

Impact of Work Environment on Teachers' Job Satisfaction A Case Study of Private Business Universities of Pakistan

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Abstract

The main purpose of the study was to check the relationship between work environment and teachers' job satisfaction in private business universities of Karachi, Pakistan. The factors that include in work environment are freedom of teachers, involvement of teachers, management policies, co-workers' relationships and employer – employee relationships used as independent variables and teachers' job satisfaction used as a dependent variable. The structured 5 points likert scale questionnaire was used to collect the data from 105 private business universities' teachers from Pakistan. The data was analyzed through SPSS 17 by using statistical tools such as descriptive statistical, Pearson correlation and simple linear regression. The results indicate that there is a positive relationship between all factors of work environment and job satisfaction in teachers. Research also found that the employer – employee relationships is most important factor of work environment in private business universities of Pakistan. It is suggested that the universities' management should focus on favorable work environment particularly the factor of relationship between employer and employee to increase the job satisfaction amongst teachers, which may lead to higher performance. As research only was conducted with teachers of private business universities of Pakistan, it cannot be generalized to all sectors of country. Variables and sample size should be increased in the future research to get the better results.

Keywords: Work Environment, Job satisfaction, Teacher, Education Sector, Private Universities

Area of Research: Human Resource Management, Education

Introduction

Pakistan was established in the name of Islam and Quran emphasis on education. But unfortunately education has remained the most neglected aspect of our nation. The quality of education is very low due to untrained teachers, unfavorable work environment, low salary and others benefits of teachers and dissatisfaction of job. Birdsall, Ross, and Sabot (1993) explain that investments in education have great impact on the society as well as on the economic growth of the country. North (1997) described that the higher education plays very important role in human resource development in a society. In developed nations, universities are considered the bases of knowledge, new ideas and innovation. There is a need of quality research in business education to minimize the gap between theory and practice. But there are no facilities available for doing good quality of research in the business education of Pakistan, especially in private universities. Many studies on job satisfaction have been conducted in developed and in many developing countries, but very few of them focus on the job satisfaction of university teachers in relation with organizational work environment. Being the higher business education institution, universities should provide good work environment to the teachers that is essential for job satisfaction of teachers. This research is focused on the teachers' job satisfaction and its relationship with the work environment in private business universities of Karachi, Pakistan, which is the most neglected area of research.

Problem Statement

There is a job satisfaction and motivation problem of teachers in private universities of Karachi due to work environment. The most important purpose of the research was to investigate the job satisfaction level of private university teachers of Karachi, Pakistan and to know factors affecting the job satisfaction significantly.

Significance of Study

People admitted the truth that the only way leading to every kind of state growth passes through the area of learning. No one can name even a single occupation where the role of education can be diluted. If education is

considered as the backbone of growth in any country, the importance of teachers cannot be ignored as they have been assigned the responsibility of educating the future generation. Teachers will be in the position to accomplish learning objectives if they feel satisfaction. Therefore, it is very important to study their different aspects of job satisfaction mainly related to work environment.

Objective of Study

The research was carried out with the following objectives:

1. To know the private university teachers' job satisfaction level.
2. To check the relationship of work environment and teachers' job satisfaction
3. To find out the factors that impact significantly on teachers' satisfaction.

Literature Review

The idea of common satisfaction is defined as the scope to which an employee thinks positively or negatively regarding his or her work (Locke, 1976; Odom, Boxx, and Dunn, 1990). Job satisfaction stems from the insight that a worker has about his employment and what he gets associated with the job that he performs and the working environment (Black and Steers, 1994). Locke (1976, p. 1300) Job satisfaction is an enjoyable or positive emotional condition that is interconnected to the work that a person performs. Leap and Crino (1993) describe job satisfaction as the feelings of worker toward his job, rewards, which he receives, social, organizational, and physical characteristics of the environment in which he performs his working activities. Additionally, job satisfaction is a pleasurable or positive response to the individual employee's job (Milkovich and Boudreau, 1997).). The study shows that job satisfaction positively impacts the citizenship behavior of the company (Organ & Ryan, 1995). Job satisfaction is a key tool to measure the organizational strength as service quality mainly depends upon the human resources (Crossman & Abou-Zaki, 2003).

Employees who are satisfied with their jobs are more likely to continue with their organization. It is very difficult for supervisors to close the eyes to the problem of job satisfaction at a time when the demand of important work is increasing. There are two major reasons why bosses are worried for employee's job satisfaction. First, Managers have an ethical responsibility to do what they can in order to provide their employees a pleasing work environment. Second, they think that the attitude of satisfied workers will make positive contributions to the company. The studies have shown that job satisfaction has a direct and negative relation with employees' turnover (Fishbein & Ajzen, 1975; Fishbein, 1980).

Workers spend the most important part of their lives at the place of work; hence, the causes related to job satisfaction and employee behavior and their implication are important to know (Oshagbemi, 1999). There are many factors such as pay, the work itself, supervision of employees, relationships with co-workers and opportunities for advancement have been found to add value to job satisfaction (Opkara, 2002). Every element of the organization environment and system can add value to or detract from employees' job satisfaction (William & JR. Keith, 2000). Brown and Sessions (2003) propose that people prefer employment environments seen as rewarding their output, and that such environments increase worker confidence about future employment. People think job satisfaction depends on work-related behaviors, such as retaining good working relations, coming to job, and doing good job (Balzer et al., 1997). Most organizations intelligently monitor the satisfaction levels of their employees. Job satisfaction is correlated with employee's motivation and performance (Ostroff, 1992). Fajana (2002) Identified a long range of factors collectively affecting individual employee's level of job satisfaction which includes, management of employee or leadership (concern for people, task, participation), job design (scope, depth, interest, perceived value), working environments, social relations, perceived long range opportunities, levels of ambition and need accomplishment.

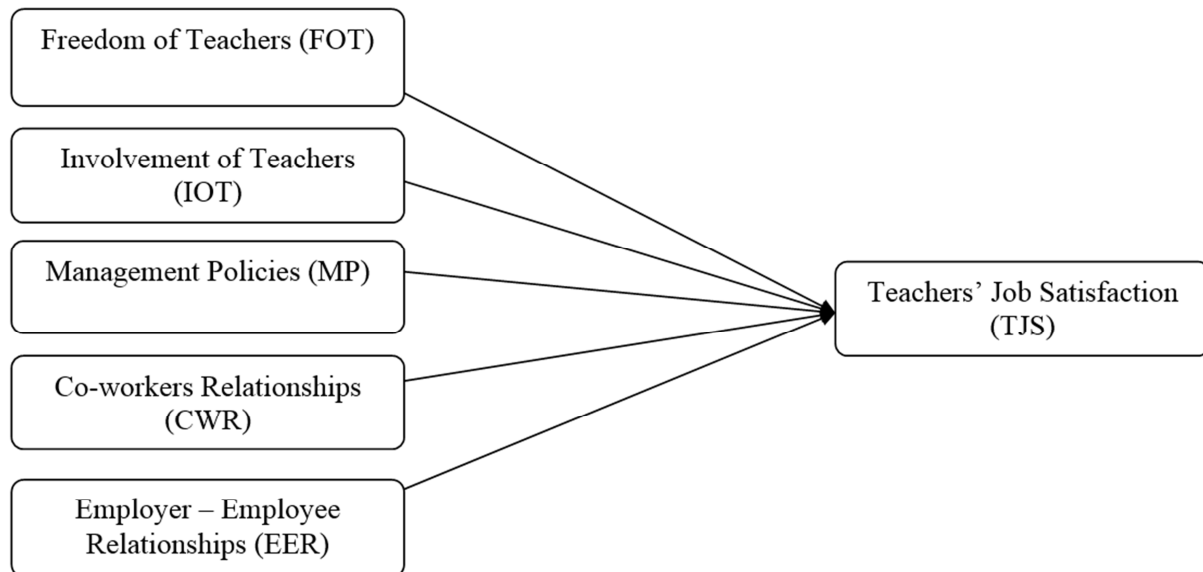
Marriner – Tomey (1996) advised that managers are to see that policies are reviewed periodically to ensure that they apply to current situations within the organization. Marriner –Tomey (1996) suggested that communication of policies to employees in written format eliminates breakdowns that occur when policy actions are passed by ordinary words of mouth.

According to McFarland and Morris (1984), supervision is a dynamic course of action in which workers are encouraged to participate regarding activities designed to meet organizational goals and support in the growth of an employee. Supervisors/heads of units or departments also control work in their department – for instance, academic works, lecture notes, and project writings by the academic staff. According to Carrell, Elbert and Hatfield (1998) satisfaction is promoted where there is high-quality supervision and the worker perceives the supervisor as helpful, capable and effective. Climate has been explained as an experientially based explanation of the work environment and employees' insights of the formal and informal strategies, practices and procedures in their organization (Schneider, 2008). Most of the studies have constantly confirmed relationships between company climate and individual outputs such as performance of individual, satisfaction, loyalty, participation and accidents (Ostroff et al, 2007).

Theoretical Framework

Even though work environment, as it communicates to job satisfaction, has been considered in a variety of professional settings, a small number of researches have been conducted in private university related to effects of work environment on teachers' job satisfaction. This research has five independent variables namely freedom of teachers, involvement of teachers, management policies, co-workers' relationships and employer – employee relationships and one dependant variable i.e. teachers' job satisfaction. The purpose of the study is to find out the impact of independent variables on dependent variable. Moreover, to see the extent to what independent variables contribute to the depended variable and which factor contributes significantly. The following variables are included in this research.

Work Environment



$$Y_1 = \beta_0 + \beta_1 X_1 + E, \quad Y_2 = \beta_0 + \beta_2 X_2 + E, \quad Y_3 = \beta_0 + \beta_3 X_3 + E, \quad Y_4 = \beta_0 + \beta_4 X_4 + E, \quad Y_5 = \beta_0 + \beta_5 X_5 + E$$

Hypothesis

There is a positive relationship between all independent variables and depended variable.

- **H₁**: Freedom of Teachers
- **H₂**: Involvement of Teachers
- **H₃**: Management Policies
- **H₄**: Co-workers' Relationships
- **H₅**: Employer – Employee Relationships

Research Methodology

Full time teachers from Business Administration Department of private sector universities of Karachi represented the population from which a sample of 105 teachers was taken by using convenient sampling method. A questionnaire on five point likert scale was developed on the basis of previous studies. The research instruments consisted of part A and part B. Part A includes the personal and university details, and part B consisted questions related to teachers' job satisfaction and work environment. The questionnaires were dropped personally and collected after 15 days. The data was analyzed through SPSS 17 by using statistical tools such as descriptive statistical, Pearson correlation and simple linear regression. Here it is pertinent to depict that in order to check one to one relationship of each independent variable with dependent variable; Simple Linear Regression was deliberately used.

Result and Discussions

Table. 1 : Reliability Statistics

Cronbach's Alpha	N of Items
.905	10

The Cronbach's Alpha shows the reliability of the questionnaire for the research. Minimum 0.7 Cronbach's Alpha is acceptable for the research. Reliability Statistics table shows 0.905 Cronbach's Alpha of questionnaire used in this research which is a valid instrument by using 8% respondent data.

Table. 2: Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	81	77.1	77.1	77.1
Female	24	22.9	22.9	100.0
Total	105	100.0	100.0	

Table.2 shows the respondents' gender category. Majority of research participants were male (n = 81) representing 77. % of the sample, whereas females were (n = 24), which is 14.23%.

Table. 3: Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Freedom of Teachers	105	1.00	5.00	3.2381	1.12253
Involvement of Teachers	105	1.00	5.00	3.1333	1.40101
Management Policies	105	1.00	5.00	3.1429	1.24367
Co-worker Relationships	105	1.00	5.00	3.4000	1.02470
Employer - Employee Relationship	105	1.00	5.00	3.1429	1.14714
Teachers Job Satisfaction	105	1.00	4.60	2.6933	.99694
Valid N (listwise)	105				

Table (3) shows the descriptive statistics, which represents the minimum-maximum mean values and standard deviation values of all the respondents are included in this research. Balancing point of the distribution is Standard deviation. It shows the variability in participants' answers. The data set is closed to the mean if the value of standard deviation is smaller and large value tells that the data set is scattered widely from the mean. Smaller value of the standard deviation indicates that most of the observations in a data set are close to the mean, while a large value implies that the observations are scattered widely about the mean. The value in mean column shows that all independent variables have a mean score of more than 3.1 on a 5-point scale. These mean values point out that the participants choose, 'agree' or 'strongly agree' options with all the variables regarding work environment while the value of standard deviation of involvement of teachers and management policies are more than 1.2, which indicates the data is widely scattered from the mean.

Table.4 : Pearson Correlation

		Freedom of Teachers	Involvement of Teachers	Management Policies	Co-worker Relationships	Employer - Employee Relationship	TeachersJobSatisfaction
Freedom of Teachers	Pearson Correlation	1	.646**	.588**	.376**	.362**	.520**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	105	105	105	105	105	105
Involvement of Teachers	Pearson Correlation	.646**	1	.668**	.532**	.461**	.403**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	105	105	105	105	105	105
Management Policies	Pearson Correlation	.588**	.668**	1	.694**	.579**	.523**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	105	105	105	105	105	105
Co-worker Relationships	Pearson Correlation	.376**	.532**	.694**	1	.507**	.347**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	105	105	105	105	105	105
Employer - Employee Relationship	Pearson Correlation	.362**	.461**	.579**	.507**	1	.767**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	105	105	105	105	105	105
TeachersJobSatisfaction	Pearson Correlation	.520**	.403**	.523**	.347**	.767**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	105	105	105	105	105	105

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

Table (4) contains Pearson correlations for all five independent variables and one dependent variable. Correlation explanation is based on five classical rules introduced by Franzblau (1985) to understand correlation coefficient amongst different variables. There is a positive and significant relationship between independent variables and dependent variable. The highest value of correlation between independent variables, employer – employee relationship ($r = .767, p < .01$) and teachers’ job satisfaction indicates that the good relationship between teachers and the universities’ management will have greater impact on job satisfaction level of teachers. The lowest value of correlation between independent variables co-worker relationship ($r = .347, p < .01$) and teachers’ job satisfaction point out that the relationship between employees will have lower impact on satisfaction level of teachers. The correlation values of other three independent variables Management Policies ($r = .523, p < .01$), Involvement of Teachers ($r = .403, p < .01$) and Freedom of Teachers ($r = .520, p < .01$) also have significant impact on teachers’ job satisfaction. The values written in the given table brings from different SPSS results.

Table. 5 : Regression Analysis

Variables	R Square	F	Beta	t	p(Sig.)
FOT	.270	38.080	.520	6.171	0.000
IOT	.162	19.934	.403	4.465	0.000
MP	.273	38.720	.523	6.223	0.000
CWR	.120	14.112	.347	3.757	0.000
EER	.588	146.975	.767	12.123	0.000

Dependent Variable: Teachers’ Job Satisfaction (TJS)

Freedom of Teachers (FOT)

Table . 5 shows the $F = 38.080$, which clearly indicates that the model is acceptable for research. Statistical output of freedom of teachers ($t = 6.171$ and $p = 0.000$), which shows that freedom of teachers have positive impact on the teachers’ job satisfaction. The beta value shows 1 unit change in freedom of teachers will bring 0.520 unit change in teachers’ job satisfaction. Hence, the alternative hypothesis (H_1) is accepted and null

hypothesis is rejected.

Involvement of Teachers (IOT)

The Value of $F = 19.934$ confirms the fitness of the model for the study. Involvement of teachers ($t = 4.465$ and $p = 0.000$) shows the positive effect on the job satisfaction of teachers. The beta value indicates that the 1 unit change in involvement of teachers will bring 0.403 unit change in the level of teachers' job satisfaction. Thus, the alternative hypothesis (**H2**) is accepted.

Management Policies (MP)

The Value of $F = 38.72$ proves that the model is fit for the study. Management Policies ($t = 6.223$ and $p = 0.000$) indicates the positive effect on the job satisfaction of teachers. The beta value indicates that the 1 unit change in Management Policies will bring 0.523 unit change in the level of teachers' job satisfaction. Thus, the alternative hypothesis (**H3**) is accepted.

Co-worker Relationship (CWR)

Regression table shows $F = 14.112$, which noticeably indicates that the research model is acceptable. Statistical output of co-worker relationship ($t = 3.757$ and $p = 0.000$), which shows that good relationship between employees will have positive impact on the teachers' job satisfaction. The beta value co-worker relationship shows 1 unit change will bring 0.347 unit change in teachers' job satisfaction; therefore, the alternative hypothesis (**H4**) is accepted.

Employer – Employee Relationship (EER)

The EER value of $F = 146.975$ authenticates the strength of model for the research. Employer – Employee relationship (EER) ($t = 12.123$ and $p = 0.000$) proves that it has positive effect on the job satisfaction of teachers. The beta value indicates that the 1 unit change in Employer – Employee relationship will bring 0.767 unit change in teachers' job satisfaction. So, the alternative hypothesis (**H5**) is also accepted.

Conclusion

The main focus of research is to examine relationship between work environment and teachers' job satisfaction in private business universities of Karachi. The research examined the level of teachers' job satisfaction and association among freedom of teachers, involvement of teachers, management policies, co-workers relationships and employer – employee relationships with job satisfaction in universities teachers. It is concluded that there is a positive and strong relationship between work environment and teachers' job satisfaction. It is proved that employer-employee relationship has higher impact on the teachers' job satisfaction. Management policies and freedom of teachers also have significant impact on teachers' job satisfaction but less than the employer-employee relationship. Involvements of teachers and co-worker relations have lower effect over teachers' job satisfaction.

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