

Job satisfaction of University Teachers: Impact of Working Conditions and Compensation**Huma Bilal**

FUUAST, Islamabad, Pakistan.

Email: humabilal2003@yahoo.com

— *Review of* —
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ABSTRACT

Knowledge workers and their performance are recent organizational phenomena. As in new economy emphasis is on creativity and innovation so every employee is a knowledge worker and is considered to be the most valuable part of firm. Dissemination of information, sharing and transfer of knowledge and other forms of learning in educational institutions is an important component of knowledge management. Various studies have been conducted to identify various extrinsic and intrinsic factors which may increase the job satisfaction among the employees but little research has been done to find out the factors that may relate positively with job satisfaction and performance of knowledge workers in the developing country like Pakistan. A university teacher is considered to be the most appropriate player as knowledge worker in Pakistan, who actually involves in knowledge sharing. So this study aims to investigate the affect of several extrinsic job related factors on the satisfaction of Knowledge workers i.e. university teachers which then impact their performance and process of knowledge sharing. Factors under consideration are working conditions of organization, rewards & benefits which may affect the job satisfaction and knowledge sharing capability of employees. Questionnaires were administered on a sample of 100 managers from different public and private universities of Islamabad and Rawalpindi. Positive relationship is been found between working conditions, rewards and leadership and administrative support and job satisfaction of knowledge workers. This research can be helpful for teaching institutions to recognize and realize the importance of these variables, to integrate learning culture in institution that promotes knowledge sharing and having satisfied knowledge workers.

Key Words: Knowledge Worker; University Teachers; Working conditions; Rewards & benefits; Job satisfaction; Knowledge sharing; Developing country.

Introduction:

Several aspects of learning and education are directly relevant to knowledge management. These include educating people about knowledge management processes and infrastructures, using knowledge management as a learning/educational medium,

through the dissemination of information, the sharing and transfer of knowledge, and different forms of learning systems in educational institutions. (2004 abstracts).

“The knowledge worker is anyone who makes a living out of creating, disseminating knowledge, three important categories are Generation/creation of knowledge – examples include such occupations as research scientists, designers, philosophers, etc; Transfer/sharing of knowledge which involves teachers, consultants and application engineers and Utilization of knowledge – computer operators, office workers and technicians”.(Abadesco, Jr. 2004).

In developing countries like Pakistan the most prominent category of knowledge work is transferring and sharing of knowledge while the major players are teachers, lawyers as the economies are yet based on resources, labor etc. but not on the knowledge. So in the scenario of developing countries, most prominent category of knowledge workers are teachers at higher level education who actively participate in knowledge sharing. In fact, teachers at all levels do not appear to attract much attention from researchers, as the information from data reported by (Oshagbemi 1996) suggests.

Research shows that teacher quality is the most important factor that influences learning outcomes Corcoran et al. (2004). In numerous studies of Social sciences it has been investigated that workers’ characteristics and organization’s features determined or related to job satisfaction (Spector, 1997). Various theories have been constructed to explain that what makes people satisfied with their job (Manisra, Dusseldrop, Kooij, 2005). Herzberg’s two- factor theory (Herzberg, Mausner, & Snyderman 1959) is one of the most interesting theories about job satisfaction because it has both theoretical and practical implications. He found that when people are dissatisfied with their jobs they are concerned about their environment in which they work. On one hand, job dissatisfaction is a result of “conditions that surround the doing of job (Herzberg, p.113) such as physical working conditions, salary, job security, quality of supervision and relation with others, called as hygiene factors. Though Locke stated that these factors are ‘Separable but interdependent’ (1318).Similarly Hedley (1985) suggests researchers not to measure job satisfaction/dissatisfaction factors separately when assessing an individual’s level of overall job satisfaction.

Recently, Quarstein *et al.* (1992) hypothesize that overall job satisfaction could be predicted from a combination of situational events (which can be positive e.g. coffee/tea breaks or negative e.g. inadequate seating in rest rooms), and situational characteristics (which are stable such as pay, and working conditions) than by either situation alone.

Various researches have been done in UK and USA in this context but the extent to which the research findings in these countries can be applied to developing countries has not been widely tested. So this is an attempt to recognize the impact of extrinsic factors on the satisfaction or dissatisfaction of teachers as knowledge workers. It will help Government, University officials and other decision makers in realizing the importance

of selected extrinsic factors and their affect on quality and ability of knowledge sharing in Pakistan, which in turn increases education quality and learning among students.

Literature Review:

Job satisfaction is one decisive factor for establishing the health of an organization; rendering effective services largely depends on the human source (Fitzgerald et al., 1994) and job satisfaction experienced by employees will affect the quality of service they render. Job satisfaction is an area of heavy inquisition as it is estimated that academic researches on job satisfaction encompass something in excess of 3000 independent copies (Wright & Hemilton, 1978). But authors still are unable to develop consensus on single definition of job satisfaction. Fincham & Rhodes (1988) & Graunberg (1979) describe on Locke's definition of job satisfaction "...a pleasurable or positive emotional state resulting from appraisal of one's job or job experiences" (1976, 1300).

Researchers found that satisfying job experience was related to favorable performance and a positive association existed between dissatisfying experiences and unfavorable performance reported by Campbell et al., (1970). Similarly as a result of the Hawthorne studies, managers generalized that if their employees were satisfied with their jobs, that satisfaction would be translated into high productivity (Robbins & Coulter, 1999). Employee satisfaction is thought to be one of the primary requirements of a well-run organization and considered an vital by corporate managements, so it is important factor to determine the knowledge sharing capability of teachers i.e. indicator of teachers' performance. Whilst many of the studies demonstrate that job satisfaction in the workplace is largely determined by the interaction between personal and environmental characteristics (Taris & Feij 2001). Tasnim (2006) added that it is important for the female teachers in primary education to be satisfied with their profession. The satisfaction can make them devoted and committed to their responsibilities.

Extrinsic work values refer to the degree to which employee value material or instrumental work aspects, such as salary and opportunity for promotion, as important Taris & Feij (2001). Various researches measure the relationship of job satisfaction considering various variables like Mueller & McCloskey developed the Mueller/McCloskey satisfaction scale which has eight component sub-scales including extrinsic rewards e.g. salary, vacation, benefits, scheduling, family/work balance, coworkers interaction, recognition.

Similarly I. van Ham et al., (2006) found that factors reducing job satisfaction are low income, working hours, administrative load, too much work, not enough time and not enough recognition. Six dimensions of satisfaction with non-pecuniary job aspects: environmental conditions, health security, effort levels, consideration by others, interest for the job, and job security is been analyzed by Ghinetti (2007).

There are various components that are considered to be essential to job satisfaction. These variables are important because they all influence the way a person feels about

their job. These components include the following: pay, promotion, benefits, supervisor, co-workers, work conditions, communication, safety, productivity, and the work itself added by Yip, Goldman, Martin (<http://www.u.arizona.edu/~ctaylor/chapter9/jobsat.html> 27 march). Similarly it is analyzed that satisfaction with employment is influenced by environment in which the worker is employed and his/her personal attributes (Wheeler 1997, Taylor et al. 1999, Tovey & Adams 1999, Adams & Bond 2000). A notable analysis was accomplished by McNeese- Smith (1999), who determined that among the primary aspects of job satisfaction were: environment, balanced workload, relations with co-workers, personal factors, salary and benefits, professionalism, cultural background and career stage.

This research is meant to focus on two very important extrinsic factors workplace conditions and compensation of knowledge workers i.e. university teachers and its impact on their satisfaction/dissatisfaction and knowledge sharing abilities. Little research has been done on relationship of selected variables especially in the context of Pakistan. Performance of teachers can be judged in terms of their knowledge sharing capability in and outside the class. Monetary rewards and infrastructure issues are common problems of developing countries and Pakistan is also a victim of these issues in almost every sector, so it is very essential to identify the significance of these variables on the knowledge sharing ability of university teachers so that proper measures can be taken to avoid any possible negative impact on teachers satisfaction and education quality. As teachers' satisfaction is reported to be generally low in Pakistan, India and Nepal by Duret(2000).

Work Place Conditions:

Physical environments covers infrastructure of the school building, class rooms, furniture and other interior, teacher's room, toilets, computer facilities, telephone, fax, communication and location of the schools etc defined by Tasnim (2006). Weinstein and David (1987) recognized that only limited numbers of practitioners and researchers were focusing on the school facility and its relationship to the teaching/knowledge sharing process. Similarly Hawkins (1987), in dealing the effective school movement, stated that interface of the facility and student learning has not been considered often enough. Skill full teachers in ingenious and well-designed building offering a wide collection of visual and electronic aids could reach a level of effectiveness far beyond what was possible if the necessities were not provided Castaldi (1982). In the study of Frataccia and Hennington (1982) it was found that many teachers have difficulty in satisfying their needs and in deriving satisfaction from teaching. Within the hygiene factor category, the teachers were dissatisfied with all the factors like physical working conditions, salary, job security, quality of supervision.

Earthman (1985) observed that the effectiveness of a physical environment is measured by the ways in which it provides for diversified teaching activities. It not only affects the performance of its users but also has a positive or a negative shaping effect on them.

Teacher well-being, morale and manner of working with students have been identified as being identified by the working environment (ASSA School- Building Commission, 1960).

Education reform shows the physical environment affect teachers in their performance as professionals. Research by the Interface Task Force specifically has recognized the enhancement of ability of teachers to function as professionals as one of the six areas in which an educational facility impacts learning. The teachers ranked classroom furnishings, classroom equipment, and ambient features as most important environmental features (Overbaugh, 1990). It is added by Robbins, (1998) that the provision of adequate and appropriate working equipment and clean facilities are related to high job satisfaction. Salmond (2006) added that the environment within which employees work under determines whether they are satisfied or not. A study by Xin ma & Robert MacMillan (1999) observed that teacher satisfaction followed by teaching competence and organizational culture was positively affected by work place conditions. An increase in the availability of facilities such as computers and teaching aids increases the probability of job satisfaction Chimanikire et al (2007).

As researchers found, some motivators appear often as satisfier as well as dissatisfier. This tendency was found for hygiene factors by House and Lawrence (1967). Castillo et al (1999) investigated that interpersonal relations, policy and administration, salary, supervision, and working conditions contributed as dissatisfiers and found that the male agriculture teachers rated supervision and working conditions highest in contribution to job satisfaction. According to Black-Branch (1996), essential components thought to affect teacher satisfaction including the nature of the work (e.g. teaching responsibilities, working conditions), the context of the job (e.g. physical environment), and the consequences associated with teaching (e.g. remuneration, career development). Joseph K. (2004) found high correlation of administrative style (relationship) of the administrators, supportive co-workers, compensations, workload, and overall working conditions with teachers' performance and job Satisfaction. Physical environment is directly linked with job satisfaction. If one's get positive physical environment he or she may be satisfied with the job. Though opposite i.e. unfavorable working environment creates dissatisfaction added by Tasnim (2006).

Above mentioned studies and literature establishes a positive correlation between workplace conditions and job satisfaction however the relationship needs to be tested with university teachers of Pakistan.

H1: Workplace conditions are significantly and positively related with job satisfaction of university teachers in Pakistan.

Compensation and Rewards:

Adams' (1963) in equity theory calls for a fair balance to be attained between employees' inputs (e.g., hard work, skill levels and motivation) and employees' outputs (e.g., salary, benefits, and recognition). Overall, teaching related sources of job satisfaction seem to have a greater impact on job performance. The results of the analysis indicate that physiological needs, security needs, social needs, self-esteem needs and self-actualization needs are significant predictors of the job performance of teachers. When teachers are satisfied, it promotes their psychological well-being and enables optimal functioning and performance (Reis *et al.*, 2000; Ryan, 1995). Also, an individual is best off when his or her needs are satisfied, and worst off when they are not satisfied (Filak & Sheldon, 2003). Nigerian teachers' dissatisfaction with pay and fringe benefits, material rewards and advancement, as well as better working conditions was associated with the intention to leave the teaching profession (cf., Ladebo, 2005). It is added by (Adams, 1963; Ulom & Joshua, 2004) that teachers are human beings with various needs to be satisfied, and failure to have such needs satisfied leads to frustration and rebellion.

Whether job satisfaction is going to be improved depends on whether the rewards match the expectations, needs and desires of the employees (Werther, & Davis, 1993). According to Tasnim (2006), in Bangladesh poor salary and status keep the female teachers away from being work with full devotion. Salary is the direct benefit the teachers get from their jobs and one of the important motivating factors which is not attractive and that is why both the male and the female teachers are not satisfied with their jobs. (Okerlund *et al.* 1995) identified positive relationship between job satisfaction and employee's salary and fringe benefits. Phillip Schlechty and Victor Vance also suggest that low salaries and curtailed salary scales are among the main reasons that the most academically able leave teaching.

One of the main purposes of job is to get the payment or salary. It is very natural that a handsome salary will bring job satisfaction and it is found that all the teachers, male or female have reacted the same on this point. According to their views in a study in Bangladesh, a lower salary cannot bring job satisfaction. Salary must be consistent with present socio-economic condition. It means one have to cope with the society with ones salary. At least living cost will be covered by that salary. When one's salary can not meet up that, they have to look for other earning and are unable to concentrate on one's job Tasnim (2006). Paul Bennell (2004) analyzed teachers the most dissatisfied about their work overload, poor pay, and low status.

Above mentioned literature and arguments allows assuming that compensation and reward structure is significantly and positively related with Job satisfaction of university teachers in Pakistan.

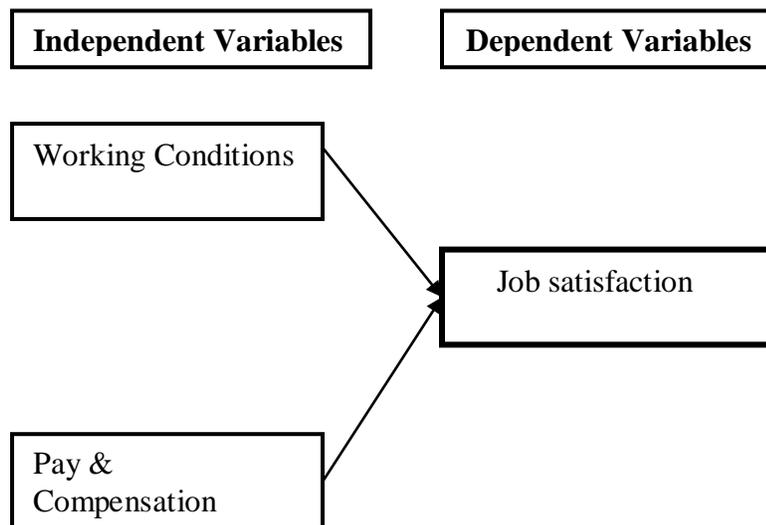
H2: Compensation and reward structure is significantly and positively related with job satisfaction of university teachers in Pakistan.

Research Objectives:

This study aims to identify

- The significance and importance of relationship between working conditions and job satisfaction of university teachers.
- The significance and role of compensation & reward structure in of satisfaction of university teachers.

Theoretical Model of the Study



Methodology:

Sample:

For conducting the research study, target population was the full time university teachers of Pakistan in Islamabad and Rawalpindi. Total of 130 Questionnaires were distributed among various university teachers and 114 were received back, making response rate of 87%.

Questionnaire:

Questionnaire in this study evaluates the impact of workplace conditions and compensation and reward structure on the job satisfaction of university teachers, which then affect their knowledge sharing capability and was based on the questionnaire used in the research by Perie & Bake (2007) for the National Centre for Education Statistics, USA. It was originally meant to measure the impact of workplace conditions, background characteristics and teacher compensation on the job satisfaction among of teachers' of kindergarten through 12th grade. The response was required on 4-point Likert scales (endpoints: 1 = strongly disagree, 4 = strongly agree).

Correlation Matrix

	<i>Mean</i>	<i>SD</i>	<i>JS</i>	<i>CP</i>	<i>WC</i>
JS	3.09	0.61	1		
CP	3.11	0.53	0.35**	1	
WC	3.23	0.56	0.46**	0.09	1

** $p \leq 0.01$, $n = 114$

SD= Standard Deviation, JS= Job satisfaction, CP= Compensation Practices, WC= Working Conditions

Discussion

The correlation matrix indicates that Compensation Practices including salary and benefits are strongly correlated with teachers' job satisfaction in universities (0.46(**), **. $p < .01$) which is supported by Perie & Bake (1997). Pakistan is a developing country with very low per capita income and majority of employees including the teachers, place compensation at top. These results indicate that teachers' satisfaction in the Pakistani universities is greatly affected by Compensation Practices and are likely to be satisfied if their respective institutions offer them handsome amount of salaries and other benefits. This may also due to family structure and social setup that contributed to positive relationship of rewards and satisfaction. As the average family size is bigger than western countries and heavy responsibility of food, shelter and other necessities is on the shoulder of one or two persons, which makes the financial gains important for job satisfaction and

even for life satisfaction. Its strong relationship also contributed to the lower salaries, compensation packages especially for the teaching profession in Pakistan, which increases their desire and relation with job satisfaction to compensation practices. Another reason may be worse economic conditions, double digit inflation in the country and devaluation of currency which all have contributed to the increase demand in income, widen the gap of demand and supply of household income and this may lead to stress and put compensation practices in a strong relation with job satisfaction.

Similarly positive and significant relationship exists between working conditions and job satisfaction of university teachers (0.46(**), **,p<.01). Working conditions include administrative support, teachers' control over the workplace, cooperation from colleagues, resources needed to teach, and not burdened with non-teaching duties. Teachers who work in universities with better working conditions are more likely to be satisfied with their jobs and continue their stay in their respective institutions. This relationship is found to be stronger than with salary as also supported by previous researches like (Fraser, Draper, & Taylor, 1998; Perie & Bake 1997; Cha 2008) but not as strong as in referred researches, it may be due to the lower expectations from teacher's side regarding working conditions as compared to developed countries because many institutions of country even in urban cities lack basic infrastructure and have administrative problems. This strong relationship may be attached with present condition of institutions, lack of resources, need of good working conditions at university level for delivering of lectures and quality teaching, increased awareness regarding good environment and teaching aids both from the student and teachers side for learning.

Limitations

There are certain limitations like smaller sample size taken due to time and other resource constraints which may be avoided by future researchers, similarly universities from other cities have not taken into sample which may add more insights. Limited statistical analysis has been done, so more tests and statistical data interpretation may lead towards more findings.

Recommendations:

For Application:

To further enhance the satisfaction of university teacher's, institutions should give more support, resources and allow control over workplace and should provide attractive salary packages. As teachers' job satisfaction has been connection linked to teacher retention, a

determinant of commitment, and in turn, a contributor to school effectiveness (Shann, 1998, p. 67), higher education commission also should enforce such policies which bound universities to provide with standard facilities and also provide universities with enough resources so that satisfaction and in turn quality of education be improved in country.

For Future Research

Further research can be done by using ranking of factors with their importance and may be linked with only certain problems as contributors from social context. In future, researchers may intrude same introspection in with Herzberg's theory, according to which these variables are hygiene factors whose absence leads to the job dissatisfaction but presence don't lead to the job satisfaction. Similarly, comparison can be made between public and private universities, satisfaction level of their teachers and intensity of relationship.

Conclusion

It may be concluded that there is positive and significant relationship between job satisfaction of university teachers' and working condition & compensation practices as in early researches. Though degree of significance show a little variation as compensation received relatively greater importance than researches done in more developed countries. This greater importance may contribute to the certain characteristics of developing countries, social setup and life patterns. Similarly in developing countries, people do have lower expectations of facilities and resources which results into lower significance as compared researches done in developed countries like America.

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