

Determinants of Job Satisfaction in Academic Professionals of Pakistan

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Abstract:

The purpose of this study is to explore and analyze the determinants of job satisfaction in academic professional of Pakistan. The job satisfaction was considered dependent variable and human resource management (HRM) practices (training and development, performance appraisal, career planning, and compensation) were predictor variables. Linear regression model was used in this study that demonstrated the overall effect of variable and data was collected from faculty members of four (two public and two private) different universities of Pakistan. It has been found that performance appraisal and compensation are important determinants of job satisfaction among faculty members. Therefore, the management of universities in Pakistan should give considerable emphasis on performance appraisal. Interestingly, the analysis of means variation and independent t-test did not demonstrate a difference between faculty members of public and private universities in terms of job satisfaction and HRM practices. Future investigations should explore the underlying mechanism between the HRM practices and job satisfaction.

Keywords: Job Determinant, Human Resource Management, Job Satisfaction, Academic Professionals.

1. Introduction

Job satisfaction has been of interest to researchers, because of its relationships with job performance and/or organizational commitment. The impact of various determinants of job satisfaction on organizational performance and employee attitudes has been extensively explored in developed countries (Delaney and Huselid, 1996; Huselid, 1995; Katou and Budhwar, 2007; Petrescu and Simmons, 2008). Nonetheless, limited research has been carried out in the context of developing countries. (Budhwar and Debrah, 2001; Sing, 2004; Yeganeh and Su, 2008). Therefore, this study attempts to explore determinants of job satisfaction in case of Pakistan.

Educational sector of any country has a unique importance particular in knowledge creation. Competitiveness of this sector mostly depends on the satisfactory involvement and commitment of its employees, hence perceived organizational practice and financial adequacy are the best predictor of job satisfaction (Leung et al, 2000). To attract and retain talented, dynamic and competent faculty and their performance management has become strategic human resource management (HRM) issue for universities (Chughtai & Zafar, 2006; Van den Brink et al, 2013).

Two types of educational institutions are prevailing in Pakistan; i.e. public and private universities. Previous research has explored the relationship between HRM practices and job satisfaction among faculty members either in public or in private universities; e.g. Munaf (2009), Shah et al (2012) and Halai (2013). However, both institutions vary in terms of quality, environment, faculty satisfaction and implementation of HRM practices in public and private institution also relatively differ (Munaf, 2009). Thereafter, this research conducts comparative analysis and explores the relationship between HRM practices and job satisfaction among faculty members of both public and private universities. Data has been collected from 102 faculty members (Lecturers, Assistant Professors, Associate Professors, and Processors) of business management department from four different universities located in capital area of Pakistan. The Survey questionnaire that is used in this study was adapted from the Singh, K (2004). The job satisfaction was considered dependent variable and HRM practices (training and development, performance appraisal, career planning, and compensation) were predictor variables. The correlation and regression analysis has been carried out to test following four hypotheses related with HRM practices and job satisfaction.

- Hypothesis 1: Training and development has positive and significant effect on job satisfaction of academic professional.
- Hypothesis 2: Performance appraisal has positive and significant effect on job satisfaction of academic professional.
- Hypothesis 3: Career planning has positive and significant effect on job satisfaction of academic professional.
- Hypothesis 4: Compensation has positive and significant effect on job satisfaction of academic professionals.

2. Literature Review

([Steijn, 4-7 September, 2002](#)) found that job satisfaction of employees in public sector is on the decline. He analyzes the job satisfaction on the basis of four factors, individual characteristics, job characteristics, work environment variables and HRM practices. ([Singh, 2004](#)) examined positive relation of HRM practices with firm performance. ([Pillay, 2009](#)) identified low pay, workload and lower chances of promotion for work dissatisfaction among the professional nurses in public and private sector. Only social context of the work make them satisfied, they received intrinsic satisfaction from the patient care. In contrast; private sector nurses are only dissatisfied with their pay.

2.1. HRM practices and Job Satisfaction

Literatures in this perspective reveals that number of researchers have identified different factors of job satisfaction, such as achievement, advancement, recognition ([Marchant, 1999](#)), responsibility, work itself, relationships, policy and administration, salary, supervision, working conditions ([Castillo & Cano, 2004](#)) were factors for job satisfaction. The finding implies that faculty is mostly satisfied with 'job content' and least satisfies with 'job context'. The finding of ([Berg, 1999](#)) was contradictory to ([Castillo & Cano, 2004](#)). He argued that job satisfaction is not influenced by job characteristics. Balance between work and family impact job satisfaction.

The impact of Higher Education Commission of Pakistan policies on academic staff and their satisfaction was found inconsistent ([Mapesela & Hay, 2005](#)). They found that most of the policies have negative correlation with academic staff performance and their job satisfaction. On the other hand ([Katou, 2008](#)) found that HRM policies have a direct positive effect on outcome and organizational performance. The outcomes of organization are related to competence, cooperation with management, cooperation among employees, motivation, satisfaction, commitment and retention. Therefore underlying mechanisms are much important to explore.

2.2. Training and development

Training and development is defined by ([Patrick, 2000](#)) as "It is systematic development of the knowledge, skill, and expertise required by a person to effectively perform a given task or job". Although training and development enhances the skill, knowledge and competencies of the employee but now this concept has gone beyond the traditional interpretation. Learning opportunities were found most influential factors in job satisfaction ([Schmidt, 2007](#)). ([Jones, Jones, Latreille, & Sloane, 2009](#)) argued that job satisfaction increases through workplace training. Training and development programs minimize the gap between actual and desired performance. ([Choo & Bowley, 2007](#)) described the contributions of training and development initiatives and opportunities to enhance the skills always increases professionalism, increase employee commitment and job retention.

2.3. Performance Appraisals

Performance appraisal is used to evaluate the individual performance (attitude towards work, quality of work, personal achievement, and accomplishing organizational objectives). It is further helpful for compensation policy, career development and keeping the information about relative worth of the

employee for the organization ([Chand & Katou, 2007](#)). Performance appraisal positively influence the job satisfaction ([Cook & Crossman, 2004](#)) but fairness of the performance appraisal system is compulsory ([Fletcher & Williams, 1996](#)). According to the expectancy theory ([Vroom, 1964](#)) “individual attitude and choices based on expected results, motivation act as process governing choices” it emphasized to relate individual performance directly to the rewards and to ensure that rewards are given to those who deserved. Similarly equity theory ([Adams, 1965](#)) demonstrated that employee satisfaction explain in term of relational perception of fair and equal distribution of input. Realistic, faire and effective performance appraisal initiatives are the necessary prerequisite of overall job satisfaction ([Saari & Judge, 2004](#)).

2.4. Career Planning

Career planning has immense importance in HMR practice ([Baruch, 1996](#)) Similarly ([Super, 1980](#)) argued “ Career is combination and sequence of roles played by person during the course of a lifetime”. Psychological based theories revealed that if person actively participate in their vocations and do not bother about opportunities hunting than person is satisfied with his/her employment and his/her efficiency increases ([Brown & Associates, 2002](#)).

Career planning is a tool that aligns strategies with future HRM needs and encourages employee to strive for his personal development ([Singh, 2004](#)). Effectively functioning career planning system motivates the employees to take responsibility for their personal development and including the development of the company. The relationship between career planning and job satisfaction demonstrated by ([Chen, Chang, & Yeh, 2004](#)). The results revealed that career need of the employees varies at various stage of their career. If the gap between their apparent career and the career they desired is larger than their turnover intention and job dissatisfaction will be high.

2.5. Compensation

Compensation is an amount of monetary and non-monetary pay that employee get from the employer in return of work performed as required. Compensation influences the work motivation and job satisfaction (Berg, 1999). Performance based compensation contributes to achieve organizational goal and objective ([Singh, 2004](#)). In order to attract and retain the competent workforce; the universities offer competitive level of compensation to their faculty and recognize their achievements. Organization’s commitment to faculty enhances the job satisfaction and improves academic quality ([Comm & Mathaisel, 2003](#)). The compensation packages to employees have different impact in different institutional setting.

([Macklin, Smith, & Dollard, 2007](#)) demonstrated that same compensation package impact differently because of job characteristic, work stress, supervisor relationship and institutional structure. Comm & Mathaisel (2003) found that the faculty members were most satisfied with the autonomy of their jobs and ability to make their own decisions about work. In the light of expectancy and discrepancy theories, ([Igalens & Roussel, 1999](#)) examined the relationship of compensation with work motivation and job satisfaction. Their results implicated positive relationship among given variables.

3. Research Model and Methodology

3.1. Conceptual Framework

Literature Koustelios (2001); Ott and Dijk (2005) suggests that job satisfaction depends on different factors. The main objective of this study is to explore the effects of HRM practices on job satisfaction. This study focused on the relationship of performance appraisal, training, compensation, and career planning with job satisfaction. Here job satisfaction is dependent variable and explanatory variables are performance appraisal, training, compensation, and career planning as shown in Figure 1.



PA= Performance Appraisal; T&D= Training and Development; C= Compensation;
CP= Career Planning; JS= Job Satisfaction

Figure 1: Conceptual framework

3.2. Research Methodology

3.2.1. Sample and Data Collection

Four universities (two from private sector and two public sector universities) were selected for this research. The target respondents were the academic professionals (lecturers, assistant professors, associate professors, professors) from the business administration department. The academic professionals with at least 2 year of experience in the same university were considered valid for this research. Information about faculty members was collected from website of Higher Education Commission of Pakistan (<http://www.hec.gov.pk/Pages/HECMain.aspx>). The Survey questionnaire that is used in this study was adapted from the Singh, K (2004). The questionnaire contained 36 items; in which 7 items were related to job satisfaction and other 29 are related to independent variables. Details of the questionnaire can be found in Appendix 1.

The total 180 questionnaires were distributed and 102 questionnaires were received therefore the response rate was 56%. All survey was treated confidentially. Five point liker scales was used. The respondents were asked to response the extent to which each statement is pertaining to his/her knowledge regarding HR practices and job satisfaction. Where 1=strongly Agree and 5=strongly disagree. Cronbach alpha was used to evaluate the reliability of the instrument. The values of reliability coefficients of all the variables are given below in Table 1.

Table 1. Reliability Statistic

Variable Name	Cronbach's Alpha	N of Items
Training and Development	0.81	7
Performance Appraisal	0.87	8
Career Planning	0.80	6
Compensation	0.85	8
Job Satisfaction	0.86	7

The correlation and regression analysis is used to identify the relationship between HRM practices and job satisfaction and effect of HRM practices on job satisfaction. To identify the differences and similarities between public and private universities; t-test, mean and standard derivation has been applied.

4. Analysis and Discussion

4.1. Frequency Distribution

Table 2 presents results of frequency distributions of the participants.

Table 2 Frequency Distribution

Variables	Frequency	Percentage
Designation		
Lecturer	53	52%
Assistant Professor	35	34%
Associate Professor	9	8.8%
Professor	5	4.8%
Year of Experience		
1-2	28	27.5%
2-5	31	30.4%
5-8	27	26.5%

8-10	8	7.8%
10-13	4	3.9%
>13	4	3.9%
Qualification		
Master	49	48.0%
MS/M Phil	36	35.3%
PhD	15	14.7%
Post Doc	2	2%
Questionnaire filled by University Nature		
Public	56	54.9%
Private	46	45.1%
Gender		
Male	70	68.6%
Female	32	31.4%
Age		
< 25	6	5.9%
25-30	29	28.4%
30-35	24	23.5%
35-40	18	17.6%
40-45	17	16.7%
45-50	4	3.9%
>50	4	3.9%

4.2. Mean, Standard Deviation and T-Test

The results of Table 3 compared the means of variables through independent t-test. Insignificant difference was found of job satisfaction ($t = -.083$, $df = 100$, $p > 0.05$) between academic professionals working under private and public sector universities of Pakistan. This indicates that the job satisfaction level of public and private sector academic professionals of Pakistan is same.

Table 3. T-Test

Variables	Academic Professional	N	Mean	SD	t-value	df	Sig (2-tailed)
JS	Public	56	3.30	1.439	-.083	100	.935
	Private	46	3.33	1.301			
T&D	Public	56	3.21	1.358	-.169	100	.866
	Private	46	3.26	1.405			
PA	Public	56	3.41	1.437	-.319	100	.751
	Private	46	3.50	1.378			
CP	Public	56	3.48	1.348	-1.580	100	.124
	Private	46	3.87	1.128			
C	Public	56	3.20	1.445	-1.412	100	.164
	Private	46	3.59	1.343			

Similarly insignificant differences were found on the variables of Training & development ($t = -.169$, $df = 100$, $p > 0.05$), performance appraisal ($t = -.319$, $df = 100$, $p > 0.05$), career planning ($t = -1.580$, $df = 100$, $p > 0.05$), and compensation ($t = -1.445$, $df = 100$, $p > 0.05$), between academic professionals working under private and public sector universities of Pakistan. The results revealed that HRM practices (training & development, performance appraisal, career planning, and compensation) of public and private sector universities of Pakistan are not different.

4.3. Correlation

Table 4 shows correlation between dependent and independent variables. It can be seen that the correlation between training & development and job satisfaction is significant. Pearson value .365* is significant at .05 level. The correlation between performance appraisal and job satisfaction is significant (.692**) at .01 level. The correlation between career planning and job satisfaction is significant (.520*) significant at .05 level. The correlation between compensation and job satisfaction is significant (.719**) at .01 level.

Table 4 Correlation Matrix

		TD	JS	PA	CP	C
TD	Pearson Correlation					
	Significance					
	N	—				
JS	Pearson Correlation	.365*	.			
	Significance	.000				
	N	102	—			
PA	Pearson Correlation	.442**	.692**			
	Significance	.000	.000			
	N	102	102	—		
CP	Pearson Correlation	.630**	.520*	.607**		
	Significance	.000	.000	.000		
	N	102	102	102	—	
C	Pearson Correlation	.493**	.719**	.736**	.580**	
	Significance	.000	.000	.000	.000	
	N	102	102	102	102	—

*Correlation is significant at 0.05 levels.

**Correlation is significant at 0.01 levels.

4.4. Regression

Table 5 represents the Regression coefficient 'R' = .763 or 76.3% which means that relationship between dependent variable (job satisfaction) and independent variables (training & development, career planning, performance appraisal and compensation) is positive. The coefficient of determination 'R²' = 0.581 show that 58.1% of variation in job satisfaction is explained by training & development, career planning, performance appraisal and compensation.

Table 5 Regression model summary

Model	R	R Square	Adj. R Square	Std. Error of Estimate
1	.763	.581	.560	0.910

Table 6 shows the ANOVA results of the model. The F-test value is 26.677 and is significant. This also implies that the association between dependent variable and independent variables is statistical significant and the regression model is valid. The valid regression model reveals that all independent variables (training & development, career planning, performance appraisal and compensation) are showing a positive and significant relationship with job satisfaction (dependent variable). The result is significant therefore alternative hypothesis will be accepted that is: HRM practices have positively and significantly association with job satisfaction.

Table 6. ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig
1	Regression	110.460	5	22.092	26.677	.000
	Residual	79.501	96	.828		
	Total	189.961	101			

a. Predictors: training & development, career planning, performance appraisal, and compensation

b. Dependent variable: job satisfaction

Table 7 shows coefficient results of training & development, career planning, performance appraisal, and compensation.

Table7. Coefficients

Model	Unstandardized Beta	Coefficient Std. Error	Std. Coefficient Beta	T	Sig
1 (Constant)	0.512	0.298		1.718	0.089
T&D	0.170	0.181	0.170	0.938	0.351
PA	0.327**	0.102	0.335	3.218	0.002
CP	0.105	0.106	0.096	0.998	0.326
C	0.436**	0.100	0.447	4.360	0.000

a. *Significant level is 0.05

b. ** Significant level is .01

c. Dependent Variable is Job Satisfaction

In the above table, the regression coefficient for training and development of the academic professionals is $(\beta_1) = .170$. This implies that one percent increase in training and development results in 17% increase in job satisfaction level if other variables are kept controlled. The T-test value is 0.938 which is insignificant at .351. This demonstrates that the relationship between training and development of academic professionals and job satisfaction is positive and insignificant but overall regression model is valid. So the hypothesis 1st (Training and development has positive and significant effect on job satisfaction of academic professionals) is rejected because training and development has insignificant effect of job satisfaction.

The regression coefficient for performance appraisal of the academic professionals $(\beta_2) = .335^{**}$ which reveals that one percent increase in performance appraisal will result in 33.5% increase in job satisfaction level if other variables are kept controlled. The T-test value is 3.218 which significant at .002. This shows that the relationship between performance appraisal of academic professionals and job satisfaction is positive and significant and overall regression model is valid. So the hypothesis 2nd (performance appraisal has positive and significant effect on job satisfaction of academic professionals) is accepted because performance appraisal has positive and significant effect on job satisfaction of academic professional.

The regression coefficient for career planning of the academic professionals is $(\beta_3) = .105$. This means that one percent increase in career planning will result in 10.5% increase in job satisfaction level if other variables are kept controlled. The T-test value is 0.998 which insignificant at .326 because significance level is less than .05. It implies that the relationship between career planning of academic professionals and job satisfaction is positive and insignificant and overall regression model is valid. So the hypothesis 3rd (career planning has positive and significant effect on job satisfaction of academic professional) is rejected because career planning has insignificant effect on job satisfaction.

The regression coefficient for compensation of the academic professionals is $(\beta_4) = .436$. This reveals that one percent increase in compensation will increase job satisfaction level by 43.6%. The T-test value is 4.360 which is significant at .000. That shows that the relationship between compensation of academic professionals and job satisfaction is positive and significant and overall regression model is valid. So hypothesis 4th (compensation has positive and significant effect on job satisfaction of academic professionals) is accepted because compensation has positive and significant effect on job satisfaction.

5. Conclusion

This study has explored the relationship between HRM practices and job satisfaction of academic professional in public and private universities of Pakistan. Linear regression model was used in this study that demonstrated the overall effect of variable and data was collected from faculty members of four (two public and two private) different universities of Pakistan.

It has been found that HRM practices are much important for job satisfaction of academic professional. Although motivational factors, institutional structure and job description impact on job satisfaction but HRM practices have clear importance in recent context. The investigation was found inconsistent with assertion that HRM practice and job satisfaction do differ in public and private

universities. The potential reason for insignificant difference in public and private universities is the operational execution of HRM practices. Although the institutional environment seems different but the HRM practices, their execution, implementation and resulting outcomes are same.

The two HRM practices, performance appraisal and compensation, are significantly related with job satisfaction. Hence performance appraisal and compensation are important determinant of job satisfaction of academic professional in public and private universities of Pakistan. The management of universities in Pakistan should give considerable emphasis on performance appraisal and periodically performance appraisal should be conducted. Promotion, incentives, recognition and appreciation should be performance based. Second, compensations have significant and prominent determinant of academic professional's job satisfaction. Competitive salary packages, periodic increment, and additional benefits (medical insurance, house allowance, child education support) leveraged academic professional's job satisfaction. Future work should increase the sample size by collecting data from different universities. Cross-cultural and longitudinal research can also provide us a unique insight between different culture and over time changes.

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Appendix 1: Questionnaire

HUMAN RESOURCE MANAGEMENT (HRM) PRACTICES

Note: A number of statements dealing about various aspects of Human Resource Management practices in your university are given below. Please indicate the extent to which each statement describes your university using the following:

SA	Strongly Agree
A	Agree
N	Neutral
D	Disagree
SD	Strongly Disagree

1. Job Satisfaction

Management trust in me, satisfy me on my job					
Useful and important work satisfy me on my job					
The work I do on this job is very meaningful to me					
I feel a very high degree of personal responsibility for the work I do on this job					
I feel a great sense of personal satisfaction when I do my job well					
By doing work here; I feel a sense of achievement in my career					
I feel satisfied and happy when I discover that I have performed well on this job					

2. Training and Development

Our university conducts extensive training programs for its faculty in all aspects of quality					
Faculty in each job normally go through training programs every year					
Training needs are identified through a formal performance appraisal mechanism					
There are formal training programs to teach new faculty member, the skills they need to perform their jobs					
New knowledge and skills are provided to faculty periodically to done their work in university					
Training needs identified are realistic, useful and based on the business strategy of the university					

3. Performance Appraisal

Performance of the faculty is measured on the basis of objective quantifiable results					
Appraisal system in our university is growth and development oriented					
Faculty are provided performance based feedback and counseling					
Faculty have faith in the performance appraisal system					
Appraisal system has a strong influence on individual behavior					
The appraisal data is used for making decisions like job rotation, training and compensation					
The objectives of the appraisal system are clear to all faculty					

4. Career Planning

Individuals in this university have clear career paths					
Employee's career aspirations within the university are known by his/ her immediate superior					
Faculty in our university have more than one potential position for promotion					
Individual and university growth needs are matched in this university					
Our university plans for the career and development of faculty					
Our university prefers an internal employee whenever a vacancy exists					
Each employee is aware of his/her career path in the university					

5. Compensation

Job performance is an important factor in determining the incentive compensation of faculty					
In our university, salary and other benefits are comparable to the market					
In our university, compensation is decided on the basis of competence or ability of the employee					
The compensation for all faculty is directly linked to his/her performance					
In our university, recognition is used as a mechanism to appreciate higher performance					

Any Other Opinion Related to this Topic:

Demographics

Name (Optional) _____

Designation:

Year of Experience in this University: 0-2, 2-5, 5-8, 8-10, 10-13, 13>

Qualification: Master, MS/ M Phil, PhD, Post Doc

University Nature: (please tick one) Public Private

Gender: Male Female

Age: <25, 25-30, 30-35, 35-40, 40-45, 45-50, 50>

Thank you for your time

Best Regard,

Ali Ahmad