

Level of Job Satisfaction Among University Teachers Working in Khyber Pakhtunkhwa, Pakistan

Shakila Malik¹, Asma²

¹Elementary and Secondary Education, Peshawar, Pakistan

²Department of Education, Islamia College University, Peshawar, Pakistan
shakila.malik224@gmail.com¹, asma@icp.edu.pk²

Abstract

The study was aimed at examining the role of recognition, achievement, work itself, advancement, and responsibilities. The study was based on a survey. The population comprised 1199 private university teachers, while the sample size was 250 respondents. Linear regression analysis was used to test the study hypothesis. The adapted questionnaire was for data collection while tool was validated through KMO and Bartlett test. Reliability was checked through Cronbach alpha. The results of the research revealed that faculty are more intrinsically satisfied than extrinsically. This implies that employees who are intrinsically satisfied with their educational environment will have higher levels of job performance, and these employees will contribute positively towards the success and overall productivity of the university. If the university management wants to boost the job satisfaction of the faculty, provide them with better opportunities in all aspects of their job, and adopt strategies to enhance their job satisfaction.

Keywords: Job satisfaction, Job Performance, University Teachers, Peshawar, Khyber Pakhtunkhwa, Pakistan

1. Introduction

In the highly competitive environment of universities, it is very difficult to maintain its position in the circumstance. All universities (whether they are public or private) put their efforts to maximize periodicity and minimize the costs. One of the major assets of the university is their skillful and competent faculty. Without university teachers' satisfaction may create serious issues which result in low performance and productivity. Universities have variations with reference to human resource, performance and abilities (Arif & Chohan, 2012).

The issue of employee job satisfaction has been much debated and discussed in literature previously, many of the researchers agree on the different components and factors affecting employee's job satisfaction, but they can't exactly calculate the impact of each factor under the different conditions of environment (Hunjra et al., 2010). The efficiency and productivity of faculty depends on many dynamic factors under different circumstances like personal factors or university policies. Job satisfaction is the most important factor which directly impacts productivity and performance. Because it is the faculty who run the university (Wajidi & Ali, 2013).

From very early research of Maslow, (1943) on human needs gave five levels of needs. This hierarchy is based on physiological, safety, belonging, self-respect, and lastly self-actualization. Moreover, Herzberg & Mausner, (1959), research also cited in Alshmemri et al., (2017), introduced the two-factor theory. According to him, people are influenced by two major factors which include the motivation factor (the nature, experience of doing work) includes recognition of work, achievement, work itself and responsibility assigned.

Furthermore, hygiene factors mainly cause dissatisfaction which include policies, admin staff, supervisors, salary and working conditions. These hygiene factors must be present to satisfy the faculty in universities for better performance. Additionally, he postulated that satisfaction and dissatisfaction are two separate concepts. By summarizing it may say that there is a lot of literature available on employee's job satisfaction in various disciplines i.e., health, sports, management sciences and also social science etc., but rare studies exist on teachers especially in the context of Pakistan, which creates a huge gap in literature. This has inspired the researchers to discover the factors (intrinsically and extrinsically) impacting faculty job satisfaction at university level.

2. University Teachers' Job satisfaction

University teachers, like any other professionals, may experience varying levels of job satisfaction depending on a range of factors (Pazim, 2021). Some of these factors include the amount and intensity of work can affect job satisfaction. Teachers who have manageable workloads and feel in control of their workload tend to be more satisfied. The level of support from colleagues, administration, and the university can have an impact on job satisfaction. Teachers who feel supported and valued are more likely to be satisfied (Ababa, 2017). Meanwhile, (Ababa 2017), viewed that adequate compensation for the amount of work and level of education can be an important factor in job satisfaction. Additionally, the availability of opportunities for professional development and career advancement can also affect job satisfaction. Teachers who have opportunities to grow and develop tend to be more satisfied. In the similar vein, Ahmad et al., 2010), agree with the view that teachers who feel that their students are engaged and motivated tend to have higher job satisfaction. Teachers who have autonomy in their work, such as the ability to choose teaching methods or the content of their courses, tend to be more satisfied. The culture of the university, including its values, policies, and practices, can also affect job satisfaction. Overall, job satisfaction among university teachers is influenced by a complex set of factors. It is important for universities to take these factors into consideration and create an environment that supports teacher satisfaction and well-being.

3. Statement of the problem

Problems and challenges of teachers at university level are a very critical phenomenon throughout the country. Presently, faculty is facing unique challenges frequently that require more efforts by university owners and need to be solved. Not only teachers' problems need to be solved but university strategies and policies also need to be improved. Therefore, the researchers have selected the problem titled, "Level of job satisfaction among University Teachers working in Khyber Pakhtunkhwa, Pakistan". It was also investigated whether universities' mechanisms for enhancing job satisfaction are satisfied.

4. Rational of the Study

Basically, Pakistan is a developing country, and studies have proved that education is the only source that can change the educational, social, cultural and economic state of the country. Thus, their educational status is a very crucial aspect to take into consideration based on quality and equity. For this purpose, teacher job satisfaction is important for several reasons i.e., improved Student outcomes, retention: personal well-being, professional development and university accomplishment etc. Therefore, it is timely to investigate these areas which will definitely in-lights the unknown facts and figures related to the research problems which is to " Level of job satisfaction among university teachers working in Khyber Pakhtunkhwa, Pakistan.

5. Objectives of study

The main objectives of this study are

- To explore the level of satisfaction of university teachers at universities in Khyber Pakhtunkhwa.
- To find out significant differences between public and private university teachers' job satisfaction

6. Hypothesis

- **H1:** The level of university teachers' satisfaction may affect their performance in Khyber Pakhtunkhwa.
- **H2:** There is a significant difference between public and private university teachers' job satisfaction.

7. Literature review

Previous studies have identified various aspects of job satisfaction, but the main indicator of the current study is Responsibility factor, Supervision, Pay and Work-life itself. Responsibility is one of the key factors that can contribute to job satisfaction. When employees are given responsibility, they are more likely to feel a sense of ownership and purpose in their work, which can lead to greater job satisfaction (Khan et al., 2022). However, Suleman and Hussain (2018), it is important to note that excessive responsibility can also lead to stress and burnout if employees feel overwhelmed or unsupported. Employers need to strike a balance between providing employees with enough responsibility to feel engaged and challenged; while also ensuring they have the necessary resources and support to succeed in their roles. Furthermore, supervision is another important factor that can contribute to job satisfaction. When employees feel they have supportive and effective supervision, they are more likely to feel satisfied with their job and committed to their organization (Ababa, 2017). Therefore, it is important for universities to prioritize effective supervision and provide their supervisors with the necessary training and support to effectively manage their teams. Moreover, pay is one of the most important factors that can contribute to job satisfaction. When employees feel they are fairly compensated for their work, they are more likely to feel satisfied with their job and

committed to their organization (Pazim, 2021). Ahmad et al., (2010), also viewed that fair compensation can take many forms in the workplace. It may include a competitive salary or hourly wage, benefits such as health insurance and retirement savings, bonuses, and other forms of financial incentives.

When employees feel they are fairly compensated, they are more likely to feel valued and respected by their employer. They are more likely to feel motivated to work hard, go above and beyond, and stay with the organization long-term. Additionally, fair compensation can help to reduce financial stress and anxiety, which can contribute to overall well-being and job satisfaction (Sahito & Vaisanen, 2017). By concluding, it may be assumed that overall, job satisfaction is influenced by a wide range of factors, and employers who want to promote job satisfaction in their employees should focus on creating a positive work environment that provides opportunities for growth, recognition, and meaningful work.

8. Research Methodology

The study is of descriptive nature that examined the idea of private university teachers. Quantitative design was followed using a 5-point likert scale questionnaire. The population of this research included 1199 faculty members working in private universities of Khyber-Pakhtunkhwa, Peshawar. University was selected for convenience sampling technique while subject was selected through stratified random sampling technique. The main purpose of the study is to explore the level of university teachers' job satisfaction. The data were collected through an adapted questionnaire having 20 items.

9. Sampling Technique

For determination of samples from each university, the researcher accordingly applied a mathematical formula based on the stratified random sampling technique.

10. Summary

It was observed that after running the statistical tool on the data which was gathered through questionnaires from 1199 university teachers of District Peshawar, Khyber Pakhtunkhwa. It was seen that there are some main parameters which may affect faculty effectiveness. Satisfaction level affects faculty performance which reflects the university academic accomplishment and the whole academic culture. Studies proved that faculty are the pyramid of the system, thus it becomes more necessary to satisfy (intrinsically and extrinsically) them.

11. Sample Size Determination

Sample sizes were calculated through stratified random sampling technique.

Table 1: Private University Sample Size (n) Calculation Method

$SS(n^1) = (96/11,99) * 250 = 20$
$SS(n^2) = (104/11,99) * 250 = 22$
$SS(n^3) = (109/11,99) * 250 = 23$
$SS(n^4) = (130/11,99) * 250 = 27$
$SS(n^5) = (149/11,99) * 250 = 31$
$SS(n^6) = (150/11,99) * 250 = 31$
$SS(n^7) = (168/1199) * 250 = 35$
$SS(n^8) = (293/1199) * 250 = 61$
Total responders = 250

Hence 250 sample sizes were selected from private universities.

12. Results

Results of validity and reliability of the research tool are given below.

Table 2: Analysis of Validity

S no	variables	KMO	Bartlett's test	α value
1	Extrinsic job satisfaction	0.68	.000	.91
2	Intrinsic Job satisfaction	0.69	.001	.87

Table 2 explains the validity and reliability values of research tools. Which proved that the questionnaire was valid and reliable.

Furthermore, the data obtained for all the selected universities were checked through Chi square statistics to check the level of job satisfaction and results are given below in the tables.

Table: 3 Result of responsibility factor

S no	No	Value	Likelihood ratio	P value
1	Teaching provides me the opportunity to help my student learning	14.61a	16.43	.102
2	My students respect me as a teacher	8.35a	7.424	.499
3	I'm responsible for planning my daily lessons	26.60 a	20.33	.012
4	I have responsibility for my teaching.	25.51a	21.037	.013
5	Teaching provides me the opportunity to help my student learning	54.75a	41.281	<.001

Table: 4 Results of supervision factor

S no	No	Value	Likelihood ratio	P value
6	I receive recognition from my immediate supervisor	33.736 ^a	18.999	<.001
7	My immediate supervisor offers suggestions to improve my teaching	17.094 ^a	15.136	.009
8	My immediate supervisor gives me assistance when I need help	43.75 ^a	36.28	<.001
9	My immediate supervisor does not back me up	11.09 ^a	9.13	.23
10	My immediate supervisor treats everybody equally	35.65 ^a	33.34	<.001

Table 5: Result of pay factor

	No	Value	Likelihood ratio	P value
11	Teaching income is proper for normal expenses	14.09 ^a	12.13	0.34
12	Pay compares with similar jobs in other schools is good	27.65 ^a	24.34	<.001

13	Teaching provides me with financial security	7.09a	06.13	0.85
14	Teacher income is barely enough to live in	15.10 ^a	13.12	0.023
15	Teacher income is less than I deserve.	12.07 ^a	13.55	0.42

Table 6: Result of advancement Factor

S no	No	Value	Likelihood ratio	P value
16	Teaching provides me with an opportunity to advance professionally	35.65 ^a	33.34	<.001
17	Teaching provides limited opportunities for advancement	30.60 ^a	34.31	< .035
18	Teaching provides an opportunity for promotion	30.61 ^a	30 .37	< 0.001
19	Teaching provides a good opportunity for advancement	32.65 ^a	31.34	< 0.001
20	I'm not getting ahead in my present teaching position	7.08 ^a	11.41	0.44

Table 7: Result of supervision Factor

S no	No	Value	Likelihood ratio	P value
6	I receive recognition from my immediate supervisor	33.736 ^a	18.999	<.001
7	My immediate supervisor offers suggestions to improve my teaching	17.094 ^a	15.136	.009
8	My immediate supervisor gives me assistance when I need help	43.75 ^a	36.28	<.001
9	My immediate supervisor does not back me up	11.09 ^a	9.13	.23
10	My immediate supervisor treats everybody equally	35.65 ^a	33.34	<.001

13. Discussion

Many researchers have different assumptions with reference to the variable but the main thing which is significant is teachers' job satisfaction level which is more necessary for good job performance. Current studies have identified that job satisfaction has two of them extrinsic satisfaction and intrinsic satisfaction (Bektaş, 2017). Responsibility, supervision and salary is related to extrinsic satisfaction while advancement and recognition is relevant to intrinsic satisfaction (Ababa, 2017). Study revealed that teacher's responsibility is a significant factor which may affect faculty performance. By taking responsibility for their own job satisfaction, faculty can create a more fulfilling and enjoyable work experience for themselves, which can have a positive impact on their overall well-being and productivity. So, it becomes crucial for the university to give constructive tasks to its competent faculty (Khan et al., 2022). Moreover, supervision is found to be a significant factor for teachers' job satisfaction in the current study. Previous research also proved that effective supervision is the determinant of university teachers' effectiveness (Sahito & Vaisanen, 2017). Overall, supervision plays a significant role in shaping teachers' job satisfaction. The study also observed that only two items are significant with reference to salary factor while rest of the aspects are not necessary for job

satisfaction. It is assumed that to some extent fair and proper compensation is very crucial, but some teachers perceived it as less significant (Mehta, 2012; Usop et al., 2013). However, salary is not the only factor that affects job satisfaction. Other factors, such as opportunities for growth and development, a supportive work environment, meaningful work, and work-life balance, also play important roles in job satisfaction. In some cases, these factors may be more important than salary in determining a teacher's overall job satisfaction. Finally, among the all-factors advancement factors is more significant for faculty satisfaction than others. The advancement factor can be influenced by a number of different factors, including the availability of training and development programs, the existence of clear career paths and promotion opportunities, and the level of support and encouragement that faculty receive from their university.

14. Conclusion

In the light of findings and discussion it was concluded that teachers are the main source of any educational system. However, it is also necessary to satisfy them to do more because study also proved that job satisfaction is the key determinant of teachers' motivation and commitment. For this, a constructive and innovative environment may develop. Moreover, faculty working at Khyber Pakhtunkhwa, Peshawar displays a high level of performance related skills, abilities, initiatives and productivity, exceeding requirements in many of the areas of work performance. The university teachers were contented with their job satisfaction facets such as university supervision, responsibility, pay, interpersonal relations, opportunities for promotion and advancement factors. This implies that a teacher's satisfaction with the job is also a productive one. Furthermore, if the teachers are content with the job, they will definitely develop and maintain a high level of performance. Satisfied teachers try to maintain teaching learning process more efficient and effective that could produce highly competitive learners.

15. Recommendations

The following recommendations were provided on the basis of the findings.

- Employers may assist the faculty members by providing special help (on need basis), procedural justices, good salary packages, appreciation of contribution, thinking about welfare, and recognizing them in the universities
- It is recommended that to keep a high level of commitment among faculty members, it is most significant to provide pleasant environment in functional system based on justice and equity
- tangible benefits and intangible benefits should be given to enhance teachers' job satisfaction level (intrinsic and extrinsic)
- University should strive to provide effective and supportive leadership to promote a positive and productive work environment to enhance level of satisfaction.

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