



Job Satisfaction, Performance And Commitment Of Faculty Members At University Level

Zeeshan Haider, M.Phil Scholar, Department of Education, the University of Haripur, haidrzeeshan@gmail.com

Dr.Tehseen Tahir, Assistant Professor, Department of Education, the University of Haripur, dr.tehsen78@gmail.com

Dr. Umbreen Ishfaq, Assistant Professor, Department of Education, the University of Haripur umbreenishfaq@hotmail.com

Miss Ghazala Shaheen, M.Phil Scholar, Department of Education, the University of Haripur ghazalamiruoh@gmail.com

ABSTRACT

The topic of the current research is job satisfaction, performance and commitment of faculty members at university level. The research questions of the research were; (i) what are the perceptions of faculty members regarding their job satisfaction, performance and commitment at university level? (ii) is there any difference regarding job satisfaction, performance and commitment of faculty members at university levels? and (iii) is there any relationship exist among job satisfaction, performance and commitment? The quantitative method and survey research design used. The constructs of study explored using survey design. For this purpose, three adopted questionnaires with five point Likert scale used to explore the job satisfaction, performance and commitment of university teachers. The population of the study comprised of 600 faculty members in Hazara Division that included three universities. The sample included 300 faculty members i.e. 100 teachers from each university using simple random sampling technique. Afterwards, the data collected from the respondents and analyzed the data. The data saved in the form of Likert scale. The results showed that faculty members have high JS and correlation analysis found that JS and performance are significantly correlated. It concluded that job satisfaction of faculty members found same because of maximum load of work and effective leadership in the organization. Therefore, It was recommended that organization authorities may provide the exclusive environment that increase their job performance and commitment.

Keywords: Job Satisfaction, Job Performance and Job Commitment

INTRODUCTION

In the current climate of turmoil, firms are commencing to understand that staff are their most beneficial assets (Ahmad, I., Gul, R. 2021; Bukhari, S, K, S.; Said, Hamdan; Gul, R; Seraj, P, M, I. 2021; Glen, 2006; Govaerts et al., 2011; Gul, R., Tahir., Ishfaq, U., Batool, T. 2021; Fulmer and Ployhart, 2014; Vomberg et al., 2015; Millar et al., 2017). Glad and motivated staff are a lot of required and a very important issue. JS contains a moderately positive relationship with JP and a powerful positive relationship with the organization's commitment. It is a powerful positive relationship with life satisfaction. Instructional academics play a very important role in human development. In recent years, studies and theories like Disposal Theory (Ilies and Judge, 2003), two issue Theory (Herzberg et al., 1959), and Theory of Affordability (Locke, 1976) has tried to check public satisfaction.

They can work with dedication only if they are glad with their job. During this study, a step was taken to see JS, job nature and level of labour expertise of university academics among university academics supported cadre. This section provides initiative stages for future analysis. Worker effort is a very important think about decisive whether or not a private performance happens. Once a worker feels glad concerning the work, he is motivated to form serious efforts for JP. It then enhances the general performance of the organization. In different words, a glad individual worker and his toil and commitment are the key to success of the corporate. Job discontentedness adversely affects achievement prices, choice and coaching, worker incentives, and structure development (Ali, I., Gul, R., Khan, S. S., Karim, K. 2021 Ayub, A., Gul, R., Ali, A., Rauf, B., M. 2021; Gul R., Zakir, S., Ali, I., Karim, H., Hussain, R. 2021; Padilla-Velez, 1993). Every of those factors is comfortable to justify the priority with the work satisfaction event. Therefore, this study seeks to look at JS, performance, and commitment of school members at the university level.

Teachers' behaviour and commitment to alter in students with learning follow are important factors. It's clear from the literature that teacher behaviour within the room is absolutely associated with student action (Creemers, 1994; and Brophy, 1995). Within the same means, and at an equivalent time, there is a growing acceptance that teacher commitment is vital determiner decisive college effectiveness. Previous work by Sergiovanni (1967) recognized that teacher satisfaction collectively of the foremost vital factors influencing college motivation and work commitment. Some studies have shown a link between career commitment and JS (Borg and Riding, 1991; Gul, R., Talat, M., Mumtaz, M., Shaheen, L. 2021; Bukhari, S. K. U. S., Gul, R., Bashir, T., Zakir, S., & Javed, T. 2021; Gul, R., Ayub, A., Mazhar, S., Uddin, S., S., Khanum, M. 2021).

Kushman, 1992). Moreover, McGaw et al. (1992) stated that to skilled proficiency, they suggested to be diligent, committed and great. In evaluating effective faculties, Pollard

(1990) points out that hot and quality faculty are ignorant and committed academics. Huberman et al. (1997) suggests that the success of instructional reforms – in truth, the success of education – is essential to the event of a teacher’s ability and commitment to his career. Weaver (1993) states that dynamic academics have full commitment to teaching (Gul, R., Kanwal, S., & Khan, S. S. 2020; Gul, R., Khan, S. S., & Akhtar, S. 2020; Gul, R., Khan, S. S., Mazhar, S., & Tahir, T. 2020; Yong, 2006), a feature not found in ineffective academics. Because the on top of studies counsel, the skilled angle has one thing to try to with teacher influence. The angle of the teacher is a component of the temperament of the teacher and there are some reasons for this on the influence of the teacher.

The attitude of the teacher towards his or her skilled unit will have a positive impact on numerous job characteristics. Several variables are influenced by the means academics understand their profession. Wilhelm et al (2000) explicit that one in all the few studies exploring the impact of maintaining student-teacher expectations. Supported a longitudinal study of academics undergoing retrospective coaching at the state capital Teachers’ faculty in Australia in 1978. The 48 of those academics left the profession when fifteen years. Once evaluating post hack information, the foremost powerful assessment of retention is that student academics understand pleasure as a profession from teaching. This suggests that having a positive angle or positive expectations will have a big impact on retention. We have a tendency to hope that this variable are going to be supported several alternative variables associated with teacher performance and satisfaction.

An individual will bear two stages once selecting a profession. Within the initial stage he realizes his data, ability and interest and might decide if he/she is able to be part of quite one profession. As an example, he might decide that he desires to interact in teaching and health as a result of he/she loves kids and thinks he’s sympathetic and caring for others, however within the second stage he decides on these two professions that take skilled recognition under consideration. Currently he sees these two professions from the attitude of the skilled identity of that profession or we will say that society or society has eyes. At this stage, he sees sturdy external stimuli of professions. InJS, we have a tendency to quote his personal feelings and experience that profession. However, realistically he finds that profession. Whether or not he/she likes this profession or not, he/she should be happy internally and convincingly.

TEACHERS JOB SATISFACTION

JS describes how satisfied a person is with employment. It is the feelings of one who has the nature and structure of labour. It is outlined as a positive or positive emotion that comes from the analysis of work or work experiences (Gul, R., Khilji, G. 2021; Gul, R., Tahir, T., Ishfaq, U. 2020; Lock, 1976). Pool & Pool (2007) describes JSS as “the attitude of people towards their perception of their work and the smart fitness between the individual and

the organization". JS stands for the joy of one's work. Therefore, it is an emotional response to many factors. JS is not an integrated construct, a person can be relatively happy with one side of their work and dissatisfied with different aspects (Pool & Pool, 2007).

Sharma and Bajpai (2011) found satisfaction in Indian myths because 'the best presentation of happiness', which JS. In other words, he may ask himself questions with the intention of making a comparison between what the worker really enjoys at work and what are the values or requirements of the rewards that the employee brings to the workplace. "JS has caught the eyes of researchers around the world (Alonderiene, 2010; Gul, R., & Rafique, M. 2017; Gul, R., & Reba, A. 2017). Westover and Taylor (2010) have been emphasizing for the past four decades that the global analytical community has the JS light emitting diode, which has aroused extensive interest among large - scale analysts, including the intense JS arranges to list the factors.

OBJECTIVES OF THE STUDY

The following were the objectives of the study.

- i. To know the perception of faculty members regarding their job satisfaction, performance and commitment at University level
- ii. To identify the correlation among job satisfaction, performance and commitment

RESEARCH QUESTIONS

- Q1. What are the perceptions of faculty members regarding their job satisfaction, performance and commitment at university level?
- Q2. Is there any relationship exist among job satisfaction, performance and commitment?

SIGNIFICANCE OF THE STUDY

This study can facilitate to higher perceive the perspective of lecturers towards their jobs and performance and facilitate them in their skilled development. Since in-depth review of the literature has shown some contradictory analysis results, the results of this study might facilitate to support or refute some existing theories

DELIMITATION OF THE STUDY

The present study was delimited to the Hazara Division. Moreover, it was further delimited to Public Sector Universities that included The University of Haripur, Hazara University, Mansehra and Abbottabad University of Science and Technology.

POPULATION

The population of the study comprised of 600 faculty members in Hazara Division that included three universities namely, Hazara University, Mansehra; University of Science and Technology; and University of Haripur.

SAMPLE

The sample of the study constituted 300 faculty members from Public Sector Universities in Hazara Division. The 100 faculty members selected from each aforementioned Universities. The simple random sampling technique was used in the current research. The sample of the study selected according to the guidelines given in "Research Advisor, 2006 with 5% margin of error. According to this document, out of 600, the 300 Faculty members were selected.

RESEARCH INSTRUMENTS

The three questionnaires used in the current research. The Job Satisfaction Questionnaire (JSQ) developed by (Vitell & Davis 1990) having 30 statements using five Point Likert-scales i.e. "strongly disagree to strongly agree".

DATA COLLECTION

The three aforementioned questionnaires used to collect the data from the respondents. The researcher visited each University to collect the data. The departmental approval obtained before administering the tools. The collected data then entered in Excel for further process.

DATA ANALYSIS

Comparison of job satisfaction among universities

		Sum of Squares	df	Mean Square	F	Sig.
JS	Between Groups	.369	2	.184	0.362	0.697
	Within Groups	151.500	297	.510		
	Total	151.868	299			

The table delineated the inferential statistics for comparison of among universities in Hazara Division. The job satisfaction (Sum of Square between groups = 0.369, df = 2, Mean Square = 0.184) and (Sum of Square within groups = 151.500, df = 297, Mean Square = 0.510) with F value (0.362) and p value (0.697) that statistically found non-significant at 0.05 level.

Table Comparison of job performance among universities

		Sum of Squares	df	Mean Square	F	Sig.
JP	Between Groups	1.845	2	.922	4.710	0.010
	Within Groups	58.153	297	.196		
	Total	59.998	299			

The table demonstrated the inferential statistics for comparison of among universities in Hazara Division. The job performance (Sum of Square between groups = 1.845, df = 2, Mean Square = 0.922) and (Sum of Square within groups = 58.153, df = 297, Mean Square = 0.196) with F value (4.710) and p value (0.010) that statistically found significant at 0.05 level.

Table Tukey's HSD one-way ANOVA for multiple comparisons among universities.

(I) Universities	(J) Universities	Mean Difference (I-J)	Std. Error	Sig.
UOH	HU	.10057	.06258	.244
	AUST	.19200*	.06258	.007
HU	AUST	.09143	.06258	.311

* The mean difference is Significant at 0.05 level.

The table revealed Tukey's HSD post-hoc test applied for multiple comparison of groups in which University of Haripur with Hazara University (Mean Difference = 0.10057, SE Mean = 0.06258) with p-value (0.244 > (0.05) found non-significant. Moreover, comparison between University of Haripur and AUST (Mean Difference = 0.19200, SE Mean = 0.06258) with p-value (0.007 < (0.05) found statistically significant.

In addition, comparison of Hazara University with AUST (Mean Difference = 0.09143, SE Mean = 0.06258) with p-value (0.311 > (0.05) found non-significant.

Table 4.7 Tukey's One-way Post-hoc homogenous subset for comparison between groups on job performance.

University	N	Subset for alpha = 0.05	
		1	2

Tukey HSD ^a	AUST	100	3.5534	
	HU	100	3.6449	3.6449
	UOH	100		3.7454
	Sig.		.311	.244

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 100.000.

The normality and homogeneity of variances test revealed in table in which the data satisfied the assumptions for ANOVA test. The ANOVA test showed the overall comparisons which was statistically significant among three groups (F value = 4.710, p value 0.010). Post-hoc test further pointed out where the exactly difference lied. The subset 1 that included AUST and Hazara University have approximately same mean values but this subset is differ from subset 2 that showed difference in mean value (3.7454) of University of Haripur. The overall model found significant but the homogenous subset identified the exact difference between groups.

Table Comparison of job commitment among universities

		Sum of Squares	df	Mean Square	F	Sig.
JC	Between Groups	49.576	2	24.788	76.742	0.000
	Within Groups	95.932	297	.323		
	Total	145.507	299			

The table exhibited the inferential statistics for comparison of among universities in Hazara Division. The job commitment (Sum of Square between groups = 49.576, df = 2, Mean Square = 24.788) and (Sum of Square within groups = 95.932, df = 297, Mean Square = 0.323) with F value (76.742) and p value (0.010) that statistically found significant at 0.05 level.

Table Tukey's HSD one-way ANOVA for multiple comparisons among universities.

(I) Universities	(J) Universities	Mean Difference (I-J)	Std. Error	Sig.
UOH	HU	.73471*	.08037	.000
	AUST	.94941*	.08037	.000
HU	AUST	.21471*	.08037	.022

* The mean difference is Significant at 0.05 level.

The table displayed Tukey's HSD post-hoc test applied for multiple comparison of groups in which University of Haripur with Hazara University (Mean Difference = 0.73471, SE Mean = 0.08037) with p-value ($0.000 < (0.05)$) found significant. Likewise, comparison between University of Haripur and AUST (Mean Difference = 0.94941, SE Mean = 0.08037) with p-value ($0.000 < (0.05)$) found statistically significant.

Furthermore, comparison of Hazara University with AUST (Mean Difference = 0.21471, SE Mean = 0.08037) with p-value ($0.022 < (0.05)$) found significant at 0.05 level.

Table 4. Tukey's One-way Post-hoc homogenous subset for comparison between groups on job commitment.

	University	N	Subset for alpha = 0.05		
			1	2	3
Tukey HSD ^a	AUST	100	3.2682		
	HU	100		3.4829	
	UOH	100			4.2176
	Sig.		1.000	1.000	1.000

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 100.000.

The normality and homogeneity of variances test revealed in table in which the data satisfied the assumptions for ANOVA test. The ANOVA test showed the overall comparisons which was statistically significant among three groups (F value = 76.742, p value 0.000). Post-hoc test further pointed out where the exactly difference lied. The each subset is different from other one. The subset 1 (3.2682) < subset 2 (3.4829) < subset 3 (4.2176) indicated difference in mean value. The overall model found significant but the homogenous subset identified the exact difference between groups.

CONCLUSIONS

The social factor that contributed to the job satisfaction of faculty members. Therefore, it concluded that positive relationship with co-workers; flexibility and positive behavior of other staff members affect job satisfaction of faculty members. The professional traits of teachers enhanced their job performance in the organization. Hence, it concluded that effective communication skills, goal oriented attitude of teachers, adaptability according to the situation and most importantly creativity in job description contributed to their good performance in the institution.

RECOMMENDATIONS

It suggested that HEC may introduce uniform policies that included fair rules and regulations for teachers and it promote teachers' job satisfaction level. As a result, the performance of the teachers will be improved as evident that job satisfaction and performance are positively correlated to each other. It suggested that authorities might initiate professional programs for teachers to increase their professional growth, management skills, and work engagement skills .It recommended that teachers' performance might be increased by giving them incentives and training programs be introduced to increase their performance. It suggested that HEC may introduce uniform policies that included fair rules and regulations for teachers and it promote teachers' job satisfaction level. As a result, the performance of the teachers will be improved as evident that job satisfaction and performance are positively correlated to each other.

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