

## A STUDY OF JOB SATISFACTION AMONG NON PHD FACULTY IN UNIVERSITIES

**Riaz Ahmed Mangi, (Corresponding Author)**

*Assistant Professor  
Department of Commerce  
Shah Abdul Latif University Khairpur  
E-mail: ramangi30@gmail.com*

**Hassan Jawad Soomro**

*Assistant Professor  
Department of Commerce  
Shah Abdul Latif University Khairpur  
E-mail: hassanjawadsoomro@yahoo.com*

**Dr. Ikhtiar Ali Ghumro**

*Assistant Professor  
Department of Commerce  
Shah Abdul Latif University Khairpur  
E-mail: ikhtiarghumro@yahoo.com*

**Asad Raza Abidi**

*Assistant Professor  
Department of Commerce  
Shah Abdul Latif University Khairpur*

**Dr. Amanat Ali Jalbani**

*Professor  
SZABIST Karachi*

### ABSTRACT

*This study was conducted to comprehend the overall job satisfaction of non-PhD faculty in universities of Sindh. The study was based on (Herzberg's, 1959) two factors, motivator (Advancement, Recognition) and Hygiene (Interpersonal, Policies, Compensation) of job satisfaction. A well-structured questionnaire based on (Castillo & Cano, 2004) job satisfaction index was applied to obtain required data from non-PhD faculty members of universities. 125 non PhD faculty members from various universities at a response rate of 83% participated in the survey. The 81% data was reliable for the analysis. The frequencies and cross tabs were calculated from the data. The majority of the respondents was male, graduate, below 30 years of age, married and had job experience of more than 5 years. The factor analysis was applied to find out the underlying variance among the variables. The analysis has found five new components of the job satisfaction. The results showed that overall job satisfaction among the non-PhD faculty members of universities was very low. The motivator and job satisfaction components have significant impact on the overall job satisfaction of the non-PhD faculty. Considering the results, the management of the universities is recommended to focus on the job motivators (Advancement, Recognition) hygiene (Interpersonal/Administration relationship, Policies, Compensation) of the non-PhD faculty for the improvement of job satisfaction and performance. The researchers and scholars may conduct further studies on the factors identified through factor analysis.*

**Keywords:** *Job Satisfaction, Motivators, Hygiene, Non PhD Faculty, Universities*

### 1. INTRODUCTION

Universities and higher education institutions play fundamental part in the progress of any country. In Pakistan the universities are thriving both in public and private sectors under the supervision of Higher Education Commission of Pakistan (HEC). Both public and private universities are facing several discouraging deficiencies on many fronts and specifically hiring and retention of qualified faculty in order to meet requirement of HEC in particular and public in general. This study was based on the Herzberg's dual factor theory on job satisfaction. (Robertson & Smith,1985) stated that Herzberg's motivator-hygiene, or two-factor

theory of job satisfaction widely applied to understand the relationship of job characteristics with job satisfaction. As defined by (Herzberg, 1966) two factor theory the employees have two basic set of needs related to job. A central belief of the theory is that the elements of two sets of needs are two different concepts. Herzberg's work concluded that, it is generally accepted that job satisfaction and dissatisfaction were opposite one another, or at two extreme ends of one spectrum (Herzberg, Mausner, & Snyderman, 1959). The earlier set of needs was considered maintenance needs, whereas the other set was recognized as development needs. (Adler, 1991) asserted that the needs in each set were similar to those described by (Maslow, 1954) in the Hierarchy of Needs. (Volkwein & Parmly, 2000) concluded that job satisfaction among the public and private universities differs in terms of rewards and job satisfaction is significantly related with working environment, team work and interpersonal relational relationship. (Sesange & Garret, 2005) studied the faculty members of Uganda and confirmed that there is strong relationship between the job satisfaction of faculty with the interpersonal relations, supervision, salary, promotion and work place. (Ward & Peter, 2000) conducted a study on the universities of Scotland and concluded that gender has no impact on faculty job satisfaction whereas; salary and working environment has positive effect on job satisfaction of university faculty. (Herzberg, Mausner & Snyderman, 1959) concluded that potential components of job satisfaction are "motivators" (achievement, recognition, work itself, responsibility, and advancement) and probable elements of dissatisfaction are "hygiene" (policy and administration, supervision, salary, interpersonal relations, working conditions). After widespread revision of previous work on two factor theory, five factors, two from motivators (recognition and advancement) and three factor from hygiene (salary, policy and interpersonal relations) were selected for the current study in order to find out the level of job satisfaction of non-PhD faculty members of two public and private universities in Sindh.

### ***1.1. Purpose of the Study***

The purpose was to identify the impact of motivator, hygiene and demographic factors on overall job satisfaction of faculty members of the universities. The study utilizes the Herzberg's two factor theory in university setting. In Pakistan the studies on job satisfaction mostly concentrated on job in general and there is significant research on job satisfaction of non-PhD faculty. The present study will be exceptional exploratory research for comprehending the clear understanding of the factor that play major role in the job satisfaction of non-PhD faculty members. The study will be commendable addition to the literature on job satisfaction in Pakistan.

### ***1.2. Significance of the Study***

This study is conducted with a purpose to understand the job satisfaction among non-PhD faculty members of higher education institutes and universities. It is general observation that non PhD faculty is not getting appropriate consideration in terms of compensation and advancement, they also feel that the policies of the higher education institutes and universities are also not in their favor; these mostly focus on creating conveniences for PhD faculty members. Through this research it will be determined that what is the authentic belief of the non-PhD faculty regarding their job satisfaction in the higher education institutes and universities. Furthermore, this study will also help management of the higher education institutes and universities in formulating employment policies.

### ***1.3. Objectives***

1. To find out the relationship and impact of age, gender, qualification and number of years of non-PhD faculty members on Compensation, interpersonal relation, policies, recognition and advancement.
2. To describe relationships and impact of selected job satisfier factors, Compensation, Interpersonal relation, policies, recognition and advancement with job satisfaction of non-PhD faculty members.

## **2. LITERATURE REVIEW**

Job satisfaction is vastly researched topic for the management scholars, since its emergence in the 1900s a large number of studies have been conducted in different settings. (Glisson, Durick, 1988) defined that effects of job satisfaction on employee and organizational productivity has been topic of interest for the researcher and scholars. The credit goes to Fredrik Tylor for his remarkable work on the employees; he focused on the evaluation of individual motivation towards work and performance when his/her economic needs are fulfilled. During the 1924 and 1933 a series of studies known as Hawthorne studies were conducted to find out the impact of lighting on the employees performance, the studies concluded that the with better lighting the performance improved. (Roothlisberger & Dickson, 1939) carried out various studies on workers performance by giving them specific attention; they observed that the productivity changed significantly. (Herzberg et al, 1959) (Lawler & Porter, 1967) (Lawler & Suttle, 1973) (Varoom, 1964) (Kalleberg, 1977) and various other researchers and scholars suggested that the feeling and attitude of the workers regarding the working

environment are significantly related to job satisfaction. Though the researchers and scholars used a variety of concepts, variables and situation to determine the satisfaction level of employees the base had been Herzberg two factor theory. Higher education is also vulnerable to job satisfaction problems; university administration and leadership have amplified the quantity of research studies in order to recognize and causes that affect job satisfaction of employees and particularly faculty. (Davis, 2001) (Grace & Khalsa, 2003) (Scarpinato, 2001) (Trei, 2001), (Truman, 1999). A faculty survey at a Massachusetts higher education was conducted to identify the job satisfaction variables; the results suggested the professional growth and financial benefits as the most significant job satisfaction factors. Very few studies have been done on the job satisfaction of university faculty members. (Nadeem, 2010) conducted a research on the faculty members of Balochistan University and concluded that safety and good financial package play vital role in the motivation and satisfaction of faculty members. (Ehsan et al, 2010) observed the job satisfaction and commitment of faculty members of public sector universities through survey; they concluded that work itself, quality of supervision and pay satisfaction has significant impact on the job satisfaction and commitment of faculty. (Malik, 2009) studied 120 faculty members regarding their job satisfaction, he suggested that level of job satisfaction among the male was much lesser as compared to female faculty, he further asserted that work itself and advancement were highly correlated with job satisfaction. (Khurum et al, 2010) surveyed 107 faculty members of public sector universities and found that job satisfaction can achieved through attractive compensation plan and managing work load.

### 3. METHODOLOGY

#### 3.1. Data collection

The response population for this study was non PhD faculty members of public and private universities of Sindh. A convenient sampling method was applied for obtaining the data. A total of 150 non PhD faculty members 100 from public and 50 from private universities of Sindh were contacted for participation in the survey, 125 faculty members responded positively at response rate of (83%).

#### 3.2. Instrument and Analysis Techniques

The survey was conducted by using job satisfaction index, (Castillo & Cano, 2004). The data was utilized to obtain descriptive statistics. Exploratory factor analysis using Principal component analysis with varimax rotation was applied for the analysis.

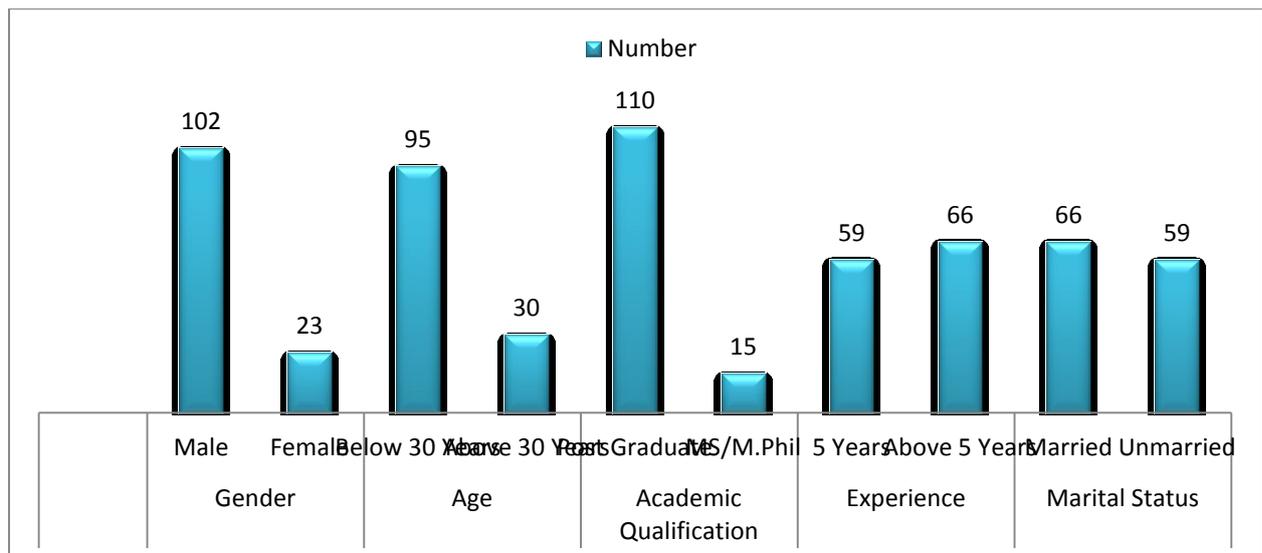
### 4. ANALYSIS AND FINDINGS

The reliability of the data was checked before the analysis, Cronbach's Alfa results shows that the 81% data was reliable for statistical analysis.

#### 4.1. Demographics of the Respondents

**Table No.1**

Demographics	Description	Number	Percentage%
Gender	Male	102	82
	Female	23	18
Age	Below 30 Years	95	76
	Above 30 Years	30	24
Academic Qualification	Post Graduate	110	88
	MS/M.Phil	15	12
Experience	5 Years	59	47
	Above 5 Years	66	53
Marital Status	Married	66	53
	Unmarried	59	47



**4.2. Correlation**

**4.3. Motivator and Hygiene Factors**

The correlations were calculated among the demographic and job satisfaction variables of non-PhD faculty members of universities. The results show that there was highly significant correlation among the job satisfaction variable. The factors of motivator and hygiene were significantly correlated at (.01)\*\* level and (.05)\* level (See Appendix). The job promotion was moderately but significantly related to job advancement at (.54)\*\*. Professional development was highly correlated at (.60)\*\* with job promotion and at (.64)\*\* with job advancement, so it can be concluded that non PhD faculty members relate their job satisfaction with job promotion, job advancement and professional development. The hygiene factor interpersonal relation was significantly related with job promotion at (.57)\*\*, job advancement at (.44)\*\* and professional development at (.46)\*\*. So it can be concluded that the non-PhD faculty members relate their motivator factor with interpersonal relations. The correlation results also show that relationship with the administration were significantly related with job promotion at (.62)\*\*, at (.58)\*\* with job advancement and highly and significantly correlation with professional development at (.72)\*\*. These results confirm that non PhD faculty members highly relate their career development with interpersonal and administration relationship. It is also observed that performance based relations with supervision/administration were negatively/weakly but significantly correlated at (-.28)\*\* with administration relation at (-.22)\* with interpersonal relation at (-.18)\*. There was negative/Weak correlation between the understanding of policies and reward for efficient work at (-.28)\*\*. The policy hindrances in job were significantly but weakly correlated with interest of administration in performance at (.25)\*\*. The fair amount payment was highly significant but negatively correlated with job promotion at (-.69)\*\* at (-.66)\*\* with job advancement at (-.74)\*\* with professional development at (.24)\*\* with work appreciation at (-.58)\*\* with interpersonal relation at (-.75)\*\*with unfair administration role at (.30) with interest of administration in performance weak correlation with policy hindrances at (.19)\* and highly negative correlation with unclear policies of universities at (-.74)\*\*. So it can be concluded that the fair payments are significantly effect the job satisfaction of non-PhD faculty members of the universities. The variable increase in salary was negatively but significantly correlated with job promotion at (-.68)\*\*, job advancement at (-.58)\*\*, professional development at (-.55)\*\* ,interpersonal relationship at (-.45)\*\* ,unfair administration at (-.62)\*\* with role in preparing policies at (-.62)\*\* and it has highly positive correlation with the amount paid for fair work at (.71)\*\*. The hygiene factor competitive package was found to have negative but significant correlation with job promotion at (-.64)\*\*, job advancement at (-.58)\*\*, professional development at (-.64)\*\* and it was also negatively but significantly correlated with hygiene factors, interpersonal relations at (-.50)\*\* administrations interest in performance at (-.67)\*\* and with role in policy making at (-.63)\*\* , however, there is positive and significant correlation among the competitive package and reward on efficient work at (.24)\*\* , administrations interest in performance at (.24) fair amount at (.84)\*\* , increase in salary at (.64)\*\*.

**4.4. Demographic Factors**

The demographic characteristics of the non-PhD faculty members were also significantly correlated with motivator and hygiene factor of job satisfaction. The results show that gender has weak but was significant correlation with job promotion at (.45)\*\*, interpersonal relations at (.20)\*\* , however, the gender has weak and negatively but significant correlation with desired future at (-.21)\* and also weak but significant correlation with

competitive package at(-.22)\*. The age was moderately but significantly correlated with job advancement at(.46)\*\*. The academic qualification was weakly but significantly correlated at (.34)\*\*. The experience was found to have weak and negative but significant correlation with salary increase at (-.17)\*. The marital status had negatively moderate but significant correlation with job promotion at (-.44)\*\* , job advancement at (-.39)\*\* , professional development at (-.45)\*\* interpersonal relation at (-.37)\*\*unfair administration at(-.51)\*\* and role in preparing policies at (-.43), whereas the marital status was positively and significantly correlated with fair amount paid at (.46)\*\* and salary increase at (.48)\*\*.

#### **4.5. Response Regarding Job Satisfaction**

The statistical results show that 94% of the on PhD faculty members of the universities are not satisfied from the promotion chances at the universities they are working. 92% are of the view that the universities do not provide adequate facilities for job advancement, 95% responded that there are not sufficient opportunities for the professional development in the universities. So far as work appreciation is concerned the opinion of non-PhD faculty is mixed, 27% think that they cannot decide, whereas, 43% agree, 18% strongly agree and 11% disagree that the work they do is appreciated. Regarding the rewards for efficient work, 80% faculty disagree that they are being rewarded for efficient work. More than 77% non-PhD faculty members responded that, while working for the respective universities they will not achieve the desired future, 22% of the faculty have mixed opinion.68% faculty members dislike the peoples they work with, 19% are neutral and 12% like to work with colleagues. The opinion of non-PhD faculty regarding immediate administration was unenthusiastic, 62% of the faculty thought that their immediate boss is unfair to them and 34% had mixed opinion. More than 80% of the faculty expressed that's the administration does not take interest in the performance of the subordinates and 17% were undecided. At least 78% of the respondents described that many of the rules and policies of the universities hinder their job, 21% responded neutrally. Almost 70% of the faculty members expressed that the policies of the universities are not clear to them, however, 29% could not decide about the clarity of the policies. The 73% of the faculty members responded that they do not have any role in preparing policies of the universities the 24% were not clear about the opinion. 89% responded that they are being paid fair amount as compensation for the work they do while 17% remained undecided. As for as the chances of salary increase was concerned, more than 63% of the faculty members were not satisfied were as, 33% were neutral. 75% of the non-PhD faculty was of the view that the benefits they receive are not competitive, 18% were undecided and only 3.2% were satisfied from the benefit package.(See Appendix)

#### **4.6. Factor Analysis**

The results of factor analysis of job satisfaction of non-PhD faculty members of the universities show that KMO test confirm 66% of the sample adequacy, Bartlett's test of sphericity was also significant. So it can be concluded that the data was suitable for the factor analysis. The factor analysis has extracted five factors. The factor extracted through varimax rotation included both motivator and hygiene factor of job satisfaction of non-PhD faculty members of the universities. Factor one mainly shows the variable belonging to motivator component and one variable hygiene, the new factor was named as growth. Factor two included hygiene components policies, fair payment and benefit package and new factor was created as compensation procedures. Factor three includes motivator component, reward for efficient work and hygiene components policy hindrances in job so new factor recognition was created. Factor four includes motivator component, desired future and hygiene component unfair administration and new factor prospect was created. Factor five has included hygiene component, administration interest in performance of subordinates and role in preparing policies.

### **5. CONCLUSION**

The study was conducted in the public and private universities. The results of the investigation depicts terrible picture of overall job satisfaction among non-PhD faculty of the universities. The non-PhD faculty has shown dissatisfaction with the job motivator and hygiene factors of satisfaction. Their opinion for the promotion, administration, policies and compensation was significantly dissatisfactory. The study reveals that demographic characteristics of the respondents have significant impact on the job satisfaction of the non-PhD faculty. The response of the male and female faculty was more or less similar for the professional progress, relationship, policies and compensation. A considerable number of female faculty members has remained undecided regarding various factors of job satisfaction and understandably so that in our society the female faculty does not always show their true opinion about the level of job satisfaction. The male faculty was more concerned about the professional development, policies and compensation. It was also observed that the non-PhD faculty was very susceptible about the role in preparing policies regarding job. They should be given significant role in various academic forums as they can play their part in altering and formulating policies of the institutions. The level of job satisfaction of non-PhD faculty can be improved by preparing flexible promotion policies and initiating advance training facilities for the job and professional development. The improvement of relationship with the administration will have positive impact on the job satisfaction of non-PhD faculty. The recognition

and appreciation for the job done well may significantly improve the job satisfaction of non-PhD faculty. From the above description, it can be concluded that non PhD faculty members mainly focus on hygiene factor for the job satisfaction in the universities. The study has explored some new components of job satisfaction, so researchers and scholars may conduct the studies to confirm these components.

## REFERENCES

1. Adams, J. S. (1963) Towards understanding of Inequity. *Journal of Abnormal and Social Psychology*, 67, pp. 422 – 436.
2. Castillo, J. X. and Cano, J. (2004) Factors explaining job satisfaction among faculty. *Journal of Agricultural Education* 45(3), 65-74.
3. Cranny, C. J., Smith, P. C. & Stone, E. F. (1992). *Job satisfaction: How people feel about their jobs and how it affects their performance*. Lexington Books: New York.
4. Davis, R. H. (2001). *Faculty recruitment and retention task force report*. Boulder: University of Colorado.
5. Dee, J.R. (2002). Turnover intent in an urban community college: Strategies for faculty retention. Paper presented at the annual meeting of the Association for the Study of Higher Education, Sacramento, CA.
6. Glisson, C., & Durick, M. (1988) Predictors of job satisfaction and organizational commitment in human service organizations. *Administrative Science Quarterly*, 33(1), 61-81.
7. Grace, D. H., & Khalsa, S. A. (2003). Re-recruiting faculty and staff: The antidote to today's high attrition. *Independent School*, 62(3), 20-27.
8. Green J., (2000) *Job Satisfaction of Community College Chairpersons*. Doctoral Dissertation Faculty of the Virginia Polytechnic Institute and State University, Blacksburg, Virginia, P. 70
9. Gruneberg, M.M. (1979). *Understanding job satisfaction*. New York: The Macmillan Press, Ltd.
10. Herzberg, F., Mausner, B., & Snyderman, B. B. (1959) *The motivation to work*. New York: John Wiley & Sons.
11. Herzberg, F. (1966) *Work and the nature of man*. New York: The World Publishing Company.
12. Hoy, W. K., & Miskel, C. E. (1996). *Educational administration: Theory, research, and practice* (5<sup>th</sup> Ed.). New York: McGraw-Hill.
13. Locke, E. (1976) The nature and causes of job satisfaction. In M. D. Dunnette (Ed.) *Handbook of industrial and organizational psychology* (pp. 1297 – 1343). New York: Wiley.
14. Malik (2010) A study of motivational factors of faculty members at university of Balochistan. *Serbian Journal of management*, 5(1) 143-149.
15. Malik, E.; Nawab, S.; Naeem, B.; Danish (2010) Job satisfaction of university teachers in public sector of Pakistan. *International Journal of Business and Management* 5(6).
16. Maslow, A.H. (1954). *Motivation and Personality*. New York: Harper.
17. North Carolina State University. (2001). *Faculty retention study: Report of faculty focus groups*. Office for Equal Opportunity. Retrieved January 5, 2005, from [http://www.ncsu.edu/equal\\_op/](http://www.ncsu.edu/equal_op/)
18. Oshagbemi, T (2000a) Correlates of pay satisfaction in higher education. *International Journal of Educational Management*, 14 (1): 31-39.
19. Oshagbemi, T (2000b) Gender differences in the job satisfaction of university teachers. *Women in Management Review*, 15 (7): 331-343.
20. Padilla-Velez, D (1993) *Job satisfaction of vocational teachers in Puerto Rico*. Unpublished doctoral dissertation, The Ohio State University, Columbus.
21. Quarstein, V. A., McAfee, R. B., & Glassman, M. (1992). The situational occurrences theory of job satisfaction. *Human Relations*, 45(8), 859-873.
22. Scarpinato, D. (2001). Faculty retention continues to suffer amid university budget cuts. *Arizona Daily*.
23. South Texas Community College. (2002). *Faculty retention study*. McAllen, TX: Office of Institutional Research and Effectiveness.
24. Spector, P.E. (1997). *Job Satisfaction: Application, assessment, causes and consequences*. Thousand Oaks, CA: Sage Publications, Inc.
25. Truman State University. (1999). *Retention of quality professors: Key to a successful liberal arts education?* Kirksville, MO: American Association of University Professors.
26. Trei, L. (2001). Cambridge seeks faculty's help in managing staff turnover. *Stanford Report*. Retrieved February 21, 2011, from <http://news-service.stanford.edu/news/2001/january31/senwork-131.html>
27. Vroom, V. H. (1964). *Work and motivation*. New York: John Wiley & Sons.

**Appendix**

**Factor Analysis**

	Growth	Compensation Procedures	Recognition	Prospects	Performance Procedure
Eigen value	3.30	1.93	1.58	1.28	1.23
Cumulative Variance Explained	22.04	12.89	10.55	8.57	8.19
	Factor Loadings				
I am satisfied with my chances for promotion.	.835				
The institution provide adequate facilities for job advancement	.781				
I have ample opportunities for professional development	.823				
I feel satisfied with my chances for salary increases.	.652				
The policies of this organization are not clear to me		.790			
I feel I am being paid a fair amount for the work I do.		.622			
The benefit package I receive is as good as most other universities offer		.76			
There are few rewards for those who work efficiently.			.705		
Many of the rules and procedures hinder he job.			.743		
I feel that working for this institution will lead to the future I desire.				.784	
My immediate administrator is unfair to me.				.716	
Administration shows little interest in the performance of subordinates.					.602
I do not have any role in preparing policies.					.813
Extraction Method: Principal Component Analysis.					
Rotation Method: Varimax with Kaiser Normalization.					
a. Rotation converged in 5 iterations.					

**Demographic Analysis**

Gender		Advancement	Recognition
Male	Mean	4.6765	6.6176
Female	Mean	4.7101	6.6957

Age		Advancement	Recognition
25-30	Mean	4.5789	6.6561
30-35	Mean	5.0111	6.5556

Academic Qualification		Advancement	Recognition
Post Graduate	Mean	4.6364	6.6182
MS/MPhil	Mean	5.0222	6.7333

Experience		Advancement	Recognition
5 Years	Mean	4.7571	6.6836
More than 5 years	Mean	4.6162	6.5859

Marital Status		Relations	Policies	Compensation
Married	Mean	7.7778	9.0152	4.1414
Unmarried	Mean	7.5028	9.1695	4.1299

Gender		Relations	Policies	Compensation
Male	Mean	7.5850	9.1667	4.0915
Female	Mean	7.9275	8.7391	4.3333

Age		Relations	Policies	Compensation
25-30	Mean	7.6140	9.0035	4.1053
30-35	Mean	7.7556	9.3556	4.2333

Academic Qualification		Relations	Policies	Compensation
Post Graduate	Mean	7.6182	9.1303	4.1364
MS/MPhil	Mean	7.8667	8.7778	4.1333

Experience		Relations	Policies	Compensation
5 Years	Mean	7.7119	9.2147	4.0226
More than 5 years	Mean	7.5909	8.9747	4.2374

Marital Status		Relations	Policies	Compensation
Married	Mean	7.7778	9.0152	4.1414
Unmarried	Mean	7.5028	9.1695	4.1299

### Questionnaire Permission

It was a pleasure to receive your email. I have attached a PDF version of the job satisfaction questionnaire for your use. You have my permission to use the questionnaire for your research. Thank you so much. JC



**Jamie Cano**

Associate Professor

Department of Agricultural Communication, Education, and Leadership

College of Food, Agricultural, and Environmental Sciences

208 Agricultural Administration Building

2120 Fyffe Road, Columbus, OH 43210

P: [614.292.6321](tel:614.292.6321) – F: [614-292-7007](tel:614-292-7007)