

## Gender Based Comparative study of Teacher's Psychological Satisfaction at University Level

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### Abstract

*Rationale of the study was established on the phenomenon that rewards are actually what employee demands. In this perspective, underlying objectives of the study were (1) To investigate gender wise perception about availability of rewards provided to teaching faculty of private universities of Punjab. (2) To investigate gender wise satisfaction of their psychological needs as a result of rewards provided by their management. (3) To study interrelationship between reward and psychological needs. Through random sampling 150 faculty members were taken as sample. As data collection instrument, a questionnaire was administered addressing two general types of rewards (extrinsic and intrinsic) and two types of psychological needs (recognition and growth). Results declared that in private sector also both kinds of rewards were provided to their employees for their satisfaction. There was no gender discrimination in this regard. In province of Punjab, only male teaching faculty at higher education level was encouraged through recognizing their contributions. Positive response was reported about personal growth by the male faculty members. But female faculty reported their low motivation level with reference to recognition and personal growth. In light of the results, management of private sector universities need to be offered and implemented some standard measure for females' faculty members exclusively.*

**Key Words:** Psychological Needs, Reward and Motivation

### Introduction:

Organizations work with the joint efforts of human beings. These human beings are the actual soul in the working system of any organization. The people who put efforts and energies to run an organization in an effective way are known as employees. The employees offer their time, energy and skills to achieve the organizational goals. Thus in this sense the employees in

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an organization are the assets of the organization. That is why the every management tries to hire and retain the efficient and skilled employees in their organization. However to make an employee happy and satisfied with the work is not an easy job. Employees are considered a central component of organizational structure. For the maximum utilization of human resources in the organization an excellent and competent management system is also unavoidable. Competent management in fact is meant for making their employees satisfied and denoted with the work assigned. For this purpose employees motivation is an ultimate goal of the management at priority basis. Draft (2003) explained the role of the manager in this regard as operator to channelize employee's efforts in accordance with the organizational aims. In the context motivation includes energetic way of action though fabricating internal and external sources (Mullins, 2002). In public sector educational organizational in contrast with private sector role of manager is more critical in motivating employees for maximum productivity with minimum resources (Perry/porter1982). Usually it is assumed that employee of public sector organization are comparatively lazy and non serious (Wilson, 1989). The situation of public sector universities of Pakistan is also same in this context. Standards of quality higher education in Pakistan have not been achieved yet in spite of investing a huge capital in their regard (Saeed, Rafi ,Ahmed & Rauf, N.A.). In overall assignment of the higher education sector it was reported that gross emolument ratio (GER, 2016) of Pakistan is 9% now at higher education level and it should be 40%at least. The study was framed for analyzing two key indicators of higher education employees and reward system. For the sake of the research in this regard, 7public sector universities from Punjab province were targeted with special reference psychological need satisfaction, employees' need of personal growth and recognition were spotlighted. On the other hand, rewards both intrinsic and extrinsic were investigated in relation with employees' job satisfaction. Another dimension of the study was gender based exploration about availability and effectiveness of both kinds of rewards in their resections universities. For the purpose a survey was conducted.; to investigate gender wise difference regarding need of "Recognition"; to investigate gender wise difference regarding need of personal growth; to investigate gender wise difference inperception regarding rewards provided to teaching faculty in public universities of Punjab, Pakistan; to study impact of intrinsic rewards on need of recognition; to study impact of intrinsic rewards on need of personal growth; to study impact of Extrinsic rewards on need of recognition; to study impact of Extrinsic rewards on need of personal growth

### **Literature Review**

As employees enter the organization, management priorities are rapidly charged. The form and role of human resource management are more evident in meeting the individual needs at work and all other responsibilities. Compared with all other recourse and methods, employees who have been aware of the commitment first need organizational stability. The staff of the organization shall not be considered as a liability and shall be deemed to be a necessary component (Pattanayak, 2005). In the past and even now, motivation is a complex phenomenon and a potential factor. Mcshane and Gilaow (2013) emphasizes that the term "motivation" is a personal intangible force that helps to maintain the potential of a positive track in the workplace. In Petri and Govern (2004), motivation is like an inner vitality that determines the passion for work. The ultimate fact is that the enthusiasm and energetic staff do their utmost to allocate the task. The fact is that over time, the concept and the need for motivation are changing. The centrally motivated centaurs and methods in the past are no longer attractive today to make people committed to work. In different times, the number of management experts and psychologists indicates the motivational mechanism.

More importantly, Maslow's thirty need, Hertzberg's two factor theory and Vroom's expectations theory made a significant contribution in this regard. In 1943, Abraham Maslow put forward their view of demand, that is, human needs have influence on the outside world. To meet the needs of the people have a profound impact on people's behavior. At this point, Herzberg proposed another theory of two factors that provide another unique description of the motivations of employees. His thesis is that the differences in job satisfaction and frustration are different from each other. For bed sores, if the management does not properly provide health factors, it may increase job dissatisfaction. These may include the organization of political leadership style, pay package, work environment. On the other hand, incentives include achievement, recognition, autonomy, participation and nature of work (Saiyadain, 2009). In theory, another aspect of an organization that may be incorporated into the incentive for workers to choose is hygiene. It can be used as an external incentive mechanism, and motivating factors may contribute to intrinsic motivation.

### **Reward System**

In any organization, the reward system is always derived from the policy, philosophy, more importantly, the market value. Usually the reward is made up of fixed salary, medical allowance, house rent and so on. Another way to reward is non-monetary, such as improving employee morality's sense of accomplishment, identity and personal growth (Armstrong, 2002). Choosing and determining a reward is a complex process because it is a responsible

factor for workers' motivations. Griffin (2006) pointed out that another aspect of incentive options, the company is now rewarding outstanding performance. This trend is discouraged by those who will not be creative because they are not often produced. Even then Block (2005) insisted that the reward system was beneficial to the organization. The positive aspect of the reward system is the public's appeal to the organization. Likewise, unfair, improperly designed incentives may be the cause of organizational recession (Flamholtz, 1996).

It is usually observed that two types of rewards are designed and provided to ensure that the motivation of the employee is external and internal. External awards are offered in monetary and non-monetary terms. Often the implementation of two kinds of monetary incentives: fixed pay and other performance-based economic benefits. Ulrich & Lake (1990) shared the results, and by cash incentives, the company increased its profit by 7% compared to other companies. In the public sector education institutions, the cash reward is more frequent, the applicability is very good. By gaining employee motivation, non-monetary incentives can be a source of achievement for high-profile goals. Herzberg stressed that "motivators" are examples of non-economic incentives that are motivated. Recognizing as most advocacy awards may help manage in many ways. The recognition of an individual in the organization may make the person more committed to good performance, and may also be the information that other people track the same footsteps. As Wilson (2003) explains, formal and informal recognition is considered a credible way of obtaining the expected results from employees. However, the realistic approach requires recognition in conjunction with other compensation to use it as an effective psychological reward. People no longer have cash incentives, but personal achievements and growth. In this regard, it is recommended that management place their people at a certain degree of success (Marchington & Wilkison, 2005). Work rotation and job expansion can serve as an effective way to cultivate workers' growth (Stone, 2003). According to Dobre (2013), management can enhance personal growth by providing members with opportunities to empower employees. This is one of the key ideas to maximize employee acceptance. In the workplace, the opportunity for personal care ensures that employee performance and performance improvement affect the effectiveness of the organization (Lee & Burvold, 2003). For organizations and employees, providing opportunities for personal growth can play a key role in successful implementation.

### **Research Methodology**

The study was descriptive in its nature by incorporating a survey as investigating strategy. Psychological satisfaction of the people with reference to their work was analyzed with the help of responses of university faculty. More

exclusively, the study focused on differences in opinion of both male and female faculty member about their psychological satisfaction. The study framework covers two types of motivators (recognition & Personal growth) picked from Herzberg's theory (1974) in contrast with two types of rewards; intrinsic and extrinsic. For survey, two questionnaires were developed through reviewing related literature and researches within the same domain. One of them was Need Satisfaction Scale (NSS) and second one was Reward Assessment Scale (RAS). These were close ended questionnaires with 12 and 36 items respectively. Tools' reliability was checked through Chronbach alpha.

**Table # 1 Reliability of Tools**

Variables	N	Cronbach's Alpha
NSS (Need Satisfaction Scale)	12	.73
RAS (Reward Assessment Scale)	36	.85

The reliability of RAS was calculated through SPSS 16<sup>th</sup>. As a result Cronbach Alpha Coefficient was .85. Reliability of NSS was also computed through SPSS 16<sup>th</sup> version. As a result Cronbach Alpha Coefficient was .73 indicated in table above. In the study public sector universities of Punjab (Pakistan) were taken in operation. According to the information provided by Higher education Commission (HEC) data base, 21 universities are existed in public sector with 6829 faculty members irrespective of their departments. The current study was planned to execute on 200 faculty members by following purposive sampling. Main focus of the study was gender based difference of opinions about psychological needs satisfaction for motivation and types of rewards. In this respect 87 males and 75 females participated in this research (81%) through completely filled questionnaires.

## Results

The study exposed the fact that need of recognition was significantly high in priorities of females faculty members. Smith (2004) mentioned in his study about most wanted values at workplace by women are belongingness, recognition and collaboration. Organizational health is mainly depends on employees' satisfaction and happiness. In 21<sup>st</sup> century almost half of the workforce is representing by females, therefore, through recognition quality and quantity of females' performance at workplace.

Hypothesis No. 1 There is less satisfied males and female teachers with reference to their need of recognition

**Table # 2 Gender wise satisfaction of their Need of Recognition**



Variable	N	Mean	t	Df	Sig
Male	87	11.54	-2.187	160	.030
Female	75	13.80			

\* $P < 0.05$

\*\* $P < 0.01$

Table # 2 reflects that t-value (.2.187) is statistically significant at 0.05 levels. But Mean value (13.80) in data shows that females are more inquisitive than male colleagues about satisfaction of their need of recognition.

Results obtained from the respondents about personal growth were almost same types of responses from male and females. There was no significant difference in opinions about satisfaction of personal growth. Rejection of hypothesis No. 2 communicated that personal growth was equally desired and supported by male and females.

Hypothesis No 2 There are less satisfied males and female teachers with reference to their need of personal Growth

**Table # 3 Gender wise satisfaction of their Need of Personal Growth**

Variable	N	Mean	t	Df	Sig
Male	87	14.51	-1.570	160	.11
Female	75	15.83			

\* $P < 0.05$

\*\* $P < 0.01$

Respondents were asked about types of rewards contributing in motivation for them in this regard, 36 questions about intrinsic and extrinsic rewards were put forth for answers. There was no significant gender difference about availability of intrinsic kinds of rewards.

**Table # 4 List of Intrinsic Rewards**

**Intrinsic Rewards offered in Public sector Universities**

1. An exciting vision
2. A personal thanks note from seniors
3. The opportunity to work on an interesting assignment
4. Before assigning the task superiors asks for my willingness
5. Opportunity to improve my job related skills or knowledge
6. Acknowledgement of my years of service to universities
7. A celebration or other fun, team-building events
8. Participation in career development opportunities
9. Trust in my potentials
10. Delegation of authority
11. constructive feedback from seniors
12. Challenging tasks to perform
13. Engage in meaningful work, making a difference

14. Supportive management of organization
15. Fair performance evaluation system
16. Proper guidance in case of problem
17. Feeling to be capable of doing good job

Wilson (1989) and Wright (2001) pointed out that public sector employees usually are considered lazy and least interested. But Frank and Lewis (2004) believed this phenomenon as amplification about people working in public sector. Fact about the matter is, top management of public sector universities are lacked for necessary resources for employee motivation (Behn, 1995). In this scenario, respondents of the study from public sector universities were evident of provision of intrinsic kinds of rewards by their management as encouraging information.

Hypothesis No. 3      There is no difference in perception of male and female teachers about provision of **intrinsic** rewards in universities

**Table # 5      Gender wise perception about availability of Intrinsic rewards**

Variable	N	Mean	t	Df	Sig
Male	87	23.44	-1.237	160	.21
Female	75	24.31			

\* $P < 0.05$

\*\* $P < 0.01$

Table # 5 reflects that t-value (-1.237) is statistically not significant at 0.05 levels. But Mean value (24.31) in data shows that females are more inquisitive than male colleagues about availability of intrinsic rewards as motivational factor for them in their jobs. From public sector universities of Punjab, no difference was observed in opinions of males and females regarding provision of extrinsic rewards by the management for the sake of motivation.

**Table # 6      List of Extrinsic Rewards**

List of Extrinsic Rewards offered in Public sector universities	
1	High salary
2	Cash bonus
3	Participation in policy making other than teaching
4	Participation in departmental disciplinary decisions
5	Issuing participatory Certificates
6	Issuing appreciation certificates
7	Small personal gifts (watches, pens, decorative, diaries etc.)
8	Newspaper or magazine subscription
9	Job security

10	Health benefits
11	Retirement benefits
12	Friendly social gestures (smiles, pat on back, greetings, etc)
13	Convenient job location
14	Flexible working hours
15	Publication in university journal on priority basis
16	Free stationary
17	Easy leave sanction procedure
18	Pick and drop facility
19	Training and development

Their responses proved the provision of extrinsic rewards. Females reported more about availability of extrinsic rewards with reference to their motivational measures from the university.

Hypothesis No. 4 There is no difference in perception of male and female teachers about provision of **Extrinsic** rewards in universities

**Table # 7 Gender wise perception about availability of Extrinsic rewards**

Variable	N	Mean	t	Df	Sig
Male	87	27.68	.407	160	.68
Female	75	27.95			

\* $P < 0.05$

\*\* $P < 0.01$

Table # 7 reflects that t-value (.407) is statistically not significant at 0.05 level. But Mean value (27.95) in data shows that again females are more inquisitive than male colleagues about availability of extrinsic rewards for their motivation.

Hypothesis No. 5 To evaluate effect of intrinsic rewards on need of **recognition** among university teachers

**Table# 8 Relationship between Intrinsic Rewards and employees' Need of Recognition**

Independent Variable	Dependant Variable	$\beta$ (Coefficients)	t	Sig.	R Squ:
Intrinsic Rewards	Need of Recognition	.21	1.85	.06	.021

a. Dependent Variable: Need of Recognition

b. Independent Variable: Intrinsic Rewards

Table # 8 indicates that the  $R^2$  value is 0.021. It represents that the independent variable (Intrinsic rewards) have 2.1 percent effect on satisfaction



of need of recognition. While the coefficient ( $B = .21$ ) is positive and the impact was found statistically significant.

Hypothesis No. 6 To evaluate effect of intrinsic rewards on need of **personal growth** among university teachers

**Table# 9 Relationship between Intrinsic Rewards and employees' Need of Personal Growth**

Independent Variable	Dependant Variable	$\beta$ (Coefficients)	t	Sig.	R Square
Intrinsic Rewards	Need of Personal Growth	-.095	1.00	.31	.006

a. Dependent Variable: Need of Personal Growth

b. Independent Variable: Intrinsic Rewards

Table # 9 indicates that the  $R^2$  value is 0.006. That represents that the independent variable (Intrinsic Rewards) describes 0.6 percent effect on satisfaction of need of personal growth. While the coefficient ( $B = -.095$ ) is a sign of negative impact and the impact was not found statistically significant.

Hypothesis No. 7 To evaluate effect of Extrinsic rewards on need of **recognition** among university teachers

**Table# 10 Relationship between Extrinsic Rewards and employees' Need of Recognition**

Independent Variable	Dependant Variable	$\beta$ (Coefficients)	t	Sig.	R Square
Extrinsic Rewards	Need of Recognition	.08 -	.702 -	.48	.003

a. Dependent Variable: Need of Recognition

b. Independent Variable: Extrinsic Rewards

Table # 10 indicates that the  $R^2$  value is 0.003. That represents that the independent variable (Extrinsic Rewards) describes 0.3 percent effect on satisfaction of need of recognition. While the coefficient ( $B = -.08$ ) is a sign of negative impact and the impact was not found statistically significant.

Hypothesis No 8 To evaluate effect of Extrinsic rewards on need of **personal growth** among university teachers

**Table# 11 Relationship between Extrinsic Rewards and employees' Need of Personal Growth**

Independent Variable	Dependant Variable	$\beta$ (Coefficients)	t	Sig.	R Square
Extrinsic Rewards	Need of Personal Growth	.069	.68	.49	.003

a. Dependent Variable: Need of Personal Growth

b. Independent Variable: Extrinsic Rewards

Table # 11 indicates that the  $R^2$  value is 0.003. That represents that the independent variable (Extrinsic Rewards) describes 0.3 percent effect on satisfaction of need of recognition. While the coefficient ( $B = -0.069$ ) is a sign of negative impact but the impact was not found statistically significant.

**Discussions**

Employee satisfaction is simply to see the level of once being happy and willing to stay with an organization. Employee satisfaction is typically measured by assessing compensation, workload, perceptions of management, flexibility, teamwork, resources, etc. These things are all important to companies who want to keep their employees happy and reduce turnover. Employee satisfaction and employee engagement are similar concepts on the surface, and many people use these terms interchangeably. Employee satisfaction covers the basic concerns and needs of employees. There are many researches done on the employee satisfaction. In the same way there are multiple surveys and tools are available to assess the satisfaction level of the employees. Employee satisfaction directly results into the better output of the organization. In this regard “performance reviews are a good managerial tool because they give administrators an idea of those employees that are contributing to the organization’s success and those who need to work harder” (Branham, 2005). The connection with the company gives employees a better sense of belonging and value. Supervisors should set an example, strengthen friendly relations with employees, and make the working environment more healthy (Kaye & Jordan-Evans, 1999). According to Branham (2005), “Gallup studies show that businesses with higher employee satisfaction also have 86% higher customer ratings, 76% more success in lowering turnover, 70% higher profitability, 44% higher profitability and 78% better safety records.” In the present Study Rejection of hypothesis No. 2 communicated that personal growth was equally desired and supported by male and females. The data shows that females are more inquisitive than male colleagues about satisfaction of their need of personal growth. Fact about the matter is, top management of public sector universities are lacked for necessary resources for employee motivation (Behn, 1995). In this scenario, respondents of the study from public sector universities were evident of provision of intrinsic kinds of rewards by their management as encouraging information and data shows that females are more inquisitive than male colleagues about availability of intrinsic rewards as motivational factor for them in their jobs. From public sector universities of Punjab, no difference was observed in opinions of males and females regarding provision of extrinsic rewards by the management for the sake of motivation. On the other hand, with reference to gender based comparison data shows that

again females are more inquisitive than male colleagues about availability of extrinsic rewards for their motivation. As far as the analysis of variables is concerned, intrinsic motivation (one of the independent variables) have weak and negative impact on need for personal growth. It indicated a change in strategy or type of intrinsic types of rewards for making them more influential. At the same time, intrinsic rewards provided, were sufficient and effective for satisfaction of need of recognition among employees. As far as other independent variable, extrinsic rewards are concerned, in light of the data obtained; it has no deep and long lasting impact on satisfaction of personal growth and recognition among employees. It advocates that in public sector universities, much more efforts should be focused on provision of intrinsic sort of rewards.

### **Recommendations**

1. On the basis of the research study it is evident that an upbeat workplace is a need. Encouraging each other, avoiding conflict and giving positive feedback may be the part of the manager's daily practice.
2. It has been observed that fair wages are important, but competitive advantages are also crucial to maintaining the satisfaction of the workforce. If benefits are weak, employees may look for other opportunities with more generous companies. In addition to insurance, flexible working hours, paid holidays, and personal days are important factors in employee satisfaction.
3. Those employees who do not find their work interesting or do not feel that they contribute to the company's mission will not participate. In order to satisfy those employees, they must feel that they are part of a bigger business, not just their personal tasks.
4. Everyone needs to work hard towards achievement. Encouraging employees to realize this potential will increase participation and satisfaction. Whether it is training opportunities, guidance, online courses or external training, encourage employees to always improve their skills. Therefore, it is recommended that managers can involve employees in positive healthy activities.
5. It is also recommended to encourage supervisors and managers to recognize employees' behavior on a daily basis. Formal plans must also be implemented company-wide to recognize top performers in each job category. Healthy competition can boost morale; encourage hard work and increase satisfaction and retention.



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