

## **Morale and Job Satisfaction of University Teachers: A Case from Pakistani Universities**

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### **Abstract**

The research intends to explore correlation between morale and satisfaction of teachers working at universities. Moreover, it also intends to measure the difference of job satisfaction and morale on gender basis. This research was conducted on teachers from three public universities. 150 teachers were asked to provide their responses regarding the research, among them 72 university teachers provided their responses. For data collection two research tools, Job Satisfaction Scale and Morale scale, were adopted and used. Analysis of data was done through (SPSS) and Pearson r was used to find out correlation of morale and satisfaction from the job from universities of Pakistan. The results of the study show that both variables job satisfaction and morale were positively correlated. It shows that high satisfaction from the job enhances the morale and vice versa.

**Keywords:** Job satisfaction, morale, university teachers

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## Introduction

For a long time job satisfaction of university teachers has been a major topic of discussion among the scholars. The satisfaction from the job and worker's morale has been a key point of focus by scholars. A major part of employee's life is spent in his/her job therefore its study becomes more important (Ismail, 2012).

According to Iqbal and Akhter, (2012) job satisfaction is discussed in social sciences and is important for any organization. In the fields of management and economics, a great amount of work has been done on the fore mentioned topic and a considerable amount of work has been done in education as well. Job is the source of earning and livelihood for major part of population in urban setup, and job satisfaction is directly proportional to the efficiency of the work, these factors place the topic of job satisfaction at much greater significance.

A person's value is dependent on his/her job. Job not only gives status to the individual but is also a source of relationship to other members of society. An employee who has a good occupation will not only be satisfied from his job but will also keep himself intact with other members of society (Ismail, 2012).

Job gives a person a feeling of satisfaction and it is a fact that only a small percentage of employees remain satisfied from their jobs (Johnsrud & Rosser, 2002). In Higher Education also, the most important construct is job satisfaction which means gratification of one's feelings about his job and it has many sub constructs and has dependence on one's environment and situation (Bayasgalan, 2015).

One cannot describe a person's satisfaction in single sentence. One group of scholars will assess it according to their desires, or needs, or the delight they get from this etc., or the type of job and the second group of scholars relate it to the feelings, sentiments of a person correlated with his/her job (Sravani, 2016).

Many scholars relate job satisfaction with nature of work and satisfaction from the administration (Rauf, Akhtar, Iqbal, & Malik, 2007). Other still consider it the reactionary feelings related with many aspects of the job. It fluctuates between reactions to the nature of job to feelings of gratification from the job.

Sravani, (2016) asserts that normally everyone's work gratification is different from others. In one study a specific criteria was given by researchers and that was not dependent on the nature of job but was dependent on the feelings and attitude of the job.

Morale is special participation and desire that an employee shows about the achievement of his own and team goals in special working condition. Good environment encourage participation in the job by Hoy and Miskel (1987) employees feel admiration for their colleagues and concurrently feel gifted from their job (Bentley & Rempel, 1980).

The word tenure shows the duration for which one works as a teacher and researcher. An employee is considered as a faculty for an undefined duration or time.

### **Teachers' job satisfaction**

Shravani (2016) asserts that teacher's job satisfaction is a complex term. For some individuals it is the accomplishment of their work. For others it is the satisfaction and there are few for whom it is the set of reactions faced by an individual in his environment. While it is the sum of feelings and attitudes related to the job.

Cranny, Smith, and Stone, (1992), Spector, (1997), Brewer and Landers, (2003) have asserted about various researches conducted on job satisfaction. A large number of studies have resemblance. Locke (1976) has asserted that job satisfaction is the emotional state that is related to the job or experiences of the job. Spector (1976) has refined the word job satisfaction as the sum total of beliefs and feelings so as to make attitude towards the job. According to these scholars it is the sum total of general feelings about the occupation (Warr, 1994).

Bozeman and Gaughan (2011) asserts that job satisfaction is meant as the feelings about the job which motivates a person's for the accomplishment of assignments, tasks and remain competent about the job.

Boundless, (2016) asserts that there are two levels of job satisfaction. One is related with emotions which are related with the job and the other is subjective work contentment. Subjective fulfillment is the subjective feelings associated with some part of their job, etc. work hours, pay, allowances or other advantages.

### **Morale**

Morale is expressed as interest and desire towards the job of a person for the accomplishment of his/her organizational objectives. A better environment enhances the team spirit, teachers like one another and they feel a sense of achievement towards the job and work (Hoy & Miskel, 1987).

Webster's dictionary (2010) clarifies morale as team spirit, courage, hard work, determination and feeling of accomplishment. Morale has the characteristics of determination and team spirit (Merriam-Webster Dictionary, 2017).

Blackburn (2015) defines morale as characterized by ideals which direct the psychological and excited conditions of readiness, faith, or trustworthiness of an employee or team for a task, team spirit, or the level of employees' mental wealth in light of such constituents which involves trust. Confidence rises when the teachers feel valued and are honored.

### **Relationship of Job satisfaction and morale**

Evan (1976) asserts that highly job satisfied individuals have high morale. Job fulfillment enhances the team spirit and confidence. Khalil (2013) asserts that when job satisfaction is high, the individuals' confidence will be high which leads to high morale, the teachers' contentment, working environment, reward, payments would be higher. Greater the encouragement and confidence, greater would be the job satisfaction. Evans (2000) asserts that although morale and job satisfaction are highly correlated, these two are different terms and greater job satisfaction will lead to high morale.

### **Statement of the Problem**

University teachers are the backbone of our country's future. Therefore it is alarming to hear that a lot of university teachers are not satisfied with their jobs (Ghazi, 2004; Rauf, 2012; Ismail, 2012; Khalil, 2013). If teachers are unsatisfied they will remain absent and will not cooperate with colleagues (Rauf, 2012; Khalil, 2013). Less job satisfied teachers having low morale may lead to leaving the job which is a loss for the university. Therefore this study is an attempt to find out correlation between job satisfaction and teachers morale.

### **Research Objectives**

1. To explore the correlation between university teachers' job satisfaction and their morale.
2. To explore the direction of correlation between job satisfaction and their morale.
3. To compare the job satisfaction and morale on gender basis.

### **Research Questions**

Following research questions were formulated based on research objective.

- Is there any correlation between job satisfaction and morale of university teachers?
- How job satisfaction of university teachers is correlated with their morale?
- Is there any correlation between job satisfaction and morale of university teachers' on gender basis?

## **Method and procedure of the study**

### **Research Design**

The research had survey research design which was quantitative in nature.

### **Population**

Population of the study was all the University assistant professor, associate professor and professors (having Ph. D) teaching in public sector universities in Punjab Province. According to HEC (2015) there are 1853 Ph. D university teachers in HEC recognized public sector general universities of Punjab.

### **Sample**

Three Public sector Universities, Government College University Lahore, University of the Punjab, Lahore College for Women University, were selected randomly. Fish Bowl technique was used for the selection of 150 university teachers. According to Nalzar (2012) lottery or fish bowl sampling technique is most commonly used. In using the fish bowl technique, there is a requirement for a total listing of the individuals from the population. The names or codes of all individuals are composed on slips of paper cards and set in a container. The researcher draws the ideal number of sample from the container.

### **Data collection tools**

Two already developed scales for measuring University teachers' morale and job satisfaction were used. These scales were, Morale Scale (MS) and Job satisfaction scale (JSS) that were modified and used. Both the scales were made on a five point Likert scale and the responses. The response for every items was on five options that is, SA, A, UD, DA and SDA. Morale scale was comprised of 93 items and job satisfaction scale was comprised of 68 items.

### **Morale Scale**

The "Purdue Teacher Opinionnaire (PTO; Bently & Rempel, 1980)" was used. The scale incorporates 10 components contained 100 items. It is a "five-point rating scale (Likert scale which measure responses on five options i.e. "strongly agree, agree, undecided, disagree and strongly disagree)". 1 for strongly disagree and 5 for strongly agree.

### **Job satisfaction scale**

Job satisfaction scale developed by Dr. Rauf in 2012 was used. It also measures responses on five options which are "strongly agree, agree, undecided, disagree and strongly disagree" as indicated by five-point rating Likert scale from 1 (strongly disagree) to 5 (strongly agree).

### Validity and Reliability of the scales

Both the scales are standardized. The reliability and validity are already measured. Experts' opinion was sought for validation of both the instruments (MS and JSS) and their suggestions were incorporated. Both the scales were administered to 74 Subject Specialists for the purpose of pilot testing. The data acquired were analyzed and reliability coefficient Cronbach Alpha was calculated. Its values for MS and JSS were 0.92 and 0.93 respectively. These values were acceptable according to guidelines. It rates excellent if the coefficient is greater than 0.80, adequate if it is from 0.60 to 0.79 and poor if it is less than 0.60".

### Data Analysis and interpretation

Data were collected personally by administering the questionnaires among 150 teachers. Seventy two university teachers returned back their filled instruments. Data was analyzed through SPSS. For measuring correlation of morale and satisfaction from the job Pearson correlation  $r$  was used.

### Correlation of job satisfaction and morale of university teachers

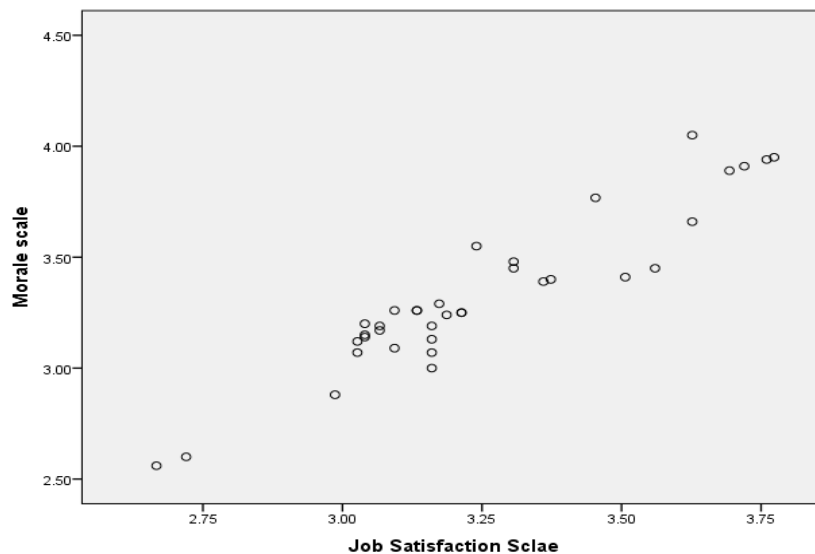


Figure 1: Correlation of morale and satisfaction of the job

The above scatter plot shows that the correlation of morale and satisfaction of the job was linear. It represents a significant correlation between job satisfaction and morale.

Table 1

*Descriptive statistics of morale and satisfaction from the job of teachers from universities*

Variables	Mean	Std. Deviation	N
Job satisfaction	3.2463	.26974	72
Morale	3.3241	.34560	72

The above table represents teachers' morale and satisfaction from the job. The values of job satisfaction were N=72, M=3.2463, SD=.26974 and values for morale were N=72, M=3.3241, SD=.34560. It shows that morale and job satisfaction of university teachers had a relationship.

Table 2

*Correlation of Job satisfaction and Morale of teachers (Pearson r)***Correlations**

		Jobsatisfaction	Morale
Job satisfaction	Pearson Correlation	1	.939**
	Sig. (2-tailed)		.000
	N	72	72
Morale	Pearson Correlation	.939**	1
	Sig. (2-tailed)	.000	
	N	72	72

\*\* . There is significant correlation at .01 level

Table shows the Pearson (r) is .939 which demonstrates a significant positive correlation between morale and satisfaction from the job. Positive r value shows that a high level of job satisfaction is correlated with the high level of morale of university teachers.

Table 3

*Is there any difference between morale and satisfaction from the job on gender basis?*

Gender	N	Jss	Ms
male	44	3.26	3.35
female	28	3.22	3.28
Total	72	3.25	3.32

Jss: job satisfaction scale and Ms: Morale scale

The above table represents a little mean difference on gender basis between teachers of universities. It demonstrates that mean score M=3.26 of job satisfaction and M=3.35 of morale of male teachers and mean score M=3.22 of job satisfaction and M=3.28 of morale of female teachers. Therefore, morale and satisfaction from the job was higher for male teachers than female professors.

Table 4

*Is there any difference between university teachers morale and job satisfaction?*

Pay structure	N	Js	Ms
BPS	30	3.38	3.49
TTS	42	3.15	3.21
Total	72	3.25	3.32

The above table shows that there is a little mean difference of BPS and TTS university teachers. It demonstrates that mean score  $M=3.38$  of job satisfaction and  $M=3.49$  of morale of BPS teachers and mean score  $M=3.15$  of job satisfaction and  $M=3.21$  of morale of TTS teachers. Therefore, job satisfaction and morale of teachers who are working under Basic Pay Scale System are more satisfied and their moral was high in comparison with University teachers working under Tenure Track System.

### Findings

1. The results show that overall job satisfaction and morale of university teacher is correlated with one another.
2. There is a little difference found between morale and satisfaction from the job on gender basis of teachers from universities.
3. A small difference was found between TTS and BPS university teachers' satisfaction and their morale.

### Discussion

A study conducted by Mehmood (2011) on professional set of beliefs, job performance and job satisfaction of teachers working on contract and regular basis were resulted that job satisfaction of regular teachers were higher than contract basis teachers. Another study Ngimbudzi (2009) results represents teachers satisfaction from the job differed significantly on gender basis. Results of above-mentioned studies show that female teachers are more satisfied and their morale was high in comparison with male teachers. Result of this study is contradictory because the results show that teachers who were male had more satisfaction and their morale was also high than their counterpart. The reason of contradictory results is that above mentioned studies were conducted at school level and this study was conducted at university level teachers.

### Conclusion

Results of this research show that job satisfaction is correlated with morale positively. If there is an increase in the level of job satisfaction, then there is also an increase in morale. If job satisfaction gets low, then the level of morale will also be low. Therefore, it is concluded that job satisfaction & morale of university teachers is correlated with one another.



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