

## PalArch's Journal of Archaeology of Egypt / Egyptology

### MEASURING OVERALL JOB SATISFACTION LEVEL AMONG PUBLIC SECTOR UNIVERSITY TEACHERS OF SINDH, PAKISTAN, ITS' IMPACT ON INDIVIDUAL PERFORMANCE

*Ahsan-ul Haq Shaikh<sup>1</sup>, Imamuddin Khoso<sup>2</sup>*

<sup>1,2</sup>Institute of Business Administration, University of Sindh, Pakistan

**Ahsan-ul Haq Shaikh, Dr. Imamuddin Khoso. Measuring Overall Job Satisfaction Level Among Public Sector University Teachers of Sindh, Pakistan, Its' Impact on Individual Performance-- Palarch's Journal Of Archaeology Of Egypt/Egyptology 18(8), 370-387. ISSN 1567-214x**

**Key Words: Job Satisfaction, Individual Performance, Hygiene Factors, Conducive, Ameliorating, Immense, Academia, Empirical**

#### **ABSTRACT**

Job satisfaction is the most important factor of organizational success. It has received immense importance in the corporate sector and academia. The faculty job satisfaction has been an important factor to enhance education quality. The highly satisfied faculty delivers at optimum level and the learning quality of the students get improved. Several studies suggest faculty members in Pakistani universities are not happy with their jobs due to certain reasons. It has caused high turnover in the universities and faculty switches from one to other universities and it badly affects students' performance as well as their future. The main objective of this research is to measure job satisfaction levels among faculty of members of public sector universities of Sindh Province and its impact on individual performance. It is survey-based study and utilizes deductive approach to draw the conclusions. The primary data collection has been made through structured questionnaires. The empirical analysis has been done through both descriptive and inferential statistics. The demographic analysis has been shown through crosstabs and histograms and hypotheses testing have been done through regression. The structured questionnaire was distributed among a targeted sample of 500 teachers using simple random sampling. Out of 500 respondents 456 questionnaires were received back and 19 questionnaires were rejected due to incomplete data or response bias, finally 437 questionnaires have been selected. It is found that compensation, promotional opportunities, work environment, relationship with supervisor, workgroup, and nature of work are found conducive in ameliorating job performance. Conversely, training opportunities, and performance appraisal were found insignificant in explaining job performance. On the other hand, compensation, promotional opportunities, work environment, training opportunities, relationship with supervisor, nature of work, and performance appraisal are found conducive in ameliorating individual performance but work

group has no impact in ameliorating individual performance. Similarly, job satisfaction has a significant positive impact on individual performance. It shows that job satisfaction is the prominent factor of enhancing individual performance. It is found hygiene factors suggested by Herzberg's two factor theory are found consistent in the environment of public sectors universities of Sindh. It means they are prominent factors to enhance the level of job satisfaction of the teachers therefore these factors should be properly reviewed and implemented in order to enhance job satisfaction which ultimately increase individual performance and finally the goal of quality education would be achieved. It is recommended that universities should pay attention to the job satisfaction of teachers. The management should devise such policies to keep their teachers' satisfaction. The hygiene factors identified by Herzberg's two factor theory should carefully be reviewed and implemented in public sector universities to ameliorate the job satisfaction level of teachers and the government should ensure that universities are taking corrective actions to achieve the job satisfaction level of teachers.

### **INTRODUCTION**

Education plays an important role in any society; over centuries it has remained a well-known fact and many nations rapidly progressed by implementing a proper education system. Education imparts information, proper knowledge and work ethics. It is mandatory to align the current education system with contemporary challenges in order to prepare a new generation with upcoming changes. Therefore, teaching methods should be incorporated with social practices as well as psychological guidance. It can only be achieved through implementing a proper system at educational institutes which can strengthen faculty morale to achieve this target. It is imperative job satisfaction can be conducive to enhance their performance level to meet new changes (Sanford, 2017). There are four levels of education which normally prevail in the world primary, secondary, higher secondary and higher education. The most important level is the higher education which leads the nation. It is found that a higher percentage of higher education literacy rate increases overall growth indicators of a particular country especially it boosts the country's economy (Lester, 2005).

The Higher Education Commission (HEC) of Pakistan is the regulatory body to govern public and private sectors universities of Pakistan. It provides a detailed guideline to recruit faculty at university level. It has developed different selection criteria for faculty promotion. Most of the policies have been developed according to the guidelines of HEC in Pakistani universities but organizational internal structure varies from university to university (Halai, 2013). It is imperative for any nation to equip itself with higher education HEC strives to devise such policies to align Pakistani higher education with international practices. It is well known fact higher education has significant importance and faculty members have a crucial role to sustain the quality of higher education. Therefore, job satisfaction is one of the prominent issues which must be addressed in accordance with desired expectation of the faculty of higher education. HEC should concentrate the barriers which create hinders for faculty members to show their optimal performance. It is not only conducive for faculty members but also be useful for the development of country (Salman, 2015)

Employees' attitude towards work reflects the level of satisfaction. A highly satisfied employee performs better than a non-satisfied employee. At the university level it is observed employees who are happy with their job show their extreme performance in academic activities, teaching responsibilities and other extracurricular activities. Their performance is further reflected through their participation in such activities which are carried for the betterment of the institute (Bruning & Campion, 2019). The job satisfaction is also measured how satisfied they are in their personal life, their own basic necessities and lead quality life can also ameliorate their performance (Hameed, Ahmed-Baig, & Cacheiro-González, 2018). The inappropriate evaluation system, nepotism and internal politics are major barriers which affect satisfaction level and performance at the workplace (Sharaf, et al., 2019). Several studies suggest that employees' performance is ameliorated through job satisfaction, higher level of satisfaction enhances job performance (Aule, Solomon, & Bulus, 2018). Emerging HR practices suggest employees expect flexible job timings, job security, proper appreciation system and effective evaluation and these all factors motivate them to perform at their optimum level. The recent studies reveal new trends have highly been welcomed by employees in all over the world and have enhanced their satisfaction level (Davidescu, Apostu, Paul, & Casuneanu, Work Flexibility, Job Satisfaction, and Job Performance among Romanian Employees Implications for Sustainable Human Resource Management, 2020).

There are several parameters which have been highlighted in different studies that explain the satisfaction level of employees. The most important factor is the compensation system. They desire to meet their basic needs as well as maintain their social status; their compensation must be in accordance with their desired expectations. The job satisfaction of the employees depends upon their needs and salaries (Keynes, 2018; Aziz, M and Nasar 2012). Apart from their basic needs, employees' work environment, behaviors of colleagues, pay and promotion policies are also key indicators in evaluating satisfaction level (Belias & Koustelios, 2014). The appropriate salary package, friendly environment and competitive promotion criteria ameliorate employee performance because these all factors help to achieve job satisfaction (Sönmezer & Eryaman, 2008). The employees who own more than what they desire is also one of the indications of their satisfaction level (Landy & Conte, 2016).

Finally, the most important concern that has to be focused in this study is that the dissatisfied faculty members cannot play their role properly and it can adversely affect the education quality of the nation. There would be a huge loss of students because they would be directly affected. It would ultimately put negative effects on the society and there would be disaster. It is already discussed how well education contributes to the development of a good society because it enlightens the minds of human beings and they can differentiate what is the good and what is bad. A good society depends upon their proper education system (Noordin & Jusoff, 2009; Aziz, Memon and Ali). The desired targets of a good education system can only be achieved when its academics staff is satisfied with their jobs, especially faculty members. A successful institute possesses qualities in terms of satisfied and committed

employees as well as it retains its faculty for life time period. It is obvious universities would prosper and contribute positively in society's development when their faculties are highly satisfied with their jobs. They would perform at their optimum level and productivity of the university would increase due to their high performance. It ultimately puts positive effects on the students and their performance would also get improved. Therefore, it is utmost responsibility of administration to ensure such an environment in the premises of the university which can be conducive for the faculty members (Santhapparaj&Alam, 2005; Holmberg &Hallonsten, 2015).

### ***Research Objectives***

The aim of this study is to measure job satisfaction levels among faculty members of public sector universities of Sindh Province and its impact on individual performance, which defines the domain for setting the following objectives attempting to investigate the;

- Impact of compensation on job satisfaction and individual performance.
- Impact of promotional opportunities on job satisfaction and individual performance.
- Impact of work environment on job satisfaction and individual performance.
- Impact of training opportunities on job satisfaction and individual performance.
- Impact of relationship with supervisor on job satisfaction and individual performance.
- Impact of work group on job satisfaction and individual performance.
- Impact of nature of work on job satisfaction and individual performance.
- Impact of performance appraisal on job satisfaction and individual performance.
- Impact of job satisfaction on the individual performance.

### ***Research Hypotheses***

H<sub>1</sub>: Compensation is conducive in ameliorating job satisfaction and individual performance.

H<sub>2</sub>: Promotional opportunities are conducive in ameliorating job satisfaction and individual performance.

H<sub>3</sub>: Work environment is conducive in ameliorating job satisfaction and individual performance.

H<sub>4</sub>: Training opportunities are conducive in ameliorating job satisfaction and individual performance.

H<sub>5</sub>: Relationship with supervisor is conducive in ameliorating job satisfaction and individual performance.

H<sub>6</sub>: Work group is conducive in ameliorating job satisfaction and individual performance.

H<sub>7</sub>: Nature of work is conducive in ameliorating job satisfaction and individual performance.

H<sub>8</sub>: Performance appraisal is conducive in ameliorating job satisfaction and individual performance.

H<sub>9</sub>: Job satisfaction is conducive in ameliorating individual performance.

## LITERATURE REVIEW

### *Herzberg's Two Factor Motivation-Hygiene Theory*

Fredrick Herzberg developed the theory of motivation-hygiene which is also called two-factor theory. This theory was developed in 1950 and discussed the most important factors of job satisfaction. Herzberg attempted to provide details of all factors which cause an employee to get satisfied or dissatisfied. This theory provides a picture of the motivational factors and how these factors will increase or decrease the performance of the employees (Ajang, 2007). When Herzberg's book about two-factor theory was published there arose several controversies. It attempted to review the different aspects of the theory in a realistic way (Behling, Labovitz, & Kosmo, 1968). Though there was severe criticism faced by Herzberg's theory, he already discussed the boundaries of theory. This theory not only highlighted job satisfaction factors but also identified job dissatisfaction factors (Tan & Waheed, 2011). There were 200 respondents who were interviewed by Herzberg when theory was in the development process. The respondents who participated in this survey were working in the manufacturing industry and most of them were accountants and engineers. They were interviewed regarding their job satisfaction and asked to respond about the reasons of satisfaction even though they were also asked about the reasons of dissatisfaction (Sergiovanni, 1967).

Herzberg investigated twelve times in similar sort of organizations and divided factors in two parts. It was found there were motivators and hygiene factors at the workplace which were identified by Herzberg. During the course of interviews, it was noticed that achievement, responsibility, career advancement, growth opportunities, recognition and nature of work were the key motivators' factors among the employees. Furthermore, employees uttered some other factors which were related to their moments which they considered unpleasant for them. These were relationships with supervisor, compensation, work environment, work groups, company policy, work life balance, status, administration, appraisal system, training, nature of work, security and relationship with subordinates (Herzberg, *Work and the Nature of Man*, 1966). Herzberg called them hygiene factors and they caused dissatisfaction for the employees. Actually, they were root causes of dissatisfaction. These hygiene factors were basically associated with external work and directly affect the performance of the employees. Organizations strive to address the motivators' factors which are normally associated with internal feelings of the employees but they forget to address the issues which create disruptions among employees due external working conditions (Herzberg, *One More Time: How Do You Motivate Employees*, 1968). That's why Herzberg theory is known as two-factor theory because it covers both motivators and hygiene factors. Previously it was thought that employees get motivated when they receive an increase in compensation, company policy or supervision but Herzberg highlighted one more direction. Herzberg put focus on hygiene factors and emphasized organizations cannot ameliorate job satisfaction by considering only traditional motivators without incorporating hygiene factors (Herzberg, Mausner, & Snyderman, *The Motivation to Work* 2nd Edition, 1959).

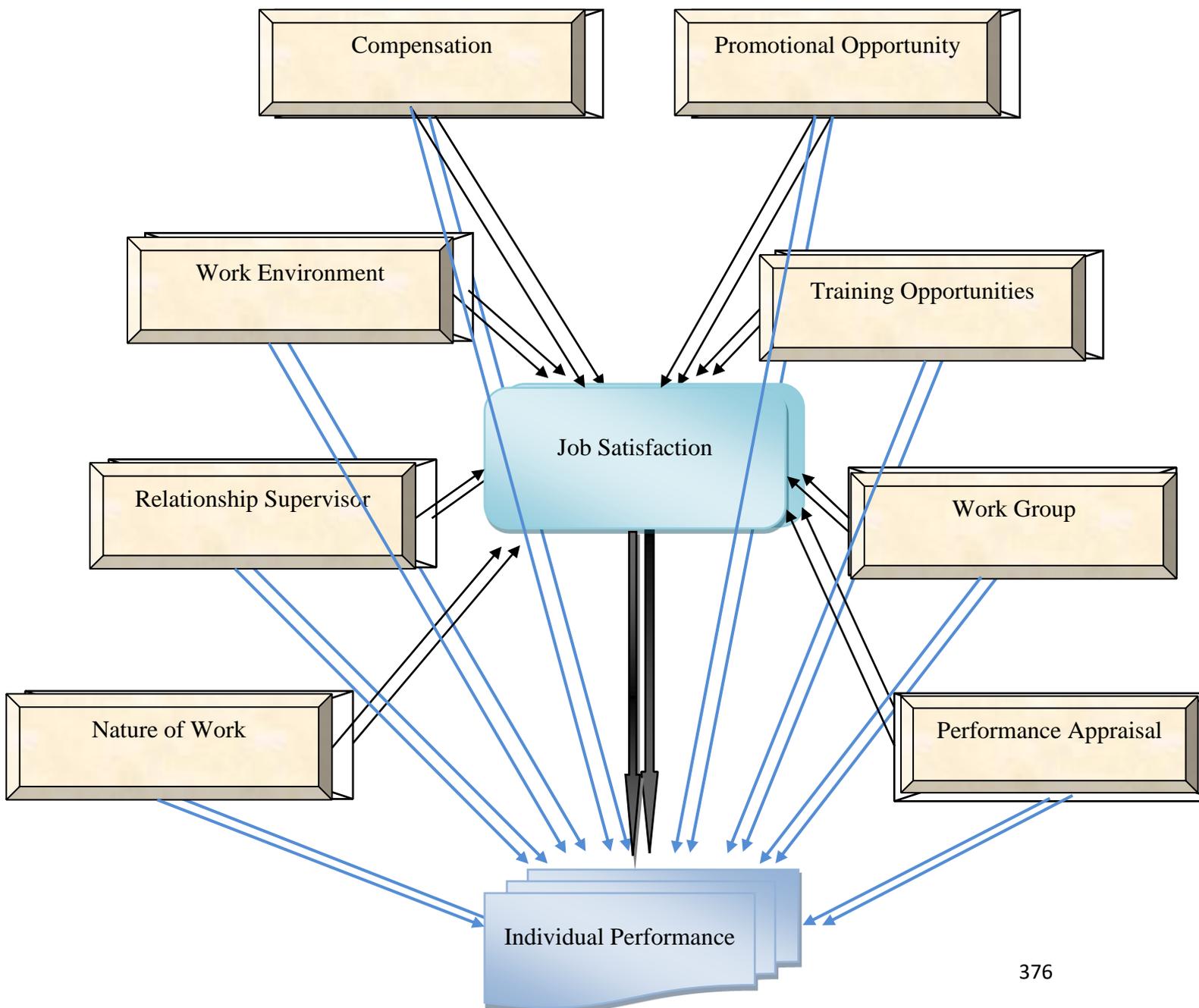
Several other studies were conducted that not only endorsed Herzberg's theory but also highlighted some critical factors of the theory. It was proved that hygiene factors were conducive in ameliorating job satisfaction and it had direct association with individual performance as well as productivity (Umstot, Bell, & Mitchell, 1976). It was not mandatory that employees get dissatisfied when they find organizations are lacking in motivators determinants. It was noticed in different findings that employees sometimes had not got dissatisfied when they did not receive recognition but it could be a source of motivation. Actually, Herzberg theory was working in two directions: there was a combined effect of both motivators and hygiene factors but hygiene factors had more importance. This was the point that Herzberg attempted to highlight that most organizations were just looking at motivators rather than hygiene factors (Behling, Labovitz, & Kosmo, 1968). Herzberg suggested an external working environment had more impact on job satisfaction than internal feelings about organization (Dartey-Baah & Amoako, 2011). But there was significant importance of both factors (Herzberg, *One More Time: How Do You Motivate Employees?* 1987). The higher the motivation the higher the performance it is verified that employees' performance ameliorated due to job satisfaction (Ramlall, 2004). Conversely, dissatisfaction of employees can be raised if hygiene factors are not properly addressed and it would ultimately cause reduction in organizational productivity (Moyle, Skinner, Rowe, & Gork, 2003; Bhatti, Jhatial, & Mahessor, 2020). The organizations achieve their goals when employees perform well. The performance of employees gets improved when they are satisfied with their job. Herzberg theory gave the road map to organizations to decide about the critical success factors (Sandhya & Kumar, 2011; Wright, 2007).

There was a study that compared conventional and Islamic Takaful. This study basically analyzed two-factor Herzberg's theory. The findings of the study suggested there were significant impacts of hygiene factors on job satisfaction. The study revealed its findings in both conventional and Islamic Takaful. It was found that conventional insurance employees were highly satisfied when their companies implemented hygiene factors properly. Similar results were observed in Islamic Takaful. The level of satisfaction is enhanced when compensation, training, career advancement, working environment and nature of work are considered. This study was held in Pakistan and proved the practical application of Herzberg theory in Pakistani environment. On the basis of findings, it can be concluded that Herzberg theory is applicable in both developed and developing countries because the nature of humans is almost the same in all over the world. It is basically associated with human psychology which is more relevant with behaviors of the people. The reaction of people is not bound due to borders. The satisfied employees perform at their optimal level whether they are working anywhere in the world. The study put light on the human behavior of Pakistani employees but findings confirmed employees' performance is ameliorated when employees are satisfied (Rehman, Akhter, & Khan, 2017).

Herzberg's book that was published in 1966 was criticized by several scholars and raised the point that Herzberg pointed out only limited factors of job

satisfaction there were several others which required to be addressed (Ewen, 1964). It was argued that Herzberg tried to convince certain factors are good and ameliorate job performance but failed to provide appropriate arguments (Vroom, 1964). Since the start of the 20th century it was the most critical topic for the researchers to address the issue of job satisfaction. They have been attempting to provide conclusive reasoning to prove job satisfaction has the key importance for organizational success. The productivity of an organization is directly associated with job satisfaction. A satisfied employee works hard to prove its commitment with the organization. Hence individual performance is directly associated with the satisfaction level of employees (Peter & Maklin, 1988). It was further verified that job satisfaction has multiple directions which affect organizations in different ways (Saner, 2009). There was a significant impact of both motivators and hygiene factors (Tietjen & Myers, 1998; Lam, Zhang, & Baum, 2001).

**Conceptual Framework**



## RESEARCH METHOD

It is survey-based study and utilizes deductive approach to draw the conclusion. The primary data collection has been made through structured questionnaires. The empirical analysis has been done through both descriptive and inferential statistics. This study is the mix of qualitative and quantitative research but the major part is based on quantitative analysis. The structured questionnaire (developed by using Herzberg's theory) is designed with five-point Likert-scale. The structured questionnaire was distributed among a targeted sample of 500 teachers. Out of 500 respondents 456 questionnaires were received back and 19 questionnaires were rejected due to incomplete data or response bias, consequently, 437 questionnaires have been selected.

### *Model Development*

$$y_1 = a + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4 + b_5x_5 + b_6x_6 + b_7x_7 + b_8x_8 \pm$$

## DATA ANALYSIS, RESULTS AND DISCUSSION

### *KMO and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy	.653
Bartlett's Test of Sphericity Approx. Chi-Square	170.3
df	412
Sig.	.000

Table 4.7 summarizes the results of Kaiser-Meyer-Olkin (KMO) test that suggests whether factor analysis is appropriate or not. According to guidelines if KMO is greater than 0.50 it means factor analysis is adequate or otherwise not. Therefore, it is desirable that KMO results should be greater than 0.5, this test is mandatory to check before proceeding towards further results of factor analysis.

### *Reliability Test*

#### Construct Reliability

Items	Reliability Statistics		
	Cronbach's Alpha	Percentages	N of Items
Compensation	0.848	84.76%	3
Promotional Opportunities	0.684	68.42%	2
Work Environment	0.894	89.43%	3
Training Opportunities	0.890	89.02%	3

Relationship with Supervisor	0.917	91.66%	4
Work Group	0.719	71.85%	2
Nature of Work	0.858	85.78%	3
Performance Appraisal	0.867	86.68%	4
Job Satisfaction	0.878	87.81%	3
Individual Performance	0.814	81.37%	3

The above table summarizes the construct wise results. All constructs value greater than 0.7 or 70% confirms that these constructs are reliable and questions that have been asked to address particular constructs are absolutely valid. The questionnaire (instrument) which has been designed to check the satisfaction level of teachers and its impact on individual performance is designed appropriately to provide the desired results. Each construct is valid and serves the purpose for which it has been designed.

**Hypotheses Testing with Job Satisfaction**

**Table 4.11** Hypotheses Testing with Job Satisfaction (Dependent Variable)

	Unstand.Coeff.		Std. Coeff.	t	Sig.
Constructs	B	Std. Error	Beta		
(Constant)	-0.241	0.199		-1.211	0.227
Compensation	0.250	0.033	0.283	5.576	0.000
Promotional Opportunities	0.108	0.037	0.121	2.919	0.004
Work Environment	0.086	0.040	0.093	2.152	0.032
Training Opportunities	0.049	0.038	0.053	1.291	0.197
Relationship with Supervisor	0.075	0.037	0.071	2.027	0.045
Workgroup	0.355	0.051	0.323	6.968	0.000
Nature of Work	0.221	0.051	0.173	4.333	0.000
Performance Appraisal	0.060	0.037	0.059	1.621	0.104
<b>a. Dependent Variable: Job Satisfaction</b>					

There are three models in this study. Table 4.11 summarizes the result of model one where job satisfaction is the response variable and compensation, Promotional Opportunities Work Environment, Training Opportunities, Relationship with Supervisor, Workgroup, Nature of Work and Performance Appraisal are explanatory variables. The findings suggest where particular construct (variable) has impact on response variable or not. According to guidelines by (Gujrati, 2003; Tsay, 2010)if the degrees of freedom (n-1) is  $\geq 20$  and significance level  $\alpha = 0.05$  null hypothesis is rejected when t-value  $\geq |2|$  or p-value  $< 0.05$ . so in our case H1: Compensation is conducive in ameliorating job satisfaction stands proven.

The t-value of second construct promotional opportunities is 2.919 and associated p or sig value is 0.004 confirms the rejection of null hypothesis it means promotional opportunities are found conducive in ameliorating job satisfaction. The impact of promotional opportunities is significant on job satisfaction. The job satisfaction is influenced by promotional opportunities.

The t-value of third construct work environment is 2.152 and associated p or sig value is 0.032 confirms the rejection of null hypothesis it means work environment is found conducive in ameliorating job satisfaction. The impact of work environment is significant on job satisfaction.

So university management should pay attention to provide pleasant working environment for the teachers. The findings of this variable are found consistent with Herzberg's theory and transformational leadership theory.

The t-value of fourth construct training opportunities is 1.291 and associated p or sig value is 0.197 confirms that we fail to reject null hypothesis it means training opportunities are found insignificant in ameliorating job satisfaction. It should be taken into consideration by the top management of the university to pay attention on the issue of training opportunities because it is found insignificant. The findings of this variable are found inconsistent with Herzberg's theory and transformational leadership theory.

The t-value of fifth construct relationship with supervisor is 2.027 and associated p or sig value is 0.045 confirms the rejection of null hypothesis it means relationship with supervisor is found conducive in ameliorating job satisfaction. The findings of this variable are found consistent with Herzberg's theory and transformational leadership theory.

The t-value of sixth construct work group is 6.968 and associated p or sig value is 0.000 confirms the rejection of null hypothesis indicating that the impact of work group is significant on job satisfaction. The findings of this variable are found consistent with Herzberg's theory and transformational leadership theory. The findings are also found consistent with (Raza & Ahmed, 2017).

The t-value of sixth construct nature of work is 4.333 and associated p or sig value is 0.000 confirms the rejection of null hypothesis it means nature of work is found conducive in ameliorating job satisfaction. The impact of nature of work is significant on job satisfaction. The findings of this variable are found consistent with Herzberg's theory and transformational leadership theory. The findings are also found consistent with (Peter J. M., 1988), (Malik M. E., 2010), (Aule, Solomon, & Bulus, 2018), (Raza & Ahmed, 2017).

The t-value of eighth construct performance appraisal is 1.621 and associated p or sig value is 0.104 confirms that we fail to reject null hypothesis it means performance appraisal is found insignificant in ameliorating job satisfaction. The findings of this variable are found inconsistent with Herzberg's theory and transformational leadership theory.

Model Summary and Another characteristic of Model

<b>Model Summary</b>						
<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>	<b>Durbin Watson</b>	
<b>1</b>	0.773 <sup>a</sup>	0.598	0.590	0.64223	1.835	
a. Predictors: (Constant), Performance Appraisal, Compensation, Training Opportunities, Nature of Work, Relationship with Supervisor, Promotional Opportunities, Work Environment, Work Group						
<b>ANOVA<sup>a</sup></b>						
<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
<b>1</b>	<b>Regression</b>	262.412	8	32.802	79.616	.000 <sup>b</sup>
<b>T</b>	<b>Residual</b>	176.535	428	0.412		
<b>h</b>	<b>Total</b>	438.947	436			
<b>a. Dependent Variable: Job Satisfaction</b>						
b. Predictors: (Constant), Performance Appraisal, Compensation, Training Opportunities, Nature of Work, Relationship with Supervisor, Promotional Opportunities, Work Environment, Work Group						

ve table summarizes the results of model summary. The R Square is 0.598 indicates these explanatory variables Performance Appraisal, Compensation, Training Opportunities, Nature of Work, Relationship with Supervisor, Promotional Opportunities, Work Environment, and Work Group explain job satisfaction by 59.8%. It means these factors contribute 60% to keep the teachers satisfied. There are several other factors in the system which is not the part of this study which explains 40% to job satisfaction. The adjusted R Square is 0.59 which is also near to R square which is good indication for the model. The Durbin Watson test suggests whether model is suffering from serial/ auto correlation or not. The results of the model suggest Durbin Watson is 1.835 which is near to 2 confirms there is no serial/ auto correlation between residuals. It is desirable that there should be serial correlation between residuals. The ANOVA table suggests whether model is useful for prediction or not. According to guidelines by (Gujrati, 2003; Tsay, 2010) if significance level  $\alpha = 0.05$  model is useful if the F-value  $\geq 4$  or p-value  $< 0.05$  or otherwise model is not useful. The value of F-statistic is 79.616 which greater than 4 and Sig value is 0.000 confirm that model is useful for prediction. The results which have been interpreted in previous sections are found valid because the results of ANOVA table endorse the findings of the model. Therefore it is concluded that model is useful to forecast the job satisfaction by using explanatory constructs (variablies) of the study.

### CONCLUSION

The study was carried out on the topic of job satisfaction determinants and their impact on individual performance. The central idea of the research was derived from Herzberg’s theory. The demographic analysis indicated that there was a higher male ratio than female. The sample consisted of a majority of

male it reflected the original picture of our society because in Pakistani culture male ratio is higher than females and simple random sampling techniques were used so the real picture of society was depicted in gender classification. The demographic analysis suggested the majority of the respondents were assistant professor and PhD. In Pakistan a trend of doing PhD had been observed in recent years and as per HEC guidelines all the promotions of the teachers are conditional with PhD. Once a faculty completed their PhD, he gets promoted to next higher teaching post. This situation was clearly noticed in this study. It was further explored that the majority of the teachers were from business administration departments. The concept of job satisfaction was general for all but business administration faculty could better understand this concept because they taught these concepts as a course to their students. The majority of respondents who included in the sample were around ten years of experience. In Pakistan a person normally started his/ her career at the age of thirty and lasted for rest thirty years until retirement. The majority of the respondents were ten years' experience indicated that they had spent one third of their professional life they could have better understood their circumstances. The age of the majority respondents was also forty that verified that majority started their career at the age of thirty if they had experience of ten years, they must have been around forty years old.

The findings of the model suggested there was a significant impact of all variables on job satisfaction except training opportunities and performance appraisal. It meant compensation, promotional opportunities, work environment, relationship with supervisor, work group, nature of work were conducive in ameliorating job satisfaction. They were very significant factors that meant they had highly significant importance in determining job satisfaction. It could be suggested management should have been focused on these factors because they played an important role in enhancing the satisfaction level of teachers. These findings were also found consistent with Herzberg's theory and transformational leadership theory. The findings also suggested training opportunities and performance appraisal were insignificant in enhancing job satisfaction. There could be several reasons that these factors were found insignificant; it was because public sector universities work under traditional culture training might cause them to perform extraordinarily but culture did not support them and that might have caused dissatisfaction for teachers. Similarly, public sector universities did not follow certain performance appraisal systems they rather followed personal likeness or dislike it might have caused dissatisfaction for teachers.

It is concluded on the basis of overall analysis that compensation, promotional opportunities, work environment, relationship with supervisor, workgroup, and nature of work are found conducive in ameliorating job performance. Conversely, training opportunities, and performance appraisal were found insignificant in explaining job performance.

### **RECOMMENDATIONS**

On the basis of overall discussion, the following points are recommended.

- Universities should pay attention to the job satisfaction of teachers.

- The management should devise such policies to keep their teachers' satisfaction.
- The hygiene factors identified by Herzberg's two factor theory should carefully be reviewed and implemented in public sector universities to ameliorate the job satisfaction level of teachers especially compensation, promotional opportunities, work environment, relationship with supervisor, workgroup, and nature of work.
- HEC should pay attention to increase the level of quality education at higher education levels by enhancing the job satisfaction level of teachers. Therefore, they should go through the factors highlighted in this study.
- Government should ensure that universities are taking corrective actions to achieve the job satisfaction level of teachers.
- Society should put their input and raise their voice to implement the above factors appropriately.
- Teachers themselves should strive for their right through their associations.
- Students should play their role to create awareness about the importance of job satisfaction of teachers and its impact of educational quality.

•

#### REFERENCES

- Abelha, D. M., Carneiro, P. C., & Cavazotte, F. d. (2018). Transformational Leadership and Job Satisfaction: Assessing the Influence of Organizational Contextual Factors and Individual Characteristics. *Review of Business*, 20(4), 516-532.
- Adams-Prassl, A., Boneva, T., Golin, M., & Rauh, C. (2020). *Inequality in the Impact of the Coronavirus Shock: Evidence from Real Time Surveys; IZA DP No. 13183*; IZA: Berlin: Bonn, Germany.
- Adhikari, K., & Barbhuiya, J. H. (2017). Mapping Job Satisfaction of Central University Teachers. *Splint International Journal of Professionals*, 3(11), 45-51.
- Ahmad, A., Bibi, P., & Majid, A. (2017). The Impact of Training & Development and Transformational Leadership Over Organizational Commitment Among Academic Staff in Public Tertiary Institutions: The Buffering Role of Coworker Support. *International Journal of Economic Perspectives*, 11(1), 417-432.
- Ahsan, N., Abdullah, Z., Fie, D. Y., & Alam, S. S. (2012). A Study of Job Stress on Job Satisfaction among University Staff in Malaysia: (Empirical Study). *European Journal of Social Sciences*, 8(1), 121-131.
- Ajang, P. E. (2007). Assessing the role of work Motivation on Employee Performance. *International Handelshögskolan vid Umeå universitet*, 16(5), 51-69.
- Akkermans, J., Richardson, J., & Kraimer, M. L. (2020). The Covid-19 Crisis as a Career Shock: Implications for Careers and Vocational Behavior. *Journal of Vocational Behavior*, 119(4), 403-434.
- Al Mamun, C. A., & Hasan, M. N. (2017). Factors Affecting Employee Turnover and Sound Retention Strategies in Business Organization: A Conceptual View. *Problems Perspective Management*, 15(1), 63-71.

- Ali, A., & Zafar, S. (2006). Antecedents and Consequences of Organizational Commitment Among Pakistani University Teachers. *Applied H.R.M. Research*, 11(1), 39-64.
- Alonderiene, R., & Majauskaite, M. (2016). Leadership style and Job Satisfaction in Higher Education Institutions. *International Journal of Educational Management*, 30(1), 140-164.
- Al-Sheikh, M., & Shareef, A. (2008). Job satisfaction and Its Relationship to Some Demographic Variables among Teachers. *Journal of Islamic Science Service Humanitarian Studies*, 1(1), 1-13.
- Aziz, A., M, G. H., & Nasar, A. (2012). Ameliorating Financial Performance through Implementing Total Quality Management Practices: A Study of Pakistani Banks. *Ameliorating Financial Performance through Implementing Total Quality Management Practices: A Study of Pakistani Banks*, 5(1), 1-9.
- Aziz, A., Memon, J. A., & Ali, S. (2020). Logistics Capability, Logistics Outsourcing and Firm Performance in Manufacturing Companies in Pakistan. *Journal of Asian Finance, Economics and Business*, 7(8), 435-444.
- Barbhuiya, J. H., & Adhikari, K. (2016). Mapping Job Satisfaction of Central University Teachers. *Splint International Journal of Professionals*, 3(11), 45-51.
- Bass, B. M., & Stodgill, R. M. (1990). *Bass & Stodgill's Handbook of Leadership: Theory, Research, and Managerial Applications*. New York: Simon and Schuster.
- Bhatti, K., Cheema, F., Shaikh, A., Syed, N. A., & Bashir, R. (2014). Faceted and Overall Job Satisfaction among University Teachers: A Case Study of Laar Campus, Sindh University, Pakistan. *Global Management Journal for Academic & Corporate Studies*, 4(2), 137-146.
- Bhatti, A. A., Jhatial, A. A., & Mahessor, H. A. (2020). Dividend Policy and its Impact on Market Price: An Empirical Study of Fuel and Energy Sector. *Biannual Research Journal Grassroots*, 54(1), 232-246.
- Bogenschneider, B. N. (2016). Leadership Epistemology. Creighton. *Journal of Interdisciplinary Leadership*, 2(2), 24-37.
- Bushra, F., Ahmad, U., & Naveed, A. (2011). Effect of Transformational Leadership on Employees' Job Satisfaction and Organizational Commitment in the Banking Sector of Lahore (Pakistan). *International Journal of Business and Social Science*, 18(2), 122-134.
- Chang, R. D., Zuo, J., Zhao, Z. Y., Soebarto, V., Lu, Y., Zillante, G., & Gan, X. L. (2018). Sustainability Attitude Andperformance of Construction Enterprises: A China Study. *Journal of Cleaning Production*, 172(4), 1440-1451.
- Chatterjee, S., DuttaGupta, S., & Upadhyay, P. (2018). Sustainability of Microenterprises: An Empirical Analysis. *Benchmarking*, 25(9), 919-931.
- Chaturvedi, S. (2020). COVID-19 pandemic: Are We Witnessing the First World War? *Indian Journal of Public Health*, 64(3), 99-101.

- Chughtai, A. (2003). A Comparative Analysis of Job Satisfaction Among Public and Private Sector College/University Teachers in Lahore. *Lahore Journal of Economics*, 8(1), 91-118.
- Cox, K. B. (2003). The effects of Intrapersonal, Intragroup, and Intergroup Conflict on Team Performance Effectiveness and Work Satisfaction. *Nursing Administration Quarterly*, 27(2), 153-163.
- Creswell, J. W., & Creswell, J. D. (2017). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches: *Sage publications*, 5(3), 63-75.
- Davis, K., & Newstrom, J. (1999). *Comportamiento Organizacional*. Mexico: McGraw-Hill (10th Edition).
- Fahmi, F. Z., Prawira, M. I., Hudalah, D., & Firman, T. (n.d.). Leadership and Collaborative Planning: The Case of Surakarta, Indonesia. *Planning Theory*, 15(8), 294-315.
- Fredman, N., & Doughney, J. (2012). Academic Dissatisfaction, Managerial Change, and Neo-Liberalism. *Higher Education*, 64(1), 41-58.
- Gianni, M., Gotzamani, K., & Tsiotras, G. (2017). Multiple Perspectives on Integrated Management Systems and Corporate Sustainability Performance. *Journal of Cleaning Production*, 168(3), 1297-1311.
- Gilbert, S., Horsman, P., & Kelloway, E. K. (2016). The Motivation for Transformational Leadership Scale: An Examination of the Factor Structure and Initial Tests. *Leadership & Organization Development Journal*, 37(5), 158-180.
- Gilbert, S., Horsman, P., & Kelloway, E. K. (2016). The Motivation for Transformational Leadership Scale: An Examination of the Factor Structure and Initial Tests. *Leadership & Organization Development Journal*, 17(9), 158-180.
- Goswami, A., Nair, P., Beehr, T., & Grossenbacher, M. (2016). The Relationship of Leaders' Humor and Employees' Work Engagement Mediated by Positive Emotions: Moderating Effect of Leaders' Transformational Leadership Style. *Leadership & Organization Development Journal*, 37(1), 1083-1099.
- Gwavuya, F. (2011). Leadership Influences on Turnover Intentions of Academic Staff in Tertiary Institutions in Zimbabwe. *Academic Leadership: The Online Journal*, 9(1), 36-52.
- Halai, N. (2013). Quality of private universities in Pakistan: An analysis of higher education commission rankings 2012. *International Journal of Educational Management*, 27(7), 775-786.
- Hameed, F., Ahmed-Baig, I., & Cacheiro-González, M. L. (2018). Job satisfaction of teachers from public and private sector universities in Lahore, Pakistan: A comparative study. *Economics and Sociology*, 11(4), 230-245.
- Hashim, M., Khattak, M. A., & Kee, D. (2016). Impact of Servant Leadership on Job Satisfaction: A Study of Teaching Faculty in Universities of Peshawar. *Abasyn Journal of Social Sciences, Special Issue*, 312-320.
- Herzberg, F. (1966). *Work and the Nature of Man*. Cleveland: World Publication Company.
- Herzberg, F. (1968). *One More Time: How Do You Motivate Employees*. Boston: Harvard Business Review.

- Herzberg, F. (1987). *One More Time: How Do You Motivate Employees?* New York: Harvard Business Review.
- Herzberg, F., Mausner, B., & Snyderman, B. B. (1959). *The Motivation to Work 2nd Edition*. New York: John Wiley & Sons.
- Hina, Q., Zamir, S. H., & Nudrat, S. (2014). Impact of Employee Benefits on Job Satisfaction of Teachers at Higher Level. *Journal of Education and Practice*, 5(7), 122-129.
- Keynes, J. M. (2018). The general theory of employment, interest, and money. *Springer*, 18(2), 123-142.
- Khan, U. A., & Ghazi, S. R. (2008). Measuring job satisfaction: influence of gender and school location. *The Sindh University Journal of Education*, 37(5), 142-457.
- Khalil U Rehman, et al., (2021) Unveiling the Amenability of Public Sector Universities' Teachers towards Modern Paradigm of Performance Management System: A Case Study of the University of Sindh, Pakistan. *PalArch's Journal of Archaeology of Egypt /Egyptology*. 18 (8) 2021.
- Khurram, S. (2009). Perceived Organizational Support, Antecedents and Consequences Proposing and Testing a Model in a Public Sector University of Pakistan. *South Asian Journal of Management*, 16(1), 7-26.
- Lankveld, T., Schoonenboom, J., Volman, M., Croise, G., & Beishuizen, J. (2017). Developing a Teacher Identity in the University Context: a Systematic Review of the Literature. *Higher Education Research & Development*, 36(2), 325-342.
- LinkedIn, L. (2020, 12 23). *Workplace Learning Report*. Retrieved from learning.linkedin.com: Available online: <https://learning.linkedin.com/content/dam/me/business/en-us/amp/learning-solutions/images/workplace-learning-report-2019/pdf/workplace-learning-report-2019.pdf>
- Luthans, F. (2005). *Organizational Behavior*. New York: McGraw-Hills International Edition.
- Malik, N. Q., Björkqvist, K., & Österman, K. (2017). Factors Associated with Occupational Stress among University Teachers in Pakistan and Finland. *Journal of Educational, Health and Community Psychology*, 6(2), 1-14.
- Mind, G. (2014, 4 2). *Multifactor Leadership Questionnaire (MLQ)*. Retrieved from [www.mindgarden.com/](http://www.mindgarden.com/products/mlq.htm) http://www.mindgarden.com/products/mlq.htm
- Minello, A. (2020). The Pandemic and the Female Academic. *Nature*, 8(12), 131-154.
- Mohammd, A., Rand, A.-D., & Ra'ed, M. (2019). Factors that affect Employees Job Satisfaction and Performance to Increase Customers' Satisfactions. *Journal of Human Resources Management Research*, 19(1), 1-23.
- Nadim, M., Chaudhry, M. S., Kalyar, M. N., & Riaz. (2012). Effects of Motivational Factors on Teachers' Job Satisfaction: A Study on Public Sector Degree Colleges of Punjab, Pakistan. *The Journal of Commerce*, 4(4), 25-32.

- Nawab, S., & Bhatti, K. K. (2011). Influence of Employee Compensation on Organizational Commitment and Job Satisfaction: A Case Study of Educational Sector of Pakistan. *International Journal of Business and Social Science*, 2(8), 25-32.
- Noordin, F., & Jusoff, K. (2009). Levels of Job Satisfaction amongst Malaysian Academic Staff. *Asian Social Science*, 5(1), 50-60.
- Peter, J. M. (1988). Job Satisfaction and Occupational Stress among General Practitioners. *Journal of the Royal College of General Practitioners*, 14(7), 303-306.
- Rasheed, M. I., Humayon, A. A., Awan, U., & Ahmed, A. U. (2016). Factors Affecting Teachers' Motivation: An HRM Challenge for Public Sector Higher Educational Institutions of Pakistan (HEIs). *International Journal of Educational Management*, 30(1), 101-114.
- Raza, S. A., & Ahmed, N. (2017). Measuring Employees' Commitment through Job Satisfaction: Perception of Public Primary School Teachers. *Bulletin of Education and Research*, 39(1), 129-144.
- Raziq, A., & Maulabakhsh, R. (2015). Impact of Working Environment on Job Satisfaction. *Procurement Economics and Finance*, 23(10), 717-725.
- Rehman, K. U., Akhter, W., & Khan, S. U. (2017). Factors Affecting Employee Job Satisfaction: A Comparative Study of Conventional and Islamic Insurance. *Cogent Business & Management*, 4(1), 127-142.
- Ruthankoon, R., & OluOgunlana, S. (2003). Testing Herzberg's Two-Factor Theory in the Thai Construction Industry. *Engineering, Construction, and Architectural Management*, 10(5), 333-341.
- Ruthankoon, R., & OluOgunlana, S. (2014). Testing Herzberg's Two-Factor Theory in the Thai Construction Industry. *Engineering, Construction, and Architectural Management*, 24(8), 512-426.
- Saba, I. (2011). Measuring the Job Satisfaction Level of the Academic Staff in Bahawalpur colleges. *International Journal of Academic Research in Business and Social Sciences*, 1(1), 1-8.
- Sahito, Z., & Vaisanen, P. (2017). Factors Affecting Job Satisfaction of Teacher Educators: Empirical Evidence from the Universities of Sindh Province of Pakistan. *Journal of Teacher Education and Educators*, 6(1), 5-30.
- Sanford, N. (Ed.). (2017). Self and society: Social change and individual development. *Routledge*, 13(9), 15-27.
- Santhapparaj, A. S., & Alam, S. S. (2005). Job Satisfaction Among Academic Staff in Private Universities in Malaysia. *Journal of Social Sciences*, 1(1), 72-76.
- Shah, A. A., & G, S. (2012). Job Satisfaction of Faculty Members of Universities in Pakistan: A Case Study of University of Sindh-Jamshoro. *Canadian Center of Science and Education Modern Applied Science*, 6(7), 89-95.
- Shan, C., & Tang, D. Y. (2020). The Value of Employee Satisfaction in Disastrous Times: Evidence from COVID-19. *SSRN*, 10(7), 31-54.
- Sharaf, A. R., Mahboob, A. D., Insaf, A. S., Khalid, H. R., Nadir, A. R., & Allah, D. R. (2019). The level of male and female private school teachers regarding job satisfaction in Sindh. *WALIA journal*, 35(1), 90-93.

- Sheikh, L. (2017). Antecedents and Consequences of Organizational Commitment of Teachers: Case of University of the Punjab. Pakistan. *Economic and Social Review*, 55(2), 363-386.
- Spurk, D., & Straub, C. (2020). Flexible employment relationships and careers in times of the COVID-19 pandemic. *Journal of Vocational Behavior*, 34(10), 119-152.
- Syed, S. R., & Bhat, S. A. (2013). Job Satisfaction in University Employees: A Case Study of the University of Kashmir. *Journal of Management*, 2(7), 14-27.
- Tahseen, N. (2015). Work-Related Stress Among Teacher-Educators: Evidence from Punjab. Pakistan. *Journal of Psychological Research*, 30(2), 357-373.
- Vroom, V. H. (1964). *Work and Motivation*. New York: Wiley.
- Wolf, M. G. (1970). Nedd Gratification Theory: A Theoretical Reformulation of Job Satisfaction/Dissatisfaction and Job Motivation. *Journal of Applied Psychology*, 87(1), 87-113.
- Wolniak, R., & Szromek, A. R. (2020). Job Satisfaction and Problems among Academic Staff in Higher Education. *Sustainability*, 12(6), 1-38.
- Wright, B. E. (2007). Public Service and Motivation: Does Mission Matter? *Public Administration Review*, 67(1), 54-64.
- Zulfiqar, U., Singh, H., Niazi, S., Khan, A., & MohibUllah. (2020). Investigating the Determinants of Faculty Job Satisfaction under the Moderating Role of Life Satisfaction: A Study of Private Sector Universities of Pakistan. *Sarhad Journal of Management Sciences*, 6(2), 325-353.