Measuring the Job Satisfaction Level of the Academic Staff in Bahawalpur Colleges

Irum Saba

MS Scholar, Faculty of Management Sciences, The Islamia University of Bahawalpur, Bahawalpur, Pakistan
Email: iramsaba01@yahoo.com

ABSTRACT:

This purpose of this study is to inspect job satisfaction level of academic staff in Bahawalpur. Important factors that have an impact on job satisfaction level are work itself, pay, promotion opportunities, working conditions, job security and coworkers. A sample of 108 teachers is selected by stratified random sampling from the five Government Colleges of Bahawalpur. Simple percentages indicate that academic staff of the colleges is more satisfied with the work itself, pay, working conditions, job security and coworkers and less satisfied with the promotion opportunities.

KEY WORDS: job satisfaction, academic staff, Bahawalpur, Factors affecting job satisfaction.

INTRODUCTION

Students are one of the precious asset of any society. Well-being of society depends upon its students because these are the student who will take the responsibility of the success of the society in future and in achieving this goal teacher’s play extremely important role. They are source of guidance at many crucial steps in academic life. When teachers are satisfied with their job they can perform their responsibilities with more concentration, devotion and competence.

At the same time education is one of the crucial elements in the life of all the human beings. According to the Noordin and Jusoff (2009) societal expectations depends upon the successful running of the education system. The success of the educational system depends upon the involvement, effort and the contribution of the academic staff or their professional expertise. Job satisfaction, retention and commitment to the organization are essential for all the academic institutions. According to them, higher job satisfaction of the faculty results in the healthy and positive climate of the institute. Positive climate of the university not only increase the job satisfaction of the staff but also the overall productivity of the institution of higher education.

So in the light of above arguments managers, human resource specialists, supervisor and workforce itself are involved in exploring the ways that how the job satisfaction can be improved. Because job satisfaction has a significant relationship with the performance of the work force, overall productivity and profitability of the organization (Santhapparaj and Alam, 2005; Baloch, 2009). A wide variety of literature is available on this topic. Measuring the job satisfaction level of the academic staff of Bahawalpur colleges is the main purpose of this study and also to examine that what factors contribute more in achieving the job satisfaction level and what factors contribute least.
Before this effort no study is conducted on this topic in this region. The central objective of the study has been to discover the hidden realities related to satisfaction level of the academic staff of colleges in Bahawalpur City related to their jobs. For this purpose data is collected from the academic staff of the colleges situated in this city to measure their job satisfaction level. Statistical analysis is conducted on the data to draw conclusion. Simple percentages indicate that academic staff of the colleges is more satisfied with the work itself, pay, working conditions, job security and coworkers and less satisfied with the promotion opportunities.

**LITERATURE REVIEW**

Job satisfaction is a momentous concept in any work environment so attention is paid by many researchers. Job satisfaction has various definitions. One definition of job satisfaction is “the sense of achievement and arrogance felt by employees who get pleasure from their employment and complete it well”. Or it could define as an encouraging emotional condition resulting from the work (Locke, 1976; Spector, 1997). There are different approaches that define the job satisfaction in different manner. An individual common thought toward his job is also called job satisfaction (Robbins, 2003). The attitude can be positive or negative. The individuals who have positive attitude towards their jobs are more satisfied than the individuals who have negative attitude. We can say that the individuals are dissatisfied with their jobs that have negative attitude towards it.

Lawler (1973) defines that job satisfaction is one-dimensional. Employs are either happy or unhappy with their work. But other scholar Smith, Kendall and Hulin (1969) says that job satisfaction is multi-dimensional, Employ may be more satisfied or less with the factors that affect their jobs i.e. Someone may be more satisfied with his pay but less satisfied with the supervisor or the promotion opportunities. There are also different theories that describe the concept of job satisfaction. Like Life discrepancy theory by Locke (1969) and equity theory by Mowday (1992). According to discrepancy theory the difference between the actual outcome and excepted outcome tells us about the satisfaction level of the employee (Lawler, 1973). If the actual outcome is greater than the excepted one, the employees would more satisfy with their work and vice versa. According to equity theory employees compare their input/output with the other individuals. If the ratio of one employee equal to the other, the individual would more pleased with his/her job. Equity has been associated with satisfaction and inequity with dissatisfaction.

The productivity of human resources depends upon their satisfaction level and satisfied recruits remain within the organization for longer time, while in case of dissatisfaction productivity will be low and individuals are more leaning to leave.

As teachers perform very momentous role in the improvement and grooming of their students, so job satisfaction is also extremely vital for teachers to execute their duty well. The responsibility of a teacher is not only to provide new understanding to the students but also train the students for their future life (Siddique, Malik, Abbass, 2002). When the teachers will be satisfied with the job they can perform better. They can deliver their lectures more effectively and enhance the capabilities of students with more devotion. Trabue (1993) suggested that profound satisfaction is the actual return of a teacher and if a teacher is satisfied in all dimensions he/she can turn up to the public expectations (Siddique et al,2002)
There is a wide range of literature available on the factors which affect the satisfaction level of the workforce. As suggested by one researcher main elements in work satisfaction are: the work itself, salary, promotion, recognition and co-workers. Smith et al. (1969) also described in their “job satisfaction index” these factors. Fringe benefits, job security, working condition are some other factors that affect the satisfaction intensity of the teachers along with the above factors (Santhepparaj & Alam, 2005).

So there are several factors that influence the work satisfaction level of the academic staff. Following factors are more important:

**Work itself:** satisfaction of job is connected to the actual job presentation according to the Padilla-Velez (1993) Bowen (1980). If the employees are interested in their job they would more satisfy with jobs. If they join this profession due to their own interest their satisfaction level will be high as compared to if they are forced to do it. As quoted by Santhepparaj et al. (2005) an employee’s job satisfaction is a task of the individual’s personal distinctiveness and the uniqueness of the job itself.

**Salary:** Material rewards are much essential in job satisfaction. Along with their primary needs wealth meets luxury wants and desires of people (Ozdemir, 2009). According to the many researchers a constructive relationship exists between salary and satisfaction of job. Increase in one thing must enhance the other. As identified by Souza-Poza (2000), salary is a forecaster of work satisfaction and according to Miller (1980) workers showed a better job satisfaction who were rewarded vastly.

**Promotion opportunities:** As suggested by Baloch (2009) there is a constructive association among promotion and satisfaction of job according to numerous researchers. Academicians are more motivated and committed to perform a job and also more satisfied if promotion opportunities are available to them. As suggested by Kosteas “promotion expectations also effect job satisfaction, workers who believe a promotion is possible in the next two year report higher job satisfaction”

**Working conditions:** Working conditions are another aspect that has a major influence on the work satisfaction level of the employees. As determined by the Herzberg et al. (1959) working conditions are a key factor that effect job satisfaction level. Similarly Santhepparaj & Alam (2005) indicated a significant connection in the job satisfaction and working condition.

**Job security:** Lacy & Sheehan (1997) indicated that a clear relationship exists in the job security and satisfaction with the work. Another predictor of job satisfaction is security of services. Security of service is a feature that has a considerable affiliation with the job satisfaction. Siddique et al (2002). Permanent employees are more pleased with their jobs in comparison to the employees who are on contract.

**Coworkers:** One major determinants of satisfaction of job is the relationship with the coworkers. According to the DeVane (2003) powerful determinant of job satisfaction is relationship with the colleagues at the work place. If the relationship with the coworker is strong and in positive direction then the satisfaction level of the individuals will be high as discussed by the Crossman & Abou-Zaki, (2003). Similarly Lacy & Sheehan (1997) identified that one of the major predictor of job satisfaction is the relationship with coworkers. So the employees having good relation with their colleagues can have a higher level of

**OBJECTIVES**

Following are the objectives of this study:

1. To examine the job satisfaction level of the educational staff of Bahawalpur colleges.
2. To explore that what factors have impact on job satisfaction level of the teachers.
3. To investigate that what factors have significant relationship with job satisfaction in Bahawalpur colleges

METHODOLOGY

This study is empirical in nature and it is conducted through questionnaires. The target population of this study consists of academies staff of the Bahawalpur colleges. Total five colleges are found in the concerned locality. Population consists of 450 members. Stratified random sampling is used to assemble the data from colleges. A sample of 30% of the total population is used for this study. A well designed questionnaire is used for this purpose.

The questionnaire consisted of two parts: Demographic characteristics and job satisfaction index by Smith et al. (1969). The first part that is about the demographic characteristics, data is collected about the gender, Academic qualification, age, length of services and marital status. The second portion of questionnaire is developed to measure their job satisfaction level by using the concept of job satisfaction index. Questions from the job satisfaction index are modified according to the need of study. A likert scale having five point used to collect the data that ranges from very satisfied to very dissatisfied

FINDINGS AND DISCUSSIONS

Questionnaires are distributed by hand and the response rate of the questionnaire was 80%. The summary of the demographic characteristics is shown in the table I

<table>
<thead>
<tr>
<th>TABLE I</th>
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<td>Characteristics</td>
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<tr>
<td>Gender</td>
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From the study conducted it was evident that the majority of the teachers are contented with the nature of the job in term of accomplishment and personal fulfillment, of the total respondents 68% reported high satisfaction in terms of content of work and utilization of their potential. This could be justified on the basis that a very high proportion of the selected teachers had a very rich experience in job. The people having a subject specialization and considerable experience enjoy autonomy in their method of teaching and it gives them a sense of satisfaction in terms of job content. Only 17% respondents are dissatisfied from the nature of their work and 15% teachers have average response. Mostly youngsters who do not have enough work experience are included in this category. In terms of compensation received, same findings reported out of the selected sample a very high proportion that is 65% was pleased with their salary, if not very satisfied .This can be attributed by two factors firstly demographic as well as prevailing economic conditions .A considerable number of respondents belong to an age group of 25-44 and have a qualification level of masters. These young teachers find the salary level in public institutions very attractive and find it very reasonable when compare with their qualification .At the same time the current economic conditions do not offer promising packages to the young graduates ,the other dominating half of the sample consists of the teachers with high experience and a considerably large tenure of job. In public sector pay packages are generally based on the seniority level .Each year the staff received increment which add to their salary. Hence the satisfaction of somewhat senior teachers with their salary is highly justified. On the parameters of progress in the job two major trends were observed both of which could explained by taking in account the attributes of respondents .Almost equal level of responses came out in terms of promotion criteria and potential for future growth .The newly hired young teachers usually show a sense of dissatisfaction with promotion criteria. One pronounced reason can be the current recruitment policy in public sector educational institutes as most of the hiring are on contract basis. As the promotion policy is based on seniority, so the young teachers don’t see this criterion as a fair mean of awarding promotion. The young teacher’s, however reports more satisfaction with the chances of the
progress as they are more energetic and willing to put more effort for their career development activities. Working conditions is a factor that influences the job satisfaction level of the teachers from the questionnaire survey it was clear that a large number of the teachers i.e. 68% are pleased with their working conditions and they have the opportunity to work with full concentration and have decision making power while conducting classes. One of the reason for this satisfaction is that in the government institutes there is only one head who does not intervenes in the matters of the individual teachers and gives them autonomy. There are general rules and regulations that can be followed by everyone with more or less amendments. So the teachers of the public institutes have enough freedom to conduct their lecture in their own style and can choose lecture delivery method which they think appropriate. Another reason for this satisfaction is that most of the teachers are in this profession from more than 21 years. Now they have become used to the working environment and understand the things well. Another factor that affects the satisfaction of the academic staff is job security. From the collected information it is evident that most of the teachers i.e. 76% are happy with job security. They think them secure in this profession. Reason for their satisfaction is that most of them are in this profession for more than 25 years, they have enough experience in this field and they do not have any threat of being terminated by the management of the college. Another major reason for their satisfaction is, they are the government employees. Once they have avail this opportunity now they feel secure their future due to the permanent nature of their job. Relationship with the coworkers is also a factor of satisfaction for the teachers. From the analysis of data it is found, 83% teachers are satisfied with their coworkers because they cooperate with them and also provide them sufficient support whenever they need. The proportion of the teachers who are dissatisfied with these factors is very low. Reason for their dissatisfaction is that they do not have proper rank according to their qualification, their work experience is low and they are younger in age they think that they have enough potential to acquire a better position as compared to it. The summary of these entire factors is given in the table II.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Satisfied (%)</th>
<th>Average (%)</th>
<th>Dissatisfied (%)</th>
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<tbody>
<tr>
<td>Work itself</td>
<td>68</td>
<td>15</td>
<td>17</td>
</tr>
<tr>
<td>Salary</td>
<td>65</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>Promotion opportunities</td>
<td>41</td>
<td>4</td>
<td>55</td>
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<tr>
<td>Working conditions</td>
<td>68</td>
<td>24</td>
<td>8</td>
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<tr>
<td>Job security</td>
<td>76</td>
<td>17</td>
<td>7</td>
</tr>
<tr>
<td>Coworkers</td>
<td>83</td>
<td>13</td>
<td>4</td>
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CONCLUSION
It is concluded from the above discussion that majority of the respondents are male, have a masters degree, belongs to an age group of more than 44 and they are in their current position from more than 21 years. So the largest part of the respondents are satisfied with the work itself, salary, working conditions, job security and coworkers’. The people having a subject specialization and considerable experience enjoy autonomy in their method of teaching and it gives them a sense of satisfaction in terms of job content. The young teachers find the salary level in public institutions very attractive and find it very reasonable when compare with their qualification. At the same time the current economic conditions do not offer promising packages to the young graduates, the other dominating half of the sample consists of the teachers with high experience and a considerably large tenure of job and the teachers of the public institutes have enough freedom to conduct their lecture in their own style and can choose lecture delivery method which they think appropriate. They have enough experience in this field and they do not have any threat of being terminated by the management of the college. Teachers are satisfied with their coworkers because they cooperate with them and also provide them sufficient support whenever they need. But greater part of the teachers is dissatisfied with the way promotion are given on the job. The newly hired young teachers usually show a sense of dissatisfaction with promotion criteria. One pronounced reason can be the current recruitment policy in public sector educational institutes as most of the hiring are on contract basis.

LIMITATIONS

One limitation of this study is that it is conducted only in the public sector of the education, private sector is totally ignored if the data can be collected from the private institutes the scenario could be different.

Another limitation of the study is that proportion of the female teachers is very low so we are not so much clear about the satisfaction level of the female academic staff.

FUTURE IMPLICATIONS

A comparison can be conducted among the job fulfillment level of the academic staff of public and private sector in the colleges as well as university. This study can be conducted in some other industry to find the level of job satisfaction of the employees.

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