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Job Satisfaction among University Teachers working in Private Sector in the Punjab Province of Pakistan: A Quantitative Investigation

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ABSTRACT

Job satisfaction is a feeling of pride and worker success on the job. It is generally perceived to be directly related to both profitability and personal wellbeing. This study aimed to discover teachers' perceptions about their job satisfaction based on the demographic characteristics of gender at private sector universities in Lahore district, Pakistan. The population of study consisted of all faculty members of all the private universities situated in district Lahore. Sample comprised 300 Lecturers, Assistant Professors, and Associate Professors selected through proportionate stratified random sampling technique. Proportion of male and female teachers was 179 and 129 respectively. A Likert type instrument was developed having 28 statements which were related to the factors of job satisfaction opportunity, organization, safety security, pay, working condition, policies practices, relationship with coworkers, relationship with supervisors, working environment, stress and work load. Reliability of the instrument was 0.781 which showed that the questionnaire was accurate. Findings of the study showed that male and female teachers had perceived equally towards all factors of job satisfaction, whereas no significant difference was found regarding opportunity, organization, pay, working condition, policies and practices, and relationship with coworkers between male and female teachers. It is recommended that universities, administrators, educational consultants, deans of universities should use strategic action for producing and sustaining job satisfaction among university teachers.



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1. Introduction

A lot of attention has been received from many scholars about job satisfaction in the past decades. For example, Pan, Shen, Liu, Yang, & Wang, (2015) described that recently among faculties of higher education studies on job satisfaction and working conditions is becoming essential issue. The level of workers' job satisfaction all stakeholders and government institutions hire employees for their organization. In order to know the job satisfaction level, way to motivate employees and other workers is also need to know for an employer. Toker (2011) stated if a worker will perform his duty with hard work if he is satisfied with his job.

A well-established facet in the globe is that a disappointed worker will have negative attitude if he is not satisfied with his job as compared to the satisfied worker. Job satisfaction "can be seen as a global feeling about the job, or as a related collection of attitudes regarding various aspects or facets of the job" (Kovach, 1977; Spector, 1997 and Saner & Eyupoglu, 2012). A person who holds a series of positive and negative feelings towards their work is called satisfaction. A delight part of life is job satisfaction. A task associated with enjoyment and contentment is called satisfaction, whereas an emotional respond towards a task is called emotions. According to Seifert & Unbeach, (2008) in organizational psychology job satisfaction is the widely studies topic in the world. Resulting from one's job and experience a positive and pleasure state of mind is characterized as job satisfaction. Job satisfaction in the form of individuals and workplace environment always give positive results in any organization. According to Machado, Soares, Brites, Ferreira, Farhangmehr, Gouveia, & Peterson (2016). Lease (1998) a satisfied worker always seems to be active, present, always show commitment to their work, satisfied with their living standards and more productive. Level of employees' job satisfaction is influenced by many factors. The prime factors are working condition of an organization, interpersonal relationships, job itself, leadership and proper promotion criteria in an organization. Many tasks are done by employees in this regard, for example, employee should take interest in job and encountered challenges at job place, various tasks and consistency in job are included. Individuals who are happy inside are able to call a satisfied worker. The human relation approach becomes popular in order to increase the importance of job satisfaction. Many behavioural factors like patterns, perception and situations are involved in job satisfaction (Saner & Eyupoglu, 2012).

The studies like (Cano & Castillo, 2004; Al-Smadi & Qalan, 2015; Bozeman & Gaughan, 2011; Filiz, 2014 and Ping, Lai & Lo, 2010) were conducted on job satisfaction of university teachers. Level of academic staff job satisfaction was investigated under these studies. In general the significance and employees' level of job satisfaction is investigated in these studies and suggested to do more studies in this area. The impact of level of job satisfaction in terms of demographic variables was investigated like gender, age, experience, qualification etc. in many studies. Whenever and wherever the studies on job satisfaction with different perspectives were conducted have same and sometimes different results in all over the world. for example a study conducted by Liu et al. (2015) concluded that female are less satisfied than male employees.

The following study is guided by Herzberg two factor theory in 1959 which is also called motivation-hygiene theory. The hygiene factors for example, status, job security, relationships with employer, organizational policies, and working conditions are usually try to acquire by employees. Satisfaction itself is considered the temporary factor which fades hygiene influence on individuals' level of job satisfaction. Therefore, the hygiene needs are sometimes did not make employees motivate, where employers and managers need to understand. Employees' achievements, development and progression are motivation factors which lead an employee towards job satisfaction but the real motivation factors are work itself, job responsibility and recognition. The following study intends to investigate job satisfaction of university teachers on the basis of their gender at Punjab, Province Pakistan.

1.1 Objectives of the Study

To compare the perceptions of male and female lecturers, assistant professors, associate professors and professors about job satisfaction of private universities.

2. Methodology

This study was quantitative and descriptive in nature. for examining the study, the following procedures were adopted.

2.1 Population

The population of the study consists of all the faculty members of all the private universities situated in district Lahore. Registrars of all the 17 universities situated in Lahore district were requested to provide information regarding faculty of their respective university. In total three universities namely, Lahore university of Management sciences, Lahore, Riphah international university

Name of university	Professes	Lecturer	Associate Professors	Assistant Professors
Lahore university of Management sciences, Lahore.	42	92	192	99
Riphah international university, Lahore.	6	120	134	120
Qarshi university, Lahore.	4	40	120	60
Total	52	252	446	270

2.2 Sample

Proportional Stratified random sampling used for selecting the sample of 300 lecturers, assistant professors, associate professors and professors of private universities of Lahore. The sample was selected randomly from each stratum on the basis of private university teachers and designation by choosing 30% of population to make the sample more representative.

2.3 Instrument

The instrument was carefully developed for determining the perception of university teachers about job satisfaction by using Five-point Likert's Scale. Twenty-eight statements were related the factors of job satisfaction opportunity, organization, safety security, pay, working condition, policies practices, relationship with coworkers, relationship with supervisors, working environment, stress and work load. Before collecting the data, the questionnaire was validated through pilot testing from 4 University teachers in order to check the reliability. Reliability of 28 items was 0.781 which showed that the questionnaire was accurate.

3. Data Analysis

Table 1
"Mean Difference in Male and Female Teachers' Perception about opportunity for factor of job satisfaction in private universities of Lahore"

	Gender	N	M	SD.	Df	t-value	Sig.
Opportunity	Male	171	18.86	2.076	298	.713	.447
	Female	129	18.65	2.989			

The t-value = .713, $p = .477$, is not significant at level of significance for perceived opportunity factor of job satisfaction on the basis of gender' perceptions. The mean score of males' (171) and females' respondents, was (129) respectively. It is concluded that both male and female private university faculty had same perception about opportunity factor of job satisfaction.

Table 2
"Mean Difference in Male and Female Teachers' Perception about organization for factor of job satisfaction in private universities of Lahore"

	Gender	N	M	SD.	df	t-value	Sig.
Organization	Male	171	6.78	1.450	298	1.713	.088
	Female	129	7.08	1.564			

The t-value = 1.713, $p = .088$, is not significant at level of significance for perceived Organization factor of job satisfaction on the basis of male and female perceptions. The mean score of males' (171) and females' respondents,

was (129) respectively. It is concluded that both male and female private university faculty had same perception about Organization factor of job satisfaction.

Table 3

“Mean Difference in Male and Female Teachers' Perception about Safety Security for job satisfaction in private universities of Lahore”

	Gender	N	M	SD.	df	t-value	Sig.
Safety Security	Male	171	9.91	1.545	298	.3.138	.002
	Female	129	10.64	2.474			

The t-value = 3.138, $p = .002$, is significant at level of significance for perceived safety and security factor of job satisfaction on the basis of male and female perceptions. The mean score of males' (171) and females' respondents, was (129) respectively. It is concluded that both male and female private university faculty had same perception about safety and security factor of job satisfaction

Table 4

“Mean Difference in Male and Female Teachers' Perspective about the Relationship to the Environment is Considered Important in DHA School System Lahore”

	Gender	N	M	SD.	df	t-value	Sig.
Pay	Male	171	6.72	1.929	298	1.585	.114
	Female	129	6.36	1.908			

The t-value = 1.585, $p = .114$, is not significant at level of significance for perceived Pay factor of job satisfaction on the basis of male and female perceptions. The mean score of 'males (171) and females' respondents, was (129) respectively. It is concluded that both male and female private university faculty had same perception about pay factor of job satisfaction.

Table 5

“Mean Difference in Male and Female Teachers' Perception about working condition for job satisfaction in private universities of Lahore”

	Gender	N	M	SD.	df	t-	Sig.
Working Conditions	Male	171	20.38	1.645	298	.085	.938
	Female	129	20.81	1.681			

The t-value = .085, $p = .932$, is not significant at level of significance for perceived working condition factor of job satisfaction on the basis of male and female perceptions. The mean score of males' (171) and females' respondents, was (129) respectively. It is concluded that both male and female participants had perceived equally towards working condition factor of job satisfaction.

Table 6

“Mean Difference in Male and Female Teachers' Perception about policies practices for job satisfaction in private universities of Lahore”

	Gender	N	M	SD.	Df	t-value	Sig.
Policies Practices	Male	171	6.84	1.743	298	1.429	.154
	Female	129	6.54	1.867			

The t-value = 1.429, $p = .154$, is not significant at level of significance for perceived policies and practices factor of job satisfaction on the basis of male and female perceptions. The mean score of males' (171) and females' respondents, was (129) respectively. It is concluded that both male and female private university faculty had same perception about policies and practices factor of job satisfaction.

Table 7

“Mean Difference in Male and Female Teachers' Perception about relationship with coworkers for job satisfaction in private universities of Lahore”

	Gender	N	M	SD.	Df	t-value	Sig.
Relationship with Coworkers	Male	171	6.71	1.335	298	1.057	.291
	Female	129	6.87	1.141			

The t-value = 1.057, $p = .291$, is not significant at level of significance for perceived Relationship with coworker factor of job satisfaction on the basis of male and female perceptions. The mean score of males' (171) and females' respondents, was (129) respectively. It is concluded that both male and female private university faculty had same perception about Relationship with coworker factor of job satisfaction.

Table 8

“Mean Difference in Male and Female Teachers' Perception about relationship with supervisors for job satisfaction in private universities of Lahore”

	Gender	N	M	SD.	Df	t-value	Sig.
Relationship with Supervisors	Male	171	5.46	1.386	298	1.646	.101
	Female	129	5.74	1.641			

The t-value = 1.646, $p = .101$, is not significant at level of significance for perceived relationship with coworker factor of job satisfaction on the basis of male and female perceptions. The mean score of males' (171) and females' respondents, was (129) respectively. It is concluded that both male and female private university faculty had same perception about relationship with coworker factor of job satisfaction.

Table 9

“Mean Difference in Male and Female Teachers' Perception about working environment for job satisfaction in private universities of Lahore”

	Gender	N	M	SD.	df	t-value	Sig.
Working Environment	Male	171	9.85	2.292	298	2.281	.023
	Female	129	10.47	2.305			

The t-value =2.281, $p = .023$, is significant at level of significance for perceived working environment factor of job satisfaction on the basis of male and female perceptions. The mean score of males' (171) and females' respondents, was (129) respectively. It is concluded that both male and female private university faculty had same perception about working environment factor of job satisfaction.

Table 10

“Mean Difference in Male and Female Teachers' Perception about stress for job satisfaction in private universities of Lahore”

	Gender	N	M	SD.	Df	t-value	Sig.
Stress	Male	171	6.72	1.312	298	4.400	.000
	Female	129	7.43	1.494			

The t-value =4.400, $p = .000$, is significant at level of significance for perceived stress factor of job satisfaction on the basis of male and female perceptions. The mean score of males' (171) and females' respondents, was (129) respectively. It is concluded that both male and female private university faculty had same perception about stress factor of job satisfaction.

Table 11

“Mean Difference in Male and Female Teachers' Perception about work load for job satisfaction in private universities of Lahore”

	Gender	N	M	SD.	Df	t-value	Sig.
Work Load	Male	171	5.78	1.869	298	3.055	.002
	Female	129	6.44	1.858			

The t-value =3.055, $p = .002$, is significant at level of significance for perceived workload factor of job satisfaction on the basis of male and female perceptions. The mean score of males' (171) and females' respondents, was (129) respectively. It is concluded that both male and female private university faculty had same perception about workload factor of job satisfaction.

4. Conclusions

It is concluded that both male and female participants had perceived equally towards all factors of job satisfaction. The study results indicated that there are statistically significant differences in the level of job satisfaction of private Universities faculty towards safety and security, working environment, stress and workload this showed the level of job satisfaction was in favour of males because they were provided a safe and secure working environment, male members were comfortable with the work, but female faculty have to look after the children with their jobs. The results of this study were similar with the studies of Agarwal and Mehta, (2014), Syed, (2013), Ahmad and Shahzad, (2011) & Aziri (2011) described that job satisfaction directly effect on the performance of University teachers. Therefore, it is recommended universities, administrators, educational consultants deans of universities used strategic action for producing and sustaining the job satisfaction among university teachers. They should develop supportive culture and facilitates the faculty with research funds, launch professional training programmes for their job satisfaction and motivate them for decision making.

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