

# University Teachers' Job Satisfaction in the North West Frontier Province of Pakistan

Dr. Safdar Rehman Ghazi (Corresponding author)

Assistant Professor

Institute of Education and Research

University of Science and Technology, Bannu, (NWFP) Pakistan

Tel: 92-0928-621-101 E-mail: drsrghazi@yahoo.com

Dr. Riasat Ali

Acting Director

Institute of Education and Research

University of Science and Technology, Bannu, (NWFP) Pakistan

Tel: 92-0928-621-101 E-mail: drriasatali@yahoo.com

Gulap Shahzada

Lecturer

Institute of Education and Research

University of Science and Technology, Bannu, (NWFP) Pakistan

Tel: 92-0928-621-101 E-mail: Gulap\_786@yahoo.com

Muhammad Israr

M.Phil (Education) Scholar

Institute of Education and Research

University of Science and Technology, Bannu, (NWFP) Pakistan

E-mail: israr1972@yahoo.com

## Abstract

The major purpose of this study was to explore the level of job satisfaction of university teachers in the North West Frontier Province of Pakistan. The objectives of the study were: to assess the general satisfaction level of university teachers, to determine university teachers' satisfaction level for each of the twenty dimensions of the job, and to give suggestions to improve university teachers' job satisfaction level. All the university teachers working in North West Frontier Province of Pakistan constituted the population of this study. A sample of 108 university teachers was drawn from this population. A questionnaire following the theoretical framework of Herzberg's two factor theory was developed. The findings show that university teachers were generally satisfied with their jobs. However teachers were neutral with dimensions: working conditions, organizational policies and practices, recognition, supervision technical and promotion opportunities. The teachers were satisfied with work variety, creativity, moral values, compensation, work itself, colleagues' cooperation, responsibility, ability utilization, authority, activity, social status, job security, achievement and students' interaction. Provision of sufficient fund to universities for the availability of modern tools, scholarly publications, properly equipped libraries and laboratories is recommended. It is also needed to provide instructional technology i.e., video cassettes, computer technology, project and transparencies and other modern gadgets in the classrooms. Teachers are not consulted in academic matter which causes distrust and frustration. Their participation in decision making, revision of curricula, and other academic matters must be ensured. A formal strategy needs to be put in

place to address teacher's needs while stressing and encouraging accountability and initiatives. A distinction is needed to be made between the efficient workers and shirk workers. The system of rewards should be introduced to encourage the teachers with better performance. Refresher courses, seminars and training workshops must be arranged for university teachers to keep them abreast with the contemporary teaching techniques and research skills. They should be properly trained in the development and proper use of A.V aids.

**Keywords:** Satisfaction, Job satisfaction, Teacher satisfaction, Faculty satisfaction, Facet-specific job satisfaction, Job dimensions, Job facets

## 1. INTRODUCTION

Faculty who are satisfied with their jobs may discharge their responsibilities well, take interest in their job and strive for the promotion of their organization. Faculty who are not satisfied from their jobs, may experience periods of low satisfaction from which they rebound, and it causes personal stress, physical ailment, and interpersonal conflict. As a result of dissatisfaction performance of the institution can be badly affected. The levels of employee job satisfaction have strong impact on organizations.

Every organization has four most important elements man, money, method and material out of these the single most important element is human being. This operates the other three in such a way that the organization may achieve its goals.

With emergence of private sector universities, the demand for talented teachers has been increased and universities are now constantly looking for talented teachers and willing to pay them very attractive compensation packages. This is likely to make it harder for the public sector universities to retain their academic staff. Because of these changes in the Pakistani education sector, universities will have to work hard to create an environment that would enable them to attract new faculty and retain their best teachers.

Teachers who are satisfied with their respective institutions are more likely not only to remain with institutions but are also likely to be better performers than dissatisfied teachers. Moreover, job dissatisfaction among teachers, especially when good teachers quit, can have high cost and complications for the education system. This is because good quality teachers take with them their researches, teaching skills and experience. Other cost includes the time involved in recruitment, selection and training of new faculty, advertising expenses and increased workload for the existing faculty. As university teachers have contribution in improving higher education, their satisfaction needs to be assessed.

Job satisfaction is positive pleasurable emotional reaction to a person's job experience (Milkrich and Boudreau, 1988). According to Ramayah (2001) job satisfaction explains what makes people want to come to work and makes them happy about their job or not to quite their jobs. Locke (1976) defined job satisfaction as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences". Davis (1981) defined job satisfaction as "the favorableness or unfavorableness with which employees view their work". Similarly, Dawis and Lofquist (1984) defined job satisfaction as "a pleasurable effective condition resulting from one's appraisal of the way in which the experienced job situation meets one's needs, values, and expectations". This is similar to other definitions where job satisfaction is viewed as the degree of an employee's affective orientation toward the work roles. Significantly, Balzer et al. (1990) defined job satisfaction slightly differently, as "the feelings a worker has about his or her experiences in relation to previous experiences, current expectations, or available alternatives". Generally, most researchers think that job satisfaction could be fundamentally the result of effective behavior management. It is clear that high satisfaction and morale on the part of university personnel are generally viewed as desirable goals for University. A satisfied employee, with high morale, is likely to get along better than other employees, will be more accepting of management's directives, will be more committed to achieving organizational goals, and consequently will be more productive.

Therefore, job dissatisfaction may merely be a temporary state from which faculty naturally recovers (Lesht, 1983). Stevens (1995) built upon the theory that job satisfaction is temporal and fluctuates over time with changes in the needs of the worker. He suggested that changes in job satisfaction occur in four stages: exploration, advancement, maintenance, and decline. The exploration stage takes place early in a new position. During this stage of job satisfaction, the employee exhibits a high level of enthusiasm, and a lot of energy is spent on the job. During the next stage of job satisfaction, the advancement stage, contacts are developed, professional relationships are formed, the difficulty level of the work performed increases, the desire to organize change arises, enhancement of occupational skills is sought, and feedback from others is requested. The maintenance stage is more complex and confusing in that an employee reorganizes personal values and priorities stages. In the final stage, decline of satisfaction, the levels of job performance, morale, and self-esteem can

decline. However, decline can be prevented or reversed through identification and evaluation of factors-which contribute to job dissatisfaction-and through personal and job enrichment (Stevens, 1995).

Two-factor theory proposes that job satisfaction and dissatisfaction are in fact two separate dimensions of job. Job satisfaction is seen as running along with a continuum anchored from job neutral (neither job satisfied nor dissatisfied) to job satisfied. According to Herzberg (1959) people have two different categories of needs that are essentially independent of each other and effect behaviors in different ways. He found that when people felt dissatisfied with their jobs, they were concerned about environment in which they were working. On the other hand when people felt good about their jobs, this had to do with the work itself. Herzberg called the first category of needs hygiene's or maintenance factor, hygiene because they describe people environment and serve the primary function of preventing job dissatisfaction. Maintenance because they are not completely satisfied, they have to continue to be maintained, Herzberg called second category of needs motivators since they seem to be effective in motivating people.

## 2. STATEMENT OF THE PROBLEM

The major purpose of the study was to explore the job satisfaction level of university teachers in public sector universities of the North West Frontier Province, Pakistan.

## 3. SIGNIFICANCE OF THE STUDY

It is an accepted reality that the only road leading to all sorts of national development passes through the area of education. One can't name even a single profession where the role of education can be undermined. If education is viewed as the backbone and energizing force for the national progress then the exalted and pivotal position of the teacher cannot be ignored as she/he has been assigned the responsibility of educating the future generation. If teachers feel satisfaction, they will be in position to cope with the educational objectives in successful manner. It is, therefore, needed to study their aspect of job satisfaction particularly at higher level which is a transitional stage for the development of the society.

## 4. OBJECTIVES OF THE STUDY

The study was conducted with the following objectives:

1. To assess the general job satisfaction level of university teachers.
2. To determine university teachers satisfaction level for each of the twenty dimensions of the job.
3. To give suggestions to maintain or improve university teachers job satisfaction level.

## 5. RESEARCH PROCEDURE

All teachers of public sector universities of the North West Frontier Province of Pakistan constituted the population from which a sample of 108 teachers was drawn using purely random procedures. A questionnaire on five point "Very Satisfied, Satisfied, Neutral, Dissatisfied, Very Dissatisfied" following the Herzberg's theoretical framework, was developed. The questionnaire was consisted of twenty items those measured twenty dimensions of job. The researcher administered the questionnaires personally. The collected data were entered in SPSS 16 and were analyzed using descriptive statistical methods Mean and Standard Deviation. The calculated mean scores for each of the twenty dimensions was ranked from the lowest mean to the highest mean as shown in Table 1. To elicit findings and conclusions the following scale was applied to this study:

1.00-1.50 = "Very Dissatisfied"

1.51- 2.50 = "Dissatisfied"

2.51-3.50 = "Neutral"

3.51-4.50 = "Satisfied"

4.51-5.00 = "Very Satisfied"

## 6. CONCLUSIONS

- 1- The university teachers were generally satisfied with their university jobs.
- 2- Teachers were neutral with the job dimensions working conditions, organizational policies and practices, recognition, supervision technical and promotion opportunities of their universities.
- 3- For the fifteen dimensions of the job: independence, work variety, creativity, moral values, compensation, work itself, colleagues cooperation, responsibility, ability utilization, authority, activity, social status, job security, achievement and students interaction, the teacher were "Satisfied"

## 7. RECOMMENDATIONS

- 1- Provision of sufficient funds to universities for the availability of modern tools, scholarly publications, properly equipped libraries and laboratories. It is also needed to provide instructional technology i.e., video cassettes, computer technology, project and transparencies and other modern gadgets in the classrooms.
- 2- Teachers are not consulted in academic matters which cause distrust and frustration. Their participation in decision making, revision of curricula, and other academic matters must be ensured.
- 3- A formal strategy needs to be put in place to address teacher's needs while stressing and encouraging accountability and initiatives.
- 4- A distinction is needed to be made between the efficient workers and shirk workers. The system of reward should be introduced to encourage the teachers with better performance.
- 5- Refresher courses, seminars and training workshops must be arranged for university teachers to keep them abreast with the contemporary skills and techniques as well as teaching and research. They should be properly trained in the development and proper use of A.V aids.

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Table 1. Rank order of mean scores on twenty dimensions of job satisfaction

<b>Dimension of Job</b>	<b>N</b>	<b>M</b>	<b>SD</b>
Working Conditions	108	3.02	1.26
Organizational Policies and Practices	108	3.03	1.05
Recognition	108	3.26	1.17
Supervision Technical	108	3.37	1.02
Promotion Opportunities	108	3.40	1.15
Independence	108	3.51	1.15
Work Variety	108	3.59	0.97
Creativity	108	3.67	0.95
Moral Values	108	3.70	0.85
Compensation	108	3.71	1.19
Work Itself	108	3.76	1.04
Colleagues Cooperation	108	3.84	1.02
Responsibility	108	3.85	0.96
Ability Utilization	108	3.87	0.98
Authority	108	3.87	0.95
Activity	108	3.94	0.99
Social Status	108	3.94	1.00
Job Security	108	3.96	1.14
Achievement	108	3.99	0.90
Students Interaction	108	4.29	0.76
<b>Overall Satisfaction</b>		<b>3.42</b>	<b>1.32</b>

Table 1 shows that generally the teachers were "Satisfied" with their university jobs with  $M=3.42$  and  $SD=1.32$ . University teachers for the five dimensions of job: working conditions, organizational policies and practices, recognition, supervision technical and promotion opportunities were found "Neutral" with  $M=3.02$ ,  $SD=1.26$ ,  $M=3.03$ ,  $SD=1.05$ ,  $M=3.26$ ,  $SD=1.17$ ,  $M=3.37$ ,  $SD=1.02$  and  $M=3.40$ ,  $SD=1.15$  respectively. For the remaining fifteen dimensions of the job: independence, work variety, creativity, moral values, compensation, work itself, colleagues cooperation, responsibility, ability utilization, authority, activity, social status, job security, achievement and students interaction, the teacher were "Satisfied" with  $M=3.51$ ,  $SD=1.15$ ,  $M=3.59$ ,  $SD=0.97$ ,  $M=3.67$ ,  $SD=0.95$ ,  $M=3.70$ ,  $SD=0.85$ ,  $M=3.71$ ,  $SD=1.19$ ,  $M=3.76$ ,  $SD=1.04$ ,  $M=3.84$ ,  $SD=1.02$ ,  $M=3.85$ ,  $SD=0.96$ ,  $M=3.87$ ,  $SD=0.98$ ,  $M=3.87$ ,  $SD=0.95$ ,  $M=3.94$ ,  $SD=0.99$ ,  $M=3.94$ ,  $SD=1.00$ ,  $M=3.96$ ,  $SD=1.14$ ,  $M=3.99$ ,  $SD=0.90$ , and  $M=4.29$ ,  $SD=0.76$  respectively.