

PROGNOSTICATORS OF JOB SATISFACTION FOR FACULTY IN UNIVERSITIES

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Abstract:

This study examines job satisfaction of teaching faculty working in universities at Pakistan. The study investigates job satisfaction in perspective of gender; organizational commitment; intrinsic and extrinsic rewards; organizational fairness; quality of coworkers' integration; organizational fairness; and diversity. Data was collected from 203 respondents of 8 public and private sector teaching faculty members. Chi-Square Test, correlation and Ordinary least squares (OLS) regression are used to test hypotheses. It is found that there is no significant difference between job satisfaction levels in context of gender; however, extrinsic rewards are primary motivators for job satisfaction of teaching faculty.

Keywords: Job satisfaction, organizational commitment, human resource management, Pakistan

Introduction

From last few years the government of Pakistan has been giving top priority to education sector, especially in higher education which was neglected in past. Higher Education Commission (HEC) was established to regulate and strengthen universities for providing world

class education and research facilities in Pakistan. According to HEC, there are 90 universities along with 27 degree awarding institutes serving in Pakistan for higher education. Teaching faculty (both male and female) is key source to provide quality education and establishment of research oriented environment in universities; male and female are working together.

Literature review

A considerable amount of literature has been published on job satisfaction. Brayfield and Rothe (1951) defined job satisfaction as "feeling or affective state that employees have towards their Job". Spector (1985) defined job satisfaction "an emotional affective response to a job or specific aspect of a job". Previous studies have divided job satisfaction into two categories, general satisfaction (Petty, Brewer, & Brown, 2005); overall satisfaction and assessment of how individual feels for his or her job; specific satisfaction: assessment of different aspects of job like working conditions, pay, associations with coworkers and supervisor, organizational policies and the nature of the job itself (Drummond & Stoddard, 1991).

Herzberg, Mausner, and Snyderman (1993) proposed that job

satisfaction is not a uni-dimensional concept; it includes both intrinsic and extrinsic factors. They described intrinsic factors as motivators as well as extrinsic factors as hygienic factors. The two most common categories of job satisfaction are enlisted as structural and dispositional model; structural model explains that the worker's attitudes reflect the structure of the workplace (Kalleberg, 1977). Job satisfaction characteristics are listed in the model such as: job content, organizational structure, rewards, and promotional opportunities (Fraser & Hodge, 2000). The determinants of job satisfaction interaction along with personal attitudes such as workplace characteristics were studied as well (Morris & Villemez, 1992; Ospina, 1996). The dispositional model focuses on individual's characteristics for adjusting to organizational environment; however, the model explains that job satisfaction will be achieved by an employee through personal attitude, experiences, and values (Fraser & Hodge, 2000).

Mottaz (1985) described dominant determinants of social extrinsic rewards followed by intrinsic rewards for every occupational group. Bokemeier & Lacy (1987) examined the affect of work environment, rewards, job values, individual attributes, and job satisfaction of male and female employees and found out that female worker received significantly smaller amount of rewards than male; moreover, they had significantly different job conditions with possessing of somewhat dissimilar work values.

Fraser and Hodge (2000) described that "Gender is a socially constructed individual variable that is made salient in organizational settings and thus produces distinct experiences for men and women in the organization". There has been an increasing interest in gender differences in faculty performance and rewards and it has continued to be investigated at

different parts of the world for varying contexts of organizations (Gander, 1999). The organizational heterogeneity approach states that "employees having different gender, age, experience, and attitude is indicative of different experiences of a workplace and results many cultures within a single workplace" (Fraser & Hodge, 2000).

Ssesanga & Garrett (2005) conducted research in Uganda and found that gender has no influence on job satisfaction of faculty. The research of Bender and Heywood (2006) conducted research of highly educated doctorate degree holders and concluded that female reported lower job satisfaction than male in academics. Petty, et al. (2005) reported that there was no significant relationship between age and gender with job satisfaction among employees at the youth development organization. Boyer, Altbach, and Whitelaw (1994) conducted an international study which explored causes of satisfaction and frustration among professors along with many other factors, data was collected from fourteen countries; the results showed a high sense of satisfaction on relationships with their colleagues. This indicates a need to understand the job satisfaction in context of gender for male and female faculty members. In addition, no research has been found that survey the job satisfaction in perspective of gender for the universities of a developing economy.

Methodology and research design

This study focuses on the heterogeneity approach in gender perspective in determining job satisfaction of teaching faculty in Pakistan. The objective of the study is to find out job satisfaction level of teaching faculty working in universities of Pakistan with respect to gender, intrinsic rewards, extrinsic rewards, organizational commitment, and quality

of coworker ties, organizational fairness and embracement of diversity. After analysis of results later some practical implications are suggested which may be helpful in maximizing job satisfaction of teaching faculty working in universities of Pakistan. To support our objectives following hypotheses are constructed:

H₁: Male and female teaching faculty members have different set of predictors of job satisfaction.

H₂: Male teaching faculty members are more satisfied with their job as compared to female teaching faculty members.

H₃: Intrinsic rewards are the primary predictors of job satisfaction of

teaching faculty in universities at Pakistan.

The data was collected randomly through a questionnaire having six sections of close ended questions from eight public and private sector universities of Pakistan: National University of Science and Technology, Rawalpindi; Federal Urdu University of Science and Technology; Quaid-i-Azam University; Iqra University, Islamabad; COMSATS Institute of Information Technology; Pir Mehar Ali Shah University of Arid Agriculture, Rawalpindi; Fatima Jinnah Women University; Muhammad Ali Jinnah University.

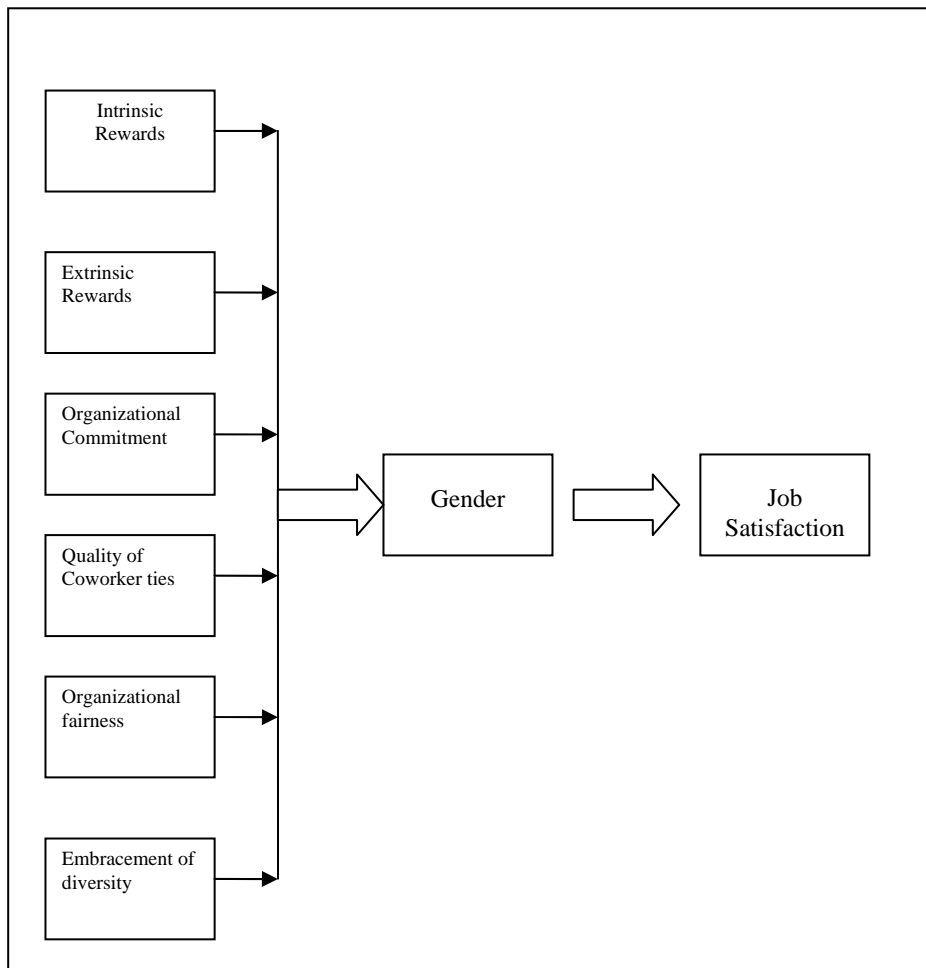


Figure 1. Theoretical research framework

Three hundred and twenty questionnaires were distributed to faculty members of the universities. Questionnaires were formed by using 5-point Likert scale i.e., (1 for strongly agree) and (5 for strongly disagree). In analyses, the lower the number the higher the job satisfaction is presented. Along with questionnaire a blank envelope was given to the faculty member, which was used to seal the questionnaire after filling it completely. There were 203 returned questionnaires out of 320 which lead to response rate of 64%. Out of 203, female respondents were 86 (42%) and male respondents were 117 (58%).

Bivariate analyses are conducted to examine the difference between male and female respondents on the proposed variables. A correlation matrix is also used to find the association between variables. OLS

regression for male and female respondents is used to examine the effect of all independent variables on dependent variable i.e., job satisfaction. Chi-Square test has been used to find out different predictors of job satisfaction of male and female respondents.

Discussion of findings

Table 1 (a) and 1(b) show Chi-square results of female and male respondents. From the results it is revealed that there is no significant difference between job satisfaction level of male and female teaching faculty which therefore reject our hypotheses. From the above tables it is also concluded that extrinsic reward is the most valid predictor of job satisfaction for both male and female faculty members.

Table 1 (a)

Chi Square Test statistics (Female)

	Job Satisfacti on	Intrinsi c rewards	Extrinsi c rewards	Organizati onal commitme nt	Embrace ment of Diversity	Organizati onal Fairness	Coworke r ties
Chi-Square(a ,b,c)	40.558	89.44 2	28.419	35.884	96.907	52.721	61.628
Df	2	3	3	2	4	4	3
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.000

A 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 28.7.

B 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 21.5.

C 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 17.2.

Table 1 (b)

Chi Square Test Statistics (Male)

	Job Satisfact ion	Intrinsic reward s	Extrin sic rewar ds	Organizatio nal commitmen t	Embracem ent of Diversity	Organizatio nal Fairness	Cowork er ties
Chi-Square(a, b,c)	53.897	102.45 3	51.93 2	96.368	75.350	72.701	75.308
Df	2	3	4	3	4	4	3
Asymp. Sig.	.000	.000	.000	.000	.000	.000	.000

- A 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 39.0.
- B 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 29.3.
- C 0 cells (.0%) have expected frequencies less than 5. The minimum expected cell frequency is 23.4.

Table 2 presents the association between all variables, from the table it is revealed that extrinsic rewards, organizational fairness, organizational commitment, coworkers ties are significantly associated with job satisfaction.

Table 2
Bivariate association among the Independent and Dependent Variables

	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
(1) Job Satisfaction		.162*	.514**	.221**	.084	.503**	.274**	-
(2) Intrinsic Rewards			.098	.155*	.028	.115	.265**	.009
(3) Extrinsic Rewards				.043	-	.490**	.276**	.101
(4) Organizational Commitment					.148*	.167*	.084	-
(5) Embracement of Diversity						-.043	.052	0.18
(6) Organizational Fairness							-.137	.001
(7) Quality of Coworker Ties								.456**
(8) Gender								.131
								.070

*p < .05, **p < .01

Correlation between extrinsic rewards and job satisfaction is 0.514 at 1% level of significance. Correlation between organizational fairness and job satisfaction is 0.503 at 1% level of significance. Correlation between organizational commitment and job satisfaction is 0.221 at 1% level of significance. Correlation between coworkers ties and job satisfaction is 0.274 at 1% level of significance.

coworkers' ties and job satisfaction is 0.274 at 1% level of significance.

Table 3 shows the regression results by using separate samples of males and females from the above data collected on intrinsic rewards, extrinsic rewards, and embracement of diversity, organizational commitment, organizational fairness, and quality of coworker ties in determining dependent variable of job satisfaction. Moreover, Table-3 presents the OLS regression analyses for dependent variable job satisfaction and various independent

variables. The first column of table shows multivariate analyses of entire sample. Column 2 and 3 shows the separate findings for male and female respondents respectively. R square for female faculty is 0.423 which means that 42% of variance for job satisfaction is explained. R square for male presents 35% of variance for job satisfaction is explained. R square of entire sample is 0.380 which means that 38% of variance for job satisfaction is explained.

Table 3

Regression results			
	Entire Sample	Female	Male
Gender	-0.88 (-.104)		
Extrinsic Rewards	.390 *** (.248)	.335** (.255)	.413*** (.311)
Intrinsic Rewards	.061 (.065)	.063 (.073)	-.163 (-.181)
Organization Commitment	.152 * (.153)	.131 (.144)	.328*** (.311)
Embracement of Diversity	.138 * (.102)	.274** (.246)	.117 (.076)
Organization Fairness	.265 *** (.165)	.190 (.128)	.210* (.127)
Quality of Coworker Ties	.041 (.035)	.237* (.230)	-.075 (-0.61)
Adjusted R ²	.380	.423	.352

*** p<0.001, **P<0.005, *p<0.05

Results of entire sample show that extrinsic rewards and organizational fairness are highly significant predictors of job satisfaction having values of 0.390 and 0.265 respectively. However, organizational commitment and embracement of diversity are also significant predictors of job satisfaction whereas remaining variables are not significant predictors of job satisfaction.

In case of male extrinsic rewards, organizational commitment and organizational fairness are valid predictors of job satisfaction. Extrinsic rewards having the beta value of 0.413 and Organizational commitment has the

beta value of 0.328 are highly significant. However, organizational fairness having beta value of 0.210 is also significant.

In case of female extrinsic rewards, embarrassment of diversity and quality of co-worker ties are valid predictors of job satisfaction. Extrinsic rewards having the beta value of 0.335 which is significant at 0.5% level of significance. Embarrassment of diversity has the beta value of 0.274 which is significant at 0.5% level of significance and organizational fairness having the beta value of 0.237 which is significant at 5% level of significance.

Extrinsic Rewards are the highly significant predictors of job satisfaction for both male and female teaching faculty in Pakistan. Therefore, extrinsic rewards play the most important role in determining the job satisfaction of teaching faculty in universities at Pakistan. Organizational commitment is highly significant predictor of job satisfaction of male teaching faculty in universities at Pakistan; however, from the results it is not significant in female teaching faculty. Embracement of Diversity is also predictor of job satisfaction in case of female teaching faculty while it is not significant in case of male teaching faculty. Organizational fairness is also a predictor of job satisfaction for male teaching faculty members but not in case of female teaching faculty members. Quality of coworker ties are predictors of job satisfaction in case of female teaching faculty.

Conclusions

It is concluded that male and female teaching faculty have different set of predictors for job satisfaction. The predictors of job satisfaction of male teaching faculty are extrinsic reward, organizational commitment and organizational fairness while the predictors of female teaching faculty are extrinsic rewards, quality of coworker ties and embracement of diversity which supports our hypothesis 1 which supports heterogeneity approach of job satisfaction. However, from the results it is concluded that both male and

female teaching faculty members has almost same level of job satisfaction in universities at Pakistan which is against our hypothesis. It is also found out that extrinsic rewards play most important role in determining job satisfaction of both male and female teaching faculty which does not support our H₃. The universities authorities and HEC should adopt strategies to review and enhance the salaries of teaching faculty in universities at Pakistan. Although, HEC has introduced tenure track system for teaching faculty with a doctorate degree; moreover, the PhD holder faculty members are getting handsome salary. Furthermore, future research may be conducted for job satisfaction of these doctorate degree holders which may produce different results. Due importance should be given to establish university-industry linkage and a system may be devised through which teaching faculty can provide research and consultancy to industries to solve their problems and in return it will also a source of monetary benefit to teaching faculty. There is a most surprising finding contrary to the findings of Fraser and Hodge (2000); that intrinsic rewards are neither significant for male nor significant for female faculty. Future research may be carried out for the comparison of job satisfaction level of teaching faculty working in public and private sector universities at Pakistan. Further a research may also be carried out on the pay differences of same level teaching faculty having different subject specialization.

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