

An analysis of job satisfaction among academics of public sector colleges of Hyderabad Sindh, Pakistan

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Abstract

This study aims at exploring to what extent the academic staff of public sector colleges are satisfied with different dimensions of the job such as work itself, supervision, co-workers, pay, promotional opportunities and working condition. In addition, this research examined the relationship between selected factors of job satisfaction and overall job satisfaction. A descriptive, survey-based research design has been used. The sample size consisted of 220 college teachers which were selected through stratified random sampling. Questionnaires were distributed in person and by post. Out of 220, the number of questionnaires received were 212. Different statistical tools like descriptive statistics, multiple regression and correlation were used to confirm the hypotheses. The findings of the research revealed that all the six factors of job satisfaction are correlated and play significant roles in enhancing the level of job satisfaction of college academics. The most satisfying factor among teachers was the nature of work they perform. However they expressed feeling of dissatisfaction with the promotional policies. Regression analysis showed that all the selected factors as a group explained variance in overall job satisfaction. Overall, college teachers were found satisfied with their teaching profession.

Keywords: Job Satisfaction, Teachers, Public sector colleges

1. Introduction

Researchers and philosophers have always shown interest to explore the relationships that exists between man and work. It is work at which a man spends major part of his life. Being a social reality, work is a source to measure one's status not only in an organization but also in the society (Ismail, 2012) [15]. In today's organizational world, human resources perform as a basic axle to move the organizational objectives ahead (Emami & Nazari, 2012) [9]. Major factor which has contributed significantly to the success of an organization is the quality of its human resources (Malik *et al*, 2010) [22]. The most important determinant for an organization's success in a competitive environment; are its employees. Employees' commitment, if managed properly, leads to beneficial outcomes such as enhanced productivity, better performance and effectiveness, reduced absenteeism and turnover (Fiorita *et al*, 2007) [11].

A satisfied employee performs well at his job and demonstrates commitment to his work as well as to the organization. It is therefore important for the employers to identify those factors that may have influence on the level of job satisfaction of their employees and would subsequently affect the organization's performance as well. Committed workers feel proud of being organization's members and believe in values and objectives of their organizations and hence demonstrate performance and productivity of higher level (Awang *et al*, 2010) [5].

Educators are the keystone for a successful education system in a society. Every educated person has ever passed through the hands of his or her teachers. So, teachers play a formative role in the lives of youth of a society. Ostroff (1992) [28] maintained that retaining and attracting academics of high

quality is the primary need of educational institutions. In order to develop a quality faculty, institutions need to recognize the factors associated with retention and performance of academics. Out of these factors; one is job satisfaction. Satisfaction with teaching profession is important issue because a teacher's effectiveness is associated with students' performance and achievements (Rahman & Parveen, 2006) [31]. Similar to employees of corporate sector, academics too have a tendency to quit their jobs if they feel dissatisfied. Because lower job satisfaction and turnover are highly correlated (Harash, 2010) [13].

Hence education managers should be able to identify the factors that are helpful in fostering job satisfaction among academics. They should introduce policies which attract and retain top academics.

2. Job Satisfaction

Among the many work related variables; job satisfaction is a prominent variable that has drawn attention and interest of researchers from the areas of psychology, organizational psychology and organizational behavior (Alotaibi, 2001 & Unuvar, 2006) [2, 45]. For management, job satisfaction among employees is a vital element to examine and measure the working environment of the organization. Work satisfaction is crucial for the retention of productive employees and for organizational success (Unuvar, 2006) [45]. Locke (1976) [20] has specifically described job satisfaction as "a pleasurable emotional state resulting from the appraisal of one's job experience". Job satisfaction can be recognized as the collection of feelings possessed by an individual about his or her job. Formally, job satisfaction can also be described as the degree to which people have either positive or negative

feelings about the jobs they do (Steyn & Wyk, 1999) ^[43]. Robbins & Judge (2012) ^[33] defined job satisfaction as an attitude characterized by positive feelings towards his or her job. Individuals who are highly satisfied with their jobs show positive attitude while individuals with low level of job satisfaction exhibit negative feelings or attitude. Asondariya (2008) ^[4] stated that an employee's feeling of accomplishment of something valuable improves his feeling of job satisfaction. It may be summed up by stating that job satisfaction is a collection of feelings, attitudes, behaviors and beliefs one perceives about his or her job. (Maniram, 2007) ^[23]

3. Factors of Job Satisfaction

Numerous researchers have undergone to explore the factors that possibly influence employees' job satisfaction. However there is diversity of opinion among them whether job satisfaction is one dimensional concept or it has multidimensional or facets approach. Some researchers like Porter & Lawler (1968) ^[29] suggested job satisfaction being one dimensional approach. That is, an individual is either satisfied or dissatisfied with the job. On the contrary, Smith *et al* (1969) ^[40] debated that job satisfaction is a multidimensional concept, that is, a person may be more or less satisfied with certain dimensions of a job such as remuneration, work place or supervisor etc. Mullins (2007) ^[24] also asserted that job satisfaction is a multidimensional and complex notion as it may mean different things to different people. Robbins & Judge (2012) ^[33] identified salary, nature of job, promotion, supervision, and relationship with colleagues as the key elements of job satisfaction. Davis & Newstrom (1997) ^[6] had added 'working conditions' also along with five factors identified by Robbins & Judge (2012) ^[33]. In addition to the factors mentioned above, age, gender, qualification, compensation and benefits, management policies, growth, gaining respect, achievement, training, job autonomy and organizational justice are also some other dimensions that have been found to have influence on the level of job satisfaction (Ellickson & Logsdon, 2001; Sokoya, 2000) ^[8, 42]. Across the literature on the subject, the factors which have been recognized as most common predictors of job satisfaction and extensively studied by researchers (Khan *et al*, 2014; Rehman *et al*, 2013; Saif *et al*, 2012; & Abdullah *et al*, 2009) ^[17, 32, 35, 1] include pay, work itself, promotion opportunities, coworkers, supervision and working conditions. Considering all these factors and their significant contribution to the job satisfaction, this study will mainly focus on the roles of six prominent factors of job satisfaction namely pay, work itself, promotion, coworkers, supervision and working conditions.

3.1 Work itself

The jobs that provide variety, autonomy, training opportunities and control have attraction for most of the employees (Robbins & Judge, 2012) ^[33]. Employee usually derive satisfaction from the jobs that offer them opportunity to employ their capabilities and skills and provide them chances to carry out diverse tasks, autonomy and feedback from others on how efficiently they are doing at their jobs. According to Arnold and Feldman (1996) ^[3] in order to determine how satisfied a worker feels at his job, the 'work itself' would play a significant and critical role. He further elaborated that the individuals who are delegated with some autonomy in

decision making process as to how they accomplish their tasks, feel greater level of job satisfaction.

3.2 Supervision

Supervision is a tiresome job and requires specific abilities apart from the technical aspects of job. A good supervisor has leadership qualities and manages his subordinates with fair organizational policies. (Farahbod & Arzi, 2014) ^[10]. Ting (1997) ^[44] found that higher is the support and cooperation of supervisor in accomplishing tasks, the greater will be the job satisfaction level among employees. From the view point of organizational setting, supervision is known to be the key factor in organizing employees' behavioral adjustments and performance. Koh & Neo (2000) ^[18] mentioned that supervisor's role is crucial in payment and reward system where effective supervision is basic component to ensure employees' performance and job satisfaction.

3.3 Relationship with Co-workers

Organizational environment especially in terms of social relationship with co-workers significantly affect an employee's job satisfaction. Literature provides enough evidence that friendly and supportive co-workers and good inter personnel relations make the work enjoyable and easier which in turn extend the job satisfaction level. (Luthans 1993, Ellickson & Logsdon, 2001) ^[21, 8]. According to some researchers; task freedom, open communication approach, sense of belongingness and harmony among fellow workers enhance level of job satisfaction. (Naval & Srivastave, 2004) ^[26]. Research showed that 'relationship with coworkers' is a major predictor of intention to quit among teachers (Karimi, 2008) ^[16].

3.4 Pay

Pay is the amount of monetary compensation that an employee receives for his job performed (Ismail, 2012) ^[15]. Dessler (2005) ^[7] described that an employee's reward refers to the pay or benefits of all forms which arise from the services provided by him to the organization. Monetary reward is the fundamental and significant factor in determining employees' satisfaction. It plays a leading role in measuring job satisfaction as an individual has unlimited wants and money is the means that can satisfy social desires (Qasim *et al*, 2012) ^[30]. Sohail and Delin (2013) ^[41] also mentioned that pay is the prime predictor to measure the degree of job satisfaction of the employees working either in private or public sector organizations.

3.5 Promotional Opportunities

Promotion is another important component that has varying effect on job satisfaction (Luthans, 1993) ^[21]. Getting promotion is the right of an employee as per the policies and rules of the respective organization. It is observed that basis of promotion in public sector organization is worker's seniority instead of ability or performance. (Ellickson & Logsdon, 2001; Shah & Jalees, 2004) ^[8, 38]. Luthans (1993) ^[21] identified that satisfaction level is higher among employees who are awarded promotions on the basis of performance than those who get promotions on seniority basis. Fair promotional policies provide prospects for personal growth, increased social recognition and more responsibilities and consequently amplify job satisfaction as well as organizational commitment

among employees (Naval & Srivastave, 2004; Rehman *et al.*, 2013) [26, 32].

3.6 Working Conditions

Working environment is another significant feature that motivates workers to stay in their organization (Flowers and Hughes, 1973) [12]. Luthans (1993) [21] maintained that if employees have the opportunity to work in a friendly and clean environment, they would feel comfortable at work place. On the contrary, they would feel difficulty in accomplishing their jobs in the presence of poor working conditions. According to Arnold and Feldman, (1996) [3] cited in Qasim *et al* (2012) [30], the factors that contribute as parts of working conditions include working hours, temperature, ventilation, hygiene, lighting, noise, and resources.

4. Significance of Job Satisfaction among Academics

Educators are the keystone for a successful education system in a society. Every educated person has ever passed through the hands of his or her teachers. So, teachers play a formative role in the lives of youth of a society. In fact, the breeding ground from where the professionals of high caliber emerge, is nothing but the higher education. It helps channelize the ambitions and aspirations of youth and turns them into effective work force for diverse sectors of employment. Ostroff (1992) [28] maintained that retaining and attracting academics of high quality is the primary need of educational institutions. In order to develop a quality faculty, institutions need to recognize the factors associated with retention and performance of academics. Out of these factors, one is job satisfaction which is also linked to organizational performance as well as organizational commitment. Satisfaction with teaching profession is important issue because a teacher's effectiveness is associated with students' performance and achievements (Rahman & Parveen, 2006) [31]. Harash (2010) [13] identified that similar to employees of corporate sector, academics too have a tendency to quit their jobs if they feel dissatisfied. Because lower job satisfaction and turnover are highly correlated.

Hence identifying the areas of satisfaction and dissatisfaction can enable the management to minimize the level of absenteeism and turnover among academic staff.

5. Statement of the Problem

Most of the research to measure and identify employees' job satisfaction has been conducted in the business and industrial organizations. In Pakistan, little research on teachers' job satisfaction has been conducted within educational settings particularly at college level. In fact, college teachers differ from school or university teachers in many respects. The criteria of recruitment, selection and qualification of teachers serving in public sector colleges is different than those serving in schools or universities. Similarly they have different status in terms of pay, grades, work load, job environment, supervision, working conditions and promotional opportunities. Therefore, the purpose of this research is to examine the level of job satisfaction among teachers serving in public sector colleges. In addition, this research also investigated the impact of selected factors of job satisfaction on overall job satisfaction.

6. Objectives of the Research

- To assess the degree of job satisfaction among academics of public sector colleges.
- To determine from which factor of job satisfaction, the academics of public sector colleges are greatly satisfied.
- To examine the impact of selected factors of job satisfaction on overall job satisfaction of academic staff of public sector colleges.

7. Hypotheses

- H1:** There is positive relationship between factors of Job Satisfaction and overall Job Satisfaction.
- H2:** The selected factors of job satisfaction significantly explained variance in the overall job satisfaction.
- H3:** Academics of public sector colleges are overall satisfied with different job factors such as work itself, supervision, relationship with coworkers, pay, promotional opportunities and working conditions.

8. Theoretical Framework

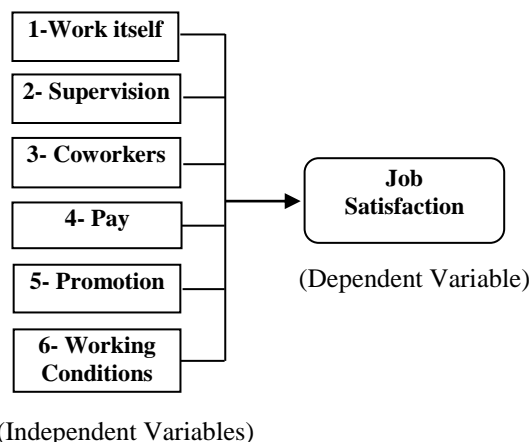


Fig 1: Theoretical framework developed for the research.

9. Review of Literature

Porter and Lawler (1968) [29] argued that factors of job satisfaction may be grouped into internal and external factors. Internal factors of satisfaction are related with work and its various outcomes such as independence at work, sense of achievement, self-regard, feeling of success, control and other work associated outcomes. While external factors of job satisfaction have no direct link to work itself such as positive relationship with coworkers, fair remuneration, welfare and working conditions.

Khan *et al* (2014) [17] identified that prominent factors that have significant contribution to the satisfaction level of college teachers are; work, pay, supervision, promotion, coworkers and working environment. They further stated that for the achievement of institutional goals the phenomenon of job satisfaction has to perform a vital role. Moreover, the studies to evaluate the impact of factors of job satisfaction has started to gain due importance in educational settings in Pakistan.

Saba and Zafar (2013) [34] carried out a study to inspect the impact of various factors on overall job satisfaction of teachers serving in both private and public sector universities of Pakistan. The selected factors were; work, pay, promotion, job

security, and working conditions. The data were collected through convenient sampling and further analyzed through Descriptive statistics. Results showed that all the given factors positively influenced the job satisfaction of academics of both public and private sector universities.

Latif *et al* (2011) ^[19] conducted a research to investigate the factors that influence job satisfaction and dissatisfaction of college teachers. To evaluate the degree of job satisfaction, they also made comparison between teachers of public and private sector colleges of district Faisalabad, Pakistan. Job satisfaction was taken as the dependent variable. Whereas the independent variables selected were; pay, qualifications, work nature, promotion, job security and family & work life balance. According to the findings, significant differences were examined in the level of job satisfaction between the teachers of public and private colleges. Teachers of public sector colleges were found more satisfied with all the six dimensions of job satisfaction. Whereas teachers of private colleges were not satisfied in context of the selected factors of job satisfaction.

Sohail & Delin (2013) ^[41] carried out a study to identify the relationship between job satisfaction and some job facets like; pay and benefits, job security, work load, promotional opportunities, relation with co-workers, decision making and staff behavior of teaching staff of GC University Lahore, Pakistan. This study covered the academic staffs working on different positions such as Professor, Associate professor, Assistant professor, and Lecturers. Statistical tools like regression and correlation were used to identify the relationship between each independent job facets and job satisfaction. Results of the study revealed moderate to strong relation between all the selected dimensions and job satisfaction. Job security and relationship with coworkers had strong impact on the job satisfaction of teachers. However pay and benefits had weak but significant relation with overall job satisfaction.

Isaiah and Nenty (2011) ^[14] attempted to predict the factors of job satisfaction among teachers of 55 junior secondary schools situated in Botswana. Survey was conducted to collect data which was then analyzed through multiple regression. Results reported that teachers were dissatisfied with their jobs as whole. Predictors of dissatisfaction among teachers include lack of parents' interest in their wards' education and learning activities, poor supervision style, lack of work recognition, lack of training opportunities, inadequate pay, unfair promotions of incompetent teachers and centralized authority of schools principals.

Maniram (2007) ^[23] explored the factors affecting both job satisfaction and dissatisfaction of academic staff at the K.Z.N. Education and Training College, Swinton Campus, South Africa. Maniram (2007) ^[23] found that most of the teaching staff felt satisfied with their relationship with colleagues, management and their training quality. He also noticed that teaching staff mostly derived their job dissatisfaction from lack of work recognition, pay and benefits, absence of work autonomy, organizational policies, achievement, communication and feedback, and general working conditions of the college. Conclusively, the academic staff of the college was dissatisfied with their jobs.

Nifadkar and Dongre (2014) stated that the high turnover among teachers of secondary schools is due to some factors such as low salary, lack of supervisor support, poor

promotional policies and lack of communication. The purpose of their research was to examine the impact of job satisfaction and demographic variables on organizational commitment level of teaching faculty of Girls College, Pune, India. Correlation and regression techniques were applied to analyze the collected data. Their findings revealed that significant positive relationship exists between job satisfaction and organizational commitment. Similarly, significant positive relationship was identified between age and organizational commitment. Whereas there was significant negative relationship between education and organizational commitment. On the basis of results, they recommended that to improve the degree of job satisfaction as well as reduce turnover among teachers, there is a need to increase their salary package. They further suggested that working conditions need to be improved in order to retain highly qualified teachers.

Malik, *et al.* (2010) ^[22] conducted research to explore the impact of job satisfaction on organizational commitment among academic staff of two public sector universities of Pakistan. Their study also intended to identify the degree of commitment of the teachers with their universities and satisfaction with different job dimensions. Statistical tools like regression and one sample T-test were applied to confirm the hypotheses. Research findings showed that the satisfaction with pay, work and quality of supervision had significant impact on organizational commitment of academic staff. They had high degree of organizational commitment as well as job satisfaction with pay, work, quality of supervision, relationship with co-workers and promotional opportunities.

Awang and Ahmed (2010) ^[5] stated that universities all over the world aim to have committed workforce in their system and it is confirmed from various studies that committed workers are more likely to become high performers who effectively play their role by moving the organizational goals ahead. Awang and Ahmed (2010) ^[5] intended to examine the impact of job satisfaction on the commitment of lecturers serving in UiTM University, Malaysia. They specifically investigated the factors that contribute to academics' job satisfaction namely salary, promotion, work load, working environment, relationship with coworkers and management style. The findings of the study identified that opportunities for promotion, relationship with coworkers and workload have significant impact on lecturers' job satisfaction. It was also confirmed that there was a significant relationship between job satisfaction and work commitment. They further recommended that promotion, relationship with coworkers and workload should be given due consideration as they significantly improve the level of job satisfaction among academicians.

The study of Shah *et al* (2012) ^[39] aimed to know the influence of supervision, reward & recognition and work itself in enhancing level of job satisfaction. Moreover, their research explored the relationship between job satisfaction and work motivation. 294 usable responses were collected from teachers working in public educational institutions situated in Rawalpindi, Pakistan. Descriptive statistics and inferential statistics tools such as correlation and regression were used to analyze the data. Results indicated close relationship between independent variables (supervision, reward & recognition and work) and dependent variable (job satisfaction). Teachers were found more satisfied with reward & recognition and

supervision than work itself. It was also identified that job satisfaction significantly caused motivation among teachers. Study of Shah and Jalees (2004) [38] focused to study the overall job satisfaction of the teaching faculty at University of Sindh on the basis of different job dimensions like pay, work, coworkers, supervision and promotion. They also examined the impact of some demographic variables such as age, experience, education, gender, foreign qualification and department on overall job satisfaction. The data were collected through stratified sampling and tested through descriptive statistics, ANOVA, Z-test, and correlation. Results of the study showed that academic staff was substantially satisfied with all the tested factors however they were least satisfied with their ‘work’. Demographic variable ‘education level’ was not significantly correlated with the overall job satisfaction. However age, experience, foreign qualification and gender were found significantly related with overall job satisfaction.

10. Research Methodology

This is quantitative descriptive research which has been conducted in real environment.

10.1 Population and Sample

The Population of this research consisted of teaching faculty (Professors, Associate Professors, Assistant Professors and Lecturers) of public sector colleges situated in Hyderabad Division. 220 questionnaires were distributed in-person and through post. 212 questionnaires were completed and returned yielding a return rate of 96.36%. Data were collected through stratified random sampling.

10.2 Instruments of Measurement

For this research the Likert scale with 5-point with multiple items is used to measure Job Satisfaction. Scale ranges 1 (strongly disagree) to 5 (strongly agree). Job Satisfaction Index developed by Schriesheim and Tsui (1980) [37] is used with some modification to measure job satisfaction through seven items. The statement “I am satisfied with the working conditions of this organization” was added by the researcher. The last statement of the questionnaire i.e. “Considering everything, I am satisfied with my current job situation” is aimed to measure the overall job satisfaction. The Cronbach Alpha coefficient of the Job Satisfaction scale was 0.775.

11. Data Analysis

Data obtained from the respondents through survey questionnaire were compiled into a Statistical Package for Social Sciences (SPSS) data file. SPSS version 22 is used for all statistical analyses in this research.

12.3 Analysis of Relationship between Factors of Job Satisfaction and Overall Job Satisfaction.

Table 3: Correlation between Factors of Job Satisfaction and Overall Job Satisfaction

Variables	1	2	3	4	5	6	7
Work itself Pearson Correlation Sig.(2-tailed)	1						
Supervision Pearson Correlation Sig.(2-tailed)	.404** .000	1					
Relationship Pearson Correlation with Co-workers Sig.(2-tailed)	.294** .000	.341** .000	1				
Pay Pearson Correlation Sig.(2-tailed)	.233** .001	.207** .003	.226** .001	1			
Promotional Pearson Correlation Opportunities Sig.(2-tailed)	.298** .000	.307** .000	.137* .046	.331** .000	1		
Working Pearson Correlation Conditions Sig.(2-tailed)	.343** .000	.482** .000	.351** .001	.237** .001	.497** .000	1	
Overall Job Pearson Correlation Satisfaction Sig.(2-tailed)	.397** .000	.348** .000	.282** .000	.371** .000	.425** .000	.506** .000	1

** Correlation is significant at 0.01 level (2-tailed)

* Correlation is significant at 0.05 level (2-tailed)

The statistical measurement tools used in this research comprised of descriptive statistics, correlation and regression.

12. Results and Analysis of Data

12.1 Demographic Information of Respondents

Table 1: Demographic characteristics of the respondents

Characteristics	Category	Frequency	Percentage
Age	21-30	40	18.9
	31-40	77	36.3
	41-50	57	26.9
	51-60	38	17.9
Gender	Male	127	59.9
	Female	85	40.1
Marital Status	Married	166	78.3
	Single	44	20.8
	Divorced	2	.9
Educational Qualification	BS (4 years)	11	5.2
	Masters	172	81.1
	M.Phil. / MS	27	12.7
	Ph.D.	2	.9
Discipline	Science	66	31.1
	Arts	76	35.8
	Commerce	62	29.2
	Computer	8	3.8
Position	Professor	2	.9
	Associate Professor	28	13.2
	Assistant Professor	59	27.8
	Lecturer	123	58
Present Job Experience	1 - 10 years	113	53.3
	11 - 20 years	45	21.2
	21 - 30 years	47	22.2
	More than 30 years	7	3.3

12.2 Descriptive Analysis of Job Satisfaction

Table 2: Descriptive Statistics of Job Satisfaction

Variable	N	Mean	Standard Deviation
Work itself	212	4.08	.810
Supervision	212	3.66	.941
Relationship with Coworkers	212	3.97	.744
Pay	212	3.82	.961
Promotional Opportunities	212	2.48	1.225
Working conditions	212	3.09	1.114
Overall Job Satisfaction	212	3.74	.850

Interpretation

Table-2 shows that college academics appeared to be most satisfied with work itself (Mean score= 4.08) and least satisfied with working conditions (Mean score= 3.09). However they were dissatisfied with promotional opportunities (Mean score=2.48). The overall job satisfaction level of college teachers was high (Mean score= 3.74).

Interpretation

In Table-3, the highest correlation value ($r=.506$) belonged to variable ‘working conditions’ which implies a strong correlation with overall job satisfaction. Promotional opportunities ($r=.425$) were also strongly correlated with overall job satisfaction. Very low correlation was found between overall job satisfaction and ‘Relationship with co-workers’ ($r= 0.282$) but it had a significant relation with job satisfaction. Other factors of job satisfaction such as work itself ($r=.397$), supervision ($r=.348$), and pay ($r=.371$) expressed moderate level of correlation. All the six factors were significantly related to each other ($p<.05$).

12.4 Analyzing Impact of factors of Job Satisfaction on Overall Job Satisfaction

Table 4: Results of Multiple Regression

Factors of Job Satisfaction	Standardized Coefficient (Beta)	p-value	Collinearity Statistics (VIF)
Work Itself	.180	.005	1.303
Supervision	.033	.623	1.466
Relationship with Coworkers	.052	.402	1.255
Pay	.194	.001	1.180
Promotional Opportunities	.145	.031	1.463
Working Conditions	.292	.000	1.680

R =.615
R² =.379
F= 20.82, $p<.01$
Durban- Watson value= 1.968

Interpretation

In Table-4, multiple regression is used to analyze the impact of factors (independent variables) of job satisfaction on overall job satisfaction (dependent variable). Results revealed that Work itself ($p<.01$), Pay ($p<.01$), Promotional opportunities ($p<.05$) and working conditions ($p<.01$) had significant influence on overall job satisfaction (dependent variable). However, Supervision ($p>.05$) and Relationship with coworkers ($p>.05$) had no impact on overall job satisfaction. Collectively the model explained around 38% variance and is highly significant as indicated by the F-value of 20.82 at $P<.01$. Hence as a group the selected factors of job satisfaction explained variance in overall job satisfaction.

The last column of Table-4 shows the value of Variance Inflation Factor (VIF). The VIF is a measure to check the multicollinearity problem which occurs if there exists high level of correlation between some of the explanatory variables. A large VIF value (10 or above) is the indication of multicollinearity (Saunders *et al.* 2009) [36]. In the present research the VIF values are below 10, hence there is no problem of multicollinearity among the independent variables. Another problem which might exist in multiple regression analysis is the existence of auto correlation which means that residuals of a study observation have influence on another observation. To examine the problem of auto correlation a measure known as Durbin-Watson statistic is used. According to Saunders *et al.* (2009) [36] a D-W value around ‘2’ indicates no auto correlation between observations. Since D-W value (1.968) as shown in Table-4 is around ‘2’ hence there existed no problem of auto correlation.

13. Discussions

Our discussion starts with the examination of relationship

between factors of job satisfaction and overall job satisfaction. In Hypothesis 1, we predicted that “there is positive relationship between factors of job satisfaction and overall job satisfaction”. The results showed that all the six factors were significantly related to overall job satisfaction. Working conditions were strongly correlated ($r =0.506$). Strong correlation also exists between Promotional opportunities ($r =0.425$) and overall job satisfaction. The other factors such as work itself ($r =0.379$), supervision ($r =0.348$) and pay ($r=0.371$) were moderately correlated. The least correlation was found between relationship with co-workers ($r =0.282$) and overall job satisfaction. This finding is supported by a study on school teachers conducted in Malaysia by Abdullah *et al* (2009) [1] who found that all the same dimensions of job satisfaction were significantly associated with job satisfaction. Hence hypothesis 1 is accepted.

In hypothesis 2, we predicted that “The selected factors of job satisfaction significantly explained variance in the overall job satisfaction”. The multiple regression analysis showed that all the selected factors had significant influence on overall job satisfaction except ‘supervision’ and ‘relationship with workers’. Collectively, the regression model explained 38 percent variance in the job satisfaction at significance value ($p< 0.01$). Hence hypothesis 2 is accepted.

In hypothesis 3, we predicted that “Academics of public sector colleges are overall satisfied with different job factors such as work itself, supervision, relationship with co-workers, pay, promotional opportunities and working conditions”. The results showed that college teachers appeared to be highly satisfied with their nature of work (Mean = 4.08) and least satisfied with ‘working conditions’ (M = 3.09). However they were dissatisfied with the promotional policies (Mean = 2.48). This issue of poor promotion policies was also examined by Nadim *et al* (2012) [25]. With regard to other factors such as relationship with co-workers (Mean = 3.97), Pay (Mean = 3.82), and Supervision (3.66), college teachers reported satisfaction. The result showed that teachers of public sector colleges are overall satisfied with their profession (Mean = 3.74). This finding of overall satisfaction is in conformity with the findings of Khan *et al* (2014) [17] who concluded that the selected facets of job satisfaction significantly contribute to improve the job satisfaction among teachers. Hence hypothesis 3 is accepted.

14. Conclusion

From the above statistical analysis and discussions, this study draws the following conclusions:

1. This study has established that all the factors of job satisfaction are significantly related to the overall job satisfaction and play their roles in improving the level of job satisfaction of college teachers. So the academic administrators and policy makers could make academic work force highly satisfied by optimal provision of the factors affecting job satisfaction.
2. The factors of Work itself, Pay, Promotional opportunities and Working conditions had significant influence on overall job satisfaction. Whereas ‘Supervision’ and ‘Relationship with coworkers’ had no impact on overall job satisfaction. However as a group the selected factors explained variance in the overall job satisfaction.
3. College teachers reported overall satisfaction with their jobs. They are highly satisfied with their nature of work.

This truly reflects that college teachers feel sense of pride with this noble profession of teaching. However they expressed feeling of dissatisfaction with their promotional system.

15. Recommendations

In the light of the results of this study, following recommendations are made for improving the level of job satisfaction among college academics of public sector colleges.

1. Results revealed that college teachers are least happy with the working conditions at colleges. The factors that contribute to working conditions include working hours, lighting, hygiene, availability of relevant equipment and tools to facilitate teaching; and clean and healthy environment. Healthy environment at work place positively influence workers' satisfaction, hence they perform well. So, working conditions at public sector colleges need to be improved to create conducive learning teaching environment.
2. College teachers are facing problems with existing poor system of promotion hence they expressed feeling of dissatisfaction with it. So it is recommended that new promotion system be designed introducing timely and merit based promotion policies. The government and policy makers should focus on this issue and take steps to solve the grievance of college teachers on this matter. A better promotion system for college academics would definitely turn their dissatisfaction into satisfaction.
3. To promote good relationship among co-workers, it is recommended that college heads should arrange get to gather programs, sports activities and group tours from time to time. Besides developing strong relationship among teachers, these positive activities will also help improve their level of job satisfaction.

16. Recommendations for Future Research

1. Some other factors need to be explored concerning job satisfaction such as professional training, relationship with students, autonomy of work, opportunities for scholarships, recreational opportunities and class room facilities etc.
2. This study was conducted on teachers of public sector colleges only. There is research gap inviting future researchers to make an analysis of the same variables on teachers of private sector colleges. Similarly a comparative study between teachers of public and private sector colleges can also be conducted.
3. Future researchers may also carry out a comprehensive comparative study evaluating the job satisfaction and organizational among teachers serving at different education level such as primary, secondary, high schools, college and university. This research would increase knowledge about level of job satisfaction among all the teaching community.

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