

## The Impact of Participation & Role Conflict on Job Satisfaction: An Analysis of Gomal University Lecturers (Regular and Contract)

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### ABSTRACT

There is almost unanimity that job satisfaction is a key to efficiency and productivity of workers in almost all professions inter alia many factors. Participation in decision making and role conflict are the main ingredients of job satisfaction in creative professions like teaching at postgraduate level. This paper intends to identify the impact of these two factors on job satisfaction of lecturers in Gomal University DIKhan. Population of the study consists of the entire faculty member in Grade BPS 18 i.e. Lecturer on contract as well as regular basis. Because of shortage of time availability only 35 were selected and data was analyzed through statistical packages. The main variables of the study are job satisfaction, role of the conflict among participant and decision making process. Publicly employed people have no or less discretionary power in managing their work however, in Gomal University, the level of participation of teachers (lecturers) in decision making was found high and they are satisfied, majority of the respondents were of the view that they have conflict in performing their roles on the job therefore, their level of satisfaction is suffering.

**Key Words;** Job Satisfaction, Conflict, Lecturers, Gomal University,

### INTRODUCTION

Job satisfaction involves liking for the work and acceptance of the pressures and aspiration connected with that work. Social scientist believes that “job satisfaction is pleasurable or positive emotional reaction to a person’s job (Luthans, 2005).” An employee’s attitude about his job is based on factors present in the work environment. Robbins and Decenzo (2006) refer it to “an individual’s general attitude towards his job.” While Rao et al., (2003) are of the view that “a person with a high level of satisfaction holds positive attitude towards his or her job while a person who is not

satisfied with his or her job holds negative attitude about the job.” There is close relationship between job satisfaction and employees efficiency.

Job satisfaction is correlated with the output and the knowledge worker’s (teachers) which directly influence student’s achievements (Dessler, 2002). Unfortunately contract teachers in Gomal University suffer from neglect, indifference and insecurity which influence their efficiency and effectiveness as a good teacher and consequently injure the institution and society at large. Therefore a better understanding of causes for the job dissatisfaction which injures both the individual and society in which he lives is the focus of this study.

## **PROBLEM STATEMENT**

This study intends to know the influence of two factors such as participation in decision making and role conflict on the job satisfaction of contract teachers of the Gomal University, DIKhan.

## **LITERATURE REVIEW**

### ***Job Satisfaction***

Jain and Saakshi (2005) states that “teacher in ancient times was not confronted with financial problems”, while Mukerji (2003) says that unfortunately “today, teaching is considered low paid profession in comparison to medicines, law, and engineering especially in developing countries.”

Job satisfaction is closely linked with motivation. Being motivated to do a job well is difficult when an employee is dissatisfied with it. Similarly, a highly satisfying job is also likely to motivate. Being dissatisfied with job may motivate an employee to search for another for satisfaction. Kenneth (2004) and Maslow (1943) viewed job satisfaction as the result of employees’ perceptions of how well their job satisfies their needs that are important for them.

According to Hertzberg (1956) “job satisfaction involves cognitive, affective and evaluative reactions or attitudes.” It is a pleasurable or positive emotional state resulting from the appraisal of one’s job or job experience. Davis et al., (2000) refers it to ‘an individual’s general attitude towards his job’. A person with a high level of satisfaction holds positive attitude towards the job while a person who is dissatisfied with his job holds negative attitude about the job. Likewise, Ramakrishna and Rao (2000) are of the opinion that “job satisfaction or dissatisfaction of the teachers is a complex phenomenon having multiple inter-correlated casual factors i.e. personal, social, cultural and economic etc.” Similarly, Dessler (2002) is of the view that job satisfaction is the result of various attitudes possessed by an employee, which are related to the job and specific factors as salary, supervision, condition of work, opportunity of advancement, recognition of ability, fair evolution of work, social relation on the job, fair treatment, and other similar factors. However other aspects such as employee’s age and level of aspiration social status and activities in organization contribute to job satisfaction too.

Kuhn (1982) found that “satisfying teacher’s job satisfaction is the result of achievement on the job, interpersonal relations and recognition” while Davis et al., (2000) argue that “job satisfaction stems from factors present in the work environment, the supervisor style, organizational policies, procedures, work group affiliation, working conditions and fringe benefits”, yet there is evidence to suggest that job satisfaction is more intrinsic to the person than to the job.

### ***Participation in Decision Making***

Participation is ‘a mental and emotional involvement of a person in a group situation which encourage in contributing to goals and sharing responsibilities with them’ (Bernard, 1938). More recently, Luthans (2005) notes that “modern techniques emphasize on participative decision making and use of self managed teams”, he further reports a research study, which found that “informal participation has positive effect on employee efficiency and satisfaction while

representative participation had a positive impact on satisfaction but not on efficiency.” Participation in decision making is recently recognized a motivator like traditional motivators such as pay, job design, direction and control.

**Pay**

Browning (1963) postulate that “pay for performance system may lead to grater efficiency but low job satisfaction”. He further point that “satisfaction rises as pay increases, because an individual can probably have too much pay and employees pay often also reflects of how well management views the organization.” Luthans (2005) and Rosenzweig and Fremont (2002) share the same views. While Beach (2002) found that “the extent to which job provides opportunity for advancement included both opportunity and fairness in pay and promotion.” So, if pay is also included as important factor it will be good but we are studying lecturers and there is no promotion the day they are appointed. So it is not within the scope of our research.

**Role and Role Conflict**

Role is “a predetermined set of behavior, task and action that person are expected to perform as they work (Nahavandi et al., 1998).” Similarly, Griffin (1997) view role as ‘a part an individual that he plays in a group to help the group reach its goal’. Some people are leaders; some do the work, some interface with other and so on. Where according to Reddy and Reddy (1978) “role conflict is a situation in which an individual is confronted by divergent role of expectations.” Rao and Sridhar (2003) reports that “it exists when an individual finds that compliances with one role requirement may make more difficult the compliance with another,” yet according to Hughes et al., (2006) and Cummings et al., (2001) at the extreme it would include situation in which two or more role expectations are mutually contradictory. It increases internal tension and frustration.

**Research Variables**

Nature of Variables	Variables	Brief Descriptions
Dependent Variable	Job Satisfaction	A university teacher is satisfied when he/she feels that his/her personality and education is fit for the job and his/her efforts to perform job duties and responsibilities have considered important and are giving him/her valuable returns.
Independent Variable	Participation in Decision Making	How do university teachers evaluate their discretionary power to influence the decisions about their work?
Independent variable	Role and Role Conflict	A university teacher plays an important role in teaching but his/her role is negatively effected by some factors like lack of resources in completion his/her assignments, lack of recognition by head, lack of creative type of work, students & colleagues expectations & demands, etc then role conflict arises and leads to dissatisfaction with job.

Table: 1 - List of Variables (working concepts)

### ***Schematic Diagram of the Theoretical Framework***

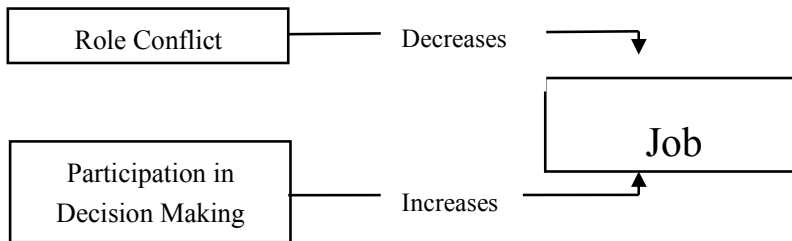


Figure: 1- Schematic Diagram of Theoretical Framework

As shown in the above diagram, the dependent variable “job satisfaction” is the variable of primary interest. Two selected predictors such as “participation in decision making” and “role conflict” have measured this dependent variable.

### ***Hypothesis***

Based on literature review, problem statement and theoretical framework, following hypotheses were developed:

1. Participation in decision making increases job salience (job satisfaction).
2. Gomalian teachers are not satisfied from their level of participation in decision making.
3. Gomalian teachers are satisfied as they have no role conflict.
4. Regular teachers have less role conflict than contract teachers.
5. Experience significantly effects role conflict.

## **METHODOLOGY**

### ***Population and Sampling***

The population of the study comprised of the lecturers working at BPS-18 (Regular Lecturer) and on fixed basis (Contract Lecturers) in Gomal University. The size of the target population is given in following table.

N0	Designation	Strength
1	Lecturers (Regular)	47
2	Lecturers on Fixed Pay (Contract)	18
Total		65

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Table: 2 - Population Distribution

According to the convenience of time available for data collection, analysis, and compilation and reporting, a sample size of 35 was selected out of which 24 were regular lecturers and 11 were lecturers on fixed pay.

No.	Designation	Strength
1	Lecturers in BPS-18 (Regular)	24
2	Lecturers on Fixed Pay (Contract)	11
Total		35

Table: 3 - Sample Distribution

#### ***Data Collection, Analysis and Presentation***

Data was collected primarily through questionnaire comprising of 25 questions. Secondary data was also collected to identify basic variables, their operational definitions, relationship between the variables and so on. Both qualitative and quantitative analyses were used to make sense of the raw data collected. For statistical analysis of data, a data matrix was prepared. Descriptive statistics were also used for testing of some hypotheses. In inferential statistics only Chi-square test was applied to test the significance of the differences of opinion between some groups of the population. While Correlation analysis was used to measure the nature, strength and direction of relationship between research variables which were measured on continuous scale.

#### **SATISTICAL ANALYSIS OF DATA**

##### ***Categorical Description of Respondents***

Respondents came from the following departments with the given percentage of representation 23% Institute of Computing & Information Technology, 14% Public Administration, 14% CBA, 11% Statistics, 6% IER, 11% Biological Sciences, 6% Pharmacy, 11% Mathematics, 6% HPE, 8% Chemistry and 3% from J&MC. Out of 35 respondents, 69% were regular lecturers and 31 % were fixed-lecturers (contract), among these 89% were male and 11 % were female. Likewise, 46% were single and 54% were married. Similarly, 6% are serving from last 3 months, 3% from 4, 9% 6, 3% 8, 3% 9, 6% 1 year, 9% 2 year, 3% 3 year, 3% 4 year, 14% 5 year, 9% 6 year, 6% 7 year, 3% 8 year, 6% 10 year, 6% 12 year and 14% have 14 years experience or more.

**Hypotheses Testing**

*Hypothesis No. 1: Participation in decision making increases job satisfaction.*

With the increase in participative decision making, also increases job satisfaction. To find the nature, direction and significance of this bivariate relationship, a Pearson correlation analysis was calculated. Allowing the employees to participate in decision making, gives them a degree of satisfaction because they consider themselves able to say in managing things. How far this participation in decision making is directly related with the satisfaction of teachers? To answer this question, computations were taken for correlation analysis.

$$\begin{aligned}
 &\text{Participation in Decision Making} = X \\
 &\text{Job Salienc (satisfaction)} = Y \\
 \\
 \bar{X} &= \frac{\sum x}{n} = \frac{138.2}{35} = 3.9 \\
 \\
 \bar{Y} &= \frac{\sum y}{n} = \frac{144.3}{35} = 4.1 \\
 SD(x) &= \sqrt{\frac{\sum dx^2}{n}} = \sqrt{\frac{1.44}{35}} = 0.2 \\
 SD(y) &= \sqrt{\frac{\sum dy^2}{n}} = \sqrt{\frac{27.86}{35}} = 0.9 \\
 r &= \text{Average of products} \\
 &= \frac{[ \{SU(x)\} * \{SU(y)\} ]}{n} = \frac{9.65}{35} = 0.3
 \end{aligned}$$

Result  $r = 0.3$  shows that there is a positive correlation between participation in decision making and job satisfaction. Thus hypothesis 1 is accepted.

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*Hypothesis No. 2 Gomalian Teachers are not satisfied from their level of participation in decision making.*

**Computations:**

$$\begin{aligned}
 n &= 35 \\
 \sum x &= 144.3 \\
 \bar{X} &= \frac{\sum x}{n} = \frac{144.3}{35} = 4.1
 \end{aligned}$$

Results for the 2<sup>nd</sup> hypothesis indicate that level of participation of teachers in decision making is 4.1 on a scale of 1 to 5 which shows that the level of participation of teachers in decision making is high.

*Hypothesis No. 3: Gomalian Teachers are not satisfied as they have role conflict.*

As role conflict was measured by using nominal data (true/false where true was coded as 1 and false was coded as 2), mode was calculated to find the most frequent value in the distribution. It can easily be counted from data that “1” is occurred 26 times and ‘2’ occurred 9 times. So most frequent item of distribution is 1 which means that majority of the respondents are saying that there is role conflict, so hypothesis 3 is accepted.

### Hypotheses Tested through Chi-square Test

Remaining two hypotheses were tested by using the chi square test to assess the significance of the differences between observed and expected frequencies from a hypothetical universe.

*Hypothesis No. 4: Regular Lecturers have less role Conflict than those of contract Lecturers.*

#### Computations:

*Table showing observed frequencies:*

1. Categories	Regular Lecturer	Contract Lecturer	Total
True	10	16	26
False	1	8	9
Total	11	24	35

*Table showing expected frequencies:*

2. Categories	Regular Lecturer	Contract Lecturer	Total
True	8.2	17.8	26
False	2.8	6.2	9
Total	11	24	35

*Calculate chi-square statistics is computed as bellow:*

Oij	Eij	Oij-Eij	Square of (Oij – Eij)	[Square of (Oij-Eij)]/Eij
10	8.2	1.8	3.24	0.395
16	17.8	-1.8	3.24	0.18
1	2.8	2.8	7.84	2.8
8	6.2	1.8	3.24	0.52
35	35			3.9

Calculated value of chi-square = 3.9

Tabulated value of chi-square = 3.841 significant at 0.05 with 1 degree of freedom. Since calculated  $\chi^2$  is greater than the tabulated  $\chi^2$ , therefore null hypothesis is rejected.

*Hypothesis No. 5: Experience significantly effects role conflict.*

To test the validity of this hypothesis whole sample is divided into three groups according to their length of service.

- First Group = Low Experience Lecturer (LEL) (i.e., teachers having length of service less than 5 years).
- Second Group = Average Experience Lecturer (AEL) (i.e., teachers having length of service in the range of 5-9 years)
- Third Group = High Experience Lecturer (HEL) (i.e., teacher having length of service in the range of 10-15 years).

**Computations:**

*Table showing observed frequencies:*

3. Categories	LEL	AEL	HEL	Total
True	15	7	4	26
False	0	4	5	9
Total	15	11	9	35

*Table showing expected frequencies:*

4. Categories	LEL	AEL	HEL	Total
True	11	8	7	26
False	4	3	2	9
Total	15	11	9	35

*Calculate chi-square statistics is computed as bellow:*

O <sub>ij</sub>	E <sub>ij</sub>	O <sub>ij</sub> -E <sub>ij</sub>	Square of (O <sub>ij</sub> – E <sub>ij</sub> )	[Square of (O <sub>ij</sub> -E <sub>ij</sub> )]/E <sub>ij</sub>
15	11	4	16	1.450
7	8	-1	1	0.125
4	7	3	9	1.286
0	4	-4	16	4.000
4	3	1	1	0.333
5	2	3	9	4.500
35	35			11.694

Calculated value of Chi-square = 11.694

Tabulated value of Chi-square = 5.991 significant at 0.05 level with 2 degree of freedom. As calculated X<sup>2</sup> statistic is greater than tabulated X<sup>2</sup> statistic, therefore null hypothesis is rejected.

**MAJOR FINDINGS**

Literature review provided the theoretical framework, which was used to get readings from the real-world situation. Primary data collected through questionnaires provided enough material about the problem-situation in the background of ideal theoretical framework extracted from the documented knowledge. Following are the major findings of this study:



1. Participation in decision making increases the job satisfaction level of the lecturers was the 1<sup>st</sup> hypothesis. This hypothesis was accepted as the correlation coefficient was +0.3 which means that increase in participation in decision making results in the increase in job satisfaction level of lecturers.
2. 2<sup>nd</sup> hypothesis was that Gomalian teachers (lecturers) are not satisfied with their level of participation in decision making. This hypothesis was rejected as measured level of participation of teachers in decision making was 4.1 on a scale of 1 to 5 which shows that the level of participation of teachers in decision making is high.
3. Gomalian teachers are not satisfied as they have role conflict was the 3<sup>rd</sup> hypothesis. This hypothesis was accepted. As most frequent item of distribution was 1 which means that majority of the respondents pointed out that they have conflict in performing their roles on the job therefore their level of satisfaction is suffering.
4. Regular lecturers have less role conflict than those of contract lecturers working on fixed pay. The hypothesis was rejected as at 95% confidence level the Chi-square value fell in the critical/rejection region. It means that there is no significance difference in the opinions of two groups.
5. 5<sup>th</sup> hypothesis was that experience significantly affects role conflict. The hypothesis was rejected, as at 95% confidence level the Chi-square statistic fell in the critical/rejection region. This implies that there is no significant relationship between teachers experience and role conflict.

## CONCLUSION AND RECOMMENDATIONS

To measure the level of satisfaction of the Gomalian teachers, 5 hypotheses were developed and tested; of this total, 2 hypotheses were rejected and 3 were accepted. Publicly employed people have no or less discretionary power in managing their work however, in Gomal University, the level of participation of teachers (lecturers) in decision making was found high and they are satisfied, majority of the respondents were of the view that they have conflict in performing their roles on the job therefore, their level of satisfaction is suffering. To solve this problem of dissatisfaction University should provide the required resources to teachers to perform their assignments satisfactorily. The policies and procedures under which they are working and performing their responsibilities should be compatible with the nature of work assigned to them. Similarly, they must be given full opportunity to perform creative work to show their performance and abilities, last but not least, steps should be taken in order to improve the class room standard. Furthermore, results indicate that there is no significance difference in the opinion of two groups' i.e. regular lecturers and contract lecturers. Similarly, this study reveals that there is no significant relationship between teachers experience and role conflict.

Succinctly, satisfaction of human participants within organization not only is a 'mean' for organizational effectiveness but also as an 'end' in itself. If we look into the public and private especially of education, we can see that public sector employees are comparatively paid less than the private sector same is arguable to Gomal University. Likewise, public sector university's teachers have to fulfill assignments within very limited facilities due to lack of financial resources. All this uphold that both intrinsic and extrinsic satisfaction at job is necessary for academic excellence the ultimate objective of an academic institution.

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