

The Correlation between Job Satisfaction and Effectiveness

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ABSTRACT

This research study examines the correlation between job satisfaction and effectiveness of university teachers. The findings of this research work are drawn from faculty members of a university in Pakistan. The result of this research work explains relatively strong hold for the reality of a positive relationship of Job satisfaction and teacher's effectiveness, i.e. if the teachers are satisfied with their job they will do their job effectively with commitment and will produce better results in terms of performance, this will indeed raise the performance and effectiveness of the educational institutes. The results showed a positive correlation between the two variables (job satisfaction and effectiveness) for the sample ($r = .45$). This shows that the job related variables of employees do effect their satisfaction.

INTRODUCTION

The most difficult problem in educational research is that of recognizing teacher's effectiveness of discriminating between more and less effective teachers. It is therefore, quite accurate to say that an institution's effectiveness depends directly on the effectiveness of its teachers, yet its relationship with Job Satisfaction need to be established in the particular environment of educational institution. Job satisfaction describes how content an individual is with his or her job. It is a relatively recent term since in previous centuries the jobs available to a particular person were often predetermined by the occupation of that person's parent. There are a variety of factors that can influence a person's level of job satisfaction; some of these factors include the level of pay and benefits, the perceived fairness of the promotion system within a company, the quality of the working conditions, leadership and social relationships, and the job itself (the variety of tasks involved, the interest and challenge the job generates, and the clarity of the job description/requirements).

This research study is about the relationship between the job satisfaction and teaching effectiveness of the Teachers. It will be kept in mind that teaching is an important job but this recognition must be tempered by a further recognition that not all the people in our society see the importance of this profession.

Statement of the Problem (SOP)

Teaching effectiveness is a major goal of education. It is recognized that teaching effectiveness has a far-fetched effect on the overall educational programme. Teachers' competence refers to the behavior of teachers while teaching in a class. Teacher's performance differs from teaching effectiveness. But as an individual each of the employee, whether he/she is a teacher or not, must be able to show the most favorable results in their respective fields. Different approaches are followed to assess effectiveness. It is conditional to the concerned field for which the employee's contribution is judged. The variables or yardsticks may be different; the ultimate purpose is the same "Effectiveness". Similar is the case with measuring Job Satisfaction. For each individual satisfaction means different situations, but as a means of ease an estimation of such factors are enumerated which are considered as important by the masses-

Objectives of the study

The main objective of the study is to find out any relationship between job satisfaction and effectiveness of University teachers. Specifically finding on - job or internal factors that influence a teacher's job satisfaction and his/her effectiveness and giving recommendations for further improvement.

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REVIEW OF LITERATURE

Job satisfaction and effectiveness has been actually the subject matter of numerous research scholars. Maslow (1970) a reputed educationist indicates that an individual's satisfaction is determined by the fulfillment of the following five levels of needs. These are: Physiological needs, Safety needs, Social needs, Self-esteem needs, and Self-actualization. He adds that there are two variables, which determine satisfaction these are: External factors i.e. salary and interpersonal relations. Internal factors i.e. achievement and recognition. Riddle (1981) renowned and famous researcher also conducted many studies in this regard. He concluded that only and only a well mentally satisfied primary school teacher could teach to the small kinds in a befitting way. He is of the view that teaching to the small children is a laborious task, and can be assigned to only those people who are mentally contented. Patti (1983) says that teacher's participation in decision-making is associated with his excellent performance. Teachers' performance and taking them into confidence by administrator are interrelated. Ghonaim (1987) conducted a research, which focuses on correlation between the organizational climate and job satisfaction of teachers. He has opined that satisfied teachers actually help in creating a good and conducive educational environment, which is an essential element for the smooth running of any academic institution. Timothy et al. (1998) did a more sophisticated Meta - analysis on 312 samples with a combined N of 54, 417 and found the mean true correlation between job satisfaction and performance to be.

Dick et al. (2004) made a study regarding job satisfaction and turn over. The results help to understand the underlying psychological processes in forming an employee's intention to leave the organization. They found strong support for their assumption that organizational identification feeds into job satisfaction, which in turn explains turnover intentions. They found an indirect effect of identification via job satisfaction in all samples. Rose (2007) Spelled out the associations between occupation and overall job satisfaction shown by WERS 2004 to this must be added one rider. The examination of the ICT professional group showed that there are constraints on the outcomes that can be produced by management alone, however skilled and insightful.

RESEARCH METHODOLOGY

The following research methodology was adopted

Purpose of the Study

The major purpose of the study is to find out the relationship between the Job Satisfaction and effectiveness of University Teachers.

Population

All teachers working in Sarhad University Peshawar constituted the population for this research study.

Sampling

Sampling is a process of selecting a sufficient number of elements from the population, so that a study of the sample and an understanding of its properties or characteristics would make it possible for us to generalize such properties or characteristics to the population elements for example sample statistics- \bar{X} (the sample mean) and S (standard deviation), are used as estimates of the population parameter μ and σ .

Simple random Sampling method

Total number of teachers in Sarhad university was taken as population then subjects were selected based on drawing the names of the teachers from a bucket randomly. Following hypotheses were made.

Hypotheses

- (1). Null hypothesis: There is no relationship between Job Satisfaction and Effectiveness.
Alternative hypothesis: There is a strong relationship Job Satisfaction and Effectiveness.
- (2). Null hypothesis: Satisfied and non-satisfied teachers are equally effective.
Alternative hypothesis: A satisfied teacher is more effective than non-satisfied one.

Research Tools/Instruments

The following two instruments were used and utilized for collecting and gathering data. They are:

1. Questionnaire
2. Observation Check list

Test Statistics

Sometimes, the actual measurement or counts of individual or objects are either not available, or accurate assessment is not possible, they are then arranged in order according to some characteristics of interest. Such an order given to an individual or object is called its ranks. The correlation between such sets of ranking is known as Rank correlation.

By formula:

$$r_s = 1 - \frac{6\sum d_i^2}{n(n-1)}$$

Where $d_i = x_i - y_i$

x_i is first observation and y_i is the second observation.

It is known as Spearman's coefficient of Rank Correlation.

$\sum d_i^2$ has the least value and is zero when the numbers are in complete agreement

i.e. $r_s = \text{for } \sum d_i^2 = 0$

When they are in complete disagreement $\sum d_i^2$ attains the maximum value equal to

$$r_s = -1 \text{ for } \sum d_i^2 = \frac{n(n^2 - 1)}{3}$$

Here in this case tied observations were found, the formula for tied observations was used instead, i.e.

$$r = \frac{\sum x_i y_i - (\sum x_i)(\sum y_i)/n}{\sqrt{[\sum x_i^2 - (\sum x_i)^2/n][\sum y_i^2 - (\sum y_i)^2/n]}}$$

Where x_i and y_i are ranks given to two objects. \sum , stands for summation/sum x stands for Job Satisfaction y stands for effectiveness of teaching n stands for number of observation

Criteria for Measuring Job Satisfaction

An individual's sense of satisfaction with work and organization derived from at least four different considerations. **Work itself** is of the basic element in building an individual's sense of satisfaction. People must feel that they are using skills that they value and that they work requires them to acquire those skills to different situation. Thus they are challenged. At the same time, supervision **received** is important. People need to feel comfortable with the guidance, recognition, and equity in the evaluations they receive. **Compensation**, of course is important but it is important not only in terms of pay but also in terms of what it signals in status of promotion. Finally, people must feel a sense of **influence or control** regarding work or the results of their efforts.

<i>Dimension of Job Satisfaction</i>	<i>Job Satisfaction and Work Features</i>
Work it self	Skill Variety Needed
Influence and control over Work	Task identification
Supervision received	Task Significance
Compensation	Feedback from Task Autonomy

The second group of factors in Exhibit emphasizes features of the work task. One's variety of skills relates directly to the span of abilities one has to draw upon in performing a task. Serious under- utilization of abilities can cause boredom or frustration. An individual's sense of task importance, significance, is a factor that affects task identification and connects effort to organization out comes (product, service, or results). At the same time, feedback from the task should provide the information needed to judge performance, share in accomplishments, and take corrective of action where needed. The fifth factor tied to

job satisfaction and task features deals with autonomy, feeling of independence and ability to exert influence, individual opportunity and ability to make decision and to build a sense of autonomy.

Measuring Job Satisfaction

There are two methods of measuring job satisfaction. Single score method (Yes, No) and summation score made approach — a summation of job facets, identifies key elements in a job and asks for the employee's feelings about each. Typical factors that would be included are the nature of the work, supervision, present day pay, promotion opportunities and relations with co-workers. These factors are rated on standardizes scale and then added up to create an overall job satisfaction score. (Page 81: organizational behavior by Stephen. P. Robins and Seema Sehgal (5th edition)). We used a five points Lickert scale for measuring Job Satisfaction.

Criteria for Measuring Effectiveness

Fred Luthons and his associates looked at the issue of what managers do from a different perspective. They compared successful managers vs. effective ones. Effectiveness is defined in terms of quantity and quality of work done, satisfaction and commitment of the employees. (Organizational Behavior by Stephen. P. Robins) In the present research case similar variables are taken for measuring effectiveness of the teachers, their work is delivering of a lecture, satisfaction and commitment of the students are other important variables. Lickert Scale was used for the measurement of Effectiveness as well.

RESULTS AND DISCUSSION

This chapter contains statistical analysis of the collected data and testing of hypothesis according to the criteria being set in the previous chapter. This chapter consist of samples distributions on the basis of age, experience, education, salary and composition of family'(number of children and their age groups). The discussion in details is followed.

Table No. 4.1: Distribution of samples by age (years)

Class limit	Class boundary	Mid value (x)	Frequency (Sample)	fix	Percentage
2'-30	20.5-30.5	25.5	13	331.5	32.98507463
31-40	30.5-40.4	35.5	12	426	42.3880597
41-50	40.5-50.5	45.5	3	136.5	13.58208955
51-60	50.5-60.5	55.5	2	111	11.04477612
			30	1005	100

Table 4.1 shows the distribution of sample sizes by age. It is evident from the table that most of the faculty are in the age limit of 20 to 30 years (32,98%) and 30 to 40 years (42.39%). It is a clear picture of how people behave in the beginning of their career as well as at a later mature stage. In the beginning people tries to have a job, may be permanent or a temporary one. But as time passes they get experienced and oft for more secured and reliable jobs. Sample has a mean age of 33.5 years.

Table No. 4.2: Distribution of samples by education

Degree	Frequency (sample)	Percentage
Bachelors	0	0
Master	17	56.6666667
MS/M.Phil	12	40
PhD	1	3.33333333
Post Doctorate	0	0
Total	30	100

The above table gives a picture of educational qualification for the sample. 56 percent of the faculty of sample is just masters, 40 percent has MS/M. Phil degree and just three percent has Ph.D. The main reason for this is the fact that permanent faculty is either required to be this much educated or are able to concentrate on further education because of the security of their present job at hand.

Table No.4.3
Distribution of samples by Experience (years)

Class limit	Class boundary	Mid value (x)	Frequency (Sample)	fix	Percentage
1to10	0.5-10.5	5.5	21	115.5	37.86885246
11 to 20	10.5-20.5	15.5	5	77.5	25.40983607
21-30	20.5-30.5	25.5	3	76.5	25.08196721
31-40	30.5-40.5	35.5	1	35.5	11.63934426
41-51	40.5-50.5	45.5	0	0	0
				305	100

The above table is about the sampling distribution on the basis of experience. The percentage figures for sample shows a uniform distribution of employees having less than or equal to 30 years of experience. The highest is 37.86 percent for employees (1 to 10 years). Even 11.63 percent employees have up to 40 percent of experience. These are those employees who get jobs after retirement from a permanent job. For sample 12.75 years is the average experience.

Table No. 4.4: Distribution of samples by Salary (thousands)

Class limit	Class boundary	Mid value (x)	Frequency (Sample)	fix	Percentage
8 to 18	7.5-18.5	13	22	286	57.2
19 to 29	18.5-29.5	24	6	144	28.8
30-40	29.5-40.5	35	2	70	14
41-51	40.5-51.5	46	0	0	0
52-62	51.5-62.5	57	0	0	0
63-73	62.5-73.5	68	0	0	0
74-84	73.5-84.5	79	0	0	0
				500	100

Table 4.4 gives an idea of the sampling distribution regarding salaries. For sample salaries are in lower limits.57.2 percent people are getting salaries up to 18.5 thousands a month, 28.8 percent approximately 30 thousands while only 14 percent employees are paid less than or equal to 40 thousands per month. The average salary is 16.66 thousands.

Table No. 4.6 Correlation between Job Satisfaction and Effectiveness for sample

Number	Job (x)	Satisfaction	Effectiveness (y)	X (ranks)	Y (ranks)	xy	x ²	y ²
1	53		52	9	13	117	81	169
2	64		54	27-5	15.5	426-25	756.25	240.25
3	57		55	16	17.5	280	256	306.25
4	52		31	7	1	7	49	1
5	58		58	19	24.5	465.5	361	600.25
6	68		61	29.5	29.5	870.25	870.25	870.25
7	51		54	6	15.5	93	36	240.25
8	57		48	16	7	112	256	49
9	49		47	3.5	5.5	19.25	12.25	30.25
10	53		59	9	26.5	238.5	81	702.25
11	55		56	12.5	21	262.5	156.25	441
12	61		50	24	9.5	228	576	90.25
13	56		36	14	2	28	196	4
14	61		58	24	24.5	588	576	600.25
15	58		60	19	28	532	361	784
16	54		38	11	3	33	121	9
17	62		40	26	4	104	676	16
18	50		52	5	13	65	25	169
19	48		51	2	11	22	4	121

20	45	49	1	8	8	1	64
21	60	56	21.5	21	451.5	462.25	441
22	64	50	27.5	9.5	261.25	756.25	90.25
23	58	55	19	17.5	332.5	361	306.25
24	61	56	24	21	504	576	441
25	49	47	3.5	5.5	19.25	12.25	30.25
26	68	61	29.5	29.5	870.25	870.25	870.25
27	53	52	9	13	117	81	169
28	55	56	12.5	21	262.5	156.25	441
29	60	56	21.5	21	451.5	462.25	441
30	57	59	16	26.5	424	256	702.25
Total	1697	1557	465	465	8193	9444.5	9439.5

$$r = \frac{\sum x_i y_i - (\sum x_i)(\sum y_i)/n}{\sqrt{[\sum x_i^2 - (\sum x_i^2)/n][\sum y_i^2 - (\sum y_i^2)/n]}}$$

$$r = 985.5/2234.49 = 0.441038$$

The correlation coefficient (i.e. $r = 0.44$) for rank correlation between job satisfaction and effectiveness for sample is a considerable evidence that there is a considerable relation between the two variables i.e. we can say that job satisfaction is correlated to effectiveness.

Conclusions

According to the results arrived at in the previous sections many conclusions could be drawn. For instance, Most of the faculty is either young or aged. It is also evident from data. 32.98 percent of the faculty is in the age limit of 20 to 30 years and 42.38 percent are in 30 to 40 years age limits. Similarly sample has a mean age of 33.5 years, it confirms to the fact that age is not considered in recruiting. A highly experienced, retired person could find a job as well as a young fresh graduate. Similarly educational qualifications are 56 percent of the faculty of sample as masters, 40 percent has MS/M.Phil degree and just three percent has Ph.D.

It is said that experience makes the man perfect. In faculty there are either highly experienced people or young less experienced employees engaged in teaching. Figures show that 37.86 percent of employees lie in the first group having 1 to 10 years of experience. Even employees having 40 years of experience are also working here (i.e. 11.65 percent). For sample 10.16 years is the average experience.

If we look at the rewards given to the employees for their services, for faculty, salaries are in lower limits i.e. 57.2 percent people are getting salaries up to 18.5 thousands a month, while only 14 percent employees are paid less than or equal to 40 thousands per month.

The main purpose of this study was to find the correlation between job satisfaction and effectiveness for both the sample and test the differences in populations if any. The value of Pearson's rank correlation for sample is 0.44103 (Timothy and his colleagues found it be .30), showing that there is a positive correlation between the two variables; we can say a satisfied teacher is more effective. Sample shows a stronger correlation, or stated differently, the effectiveness of faculty is affected more by the prevailing circumstances regarding their job.

To conclude we can say that the employees are faced with a lot of problems regarding their jobs. They are paid with a very low amount; they have no job security and other facilities available to their other fallows making them no satisfied. (These variables were also the determinants for job satisfaction in Anthony Scott and his fellows work in 2006). They may be less qualified, but they are not demanded to be highly qualified and high qualification in their area of studies is not readily present in the whole of KPK even in Pakistan. They have very few PhDs in Finance or Marketing. It is not a fault on their side if they are not highly qualified.

Recommendations

After analyzing the results and feedback from employees in the formal interview before disbursement of questionnaire, we found that the faculty is not happy with their monthly reward and job structure, which is affecting their job performance as well, a result found by Musazi (1982) in his work as well. So it is highly recommended that for the sake of achieving effectiveness and better performance, the employees should be given full job security and at least a better reward for their services. They felt as being discriminated by not having facilities, although they are not satisfied still they are equally effective. All the teachers should be treated for their facilities and should be facilitated for future studies and capacity building programme. Taken as a whole, most of the employees were found not satisfied with their present salary; therefore the salary structure may be revised for it contributes a lot to a person feeling of contentment.

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