

Factors Affecting Job Satisfaction Level of Academic Staff in Pakistan

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Abstract

The purpose of this study is to analyze the job satisfaction level of academic staff in the Islamia University of Bahawalpur. This study investigates the impact of pay, job security, coworkers, and promotion opportunities on job satisfaction level of the academic staff. A sample of 60 academic staff members holding different positions such as Lecturers, Assistant Professors, Associate Professors and Professors was used to for data collection using convenience-sampling approach through a structured verified questionnaire. It was concluded based on findings that the most important factor having major impact on the satisfaction level of academic staff is pay level then it comes security, promotion opportunities and ultimately coworkers.

Keywords: Job satisfaction, Academic staff, Pay, Job security, Coworkers, Promotion opportunities, Teachers satisfaction

Introduction:

Job satisfaction is an emotional state that can be easily evaluated by their experiences or job; the job satisfaction is a state where an employee feels perfection in his/her work, value and worth of his/her work and also recognition (Badreya AL Jenaibi, 2010). Students are one of the precious assets 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. Therefore, in the light of above arguments managers, human resource specialists, supervisors 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).

The productivity of human resources depends upon their satisfaction level and satisfied recruits remain within organization for longer time, while in case of dissatisfaction, productivity will be low and individuals are more leaning to leave. As teacher perform very momentous role in improvement and grooming of their student, so job satisfaction is highly extremely vital for teachers to execute their duty well. The responsibility of teacher is not only to provide new understanding of students but also to train student for their future life (Siddique, Malik, Abbas, 2002). When teachers will be satisfied with their job, they can perform better. They can deliver their lectures more effectively and enhance capabilities of students with more devotions.

Sylvia & Hutchinson (1985) concluded: *“Teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements. Based upon our findings, schemes such as merit pay were predicted to be counterproductive”*. They explain that true job satisfaction is derived from the gratification of higher-order needs, *“social relations, esteem, and actualization”* rather than *“lower-order needs”*. The conclusion of Greenwood & Soars (1973) is that less lecturing by teachers and more classroom discussions relates positively to teacher morale and further supports the importance of higher-order needs.

A wide variety of literature is available on this topic. Measuring the job satisfaction level of the academic staff of Islamia university of Bahawalpur 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 Islamia university of Bahawalpur related to their jobs. For this purpose, data was collected from the academic staff of the Islamia University of Bahawalpur to measure their job satisfaction level. Statistical analysis conducted on the data to draw conclusion indicated that factors which had more impact on the satisfaction level of academic staff were pay, job security and promotion opportunities and their satisfaction level was least influenced with coworkers.

Literature Review

Job satisfaction is “sense of achievement and arrogance felt by employees who get pleasure from their employment and complete it well”. It could be defined as “An enjoyable and emotional state is called a satisfaction. Job satisfaction takes place when one has proficiency, value, and recognition” (Locke, 1976; Garcez, 2006). Job satisfaction also measures the employee happiness state of mind that how much he/she enjoying the process, satisfy with the rewards for effort and work environment (Brown, 1996). Robbins (2003) define that job satisfaction is an individual common thoughts toward his job. A person with high level of job satisfaction holds positive feelings about his/her job, while dissatisfied person holds negative feelings. Lawler (1973) defines that job satisfaction is one-dimensional. Employees are either happy or unhappy with their work. But other scholar Smith, Kendall and Hulin (1969) says that job satisfaction is multidimensional, employees may be more satisfied or less satisfied with factors that affect job .i.e. some may be more satisfied with pay but less satisfied with promotional opportunities, supervision and working conditions.

There are different theories that describe concept of job satisfaction, like life discrepancy theory and equity theory. According to discrepancy theory, the difference between actual outcomes and expected outcome tell us satisfaction level of employees. If actual outcomes are greater than expected one, employee would more satisfy with work and vice versa. (Lawler, 1973; Locke, 1969) According to equity theory, employees compare their input/output with their individuals. If ratio of one employee equals to other, individual would more pleased with his/her job. Equity is associated with job satisfaction and inequity with dissatisfaction. (Mowday, 1992).

Feder (2000) and Herzberg (1959) also describe motivational and hygiene factors in terms of job satisfaction. He pointed out that factors giving job satisfaction (called motivators) are different from the factors that give job dissatisfaction (called hygiene factors). If we see teachers motivation in accordance with this theory, hygiene factors for a teacher in higher education can be the salary, support, interpersonal relationship with supervisors and working conditions. Therefore, there are several factors that influence work satisfaction level of academic staff.

There are wide range of literature is available on factors which effect satisfaction level of work force. As suggested by one researcher main elements in work satisfaction are work itself, salary, promotion and coworkers. The organizations have to determine the factors that cause employee’s dissatisfaction and satisfaction towards his/her positive feelings (Al-Haydar & bin Taleb, 2005), rely on the factors that creates work satisfaction like work itself, promotion opportunities, financial benefits, pay, coworkers, working conditions, supervision, organization and its management (Green, 2002).

Wright (1985) says, “*There are three work approaches that affect an individual’s job satisfaction. The first approach is the Job Approach, where an employee believes his or her work is no more than a job, then the worker will focus on how he or she is going to be paid, and how much*”. Motivation of teachers can be effect by many factors, of them these factors are of great importance Reward, incentives, socioeconomic status, classroom environment and social factors (Dr. Muhammad Tayyab Alam & Ms. Sabeen Farid, January 2011). Financially good

organizations like HP (Hewlett-Packard) use the promotion practices to polish and exploit their employees (Truss, 2001).

Adeel, Imran, Hassan and bashir (2011) found out that a positive relationship exists between job satisfaction and promotion practices among universities teachers of Pakistan. Salman Khalid, Muhammad Zohaib Irshad and Babak Mahmood (2012) investigated the relationship between various components of job satisfaction among university teachers in Punjab Province, Pakistan and how these differences affect overall job satisfaction of teachers. Further, it offered practical suggestions to the educational institutions on how to pay, promote, retain and maintain equity in the universities.

Work:

According to the Padilla-Velez (1993), Satisfaction of job is connected to the actual job presentation. Bowman (1980) if employees are interested in their job they would more satisfied with job. If they join this profession due to their own interest, the satisfaction level will be high as compared to the forced to do it. Lawler (1973) defines that people are associated with their job due to factors associated with it or outcome derived from this such as promotional opportunities, recognition, responsibility and achievement. Csikszentmihalyi (1990) describe that “Teachers who had higher levels of work responsibility, usually in administrative position (i.e. dean, department head), or consultant of a club, had significantly higher levels of satisfaction. Increased responsibility levels may lead to satisfaction because of the greater involvement, challenge, and control.”

In the Netherlands, Hofman and Dijkstra (2010) found that “allowing teachers to choose between two types of teacher professionalization networks was effective to enhance advanced pedagogical knowledge, more positive perceptions of the work environment, and teacher self-efficacy”. Hall et al (1997) examined in his research that autonomy is the most imperative factor of teacher’s motivation. Sylvia & Hutchinson (1985) describe: “*Teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements. Based upon our findings, schemes such as merit pay were predicted to be counterproductive.*”

Salary and Compensation:

Salary is also one of important determinants for job satisfaction. As identified by Souza-Poza (2000) and Miller (1980) salary is a forecaster of work satisfaction and workers showed a better job satisfaction who were rewarded vastly. As suggested by Baloch (2009) there is a constructive association between promotion and satisfaction of job according to numerous researchers. Ozdemir (2009) states that job satisfaction is associated with material rewards, along with primary needs wealth meet luxury wants and desire of people. Salary is the first priority of employees. They should not be rewarded only with exceptional salaries; they should be recognized with rewards as per job done, such as cash bonuses and verbal rewards (Morebusiness, 2010).

Cash bonuses and also verbal rewards such as “job well done” can be a good way to appreciate workers or also gift rewards for taking as an initiative and promotions (Wegge, Schmidt, Parkes & Van Dick, 2007). Including other benefits such as insurance, attractive vacation packages and retirement contributions, be sure that your employee’s salaries are comparable with others positions in industry (Mount & Johnson, 2006). From the survey in Rawalpindi colleges, it was found that the majority of the teachers were usually not satisfied with their salaries, economic position and it was concluded that low salaries of the teachers affected their teaching and they want to upgrade their position (Dr. Muhammad Tayyab Alam & Ms. Sabeen Farid, January 2011).

Workers are often more interested to know that whether their efforts are valued or not and it also means that they are working well. Other rewards can be cash bonuses to improve environment like working conditions of any organization. (Badreya Al Jenaibi, July 2010). According to the study of Adeel et al. (2011), it was found that satisfaction level of teachers is positively affected by the compensation or pay given to them. An attempt has been made by Talat, Zulifqar, Ishfaq, Ashfaq, Saeed and Saher (2012) to find the influence of compensation on job satisfaction of the teachers. The findings of the study indicated that pay is positively associated with teacher’s job satisfaction.

Job Security:

It can also be guess from the responses to the conventional survey that increased length of service associated with greater satisfaction with salary, and decreased levels of stress. These may be used as measures of job satisfaction and motivation. The findings about the high satisfaction levels of teachers who have been working for longer may be related to higher salaries. An entry-level salary is very low. In addition, younger teachers are under a different pension policy, which provides much less security for old age, which may result in decrease teacher’s motivation (New York Teacher, 1995). Lacy & Sheehan (1997) indicated that a clear relationship exists in the job security and satisfaction with the work

Working Condition and Relationship with Coworkers:

Mostly teachers are under paid which decrease the teacher morale and demotivate them. Heavy workload and in related to lows pay decrease teachers motivation level which make teachers resistance to introduce new method of teaching. This study also indicates that working and living conditions have greater impact on teacher morale and motivation and thus their classroom performance. The important factors are workload (number of pupils and working hours), general classroom conditions, collegial and management support, location, living arrangements (Andre Bishay, 1996).

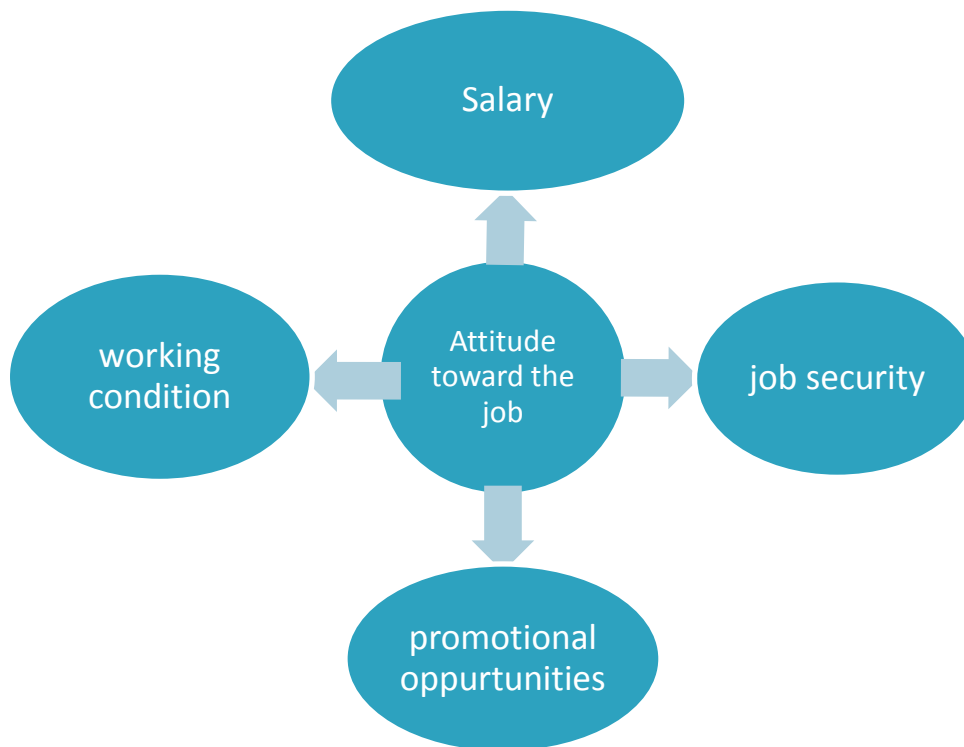
According to the DeVaney (2003) and Elizabeth.S. (2007) powerful determinant of job satisfaction is relationship with the colleagues at the work place and the environment of work place. Manager and employee’s personal characteristics also influenced the working environment if he wants to raise the level of satisfaction among their workers; he has to place the people of same background and experiences in the same workgroups (Orisatoki & Oguntibej, 2010; Berlin & Heidelberg, 2004, p.576). As Chapman (2010) added that, “An

environment can spark conflicts, as people come from diverse cultures, ideas, and attitudes that can bring a huge development in any organization”.

There are also other factors that can influence the employees’ satisfaction like work fulfillment, quality of relationships, and quality of physical work environment because these can affect a person by he/she feels about their jobs (Rode, 2004). Wright (1985) asserted that satisfaction of teachers is closely related to recognition. He further explains that teachers get motivation from the recognition of their achievements and accomplishments by their head. When they get appreciated for their valuable contribution or receive constructive feedback in order to correct their flaws, they perform in a better way and allow organization to grow.

According to (Brief, 1998) job satisfaction is a product of the events and conditions that people experience on their jobs. If a person’s work is attractive, her compensation is fair, her promotional chances are good, her supervisor is helpful, and her coworkers are helpful, then a situational approach leads one to expect she is satisfied with her job; very simply put, if the pleasures associated with one’s job offset the pains, there is some level of job satisfaction. Satisfaction of employees can also be influence by the work fulfillment, quality of relationships, and quality of physical work environment because these can affect a person by he/she feels about their jobs (Rode, 2004). Al-Hussami (2008) states that facilities such as office equipment and supplies can also increase the worker’s satisfaction level because it plays an important role in job satisfaction.

Framework:



Dependent & Independent Variables

The past studies find four factors, which can affect the satisfaction level of employees, which are salary, working condition, promotional opportunities and job security. Job satisfaction dependent on above four variables. We take ‘attitude towards job’ as the dependent variable, While salary, job security, coworkers and promotion opportunities as independent variables.

Research Objectives:

The research objectives are as follows:

Main objective:

The main objective of this study is to examine the job satisfaction level of academic staff of The Islamia University of Bahawalpur.

Sub objective include:

- i. To find out the effect of salary on job satisfaction.
- ii. To identify how job security effect job satisfaction.
- iii. To find out impact of coworkers on satisfaction level.
- iv. To find out the influence of promotion on satisfaction level.

Research Hypotheses:

To be able to determine the job satisfaction level of the academic staff, we formulated the following research hypotheses:

- i. If salary increased, satisfaction level will be increased.
- ii. If the job is secured, satisfaction level will be increased.
- iii. If coworkers are co-operative, satisfaction level will be increased.
- iv. If promotion opportunities are more, satisfaction level will be increased.

Research Methodology

Data Collection/ Population:

This research is empirical in nature and it is conducted through questionnaires. The target population of this study consists of approximately 3500 academic staff in Islamia University of Bahawalpur. The respondents of the study are the members of academic staff including professors, associate professors, assistant professors and lecturers (permanent, contractual and visiting staff) relating to different departments (management sciences, commerce, pharmacy, agriculture and environmental sciences, and Islamic studies).

Sample size:

A sample of 60 members of academic staff members was chosen from different departments. Out of these 60 members, 49 members were male and 11 were female. Convenience sampling approach was used for data collection purposes.

Total Questionnaires	Response Received	Percentage of response
60	60	100%

Research instrument:

A well-designed, structured and verified questionnaire was used for this purpose from the study of Sharon A. DeVaney and Zhan Chen (2003). The questionnaire comprises of two parts. The first part is about the demographic characteristic i.e. the gender, age, academic qualifications,

length of service and nature of employment. The second portion in questionnaire is developed to measure their job satisfaction level by using concept of job index.

There are 20 questions including 5 general questions comprising the demographic characteristics and the remaining 15 statements are used to measure the satisfaction level.

A likert scale having five points is used to collect data that ranges from very satisfied to very dissatisfied (1 being highly agree and 5 being highly disagree). The likert scale is used for the variables having statements for each variable as follows:

Constructs	No. of Items	Reference	Year
Salary	4	Sharon A. DeVaney & Zhan Chen	(2003)
Job security	4		
Coworkers	3		
Promotional opportunities	4		

Data Analysis Method

Data Analysis:

Data was entered, edited and analyzed by using software, SPSS version 16 by applying following techniques: Cronbach's alpha, Correlation, Regression, Frequency, and Bar Charts.

Frequency results:

The frequency distribution of the demographic factors is also shown to get an overview of our sample.

Table no. 1

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	49	81.7	81.7	81.7
	Female	11	18.3	18.3	100.0
	Total	60	100.0	100.0	

Interpretation: Gender table shows that 82% of the sample consists of male members and rest 18% of sample is female staff. Therefore, the majority of the respondents were male members of the academic staff.

Table no. 2

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25 or less	7	11.7	11.7	11.7
	25-35	31	51.7	51.7	63.4
	35-45	15	25.0	25.0	88.4
	45-55	4	6.7	6.7	95.0
	55 or more	3	5.0	5.0	100.0
	Total	60	100.0	100.0	

Interpretation: Age frequency table shows that almost 12% of sample consists of staff aging 25 or less than 25 years. 52% of staff respondents have age of 25-35 years. 25% of sample consists of staff age between 35-45 years. Rest 45-55 and 55 or more years staff responds us are 7% and 5% respectively. So, the largest proportion of respondents has age ranging from 25 to 35 years of age.

Table no. 3

		Highest Qualification			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	bachelor	1	1.7	1.7	1.7
	master	13	21.7	21.7	23.3
	M.phill	24	40.0	40.0	63.3
	PhD	22	36.7	36.7	100.0
	Total	60	100.0	100.0	

Interpretation: Frequency table regarding qualification shows that out of 60 members of the sample; 22 were PhD, 24 were M.phill, 13 were having master (postgraduate) and only 1 of them had bachelor level degree.

Therefore, the majority of our respondents are having a degree of either PhD or M.phill.

Table no.4

length of service

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 0-5	34	56.7	56.7	56.7
6-10	13	21.7	21.7	78.3
11-15	3	5.0	5.0	83.3
16-20	6	10.0	10.0	93.3
more than 20	4	6.7	6.7	100.0
Total	60	100.0	100.0	

Interpretation: Frequency table of length of service shows that 57% of sample staff has done minimum length of service (0-5 years). 22% of sample has done 6-10 years of service. 5% of staff has done 11-15 years of service. 10% of sample has done 16-20 years of service. 6% of the sample has done maximum length of service (more than 20 years).

So, more than 50% of our sample has done job for a maximum of 5 year period; minimum length of service.

Table no.5:

Nature of employment

	Frequency	Percent	Valid Percent	Cumulative Percent
regular/permanent	26	43.3	43.3	43.3
Contractual	16	26.7	26.7	70.0
part time/visiting faculty	18	30.0	30.0	100.0
Valid Total	60	100.0	100.0	

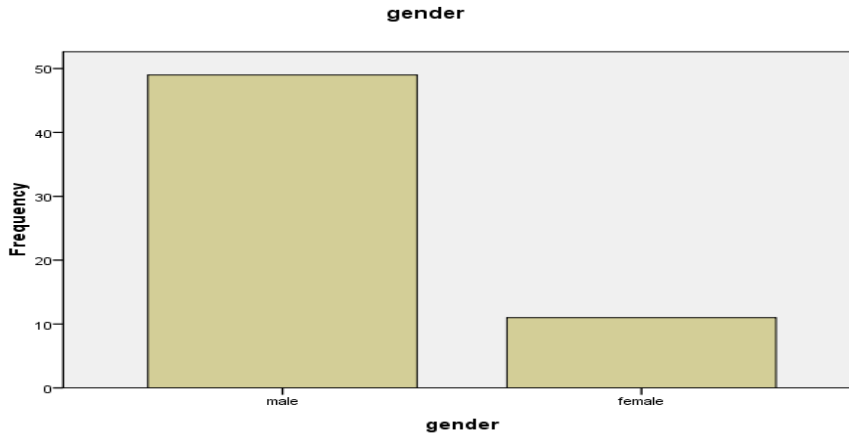
Interpretation: Frequency table about the nature of employment shows that 43% of sample includes regular staff. 27% of sample was contractual. Rest of the sample of 30% includes visiting faculty. So, job security can be a factor of high importance level for more than 50% (i.e; 57%) of the respondents.

Bar Charts:

The bar charts of the demographic factors are also displayed to present an easy interpretation of the demographic variables.

Chart no.1

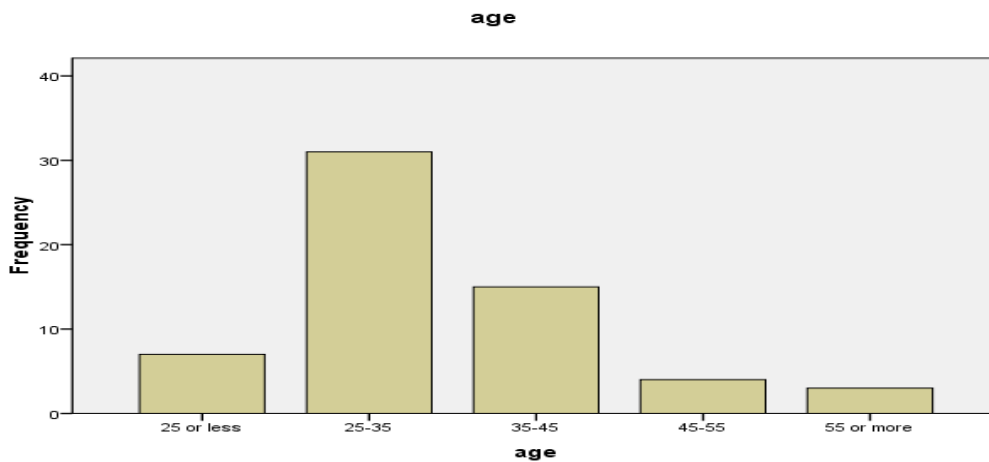
GENDER



Interpretation: Bar chart shows that more number of males were interviewed during our research as compared to females. One of the reasons is that in any department, gender wise male are more in number as compared to females faculty.

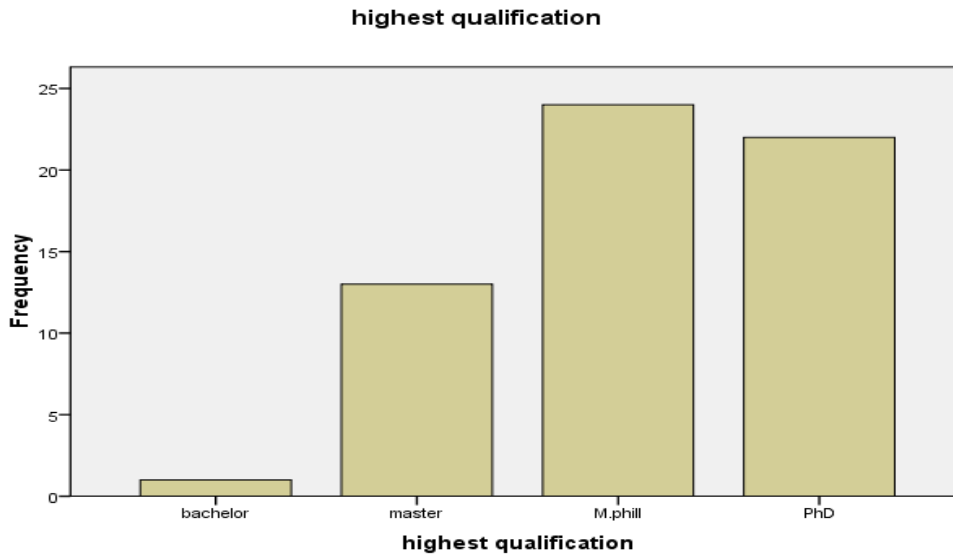
Chart no.2

Age



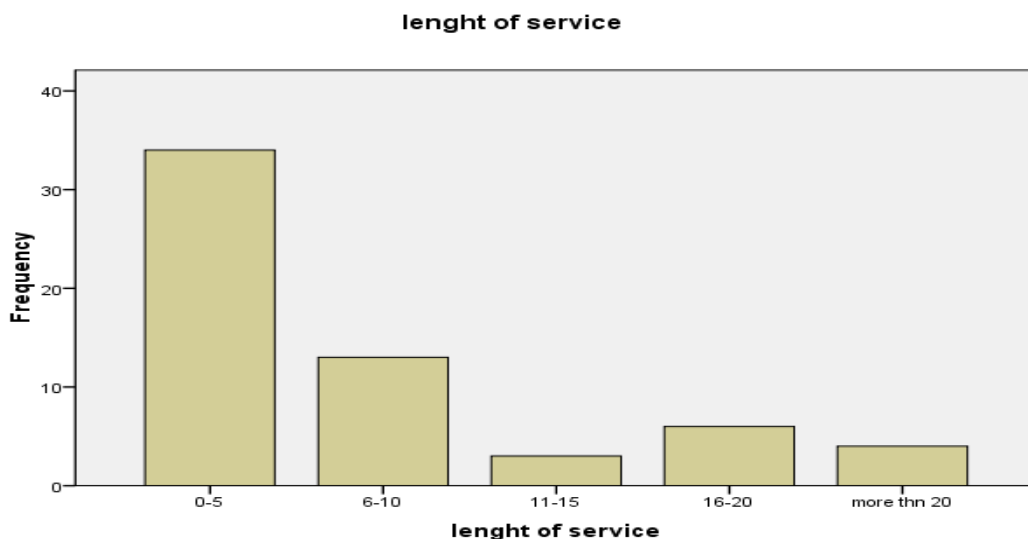
Interpretation: Sample ranging from 25-35 years of age has given highest percentage of responses. It can be interpreted that most of the faculty lies in age bracket of 25-35, which took part in our study.

Chart no.3 **Highest Qualification**



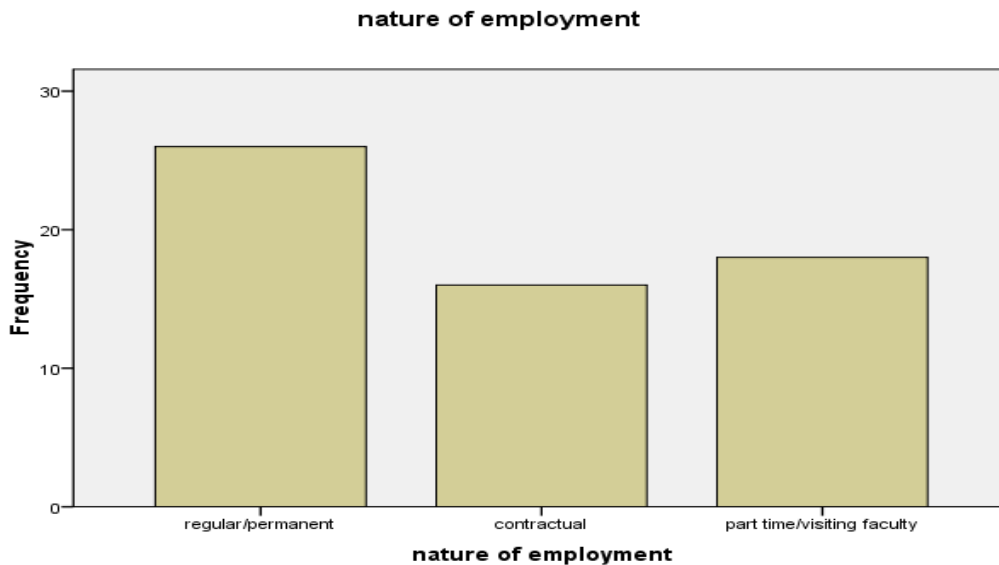
Interpretation: Bar chart shows that M.phill staff was more interviewed as compared to staff of other qualifications. After M.phill, PhD's were interviewed in largest proportion. It also shows that most of the faculty members either holds M.Phil or PhD degrees.

Chart no.4 **Length of Service**



Interpretation: Length of service bar chart shows that sample was mainly of 0-5 year of service length that is more faculty members are either freshly recruited or have experience of less than 5 years in this particular university / department.

Chart no.5 Nature of Employment



Interpretation: From this bar chart, we conclude that permanent faculty responded us in highest percentage as compared to contractual and visiting faculty but when we see the combined result, as in the light of secured and risky job then there are more members whose job is not secured as compared to members having secured job (i.e; permanent faculty).

Cronbach's Alpha:

To check the internal reliability of the instrument, Cronbach's alpha was applied. The value of alpha lies between 0 and 1. In our case, the value of Cronbach's Alpha is 0.661, which is above the threshold level suggested by Hair et al (2006) of 0.6.

Correlation Analysis:

Pearson correlation was run to check the relationship of variables with each other and whether any observed variable has perfect covariance with any other variables, which are observed in the study. We applied correlation to all the factors affecting the job satisfaction level. We discussed correlation results of each factor separately. Summarized results of correlation are shown in the tables explained under each hypothesis explained separately.

Regression Analysis:

To analyze the hypothesis proposed on one to one basis and since both dependent and independent variable(s) are quantitative, classical regression technique can be applied with confidence.

First Hypothesis:

The hypothesis postulates that pay and fringe benefits will have an effect on the overall job satisfaction level of the academic staff of The Islamia University of Bahawalpur. The proposed hypothesis is:

H1: If salary increased, satisfaction level will be increased.

Correlation Results:

The relation between job satisfaction or attitude towards job and pay and fringe benefits is found to be weakly positively correlated with $r = 0.172$ and $p = 0.190$. As $p > 0.05$ so, we can reject our null hypothesis and can accept the alternate hypothesis.

The summarized correlation results are shown in the table below:

Correlation

		attitude towards the job	pay and fringe benefits
attitude towards the job	Pearson Correlation	1	.172
	Sig. (2-tailed)		.190
	N	60	60

Summarized Regression Results are:

IV	DV	R ²	t-value	Coefficient	F-value	p-value
Pay and fringe benefits	Attitude towards job	0.029	1.326	0.206	1.759	0.190

The value of R² is 0.029, which shows that 2.9% of the variation in pay and fringe benefits is explained by 1% variation in overall satisfaction level. The value of F test is 175.9%, which shows the overall fitness of our model. The value of $\beta = 20.6\%$ which tells us the influence of pay

and fringe benefits on the job satisfaction level. The p-value is 0.190 which is non-significant and the value of $t < 2$. **Thus, we accept H_1 .**

Second Hypothesis:

This hypothesis postulates that the security of the job is related to the satisfaction level. The hypothesis developed is as under:

H2: If the job is secured, satisfaction level will be increased.

Correlation Results:

The relation between job satisfaction or attitude towards job and security of job is found to be weakly positively correlated with $r = 0.095$ and $p = 0.470$. As $p > 0.05$ so, we can reject our null hypothesis and can accept the alternate hypothesis.

The summarized correlation results are shown in the table below:

Correlation

		attitude towards the job	Security
attitude towards the job	Pearson Correlation	1	.095
	Sig. (2-tailed)		.470
	N	60	60

Summarized Regression Results are:

IV	DV	R^2	t-value	Coefficient	f-value	p-value
Job Security	Attitude towards job	0.009	0.726	0.113	0.528	0.470

The value of R^2 is 0.009, which shows that 0.9% of the variation in job security is explained by 1% variation in overall satisfaction level. The value of F test is 52.8%, which shows the overall fitness of our model. The value of $\beta = 11.3\%$ which tells us the influence of job security on the job satisfaction level. The p-value is 0.470 which is non-significant and the value of $t < 2$. Hence, **we accept H_2 .**

Third Hypothesis:

This hypothesis evaluates the influence of coworkers on the job satisfaction level. The proposed hypothesis as under:

H3: If coworkers are co-operative, satisfaction level will be increased.

Correlation Results:

The relation between job satisfaction or attitude towards job and coworkers is found to be weakly positively correlated with $r= 0.016$ and $p= 0.905$. As $p>0.05$ so, we can reject our null hypothesis and can accept the alternate hypothesis.

The summarized correlation results are shown in the table below:

Correlation

		attitude towards the job	Coworkers
attitude towards the job	Pearson Correlation	1	.016
	Sig. (2-tailed)		.905
	N	60	60

Summarized Regression Results are:

IV	DV	R ²	t-value	Coefficient	f-value	p-value
Coworkers	Attitude towards job	0.000	0.119	0.018	0.014	0.905

The value of F test is 1.4%, which shows the overall fitness of our model. The value of $\beta= 1.8\%$ which tells us the influence of coworkers on the job satisfaction level. The p-value is 0.905 which is non-significant and the value of $t<2$. Hence, **we accept H3.**

Fourth Hypothesis:

This hypothesis put forwards that what will be the effect of promotion opportunities on job satisfaction level. The hypothesis formulated is as under:

H4: If promotion opportunities are more, satisfaction level will be increased.

Correlation Results:

The relation between job satisfaction or attitude towards job and promotion opportunities is found to be weakly positively correlated with $r= 0.084$ and $p= 0.522$. As $p>0.05$ so, we can reject our null hypothesis and can accept the alternate hypothesis.

The summarized correlation results are shown in the table below:

Correlation

		attitude towards the job	promotion opportunities
attitude towards the job	Pearson Correlation	1	.084
	Sig. (2-tailed)		.522
	N	60	60

Summarized Regression Results are:

IV	DV	R ²	t-value	Coefficient	f-value	p-value
Promotion Opportunities	Attitude towards job	0.007	0.645	0.104	.416	0.522

The value of R^2 is 0.007, which shows that 0.7% of the variation in promotion opportunities is explained by 1% variation in overall satisfaction level. The value of F test is 41.6%, which shows the overall fitness of our model. The value of $\beta= 10.4\%$ which tells us the influence of promotion opportunities on the job satisfaction level. The p-value is 0.522 which is non-significant and the value of $t<2$. Hence, we **accept H4**.

Summarized Results:

Hypothesis	Accepted or Rejected
1	Accepted
2	Accepted
3	Accepted
4	Accepted

Conclusions:

This study helps in understanding that which factors play the most crucial role in the satisfaction level and which factors are less important to evaluate the satisfaction level. Thus, we found from our study that the most important variable which can increase the satisfaction of the teachers is pay and the least important variable is coworkers.

Most of the teachers were of the view that if they are given a higher salary and more fringe benefits, they will be more satisfied with their job and it was concluded that low salaries of the teachers affected their teaching.

1. Most of the teachers were of the view that if they are given a higher salary, they will be more satisfied with their job and it was concluded that low salaries of the teachers affected their teaching.
2. Teachers who are permanent or in other words whose job is secure are more satisfied than those who are working on contract basis. If the job is secured then the satisfaction level will be increased. The fear of losing their job demotivates them and is a contributor to dissatisfy them.
3. A number of teachers were of the view that teachers should be given a fair promotion policy, which will increase their satisfaction towards their job and will motivate them.
4. According to the teachers, coworkers have a very little contribution in making them satisfied or dissatisfied towards their job.

Recommendations:

Teachers are the backbone of the educational institutes and future of our nation lies in their hands.

- In order to improve the quality of education, there is an urgent need to spend on the teacher training, which in return may provide quality education.
- If fringe benefits are given to the teachers, they will be more satisfied with their job.

- It is recommended that the salaries of the teachers should increase and be fixed according to their qualifications.
- Incentives should be provided to the good teachers so as to acknowledge their efforts and motivate them to continue with their better performance. It will also become source of attraction for other teachers and they will follow good teaching practices.
- Recognition of teachers work on showing good results may be an incentive for the improvement of their efficiency.
- Both material and verbal rewards should be given to increase their performance.
- They should be provided with a fair promotion policy.

Limitations:

- One limitation of this study is that it is conducted only in Public Sector University, private sector is totally ignored. If data can be collected from private institutes, the scenario can be different.
- Another limitation of this study is related to sample size selection for analysis due to time constraints. If there had been more time and a greater sample, the results perhaps would have been different.
- In this study, proportion of female teachers is very low so we are not so much clear about satisfaction level of female academic staff.
- The data is collected from different departments of the university and all these departments have different scenarios. Some teachers were fully satisfied with their pay, promotion opportunities and coworkers while others were fully dissatisfied. Thus, there was a big variation in the responses collected.
- Another limitation in our research was the non-serious attitude of the respondents.

Future Implications:

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

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