaching, consultation outside of teaching hours, curriculum writing and reviews, and conducting academic research. Lecturers' levels of job satisfaction become questionable due to the immense pressures and responsibilities that come with their tasks as educators and administrators. Additionally, lecturers are instrumental in the growth and development of their students, therefore, it is important that their levels of satisfaction are high enough to execute their duties effectively and efficiently. Lecturers' satisfaction level on the job is a subset of their productivity (Al-Siyabi, 2016), thus, it is hoped that satisfied workers will remain within the organization for a longer time once they are motivated and their happiness is improved. Raziq and Labe-Krebs (2021) stated that the extent to which the institutions are organized is dependent on the lecturers' level of job satisfaction.

Job satisfaction may be viewed as the quality of one's relationship with their superior, the quality of the physical environment in which the employees work, and the degree of fulfillment of their work (Ara & Akbar, 2016). Nevins-Bennett (2013) stated that job satisfaction usually results from the work environment or when employees are intrinsically or extrinsically motivated. In

addition, job satisfaction is usually influenced by a variety of factors that may be exhaustive regardless of the organization of the workers. Employee working conditions, opportunities for advancement, promotion, and growth, workload and stress level, respect from co-workers, relationship with supervisors, and financial and non-financial rewards are some factors that may affect job satisfaction (Swarnalatha & Vasantham, 2014). The lecturer's feelings, emotions, state of mind about the job, and well-being also contributes to the level of job satisfaction. The job itself is considered a work-related variable and may include the level of job security, work controllability, whether the job is interesting, and employer-employee relationship.

Job satisfaction may, however, have various implications for lecturers and all educational stakeholders within their institutions. Lecturers who are satisfied on the job will perform better instructionally, support students' outcomes, and are less likely to leave the organization (Toropova et al., 2020). A positive outcome may not always be certain because stressful work environments may be a contributory factor to low levels of job satisfaction. Lecturers within tertiary institutions may be unable to deal with stressful work and life situations which may affect their institutional loyalty and working qualifications. They may become uninterested in their jobs (Capri & Guler, 2018) resulting in high job turnover. Thus, to improve the rate of lecturer retention, college administrators should focus on lecturer job satisfaction since a highly positive correlation exists between job satisfaction and retention (Wang et al., 2018).

2. Research Problem

Job satisfaction is an essential component to lecturers' performance and student outcomes. The issue of job satisfaction has become a college-wide concern as there is evidence of tardiness, burnout, lateness, work-to-rule, and lack of motivation among lecturers within the colleges. When lecturers are not satisfied on the job, it creates organizational issues that may affect the overall organization including its culture. To improve performance in our colleges, lecturers must be satisfied on the job, as these motivated and satisfied lecturers are most likely to lead to positive student learning outcomes (Mrosso, 2014).

3. Purpose of the Study

The purpose of this study was to investigate how personal demographic factors impacted lecturers' intrinsic and extrinsic job satisfaction.

4. Significance of the Research

This study will make a significant contribution to the body of knowledge relating to job satisfaction among lecturers. It will help to shape the way administrators deal with lecturers on the job and how the colleges select potential employees fit for the organization. It will also help the institution provide training and development opportunities and better working conditions; allowing lecturers to balance work and life. The need for this research is extensive as various scholars call for the study of job satisfaction as a gap exists in the extant literature relating to how lecturers' perception of various factors impacts employees' job satisfaction.

5. Research Questions

1. What is the level of job satisfaction among lecturers within the colleges?
2. Is there a statistically significant difference between lecturers' age range, gender, lecturer status, and position within the college and overall job satisfaction within the colleges?
3. Is there a significant association between lecturers' age range, gender, educational attainment, marital status, tenure, and teaching positions on lecturers' intrinsic and extrinsic levels of job satisfaction?

6. Theoretical Framework

Herzberg's Two Factor Theory posits that job satisfaction and job dissatisfaction are two different variables that occur on a continuum. Herzberg believed that job satisfaction results from motivators that are intrinsic in nature, while job dissatisfaction results from hygiene factors that are extrinsic in nature (Atalic et al., 2016). The Herzberg Two-Factor Theory postulates that job contents or intrinsic factors contribute to employees becoming more satisfied on the job, whereas the environmental or extrinsic factors may lead to dissatisfaction (Ogbu, 2014) because employees may need to avoid the negative (Davis, 2017). The motivation factors are related to the employees' psychological needs and must be satisfied to improve job satisfaction and performance within the organization (Kelemnesh, 2020). Alshmemri et al. (2017) stated that the motivation factors are similar to the self-actualization concept outlined in the Maslow's Hierarchy of Needs Theory as individuals aspire to meet the needs for self-growth and improvement. The absence of motivation factors among employees does not lead to job dissatisfaction, however, employers are encouraged to include more and more motivators in the job for greater performance and efficiency (Kelemnesh, 2020). On the contrary, hygiene factors are necessary as employees tend to avoid unpleasantness. Yousaf (2020) noted that when hygiene factors are absent it causes job dissatisfaction, but when present, it does not by themselves cause job satisfaction among employees.

7. Literature Review

7.1, Job Satisfaction

Job satisfaction is a topical issue that is experienced among all levels of workers within organizations. There are various definitions of job satisfaction according to different writers and their schools of thought; though the concept is difficult to be defined (Cogaltay, 2016), lecturers may view their job satisfaction as a psychological state of pleasure experienced from the job or brought on based on their evaluation of the job (Pan, et al., 2015). Job satisfaction may be seen as an attitudinal state of being, brought on by the employees based on the nature and extent of their job conditions. It may be expressed as an emotional state, attitudinal state, or affective state of the lecturers toward their jobs (Msuya, 2016). Job satisfaction then may be represented on a scale or continuum which invariably assesses the affective and cognitive aspects of the job. Saba (2011) stated that a dissatisfied employee is one who has a negative attitude about the job and the opposite is true for a satisfied worker.

7.2. Factors Affecting Job Satisfaction

There are various factors affecting job satisfaction. These include personal factors and factors controlled by management. Personal factors are demographic factors such as the employee's age, sex, marital status, educational level, and family background. Management-controlled factors include promotional activities, the level and kind of work, job security, and supervision. Other factors affecting job satisfaction may be the supervisor-employee relationship, the quality of the work environment, and the degree of work fulfillment (Ara & Akbar, 2016).

7.3. Intrinsic Job Satisfaction

Intrinsic job satisfaction is associated with employees' feelings about the job and may include the activities conducted on the job, one's ability to undertake the task, and one's perception of achievement (Pan et al., 2015). Intrinsic factors commonly known as motivators are those employee-perceived factors that are self-generated and stimulate individuals to act in a manner that is pleasing to the organization (Muindi, 2011). In addition, these motivators that have significant importance to the levels of satisfaction on the job are related to what the individual expects to gain from the job, which is often reflected in their attitude towards the job (Bektas, 2017). These factors include a sense of feeling that the work done by the employees are important and that control is maintained or exhibited over the organization's resources; the freedom to carry out certain procedures without administrator's interference, and the opportunity to use and harness skills and competencies for job advancements (Muindi, 2011). These individuals who are intrinsically satisfied on the job may take on responsibilities and tasks that are more sacrificial and in the best interest of the organization (Bektas, 2017).

Empowerment and autonomy. empowerment is defined as a motivational structure that manifests itself with four concepts – meaning, competence, self-determination, and impact (Ulutas, 2018). When teachers in a specific program were examined, it was found that there exists a positive correlation between teacher empowerment and job satisfaction (Ghaemi & Sabokrouh, 2014, p.289). Autonomy is the act of making one's own self-selection in the stages of starting, sustaining, terminating work, and acting independently in making decisions (Ulutas, 2018). Many researchers have found a positive association between job satisfaction and job autonomy, stating that teachers with job autonomy will be more motivated to do their best which leads to higher performance (Al-Siyabi, 2016).

Organizational trust. When employees have high levels of organizational trust it gives them a sense of hope and confidence about any applications for their jobs and will have positive expectations about risky situations. Trust is beneficial for school life to run smoothly; therefore, organizational trust fosters school development, effective communication, school effectiveness, and high job satisfaction among school staff (Talebloo et al., 2015). In addition, a lack of trust among employees leads to many mistakes, discourages employees from taking responsibility, and encourages employees to stay away from work and organizational goals Talebloo et al., 2015).

7.4. Extrinsic Job Satisfaction

Extrinsic job satisfaction relates to employees' feelings about external working conditions of the job or task. These are variables that employees must consider in deciding whether to stay with

the organization or leave (Anyanzwa, 2013). Extrinsic factors are outcome-based factors such as the policies of the job, compensation, and human relations (Pan et al., 2015). Anastasiou and Belios (2020) stated teachers are more satisfied with their job characteristics than with factors associated with their working conditions. Commonly called hygiene factors, extrinsic factors include those actions and activities of others that motivates the employees in question (Muindi, 2011). It consists of the factors external to and affecting the individual externally such as an increase in salary and compensation, commendation and approval of a job well done, promotion and punishments such as disciplinary action, withholding pay, and criticism, which may act as a demotivator (Bektas, 2017).

Working conditions and teaching resources. working conditions are the environmental conditions, atmospheric conditions, and tools necessary for employees to fully execute on the job and be satisfied (Yousaf, 2020). Good working condition increases job satisfaction because lecturers will be working in clean and attractive surroundings which influences their level of happiness when doing their work (Nyange, 2013). Organizations that employ teachers in an environment that provides great ergonomic comfort will see an increase in teacher morale (Obineli, 2013). Features such as temperature, humidity, ventilation, lighting, noise and cleanliness of the workplace, and adequate tools and equipment affect employees' job satisfaction (Mwenda, 2015). The lack of basic teaching materials and the absence of sufficient equipment for teaching and instructional purposes also add to the many problems faced by teachers and lead to job dissatisfaction (Mwenda, 2015). Job satisfaction among teachers is therefore improved when schools provide the teachers with the required teaching resources such as textbooks, charts, and teaching aids to facilitate their lessons.

Staff training. Staff training improves the skills and competencies of the caliber of teachers employed. The importance of in-house training or staff development will lead to the transformation of the educational sector and would equip the teachers with the knowledge needed – leading to higher job satisfaction. In addition, teachers need to be sponsored to attend seminars and conferences (Augustine, & Azi, 2016) on a periodic basis to increase their knowledge, skills, and competencies to be able to carry out the job efficiently and effectively.

Feedback on employees' performance. Downing (2016) claimed that teacher evaluation is a necessary tool to guide employees, however, the evaluation system must be objective, reliable, and valid. He found that improper evaluation may diminish teacher empowerment and therefore job satisfaction (Downing, 2016). According to Saljooghi and Salehi, (2016), the reason for this dissatisfaction is rooted in various factors including the complexity of the assessment process and the presence of deficiencies in the comprehensive evaluation system (p. 201). Lack of management support, non-practicality of the evaluation system, evaluator incompetence in fair and proper evaluation, and lack of proportion and consistency between the evaluation system and facts on the ground are among the factors that undermine the effectiveness of most systems (Saljooghi & Salehi, 2016).

Adequate incentives. Researchers see compensation as one of the most important attributes in ascertaining the satisfaction of employees on the job; thus, job satisfaction is predicted by an employee's perception of being properly compensated based on their worth (Muguongo, et al., 2015). Research has shown that the level of satisfaction on the job is positively related to the

compensation received. Research conducted by Bui (2019) in a Vietnamese university indicated that lecturers were not satisfied with their salaries and fringe benefits received, with low means ranging from 2.21 to 2.51. Research supports this claim that “6 out of 10 employees indicated that compensation was very important to their overall job satisfaction, putting it only three percentage points below opportunities that use skills and abilities and only one percentage point below job security in 2012 (Mugungo et al., 2015).

Incentives may be given in the form of money, gifts, letter of recommendation, praises, and so on (Ogbu, 2014). Regarding income, teachers’ appreciation of their schools is enhanced by the salaries they receive, especially when these salaries correspond to their levels of education, the responsibilities they hold, and duties they perform in the school (Nyamubi, 2017).

Availability of promotion. Khaliq (2018) emphasized the benefits of promotion to employees, stating that promotion is positively related to job satisfaction as teachers move up from lower to higher levels within the institution. Obineli (2013) stated that pay and promotion create social prestige which has some sort of connection to the employee’s occupational levels. Obineli (2013) emphasized the point that the more an employee’s pay is increased, the better the capability to fulfill their numerous needs.

Administrative support and leadership. The expectations of teachers within the educational environment are high, and in some cases, they are not afforded the opportunity to be a part of the decision-making process of the organization. Despite this, they are expected to become a part of implementing policies that they were not privy to developing; this results in low job satisfaction (Augustine & Azi, 2016). Some teachers may not be given the necessary administrative support needed and are prevented from furthering their studies because of the availability of on-the-job training (Augustine & Azi, 2016). Cogaltay et al. (2016) have shown that there is a statistically significant association between leadership and the perceived level of satisfaction of teachers on the job. According to Herzberg’s Factory Theory, the leadership approaches of leaders affect the job satisfaction of teachers. This is because interacting with administrators is an important part of the work done by teachers at school, and they contribute to teachers’ experiences in a positive or negative way (Cogaltay et al., 2016).

7.5. Demographic Factors and Job Satisfaction

Gender. In a study conducted by Griffin (2010) that examined the self-reported levels of job satisfaction among Jamaican and Bahamian teachers, it was revealed that male teachers had higher levels of job satisfaction than their female counterparts. At the tertiary level, Tinn and Adenike (2015) conducted a study among college of education lecturers using the independent samples t-test and found statistically significant differences among male and female lecturers’ levels of job satisfaction. It was stated that females ($M = 41.67$) had higher levels of job satisfaction than males ($M = 37.83$). Rmadan and Kassahun (2021) found no statistically significant differences between male and female lecturers in their levels of job satisfaction at the university level.

Age-range. The maturity of lecturers in relation to their profession is determined by their age range. In a study conducted by Shrestha (2019) among 345 teachers, results showed significant differences among teachers’ levels of extrinsic job satisfaction according to age group (Shrestha,

2019). Recognition ($F = 1.73, p = .005$), and pay, incentives, and benefits ($F = 4.73, p = .003$) showed statistically significant differences in relation to the age group 16-25 and 46-60. In a similar study, Sakiru et al (2017) revealed no significant difference between lecturers' job satisfaction according to age group when the one-way ANOVA was used.

Marital status. Kemunto et al. (2019) stated that there were statistically significant differences between married and divorced teachers and their levels of job satisfaction. Married teachers ($M=51.39; SD=2.80$) were more satisfied with their jobs than divorced teachers ($M=45.75; SD=12.36$). There was no difference in job satisfaction among teachers who were single, widowed, or separated (Kemunto et al., 2019).

The number of years teaching within the current institution: The number of years teaching within the current institution has a positive relationship with job satisfaction. Latiff et al. (2017) stated that as the number of years increases so does their levels of job satisfaction. Topchyan and Woehler (2020) conducted a study among 238 full-time and substitute teachers and found that teachers with 8 to 10 years working on the job are more satisfied than those working below eight years.

Highest level of educational attainment. In a study conducted among lecturers in a university in Nigeria, the one-way ANOVA results showed no significant difference between job satisfaction and educational qualification (Sakiru et al, 2017). That is lecturers whose highest educational attainment was a bachelor's, Master's, or Ph.D. had the same levels of job satisfaction.

8. Research Methodology and Design

A quantitative research methodology was used in this study. Quantitative research emphasizes quantification in the collection and analysis of data (Bryman, 2004) and incorporates measurement where numerical data is utilized. This methodology was suitable as it subscribed to the post-positivist research paradigm. A survey design was used to examine the personal and organizational factors on lecturers' level of job satisfaction. Therefore, independent samples t-test and correlation analysis was conducted from data collected from a questionnaire.

Two hundred and one participants were sampled from a population of 420 using a random sampling method. The sample was selected by using the random numbers table, with the sampling frame being all lecturers within a college system and not university lecturers.

Data was collected from a self-developed instrument that comprised on two sections. Section one contained six demographic questions relating to the participant's age range, gender, marital status, educational attainment, years teaching at the current institution, and position within the institution. Section two was used to gather information on lecturers' job satisfaction. The survey contained 40 statements relating to job satisfaction using a five-point Likert Scale with 1 = strongly agree, 2 = agree, 3 = neutral, 4 = disagree, and 5 = strongly disagree.

8.1. Reliability and Validity of the Study Instrument

Cronbach Alpha was used to check the internal consistency reliability of the scales in this study. An alpha coefficient of .876 was recorded for the instrument, which indicates good internal consistency of the scales. Three Expert ratings were used to determine the validity of the study's instrument. Each rater reported that the constructs measure what they intended to measure.

8.2. Data Analysis

Data were analyzed using both descriptive and inferential statistics. Descriptive statistics of means and standard deviations were used to analyze research question 1 "What is the level of job satisfaction among lecturers within the colleges?" Descriptive statistics were presented using tables, graphs, and narratives. The Pearson Product Moment Correlation was used to determine the significant association between lecturers' age range, gender, educational attainment, marital status, tenure, and teaching positions on lecturers' intrinsic and extrinsic levels of job. satisfaction.

9. Results

The study used percentages and frequency to analyze the demographic characteristics of the participants. Table 1 shows that 144 or 71.8% of the participants were females and 57 or 28.4% were males. One hundred and fifty-nine or 79.1% of the participants were between the ages of 20-39 and 42 or 20.9% were aged 40 and above. One hundred and thirty-six or 67.7% of participants are junior lecturers, while 65 or 32.3% are senior lecturers. One hundred or 49.8% of lecturers were single, 95 or 47.2% were married, five, or 2.5% were separated, and one, or 0.5% was widowed. One hundred and eighty-four or 91.5% of the lecturers had a master's degree as their highest educational attainment, while only 10 or 5, and 7, or 3.5% held a doctoral and bachelor's degree respectively. One hundred and thirty-five or 67.7% of the participants were lecturers/teachers within the institutions, with only 32.3% representing those senior lecturers with special responsibility positions and heads of departments. There were no responses from the program manager/directors and other members of the college holding positions of power.

Table 1*Demographic Characteristics of the Study Sample*

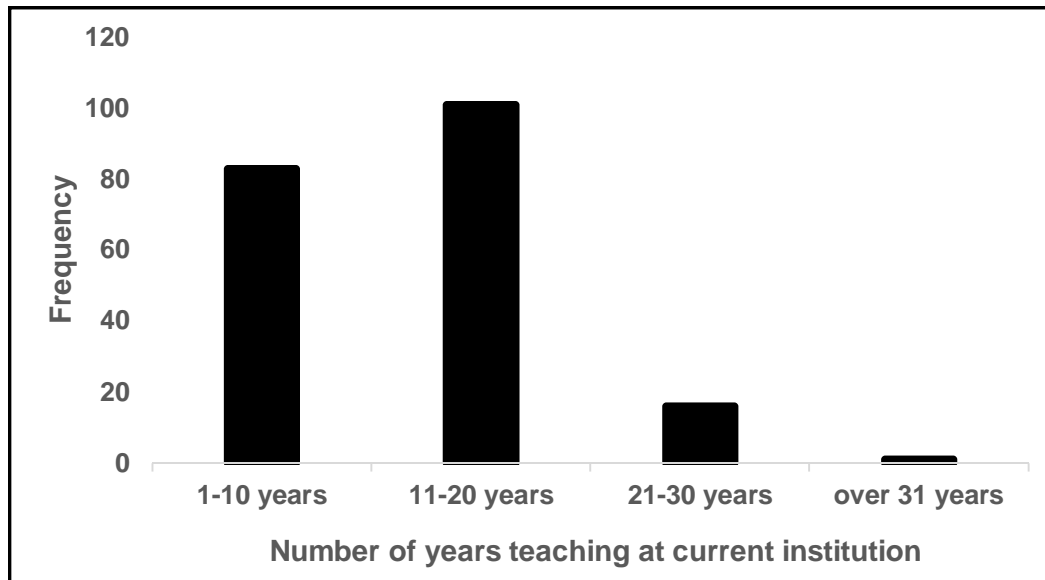
Characteristics of the Participants	Frequency	Percentage
Gender		
Male	57	71.8%
Female	144	28.4%
Age Range		
20-39	159	79.1%
40 and above	42	20.9%
Marital Status		
Single	100	49.8%
Married	95	47.2%
Separated	5	2.5%
Widowed	1	0.5%
Educational Qualification		
Bachelor's	7	3.5%
Master's	184	91.5%
Doctoral	10	5%
Number of Years Teaching at the Institution		
1-10 years	83	41.3%
11-20 years	101	50.2%
21-30 years	16	8%
Over 31 years	1	5%
Position within the Institution		
Lecturer/Teacher	135	67.7%
Senior Lecturer/Teacher	65	32.3%

N = 201

Figure 1 shows the number of years lecturers have been teaching at the current institution. The Figure shows that 83 of the lecturers have been teaching at the institution for 1-10 years, 101 have been teaching at the institution for 11-20 years, 16 for 21-30 years, and only one participant has been teaching at the institution for over 31 years.

Figure 1

The Number of Years Teaching at the Current Institution.



Research Question 1: What is the Level of Job Satisfaction among Lecturers within the Colleges?

Descriptive statistics of means and standard deviations were used to determine the overall level of job satisfaction among lecturers within the colleges. The levels of job satisfaction were determined by dividing the 5-point Likert scale cumulatively into three subgroups. For this study 1.0-2.33 represents low, 2.34-3.66 represents moderate, and 3.67-5.0 represents high levels of job satisfaction. Table 2 shows an overall moderate intrinsic job satisfaction among lecturers ($M = 3.17$, $SD = .856$) and overall, moderate extrinsic job satisfaction ($M = 3.14$, $SD = .813$).

Table 2

Job Satisfaction Score Among Lecturers

<i>Intrinsic and Extrinsic Job Satisfaction</i>	<i>M</i>	<i>SD</i>
Intrinsic Factors		
Lecturers Freedom and happiness	3.41	.811
Willingness, trust, and eagerness	2.98	1.07
Empowerment	3.35	.705
Autonomy and value	2.95	.708
Responsibility, care, and guidance	3.13	.903
Personal advancement	3.19	.938
Overall intrinsic job satisfaction	3.17	.856

Extrinsic Factors

Institutional support, comfort, and safety	2.91	.652
Employer-employee relationship	4.67	.801
Opportunities for professional development	2.71	.739
Career advancement and opportunities for promotion	2.92	.732
Monetary compensation and benefits	2.90	.748
Institutional resources	2.25	.878
Job challenges and stimulation	3.51	1.03
Employee-Employee support and relationship	3.23	.953
Overall extrinsic job satisfaction	3.14	.813

N=201

Research Question 2: Is there a statistically significant difference between lecturers' age range, gender, job position, and overall job satisfaction within the college?

The results of the independent samples t-test indicated that there were statistically significant differences in lecturers' gender and their overall job satisfaction; $t(199) = -.149, p = .05$. Females ($M = 1.74, SD = .44$) had higher levels of job satisfaction than males ($M = 1.62, SD = .49$). There were similar results of statistically significant differences in their age-range with overall job satisfaction; $t(199) = -46.5, p = .000$. Lecturers between the age of 20-39 had higher levels of job satisfaction ($M = 1.90, SD = .25$) than lecturers aged 40 and above ($M = 1.30, SD = .47$). There was no significant difference in lecturers job positions and their overall job satisfaction; $t(199) = -.199, p > .0$.

Research Question 3: Is there a significant association between lecturers' age range, gender, educational attainment, marital status, tenure, and teaching positions on lecturers' intrinsic and extrinsic levels of job satisfaction?

Table 3 shows the results for the Pearson Product Moment Correlation between the demographic factors (age range, gender, educational attainment, marital status, tenure, number of years teaching in the current position, and teaching positions) and lecturers' intrinsic job satisfaction. There was a low but positive correlation between the age range of lecturers and the intrinsic job satisfaction of willingness, trust, and eagerness, ($r = .142, p = .044$). There is a low but negative correlation between lecturers' highest educational attainment and their intrinsic job satisfaction of responsibility, care, and guidance ($r = -.166, p = .019$). There is a low but negative correlation between lecturers' marital status and lecturers' autonomy and value ($r = -.184, p = .009$). Similarly, a low negative correlation exists between lecturers' marital status and personal advancement ($r = -.164, p = .020$). A low negative correlation existed between lecturers' job position and empowerment ($r = -.209, p = .003$), personal advancement ($r = -.170, p = .016$), and responsibility, care, and guidance ($r = -.167, p = .018$). Lecturers' gender and the number of years teaching at the current institution did not correlate with intrinsic job satisfaction.

Lecturers' extrinsic job satisfaction was correlated with their age range, gender, educational attainment, marital status, tenure, number of years teaching in the current position, and teaching positions. Table 4 shows a negative correlation between the gender of lecturers and the extrinsic job satisfaction of monetary compensation and benefits ($r = -.255, p = .000$). Marital status is negatively correlated with institutional support, comfort, and safety ($r = -.233, p = .001$). negatively correlated with institutional resources ($r = -.202, p = .004$), and negatively correlated with employer-employee relationship ($r = -.162, p = .021$). The number of years teaching at the current institution has a low positive correlation with monetary compensation and benefits ($r = .150, p = .033$). Lecturers' job positions, age range, and highest educational achievements were not correlated with extrinsic job satisfaction.

Table 3*Lecturers' Demographic Status and Intrinsic Job Satisfaction*

	Demographic and Intrinsic Factors	1	2	3	4	5	6	7	8	9	10	11	12
1	GDR	1											
2	AR	-.111	1										
3	HEA	-.044	.100	1									
4	MS	.128	.009	-.078	1								
5	YT	.044	.126	.080	-.110	1							
6	JP	-.249**	-.015	-.036	.076	-.050	1						
7	LFH	.089	-.106	-.026	-.010	.034	.077	1					
8	WTE	.045	.142*	-.041	.054	.005	-.062	-.140*	1				
9	EMP	.078	-.021	-.111	.076	-.041	-.209**	.150*	.397**	1			
10	AV	-.005	-.076	.076	-.184**	.132	-.060	.543**	.012	.156*	1		
11	RCG	.051	-.039	-.166*	.047	.126	-.167*	.154*	.321**	.378**	.155*	1	
12	PA	-.078	-.079	-.093	-.164*	.033	-.170*	.242**	-.100	.282**	.456**	.266**	1

** Correlation is significant at the .01 level (2-tailed)

*Correlation is significant at the .05 level (2-tailed)

Table 4*Lecturers' Demographic Status and Extrinsic Job Satisfaction*

	Demographic and Intrinsic Factors	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	GDR	1													
2	AR	-.111	1												
3	HEA	-.044	.100	1											
4	MS	.128	.009	-.078	1										
5	YT	.044	.126	.080	-.110	1									
6	JP	-.249**	-.015	-.036	.076	-.050	1								
7	ISCS	-.081	-.132	-.061	-.233**	.047	-.001	1							
8	EER	-.098	-.041	-.019	-.162*	-.054	.017	.509**	1						
9	OFPD	.089	-.011	-.018	-.019	-.094	-.057	.326**	.074	1					
10	MCB	-.255**	-.034	-.025	-.188**	.150*	.048	.612**	.033**	.349**	1				
11	IR	-.120	-.009	-.122	-.202**	-.040	.030	.301*	.163*	.192**	.274**	1			
12	JCS	-.081	.003	.024	-.092	-.041	.014	.379**	.519**	.287**	.230**	.098	1		
13	EES	.035	-.072	.030	-.061	.032	-.043	.223**	.318**	.103	.078	-.010	.354**	1	
14	CAOFP	.078	.023	.021	.056	.016	-.133	.208**	.130	.474**	.231**	-.072	.060	.153*	1

Gender	GDR	Institutional support, comfort, and safety	ISCS
Age range	AR	Employer-Employee Relationship	EER
Highest educational attainment	HEA	Opportunities for professional development	OFPD
Marital status	MS	Monetary compensation and benefits	MCB
Years teaching at the institution	YT	Institutional Resources	IR
Job position	JP	Job challenges and stimulation	JCS
Lecturer's freedom and happiness	LFH	Employee-Employee Support	EES
Willingness, trust, and eagerness	WTE	Career advancement and opportunities for promotion	CAOFP
Empowerment	EMP	Personal advancement	PA
Autonomy and value	AV		
Responsibility, care, and guidance	RCG		

10. Discussion

The findings of the study revealed that lecturers experienced an overall moderate level of job satisfaction within the colleges. A moderate level of job satisfaction means that the level of psychological experiences by lecturers on the job gives a positive emotional response that is not excessive but within reasonable limits. The level of job satisfaction varies among the lecturers, therefore, to determine lecturers' real satisfaction, the various intrinsic and extrinsic factors that affected job satisfaction were examined. The overall intrinsic level of job satisfaction was moderate. Lecturers' freedom and happiness, empowerment, and personal advancement were considered as high moderate motivators. These are the intrinsic factors that are self-generated and stimulate the lecturers to act in a manner that is pleasing to the college. These motivators took precedence over other motivational factors such as trust, autonomy, and value. Lecturers gain personal gratification and satisfaction with the job in the form of personal advancement, a motivator that is synonymous with self-actualization, a higher-order need found in Maslow's Hierarchy of Needs Motivation Theory.

Employer-employee relationships is the most important extrinsic factor that impacts lecturers' job satisfaction within this study. How lecturers are treated on the job by their superiors can be considered very important as it may lead to dissatisfaction on the job according to Herzberg's Two Factor Theory. A strong relationship must be built to avoid negative consequences both for the lecturers and the colleges, Since the relationship involves how the employees and the employers relate to each other, it is the responsibility of the employers to ensure that good relationship are maintained through constant dialogue, feedback, training and development, and other activities that bring people together.

Institutional resources were rated low by lecturers, which means that lecturers are not satisfied with the colleges' infrastructure, teaching resources, human, financial, and technical resources that are necessary for the institution to achieve its objectives. The mean score obtained ($M = 2.90$, $SD = .748$) indicates that lecturers are not satisfied with the level of monetary compensation and benefits received from the college. Monetary compensation and benefits if absent or inadequate will create job dissatisfaction among lecturers.

The study findings showed both significant differences and relationships between the demographic characteristics of the lecturers and job satisfaction. The findings showed that females had higher levels of job satisfaction than males. This is contrary to the study of Rmada and Kassahun (2021), whose findings revealed no significant differences between males and females in their levels of job satisfaction. Though no further tests were conducted to determine the disparity in their levels of job satisfaction, differences may be further explained by their expectations of the job itself. Clark (1997) suggested that women had lower career expectations which translate to higher job satisfaction. Metle and Alali (2018) reported studies supporting the claim that females are more satisfied than their male counterparts despite suffering from tension and segregation on the job.

The Lecturers gender was not associated with any of the intrinsic job satisfaction factors, but only showed a negative correlation between the extrinsic job satisfaction of monetary

compensation and benefits. This means that as these external benefits increased their level of job satisfaction decreased. This produced similar findings to the work of Young et al. (2014). The result may seem surprising as most studies showed positive associations, however, there seems to be more to lecturers' satisfaction on the job than just compensation and benefits.

Younger lecturers between the ages of 20-39 were reported to have higher levels of job satisfaction than older lecturers. This refuted the studies of Sakiru et al. (2017) who found no difference in job satisfaction according to age groups. Kallman et al (2019) argued that the difference in levels of job satisfaction is because younger and older employees had different priorities in relation to the job. In addition, the results showed that lecturers who held junior and senior posts had the same level of job satisfaction, as no statistically significant differences were found from running the independent samples t-test.

An important finding of the study revealed that as the lecturers get older, their intrinsic job satisfaction increases in relation to willingness, trust, and eagerness. In addition, marital status is negatively correlated with institutional support, comfort, safety, personal advancement, autonomy, and value. Thought lecturers' highest educational attainment was negatively associated with their intrinsic job satisfaction of responsibility, care, and guidance.; it should be noted that highly educated lecturers tend to be more self-motivated. Having greater responsibility, care, and guidance on the job may bring on greater job stress because of the increased mental and psychological demands that will be placed on the lecturers, therefore this may lead to lower satisfaction. Higher levels of education may come with greater job demands, increased responsibilities, and longer working hours. Since there will be increased working pressures as a result, lecturers may find it difficult to be more satisfied. The same could be used to explain the negative association between lecturers' positions and the job satisfaction factor of empowerment, personal advancement, and responsibility. It is expected that junior lecturers will feel less satisfied if they are given too many responsibilities while other things such as remuneration and recognition remain constant. Through empowerment, lecturers are given greater control over how things are done within the institution. Not being fully prepared and motivated to take on certain delegated roles will not lead to the intended results, and thus job satisfaction may decrease. The lecturers' workload, administrative support, and the role leaders play in the lives of lecturers will create a more lasting impact and boost motivation.

The number of years teaching at the current institution has a low positive correlation with monetary compensation and benefits. This indicates that the longer the lecturers remain at their current place of employment the higher their levels of job satisfaction. Longer tenured lecturers should advance on the pay scale incrementally each year and so it is expected that their levels of satisfaction will increase.

11. Conclusion, Implications, and Recommendations

The purpose of this study was to investigate how personal demographic factors affected lecturers' intrinsic and extrinsic job satisfaction. Overall, lecturers had moderate levels of job satisfaction and results showed significant differences between gender, age range, marital status,

highest educational attainment, and the number of years employed to the current college with lecturers' job satisfaction. There was no difference in job position and job satisfaction. When the factors of job satisfaction were examined into their intrinsic and extrinsic components, not all were associated with the demographic characteristics of the lecturers. Lecturers' job positions, age range, and highest educational achievement were not correlated with extrinsic job satisfaction. In addition, the lecturers' gender and the number of years teaching at the current institution did not correlate with intrinsic job satisfaction.

The findings of this study will have significant implications for the institution as leaders may use the results to aid in planning, organizing, training, and channeling interpersonal and social relationships with lecturers. It will provide stakeholders with a clearer understanding of what leads to greater satisfaction on the job. Based on the findings of the study, it is recommended that leaders take a closer look at lecturers' satisfaction to avoid organizational consequences. It is also recommended that leaders examine the needs of lecturers on a regular basis. Giving lecturers a greater level of responsibility, empowerment, and autonomy may not always lead to positive results and high levels of satisfaction if other needs are not met.

12. Future Research

There are many factors affecting lecturers' job satisfaction, both intrinsic and extrinsic in nature. It is also clear that there are mixed results relating to the association between job satisfaction, and lecturers' gender, age range, marital status, highest educational attainment, job position, and the number of years working at the current college. This study seeks to answer the research questions posed, but greater research is needed to determine closer interaction among the study variables. For future research, a sequential mixed method approach should be used to get lecturers' full understanding of why the intrinsic and extrinsic factors differed based on demographic characteristics. Cross-tabulations could also be done to examine relationships within the data for a better understanding of the variables.

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