ORGANIZATIONAL ENVIRONMENT AND JOB SATISFACTION: A STUDY FOR UNIVERSITY FACULTIES IN LAHORE

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ABSTRACT

This study quantitatively examined the impact of organisational environment on job satisfaction among university faculties in Lahore. The organisational environment was divided into seven sub-variables, and job satisfaction into eight. The sample consisted of 400 university teachers from both public and private universities. The data was analysed using descriptive and inferential statistics. The results showed no significant difference in job satisfaction levels based on gender or department. However, reward and benefit, facility, and team work significantly influenced job satisfaction levels. Regression analysis identified the organisational environment as a significant predictor of job satisfaction. Among the seven indicators of organisational environment, four had a significant effect on job satisfaction, while three did not. The study suggests that university administrations should focus on improving participation and support, guidance and support, and professional development to enhance their employees' job satisfaction levels.
Keywords: Organizational environment, Job satisfaction, Public and Private sector, academic staff of universities

INTRODUCTION

Job satisfaction is crucial for employee retention and productivity. Managers are ethically obliged to foster a positive work environment, and satisfied employees are beneficial for the business. Research shows a negative correlation between job satisfaction and employee turnover (Jain & Kaur, 2014a). Teachers' job satisfaction depends on various factors, including their workplace and the pleasure they derive from teaching (Ardakani et al., 2012). Job satisfaction is a summary of the factors that positively or negatively influence an educator's opinion about their profession. Low teacher satisfaction is often due to centralized accountability systems, lack of professional autonomy, ongoing mandated changes, media criticism, lack of resources, and average pay (Ardakani et al., 2012; Nancy Yusnita et al., 2023).

Understanding teachers' job satisfaction is important as it influences the quality of instruction and students' academic achievement (Shafiuddin et al., 2022). It is also a key component of teaching stability. Job satisfaction is an indicator of an employee's happiness with their current position and is the gap between what they believe they deserve and what they receive(Abdullah Aljehani & Batool, 2021). Dissatisfaction with compensation or benefits can lead to an employee leaving the company. Job satisfaction and turnover intentions are inversely correlated. Rigid rules and stressful working conditions can lead to employee dissatisfaction and increase the likelihood of them considering leaving the organization (Ahakwa et al., 2021).

An organization's "organizational environment" is a set of characteristics that define it, differentiate it from similar businesses, and impact employee

behaviour. These characteristics link the internal working environment of the company and enable differentiation among organizations (Pitaloka & Paramita Sofia, 2014).

The workplace environment is a key factor affecting employee motivation. Motivated employees perform better in a healthy environment. Wages, incentives, perks, and opportunities for advancement within an organization also motivate employees (Zacharias et al., 2021).

Every organization tries to moderate the factors in its environment to obtain the materials they need to produce their goods and services. The organizational environment consists of two levels: a general level and a specific level (Suyono et al., 2021). The entire sociocultural, political, and legal framework in which the institution operates forms part of the organizational environment (Bushiri, 2014).

Research Objective

To investigate the factors of organizational environment that affect faculties' job satisfaction.

Research Question

Which are the factors of organizational environment, that influence job satisfaction of university teachers?

LITERATURE REVIEW

When an employee is satisfied with their job, they are more likely to remain with the company. Managers cannot overlook the issue of job satisfaction, especially when the need for essential tasks is on the rise. Employers are interested in their employees' job satisfaction for two primary reasons. Firstly, it is the ethical responsibility of managers to strive to create a positive work environment for their employees. Secondly, they believe that satisfied employees will contribute positively to the company. Research has shown a distinct negative correlation between job satisfaction and employee turnover (Zhu et al., 2015).

A teacher's level of job satisfaction or dissatisfaction depends on various factors, from their workplace to the sense of fulfilment they derive from teaching. Generally, job satisfaction involves an assessment of the factors that a teacher believes contribute to positive or negative feelings about their job (Stensaker & Leiber, 2015). Low teacher satisfaction is primarily due to centralised accountability systems, lack of professional autonomy, continuous mandated changes, frequent media criticism, lack of resources, and average pay in many industrialised countries worldwide (Ruddy et al., 2005). Understanding teachers' job satisfaction is important for several reasons. Firstly, job satisfaction influences the quality of teaching and students' academic performance. Secondly, teachers' job satisfaction is a crucial factor in teaching stability (Green, 2016). Job satisfaction allows an employee to express their happiness with their current position. It also represents the gap between what they believe they deserve and what they actually receive. If they are dissatisfied with the compensation or other benefits that do not meet their basic human needs, they may consider leaving the company. Job satisfaction and turnover intentions are inversely related; as job satisfaction increases, intentions to leave decrease, and vice versa (Karamanis et al., 2019). Strict rules and regulations can cause stress for employees if the working conditions are unbearable. This stress can lead to increased dissatisfaction among employees, which may increase their likelihood of considering leaving the organisation. An organisation's "organisational environment" is a set of characteristics that define it, distinguish it from other similar organisations over a certain period, and influence employee behaviour (İPŞİRLİ & NAMAL, 2023; Jain & Kaur, 2014b). These characteristics connect the internal working environment of the organisation and allow differentiation among organisations that show varying degrees of relative stability. This suggests that different individuals will interpret the importance of different elements and their impact on behaviour differently, depending on the individual and their perception of specific aspects or factors (Aggarwal et al., 2023; Taheri et al., 2020; Vohra et al., 2022).

Employee motivation is also influenced by wages; motivation increases when incentives and perks are provided. Moreover, opportunities for advancement within an organisation serve as a motivator for staff members (Dobre, 2013; Shahzadi et al., 2014). Every organisation strives to moderate the factors in its environment. They do this to acquire the resources they need to produce the goods and services they provide to their users, customers, or investors.

The organisational environment is composed of two levels: a general level and a specific level. The general environment encompasses the entire sociocultural, political, and legal framework in which the organisation operates. With the digital revolution expanding the operational areas for organisations, this environment can now be quite extensive (Abbah, 2014; Manzoor, 2011). The interactions and exchanges that organisations have with the environment help them adapt to it, with the ultimate goal of maintaining and strengthening their dominion (Prayudi & Komariyah, 2023).

The organisational environment is affected by four groups of elements—organisational factors, material and moral considerations, psychological factors, and environmental factors. Details of these factors is as under:

Organisational characteristics refer to any information provided to employees that identifies and describes the facts and attributes of organisational members, relationships, and events (Rafique et al., 2014). These factors also outline the responsibilities that employees have as members of an organisation, as well as the types of opportunities and interests they should pursue in order to fulfil their responsibilities. Organisational factors include aspects like organisational structure, employee intensity, scope of supervision, leadership style, and decision-making methodologies (Kiruja, 2013).

Material and moral factors in the organisational environment are categorised as an external force that attracts employees to perform certain behaviours that make it easier to access the benefits to which they are entitled. From this perspective, incentives are rewards given to employees for behaving in a way that the organisation values (Lukwago et al., 2014; Muogbo, 2013). Employees who feel more ownership of their work environments are happier, more passionate, interested, and motivated. They generally perform better, have fewer emotional and physical symptoms, lower rates of absenteeism, and less conflict. When supervisors share control and authority with their subordinates, greater power and effectiveness emerge (Rumpoko et al., 2022).

Moral factors are those that fulfil the employees' moral needs, while material factors are those that cater to the employees' material interests (Kleijnen et al., 2014; Mullins, 2011; Muogbo, 2013). Furthermore, these factors are categorised into positive and negative categories, with positive factors encouraging and strengthening certain types of behaviour and negative factors discouraging and weakening them (Abusa, 2011).

In the Pakistani context, different studies have been conducted in near past related to the current topic like secondary level teachers' job satisfaction and its relationship with teachers' self-esteem in a quantitative study (Answer, et al., 2015); Organizational environment and teachers' citizenship behaviour relationship among public university of Punjab (Sajid et al., 2022); secondary school teachers' perspective about teachers' empowerment, and organizational commitment (Muhammad, et al., 2022); exploration of organizational environment of public universities of Punjab (Sajid et al., 2022); secondary school teachers' job satisfaction and attitude towards teaching on the basis of gender and locale (Jamil et al., 2024).

RESEARCH METHODOLOGY

The study was quantitative in nature. Survey method was adopted for data collection. Population of study included all university academic staff of Lahore district. Out of them, a sample comprising 400 university faculties from eight different universities. Initially, the 500 responses were obtained to remove the redundancies and error. After, data mining, and cleaning, 400 responses were included in final data analysis. All research ethics were considered while collecting research data. The participants were ensured to secure their data confidential. The permission letter was sent to the principle of each selected university that describe the purpose and nature of the research and sure privacy and confidentiality of collected data.

For both variable measurement, standardized research instruments were adopted. Both of these questioners could be accessed via the internet without requiring authorization. Thus, the final instrument for the data collection comprised following three sections:

The demographic information i.e., gender, qualification, designation, administrative experience, teaching experience.

Organizational environmental scale (OES) (Farooqi & Akhtar, 2014)

Job satisfaction scale (Schmidt, 2010)

Detailed description of final tool is given under following table.

Table 1:
Factor Wise Item Division of organizational environmental scale

	Sr No.	Factors	Items
Organizational Environment Scale (OES)	1.	Internal environment	1, 6, 8, 14, 15, 32
	2.	Professional development	2. 18, 26, 33
	3.	Guidance & support	3, 5, 17, 24, 25, 27
	4.	Participation & coordination	4, 10, 11, 12, 20, 28
	5.	Team works	7, 9, 13, 16, 19, 22
	6.	Facilitations	21, 23, 31, 34, 35, 36
	7.	Reward & benefits	29, 30, 37, 38
Job Satisfaction Scale	1.	Intrinsic job satisfaction	15 items
	2.	Extrinsic job satisfaction	15 items

Data Analysis

Detailed data analysis plan for the study is presented in the following figure.

Figure 1:
Data Analysis Plan for the Study
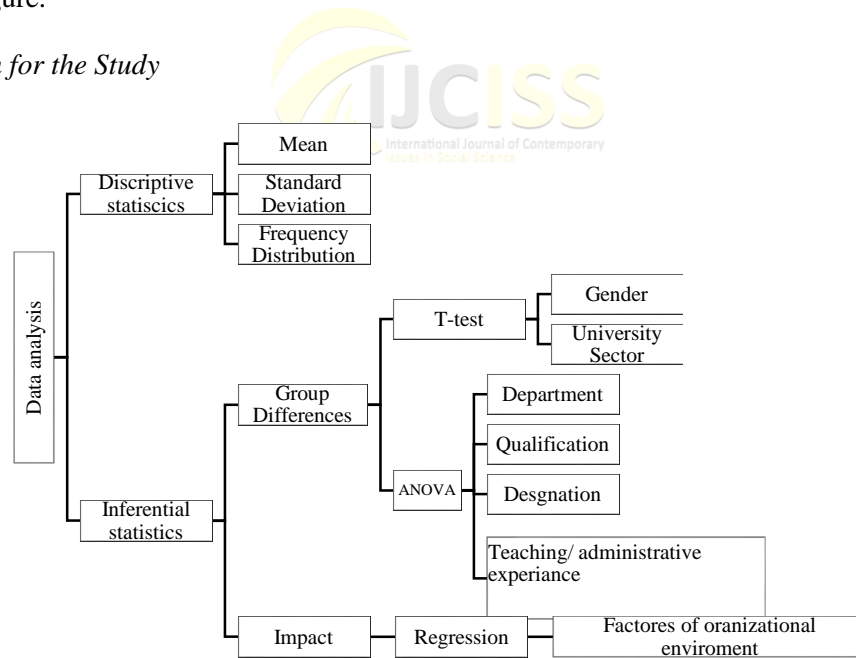
The study was aimed to find out the effect of university organizational environment on faculties' job satisfaction. The data was analysed through both descriptive and inferential statistics. The descriptive statistics included mean and standard deviation for continuous variables including the impact of the organisational environment, as well as frequency for nominal and ordinal variables.

Inferential statistics was employed to find out group differences, and to determine the prediction analysis of the independent variables on dependent variables. The group differences were found by independent

sample t-test and ANOVA, while regression analysis was applied to explore the prediction analysis of IVs on DVs.

Results and Discussion

As mentioned earlier, the only objectives of this study, was to investigate the factors of organizational environment that affect faculties' job satisfaction level. To meet this objective, the data analysis plan is already described earlier i.e., group difference in level of job satisfaction was found by test of significance (t-test and ANOVA). Afterwards, regression analysis was applied to find out the impact of organizational environment over job satisfaction. Following tables indicate the study results accordingly.

Table 2:

Group Differences based on Job Satisfaction Level (Gender and University Sector)

		Descriptive			Levenes test for equality of variance		T-test for equality of means	
		N	Mean	SD	F	Df	T	Sig.
Gender	Male	198	105.22	9.88	.061	397	-.859	.804
	Female	201	106.09	10.28			-.860	
Sector	Public	200	241	106.05	4.378	398	.976	.037
	Private	200	159	105.05			1.010	
Admin experience	1-3y	15	112.87	12.70	4.378	398	8.147	.005
	None	385	105.37	10.06			8.147	

The table indicates, the group difference on job satisfaction level on two demographic variables i.e., gender and university sector. It is already mentioned that the sample was equated on demographic variables to find out maximum precision of results. Hence, N for both of variables was same for both gender and university sector. However, the mean differences were found insignificant for the gender (p = .804), but significant for the university sector (p =.037), and administrative experience (p = .005).

This indicates that the level of job satisfaction is same for male and females, but there exists some difference on university sector, which is further depicted on mean difference column i.e., the public sector university faculties are much satisfied than that of the private teachers.

Similarly, the faculties going to administration, are more satisfied to their jobs than that of working only on teaching posts.

To observe the group difference on more than two variables, analysis of variance (ANOVA) was applied. The following tables indicate the results of ANOVA on further demographic variables. However, the results are segregated in two tables, one showing the significant group differences, and the other showing the insignificant results.

Table 3:

Group Differences based on Job Satisfaction Level (Department and Designation)

		N	Mean	SD	Df	F	Sig.	Mean Diff (I-J)		Sig.
					ANOVA			LSD Analysis		
	Education	80	105.04	10.84				Edu-Islamiat	5.84	.020
	Psychology	50	106.42	9.72				Psychology-Islamiat	7.22	.007
	Computer science	100	106.63	10.95				Comp Sci-Islamiat	7.43	.003
Department	Urdu	50	105.12	8.59						
	Math	30	107.40	8.43				Math-Islamia	8.20	.005
	Islamiat	20	99.20	6.25				Engineering-Islamiat	-9.70	.002
	MBA	10	103.40	7.75	388	1.55	.010			
	Engineering	10	101.00	9.53						

	Civil engineering	20	108.90	11.43					
	Electrical engineering	10	105.50	10.69				Islamiat-Arabic	-9.90	.011
	Gender studies	10	104.50	6.04					
	Arabic	10	109.10	12.00				Urdu-Islamiat	5.92	.026
	Total	400	105.66	10.06					
Designation	Professor	46	107.20	10.02				Prof-Lecturer	7.20	.009
	Assistant Professor	335	105.76	10.09				AP-Lecturer	5.76	.015
	Lecturer	19	100.00	8.09	397	3.60	.028	Lecturer- Prof.	7.20	.009
	Total	400	105.66	10.06					

The table indicates results of ANOVA for department, and designation of university teachers' job satisfaction level. Results indicated that there exists significant mean difference on both demographic variables i.e., p =.010 for department, and p = .028 for designation. Further, LSD analysis was also made to get a clearer picture for these differences. However, only significant results are shown in the last column. Department wise differences, indicated that out of all randomly selected twelve departments, only Islamiat had significant mean difference with other departments, and surprisingly, the faculties of Islamic Studies department were least satisfied with their jobs.

On the other hand, the LSD analysis for job designation indicated that the professors were most satisfied and lecturers were least satisfied with their jobs.

Table 4:

Group Differences based on Job Satisfaction Level (Qualification, Work and Administrative Experience)

Demographics		Descriptive			ANOVA		
		N	Mean	SD	Df	F	Sig.
Qualification	MS	3	107.67	5.77	397	1.119	.328
	MPhil	20	102.45	10.62			
	PhD	377	105.81	10.05			
	Total	400	105.66	10.06			
Work Experience	1-3 years	48	105.46	8.70	395	.185	.946
	4-7 years	160	105.40	10.21			
	8-10 years	173	105.97	10.39			
	10-15 years	18	105.11	9.79			
	5 years	1	112.00				
	Total	400	105.65	10.06			

This table indicate the results of ANOVA for qualification, work experience, and administrative experience of university faculties. There were found insignificant mean difference for qualification and work experience i.e., p = .328 and p = .946 respectively. It means that the qualification or teaching experience have no impact on faculty job satisfaction level.

To find out the impact of organizational environment, over job satisfaction, regression analysis was made. The following two tables indicate the regression analysis for the both study variables.

Table 5:

Regression analysis between organizational environment (sum of the organizational environment, and its sub-variable reward and benefits) and job satisfaction (regression)

		Beta coefficient	R-square	F	p-value
Organisational Environment		**.847**	**.248**	**131.508**	**.000**
1	Reward & Benefits	.064	.267	72.349	.344
2	Participation & Support	-.053	.271	49.191	.527
3	Facilities	-.184	.276	37.563	.010
4	Guidance & Support	-.027	.279	30.520	.712

5	Team Work	-.249	.294	27.240	.003
6	Professional Development	-.091	.296	23.558	.249

Table indicate the regression analysis between independent and dependent variables i.e.; job satisfaction and organizational environment. The p-value (.000) indicate that there exists high correlation between organizational environment and job satisfaction. Further the value of β is .847 which means that 1% increase in organizational environment can predict 84.7% positive change in job satisfaction level of the employees and vice versa.

Further prediction relationship was verified also found between the difference indicators of organizational environment and job satisfaction. The results indicated that out of six sub-variables of organizational environment, only facilitation, and team work showed significant correlation with job satisfaction (p = .010 & p = .003 respectively). However, negative value of β for both of these variables indicated that these variables can decline level of job satisfaction.

Table also indicates reward & benefits as positive predictor of the job satisfaction, although the value of this correlation is insignificant (p = .344). Beta value for this correlation is only .064, means that 1% in reward n benefit can predict 6.4% positive change in job satisfaction level of the employees and vice versa.

CONCLUSIONS

The findings of the study revealed that gender, and department had no significant mean difference over job satisfaction level. While, reward and benefit, facility and team work had significant difference over job satisfaction levels. On the other hand, regression analysis indicated organizational environment as a significant predictor of job satisfaction. Statistics was also applied on the sub-factors of organizational environment which revealed that out of seven indicators of organizational environment, four (internal environment, reward and benefit, facility and team work) had significant effect over job satisfaction level. While, three (participation and support, guidance and support and professional development) indicated insignificant effect over job satisfaction level of university faculties.

RECOMMENDATIONS

The research findings of this study have led to the following recommendations, which policy makers and other stakeholders should consider.

The effect of organizational environment and other variable like job satisfaction may also explore in future.

The research may determine the best organizational environment for enhance the job satisfaction

In earlier research, the organizational environment was not paid adequate attention. This work has prepared the path for more investigation into the organizational environment, and subsequent research can use it as a model.

The effect of organizational environment factor not more reliable or better foe teacher job satisfaction level. This factor should be improved in condition.

Reward and benefit should be provided to boost up the level of job satisfaction.

The organization should also work on participation and support to enhance the job satisfaction level of teachers

Facilities are the major cause to effect on job satisfaction level. So, organization needs to provide proper facilities to teach that they may work with more joy able profession.

Teamwork also factor also consideration. Organization should provide an environment teacher where they can perform their duties in team work.

Some incentives or trends, such as monetary prizes, president awards, prime minister awards, etc., might help teachers be more satisfied with their jobs.

Modern technology, such as Internet or television, may be used to launch a distance teacher training programmed, particularly in rural locations where teachers' attitudes about their jobs are less positive than in metropolitan ones.

Some seminars should be held at the district and provincial levels in order to raise public knowledge and strengthen a feeling of responsibility about professionalism in teaching.

There should be a merit-based quota for the children of teachers when hiring new teachers. This will raise both the professionalism of education and the dedication of teachers to their careers.

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