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Exploring employees' productive and counterproductive behaviors in tertiary education sector- A case study

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Abstract: This study has been conducted with a view of ascertaining the level of job satisfaction among the university teachers. This study probes how much satisfied are the university teachers within National University of Modern Languages, Multan Campus by looking at different aspects like the relationship of age, gender, departments, job status and highest level of education etc., with the satisfaction level of the teachers. The study has been conducted by using an adopted questionnaire survey. The questionnaires were distributed among the university teachers.This section enlightens the all-encompassing ramifications of numerous classes of pay frameworks for representative profitability and offense, zeroing in on the social reactions of non-leader labourers and their suggestions for firm execution. We contend the impacts of pay on both profitability and unfortunate behaviour tend to go a similar way. Frameworks that support exertion regularly persuade bad behaviour. We clarify that chiefs normally centre around just one measurement, and along these lines disregard the more extensive expenses of the pay framework. The significant suggestion is that the ideal degree of wrongdoing is once in a while zero, with the best pay frameworks recognizing the trade-off among efficiency and morals. The introduction to research is set elaborating paradigmatic qualifications, emerging out of social also association explicit variables, altogether previously mentioned models that clarify how and when representatives' conduct gainfully (or counterproductively). Scholastic analysts and human asset specialists have broadly used the hypotheses of human inspiration (both characteristic and extraneous) to clarify how beneficial work environment practices can be supported and counterproductive practices condensed. The demographic findings are synchronized with an analytical methodology. The recommendations to this research article suggests considering the critical relationship recorded between some segment qualities in this investigation, business associations ought to build up an instrument for recognizing and choosing their likely workers.

Keywords: **Job satisfaction, university, teachers, tertiary education sector**

I. INTRODUCTION:

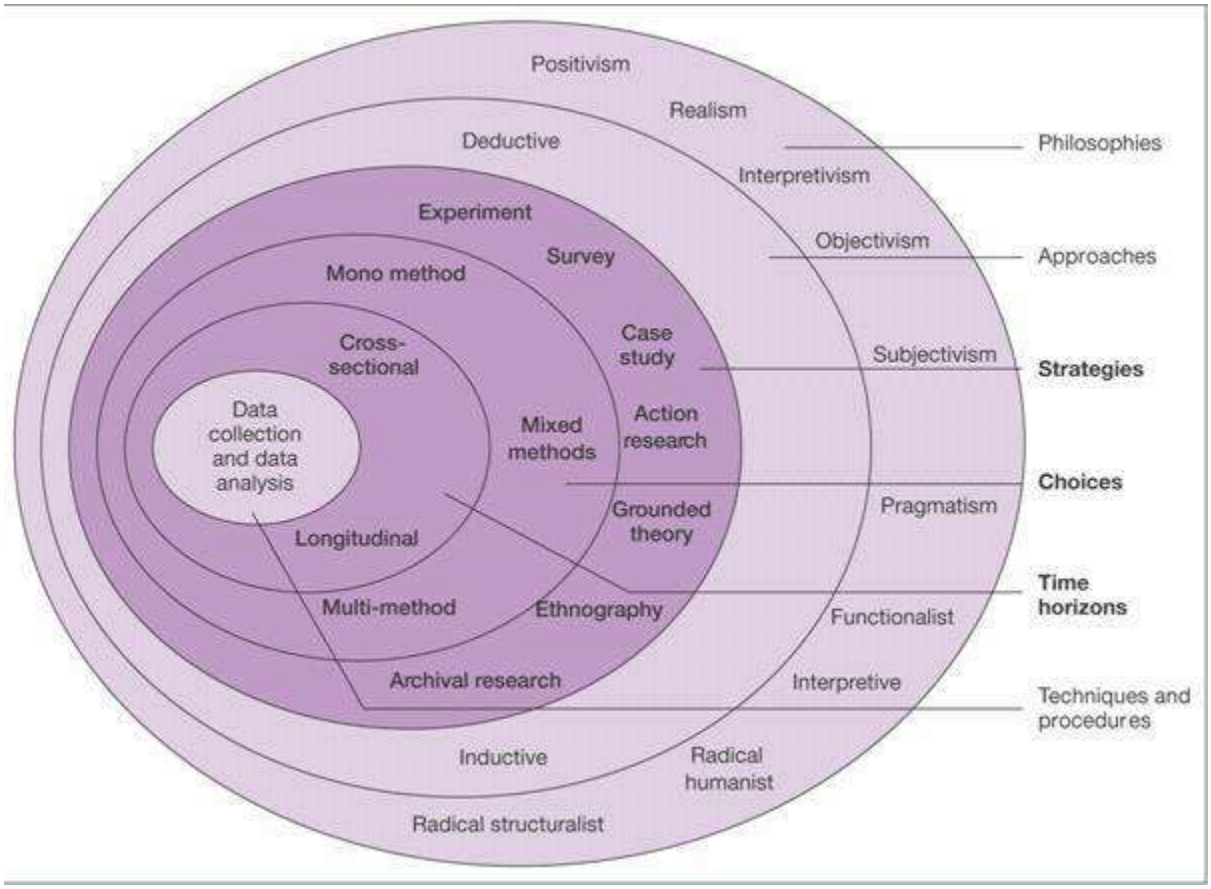
Organization performance and productivity inarguably depends heavily on how employees behave at workplace. The phenomena such as organizational citizenship behavior, job satisfaction and positive word-of-mouth as well as organizational politics, organizational cynicism, and organizational cronyism and, consequently, negative word-of-mouth, have long been debated in literature pertaining to research in the domains of organizational behavior and psychology. Academic researchers and human resource practitioners have widely utilized the theories of human motivation (both intrinsic and extrinsic) to explain how productive workplace behaviors can be reinforced and counterproductive behaviors abridged. However, several notable researchers have pointed towards paradigmatic distinctions, arising out of cultural as well organization specific factors, in all aforesaid models that explain how and when employees' behavior productively (or counterproductively). More specifically, the research in the area of tertiary education institutions in developing countries is rather silent about how desired (productive) behaviors can be promoted among employees. Nevertheless, there are several pieces of evidence that illuminate our understanding of employee behavior (for instance, the teaching faculty) in tertiary education sector, concluding that satisfaction with job is one critical factor leading to productive workplace behaviors. Measurement of job satisfaction is thus an important concern and has been duly attended to by many academicians. However, as stated earlier, socio-cultural as well as organization specific factors may hinder the development, generalization and application of any single instrument that may measure job satisfaction across different cultures. This study takes the opportunity to develop and validate an inventory for measurement of University Teachers' Satisfaction and tests this inventory to explain a range of productive as well as counterproductive behaviors. The outcome of the study may lead to gauge existing level of university faculty satisfaction and assess how level of satisfaction is leading to or

may result in various type of behaviors, specific to the context of a known organization i.e. National University of Modern Languages (NUML) Multan campus. Briefly, this study will answer two overarching questions:

Q1: What are the components of faculty satisfaction in tertiary education institution?

Q2: How satisfaction is linked with certain productive and counterproductive behaviors?

Building on the work of Saunders et al., (2007), the research question of this study is first positioned in the larger picture of '*truth and reality*' to assess the suitability of various methodologies that might produce answers pertinent to this proposed study. As this study is dealing with both objective and subjective components of behaviors, i.e., development of an assessment tool for measurement of satisfaction level of faculty members (subjective component) and its consequences (objective component).



Source: Saunders et. Al., (2007)

Philosophical background:
Pragmatism.

Pragmatism is a deconstructive paradigm that advocates the use of mixed methods in research, "sidesteps the contentious issues of truth and reality" (Feilzer 2010, p. 8), and focusses instead on what works as the truth regarding the research questions. One the most important features of Pragmatism is that it rejects the distinction between realism and anti-realism, which has been the core of debates about positivism versus interpreter-ism in the social sciences. For pragmatists, there is indeed such a thing as reality, but it is ever changing, based on our actions. As this study involves explanation of human behavior which is embedded in a dynamic fabric, and keeps evolving with circumstances and stimuli, pragmatism seems to be the most appropriate philosophical approach to address such issues.

Stapples and Higgins (1998) found that, Employee satisfaction reflects the degree to which the individual's needs and desires are met and the extent to which this is perceived by the other

employees, it is generally perceived as: ". . . . . the scope of work and all the positive attitudes regarding the work environment.
Job satisfaction is an attitude that people have about their jobs and the organizations in which they perform these jobs. Mosadeghrad (2003) found that, methodologically, we can define job satisfaction as an employee's affective reaction to a job, based on a comparison between actual outcomes and desired outcomes.
Manger and Eikeland (1990) examined factors that influence academics' intention to leave the university, and found that, although salary and economic resources did not appear to influence intentions to stay or go, general employee satisfaction and relations with colleagues were the strong predictors of an intention to leave.
Hagedorn (1994) examined the satisfaction of academic staff as a result of a number of variables including salary, perceived support of colleagues, satisfaction with the administration, enjoyment of student interaction, and perceived level of stress. The results indicated that satisfaction with the salary, total number working hours, and the perceived support of colleagues directly influenced the level of stress, which in turn, directly affected Satisfaction.Several researchers have examined the relationship between job satisfaction and gender (Mottaz, 1986; Mason, 1995). However, the results of the many studies concerning the relationship between job satisfaction and the sex of the employees have been contradictory. Researchers of (Bartol and Wortman, 1975; Murray and Arkinson, 1981; Clark, 1996; Ward and Sloane, 1998) found that, woman are more satisfied than men. Few other researchers conducted by (Shapro and Stern, 1975; Forgionne and Peters, 1982) found that men are more satisfied than women.

This study will encompass both inductive and deductive approaches, thereby employing both qualitative and quantitative methods to answer the research questions posited in the earlier section of this synopsis. In the qualitative part, one-to-one and focused group interviews will be conducted to develop an inventory making up the components of faculty satisfaction. In quantitative part, survey approach will be employed with the help of a structured questionnaire to assess the level of faculty satisfaction and its consequence on productive and counterproductive behaviors. A baseline study will first be conducted by using an already established University Teacher Job Satisfaction Survey (UTJSS). As this study will be conducted on an identified organization i.e., National University of Modern Languages (NUML), the participants will include the teaching staff, both contractual and permanent, of all the departments. The qualitative data will be collected through personal interaction of the researcher with the participants while the survey will be carried out by using online survey software namely Qualtrics. Analysis of qualitative data will be carried out by using content analyses approach, with the help of Leximancer software. Quantitative data will be analyzed by using Statistical Package for Social Sciences (SPSS)

The Worker Extortion Triangle Theory:

Scholastics at DePaul College in Chicago explained the "Representative Misrepresentation Triangle" hypothesis, which offers an objective hypothesis of representatives' lawbreaker and freak practices in the work environment (Cressey, 1973). The principal component in the worker misrepresentation triangle is the need or inspiration, which may likewise be named motivating force – the presence of pressing factor or the monetary need of the individual (for example obligations or powerlessness to address fundamental issues among other people) who submits extortion that drives him/her to participate in misrepresentation. At that point, the chance to submit extortion opens up when such (an) employee(s) gain(s) admittance to resources and data that permits them to both submit and hide the misrepresentation. The last component of the hypothesis is the justification of the deceitful conduct, which directs the reasons supported by the culprits of the freak acts – for example being neglected, enduring compensation cuts, and so on This hypothesis is especially applicable to this examination given the tempestuous financial slump the nation is encountering. Concurring to Deloitte Monetary Warning Administrations (2008), during the financial downturn, workers' propensity to take part in hands on degenerate conduct for monetary profit is higher. Moreover, joblessness, loss of work, and neglected pay rates are right now getting wild in Nigeria with 27 states in Nigeria being not able to pay the specialists' compensations (Business News, 2016). The deficiency of these rights and advantages may push workers to take or participate in hands on untrustworthy practices.

Occupation Efficiency:
The term 'profitability' includes estimating the endeavors of a person to adequately and effectively convert the info assets into yield. It essentially alludes to the time spent on the ideal movement, which

the representative is relied upon to perform inside explicit restricted assets. Researchers contended that the term 'efficiency has no single operational definition as it can change as per the unique situation, culture, and sort of the association. Occupation profitability incorporates both the ideas of representative efficiency and authoritative profitability, which can be estimated by quality contemplations. Occupation profitability relies on numerous components, including singular capacity, working climate, HR inspirational approaches, support from managers, and authoritative norms. It very well may be estimated in money related terms, which ascribes of monetary, human, hierarchical, and social capital. The degree of profitability doesn't just rely on the person's capacity yet additionally on his/her informal community and workplace. Representatives who make the most of their workplaces are more drawn in, more beneficial, more joyful, and better. In this manner, it bodes well to create a working environment that is helpful for the prosperity of the labor force and associations should put forth attempts to give a superior climate to representatives so they may feel great and focused on their responsibilities to expand efficiency.

Sadly, toxic working environments exist in numerous associations and are for the most part described by a culture of broken relational elements regardless of the mindfulness that human resources is the contributing element for any association's supportable development and advancement. Generally, authoritative or corporate culture is driven by the big picture perspective, and if the initiative isn't worried about the poisonous climate, it tends to be hard to move the way of life. There are a few ways to deal with address this issue. One of them is for the association chiefs to show their help to representatives by recognizing their challenges at work and offering essential help, particularly for the errands that have additional requesting necessities. At the point when the representatives have a feeling of social help, appreciation, and a good workplace, they perform better.

The idea of work/work in open associations is a significant element of the segment variable to foresee freak working environment conduct. For the most part, there are three classes of work/work in open associations like lasting, project worker work charge premise in Pakistan. It is an overall discernment that representative who is working briefly are more probable occupied with freak work environment conduct.

The connection between segment elements and DWB The current examination analyzes the connection between segment factors as the autonomous variable and degenerate work environment conduct. In particular, the connection between the segment factors, i.e., sex, conjugal status, age, instruction, and experience, and residency is analyzed. While, there is the other number of data of segment determinants (e.g., religion, insignificance position, family foundation) that might be alluded to in the investigation to depict the segment. Be that as it may, the center was picked to be alluded to sexual orientation, conjugal status, age, training, experience, residency or length of administration, and nature of occupation depicted in this investigation. The principal, assumed determinant of a segment factor is sexual orientation. Sexual orientation group into two sorts male and female. It is an overall insight and conviction that females are more moral than guys. Exploration upholds that guys are bound to communicate obvious hostility when contrasted with females (Douglas and Martinko, 2001).

The fifth, assumed determinant of segment factors is residency. Residency is additionally connected to unscrupulously act and participate in freak Conduct (Applbaum et al., 2005). Longer residency of a representative in the association, it is bound to act degenerate and workers with less residency include in the aberrance of property (Applbaum et al., 2007). At that point finally, assumed demission of segment factors is the situation of Work or level of the work. The degree of work and nature of the work is likewise identified with degenerate working environment conduct. In light of the above contentions, it is conjectured that there is a positive connection between segment factors and measurements of freak working environment Conduct.

II. METHODOLOGY:

Materials and Methods :

This study encompass both inductive and deductive approaches, thereby employing both qualitative and quantitative methods to answer the research questions . In quantitative part, survey approach will be employed with the help of a structured questionnaire to assess the level of faculty satisfaction and its

consequence on productive and counterproductive behaviors. A baseline study will first be conducted by using an already established University Teacher Job Satisfaction Survey (UTJSS).

Participants and procedure:

As this study were conducted on an identified organization i.e., National University of Modern Languages (NUML), the participants include the teaching staff, both contractual and permanent, of all the departments. The qualitative data were collected through personal interaction of the researcher with the participants while the survey carried out by using online survey software namely Qualitirics.

III. RESULTS AND DISCUSSIONS:

Demographic characteristics

Organizational psychologists say that the prosperity to be glad about a task can be visible as equivalent to a character (Redman and Wilkinson 2002). The respondents, who were university faculty instructors, were required to volunteer facts associated with their gender, age, department, and experience and job status. This was needed to check whether these variables had any effect on job satisfaction.

Table1: Demographic distribution of respondents wrt gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	6	30.0	30.0	30.0
	female	14	70.0	70.0	100.0
	Total	20	100.0	100.0	

Demographic details on gender shows that majority of the respondents are females 70 % while 20% of the teachers are males.

Table2: Demographic distribution of respondents wrt age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26_30 years	6	30.0	30.0	30.0
	30_35 years	10	50.0	50.0	80.0
	36_40 years	2	10.0	10.0	90.0
	56 years or older	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

Age wise classification of the respondents' reveals that 30% of teachers are young, that is in the age group of 30 and below and 80% respondents are middle aged (between 30 to 35 years). Other teachers are older (36 and above).In association to one's employing career, age plays an important factor (Kamina 2002). This is especially so in association with employee job satisfaction, which increases with increase in age (Ingolo 1991, Sogomo 1993, and Madera 1995)

Table3: Departments of the respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	English	8	40.0	40.0	40.0
	MS	8	40.0	40.0	80.0
	Economics	4	20.0	20.0	100.0
	Total	20	100.0	100.0	

Demographic details on department shows that majority of the respondents are of English and MS department.

Table4: Demographic distribution of respondents' experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1_5 years	8	40.0	40.0	40.0
	6_10 years	8	40.0	40.0	80.0
	10_15 years	2	10.0	10.0	90.0
	16_20 years	2	10.0	10.0	100.0
	Total	20	100.0	100.0	

With respect to the teaching experience, it shows that majority of the teachers had been in their station of work from 6-10years (80percent). 40 percent have teaching experience of one to five years and remaining 90 percent had experience of 10-15years. Okumbe and lamina (2002) stated that highly experienced teachers had high job satisfaction.

Table5: Demographic distribution of respondents wrt job status

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	permanent	4	20.0	22.2	22.2
	contract	14	70.0	77.8	100.0
	Total	18	90.0	100.0	
Missing	System	2	10.0		
Total		20	100.0		

Demographic details on job status shows that majority of the respondents are on contract 70 % and only 20 % makes permanent part of faculty in Numl, Multan Campus.

Table6: Professional Advancement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	14	70.0	70.0	70.0
	Strongly Agree	6	30.0	30.0	100.0
	Total	20	100.0	100.0	

Table 6 indicates that 70% of the faculty members agree and 30% strongly agree that teaching provides them with an opportunity to advance professionally. It shows the higher satisfaction level of teachers with their job at Numl, Multan Campus.

The statements show higher satisfaction level (mean=4.40) are as follows:

i. My students respect me as a teacher.
i. Teaching is very interesting work.
i. The work of a teacher is very pleasant.
i. I try to be aware of the policies of my university

The statements show lower satisfaction level (mean=1.67) are as follows:

- Teaching discourages originality.

Sr.	Statements	Mean
1	Teaching provides me with an opportunity to advance professionally	4.30
2	Teacher's income is adequate for normal expenses.	2.60
3	Teaching provides an opportunity to use a variety of skills.	4.00
4	Insufficient income keeps me from living the way I want to live.	3.70
5	My immediate supervisor turns one teacher against another	3.00
6	No one tells me that I am a good teacher.	2.90
7	The work of a teacher consists of routine activities.	3.40
8	I am not getting ahead in my present teaching position.	3.60
9	Working conditions in my school can be improved.	4.30
10	I receive recognition from my immediate supervisor.	2.90
11	I do not have the freedom to make my own decisions	3.30
12	My immediate supervisor offers suggestions to improve my teaching.	3.20
13	I receive full recognition for my successful teaching.	2.30
14	The administration in my university does not clearly define its policies.	3.80
15	My immediate supervisor gives me assistance when I need help.	3.00
16	Working conditions in my university are comfortable.	2.70
17	I like the people with whom I work.	3.90
18	Teaching provides me limited opportunities for advancement.	3.10
19	My students respect me as a teacher.	4.40
21	I am afraid of losing my teaching job.	3.90
22	My immediate supervisor does not back me up.	3.00
23	Teaching is very interesting work.	4.40
24	Teaching discourages originality.	1.67
25	The administration in my university communicates its policies well.	2.50
26	I never feel secure in my teaching job.	3.40
27	Teaching does not provide me the chance to develop new methods	2.50
28	My immediate supervisor treats everyone equitably.	2.50
29	My colleagues stimulate me to do better work.	3.20
30	Teaching provides an opportunity for promotion.	2.90
31	I am responsible for planning my daily lessons	4.30
32	Physical surroundings in my university are unpleasant.	3.60
33	I am well paid in proportion to my ability.	2.40
34	My colleagues are highly critical of one another.	3.10
35	I do have responsibility for my teaching.	4.20
36	My colleagues provide me with suggestions or feedback about my teaching.	3.30
37	My immediate supervisor provides assistance for improving instruction.	3.0

38	I do not get cooperation from the people I work with.	2.65
39	Teaching encourages me to be creative.	4.30
40	My immediate supervisor is not willing to listen to suggestions.	2.40
41	I am indifferent toward teaching.	1.80
42	The work of a teacher is very pleasant.	4.40
43	I receive too many meaningless instructions from my immediate supervisor.	2.80
44	I dislike the people with whom I work.	1.80
45	I receive too little recognition	2.37
46	Teaching provides a good opportunity for advancement	4.00
47	My interests are similar to those of my colleagues.	2.70
48	I am not responsible for my actions.	2.50
49	My immediate supervisor makes available the material I need to do my best.	3.05
50	I have made lasting friendships among my colleagues.	3.80
51	My immediate supervisor makes me feel uncomfortable.	2.10
52	Teacher income is less than I deserve.	4.10
53	I try to be aware of the policies of my university.	4.40
55	When I teach a good lesson, my immediate supervisor notices	2.70
56	My immediate supervisor explains what is expected of me.	3.80
57	Teaching provides me with financial security	2.10
58	My immediate supervisor praises good teaching.	2.90
59	I am not interested in the policies of my university.	1.60
60	I get along well with my students.	4.20

IV. CONCLUSION:

The study concludes that organizational support towards teachers in enhancing job satisfaction is very important. All efforts should be taken to improve the job satisfaction of teachers. Having inferred from this study that freedom at workplace is the most sought after characteristic of job satisfaction, organization should create self-motivated teams at school. Some suggestions towards achieving job satisfaction are self-developmental opportunities, short term courses, seminars, workshops, high appreciation and rewards for commendable work are some of the ways in which job satisfaction can be improved. Teachers consider the teaching profession as interesting, pleasant and meanwhile fosters their professional development. On the other hand it is assumed to discourage the originality of teaching because of the extraneous factors mentioned above.

There are many ways to explain the individual differences in human beings with regard to performance, effectiveness of decision making, abilities and the adoption strategies when confronted with different job situations. The extent to which an individual is satisfied at the workplace determines his or her degree of overall satisfaction in life. It also results in the improvement in the attitude of the employees toward their jobs. It improves the sense of belongingness and sense of participation which leads to increase in the productivity of the organization. Being male or female does not ensure job satisfaction. You may teacher any subject or have any number of years of experience; still job satisfaction can be less. Similarly, whether

the teacher resides in urban area or rural area, does not decide his or her job satisfaction. This finding hints towards the fact that job satisfaction is psychological in nature. An expectation from the job is one of the major factors which effects job satisfaction. So, teachers should be told to be aware of realistic expectations that they can keep from the teaching job. The level of education inversely affects the pay satisfaction of the employees working at the same level. Satisfaction with teaching as a career, not merely as a job, is an important policy issue since it is associated with teacher effectiveness, which ultimately affects student achievement.

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