



# PREDICTORS OF JOB SATISFACTION IN TEACHERS OF FEMALE PUBLIC SECTOR UNIVERSITIES

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Article Information	Abstract
<b>Article history:</b> Submitted: 26 <sup>th</sup> October, 2023 Accepted: 14 <sup>th</sup> December, 2023 Published: 21 <sup>st</sup> December, 2023	<p><i>This research aims to identify factors influencing job satisfaction among female Public Sector Universities (FPSU) teachers. By using a survey-based, cross-sectional research design, this study examines, evaluates, and discovers how contingent rewards (COR) and perceived organizational support (POS) affect job satisfaction (JS). In this study target population is Lahore College for Women's University (LCWU) a Public Sector Institution of higher learning for women in Lahore, Pakistan. Through the use of self-administered surveys and a variety of established scales or instruments, the data is gathered to assess job satisfaction, perceived organizational support, and contingent rewards. Data collection and research about the influence of demographics on job satisfaction is also done using the demographic information sheet (DIS). LCWU, Lahore is the site of the research, which is conducted on the teaching faculty members there. The SPSS program is used for data analysis, which covers both descriptive and inferential statistics such as ANOVA, correlation, regression, and "t" test. The research is based on the relevant articles and research papers according to the scope of study and variables under investigation referenced via EndNote. The findings demonstrate that perceived organizational support and contingent rewards are two crucial elements that significantly enhance the teaching faculty's job satisfaction and serve as its predictors. This study has theoretical, methodological, procedural, and practical implications because its analyses, interpretations, and results can be used to make Teachers satisfied and to increase overall efficiency. Contingent rewards and perceived organizational support play a crucial role in boosting job satisfaction and serve as key indicators for predicting job satisfaction.</i></p>
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## Introduction

This is a well-established fact: teachers are essential to the growth of countries. Nobody can dispute the value of education in separating industrialized countries from developing countries.

The inquiry into how esteemed teachers can find satisfaction in their work requires comprehensive investigation, and this study seeks to delve into these aspects. The key elements that might influence work satisfaction are contingent rewards and perceived organizational support, hence it is important to understand how these three concepts are perceived by renowned researchers. As a result, in the sections that follow, the author seeks to explain and clarify these key organizational behavior elements from the perspectives of several reputable scholars, particularly in light of the indigenous context.

Contingent is defined as “subject to chance” and Reward is outlined as “a thing given in recognition of service, effort, or achievement” or “a fair return for good or bad behavior” by Oxford Dictionaries (Oxford Dictionary, 2015). One of the four elements of the transactional leadership style, along with Active Management by Exception, Passive Management by Exception, and Laissez-faire, is contingent rewards. The Transaction and Transformation Leadership Authority paradigm, which these four aspects are a component of, was initially introduced by Max Weber (1947) in his book, and further developed by Bernard Bass (1981). Transactional leaders not only set mutually agreed-upon objectives and offer diverse incentives for successful performance but also connect goals with rewards, articulate expectations, ensure essential resources are accessible, and establish a direct link between the goal and its achievement. They offer employees SMART goals, denoting objectives that are “specific, measurable, achievable, realistic, and timely”. The variable “contingent rewards” will not be employed solely from the perspective of the transactional style of leadership but will also involve other approaches.

Extrinsic and intrinsic rewards, commonly known as financial and nonfinancial benefits, fall into two major categories. These rewards are further broken down into several subcategories. Extrinsic incentives include financial ones like pay, perks, bonuses, and promotions that are money- or cash-based. On the other side, intrinsic incentives consist of non-financial characteristics including success, appreciation, a sense of fulfillment, recognition, work satisfaction, and possibilities for personal improvement (Clifford, 1985).

Contingent rewards is one of the nine subscales of Spector's Work Satisfaction Survey (Job Satisfaction), which he established in 1985. The job satisfaction is a measure of employee work satisfaction. He divided the COR into segments for appreciation, recognition (laden with supervision elements), and general rewards (loaded with pay elements). The analysis of the above-mentioned features of contingent rewards, including appreciation, recognition, and rewards in general, will be the major emphasis of this study's contingent rewards section. Employee motivation and work satisfaction are greatly impacted by elements like incentives and recognition, pursuant to Danish and Usman's (2010) research. They also came to the conclusion that timely and regular salary raises, benefits, bonuses, additional perks, incentive programs, and other forms of compensation to boost employee morale, increase motivation, and increase work satisfaction.

Eisenberger et al. (1986) concluded POS as the idea that an employee has that their boss values their efforts and is dedicated to meeting their socioeconomic and emotional requirements inside the organization. Employees assume that their efforts connected to more work will be rewarded and recognized, and perceived organizational support successfully increases employee connection to the company. Thus, it may conclude that organizational support is crucial to ensuring that employees feel happy and productive while performing their jobs in any organization. For the benefit of their personnel, many respectable organizations adopt sensible plans and directives. They assess each employee's engagement, additional effort, personal objectives and expectations,

challenges encountered, support and encouragement given, feedback and accomplishments, special considerations, occupation satisfaction, and overall performance to optimize the organization human resources.

It is clear that there has been very little study on the issue of work happiness within Pakistan's higher education sector based on data from the Higher Education Commission (HEC) of Pakistan in 2015, which reveals lower levels of job satisfaction among academic employees. In each and every career, job satisfaction is crucial and essential. In addition, Ssesanga and Garrett (2005) used a sample of 182 respondents from two Universities to conduct a study on the job satisfaction of university faculty in Uganda, a developing nation. According to this study, the most important predictors of university teachers' satisfaction are related to their coworkers' behavior, supervision, and the intrinsic nature of teaching. In contrast, the most important predictors of job dissatisfaction are those related to compensation, governance, research, reward & recognition, promotion, and the working environment.

### **General Purpose & Objectives:**

The primary objective of this research is to pinpoint the factors that impact job satisfaction in female Public Sector University Teachers in order to verify the effects of contingent rewards and perceived organizational support.

### **Specific Purpose & Objectives:**

The particular purpose and objectives of the current study are the following factors that may influence the JS of faculty members working in FPSU:

- To look at the key factors that were determined to be important for this study and that may have an effect on the job satisfaction of the teaching faculty of FPSU.
- To learn how job satisfaction and perceived organizational support are correlated.
- To demonstrate the connection between job satisfaction and contingent rewards.
- To investigate how contingent rewards and perceived organizational support influence job satisfaction.
- To determine the causes that predict job satisfaction among FPSU.
- Examine the effect of demographic factors on job satisfaction.
- To increase job satisfaction between academic staff members, which might lead to better learning outcomes and improved, enhanced teaching techniques.
- To build and empower underprivileged female gender through a better, more effective, and efficient educational system.

### **Literature Review:**

This literature review critically examines the interplay between COR, POS, and JS within the specific context of teachers in FPSU. By focusing on this targeted demographic, this review aims to provide a comprehensive understanding of the factors influencing job satisfaction among educators in these institutions. Through an exploration of existing studies and scholarly works, this study seeks to identify gaps in current knowledge and contribute valuable insights to the understanding of teacher satisfaction in the unique setting of female public sector universities.

### ***Contingent Rewards (COR):***

According to Fareed et al. (2013), rewards both intrinsic and extrinsic have a favorable impact on employees' performance on the job and sense of fulfillment at work. Most businesses have implemented a rewards system to boost employee productivity and happiness. According to Nawaz and Muazzam (2015), performance-related pay (PRP) or performance-based incentives (PBI), which include recognition, prizes, and praise in general, are crucial in characterizing employee job motivation and job satisfaction. To support an organization's success, PRP must be performance-based and must reward people. Motivation and job satisfaction are positively connected with PRP. Young age, teaching experience, marital status, income, degree of education, and academic rank are some demographic factors that are predictors of performance-related remuneration.

According to Prendergast (1999), incentives and prizes boost workers' motivation for their jobs. Extrinsic, intrinsic, and social benefits are the three major categories of rewards that people desire from their employers, according to the research (Williamson et al. 2009). According to Luthans and Sommers (2005), substantial rewards given to workers in organizations might impact their motivation levels. Eisenberger and Cameron (1996) concurred that increasing perceived independence through contingent rewards is a good idea. Any organization may benefit from incentives since they help employees become and keep the kind of committed workers that produce work at a high level and maintain a steady workforce (Wang 2004). "Good managers recognize individuals through doing things that highlight their achievements and they reward individuals through offering them something tangible," according to Deeptose (1994, p. 3). Work satisfaction is influenced by both intrinsic and extrinsic incentives (Clifford, 1985).

In accordance with Ali and Ahmad's (2009) investigation, "motivation and satisfaction" and "recognition and reward" have favourable relationships. They claimed that giving employees rewards and recognition causes a significant shift in their inspiration and level of happiness.

### ***Perceived Organizational Support (POS):***

It is a conception introduced by Eisenberger et al. (1986), which essentially refers to how much employees feel their organization values their efforts and prioritized their welfare. Webster and Adams (2010) conducted a study in which they revealed interesting findings. They found that the relationship between extra-role achievement (going above and beyond one's job duties) and desired job status depended on the level of POS. When employees perceived strong organizational support, the link between extra-role achievement and desired job status was negative. However, when perceived organizational support was lower, this relationship turned positive. The study also highlighted that the relationship between extra-role achievement and preferred work status depended on psychological contract fulfillment. When psychological contract fulfillment was low, extra-role achievement and preferred work status had a positive connection, but when it was high, this relationship turned negative.

Rhoades and Eisenberger (2002) defined perceived organizational support as the general belief employees hold about their organization's appreciation for their efforts and well-being. Maertz et al. (2007) delved into the impact of POS and PSS, i.e. "Perceived Supervisor Support", on employee turnover. They found that both POS and PSS interacted strongly to influence employee turnover-related behaviors. Bogler and Nir (2012) conducted research on the significance of teachers perceived organizational support for job satisfaction and found that

teachers' empowerment played a mediating role in this relationship. They highlighted that self-efficacy, a component of empowerment, was a significant predictor of teachers' intrinsic work happiness. The study conducted by Meyer et al. (2002) offers a discourse on the concept of POS and its implications for increasing affective commitment towards the organization. The research delves into the factors that contribute to fostering a sense of loyalty and emotional attachment among employees towards their organizational environment.

Lynch et al. (1999) suggested that employees might use POS as an indicator of their organization's intentions in the exchange of employee effort for rewards and recognition. Byrne and Hochwarter (2008) discovered that cynics performed poorly when perceived organizational support was either high or low. Critics, on the other hand, performed best when perceived organizational support was at a moderate level. Saks (2006) emphasized the connection between perceived organizational support and employee involvement in various aspects of the organization and work. This involvement, in turn, predicted employee commitment, citizenship behavior, intention to leave, and job satisfaction.

### ***Job Satisfaction (JS):***

In order to understand the many organizational outcomes, Krishnan et al. (2010) identified that JS is among the attitudinal factors which extensively researched in organizational behavior domain. According to Locke (1976), JS is “a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences” (p. 1304). As reported by Seifert and Umbach's (2008) research, women college faculty members come from varied demographic origins, and their degree of work satisfaction varies across a range of academic fields. They are consistently and frequently less happy than their male counterparts. They discovered that race and ethnicity tend to be consistent across academic fields and have conflicting effects on several measures of work satisfaction. Sergio Fernandez (2008) came to the view that two of the three types of leadership characteristics have a favorable connection with work satisfaction while the other two have a positive influence on how people see their capacity to achieve their jobs. To anticipate the perceived performance and work happiness of employees, one may assert that leadership behavior is a significant factor.

According to Faragher et al. (2005), a key element influencing employees' health is their degree of job satisfaction. They also came to the conclusion that organizations should create stress management policies to recognize and get rid of the bad work habits that are the main reason why people aren't happy at their jobs, as well as to carry out activities that are meant to promote employee health. Employee counseling should be provided by occupational health clinics that, after carefully analyzing their workers' performance, identify psychological issues and assist workers in determining how to enhance their level of satisfaction. Job satisfaction, in accordance with Spector (1985), is a key factor in motivating employees to perform well and to engage in other motivation-driven activities. For instance, Bateman and Organ (1983) found a robust constructive connection between employee behavior, specifically organizational citizenship behavior, and job satisfaction. This highlights the consequence of the connection among job satisfaction and how employees behave at work.

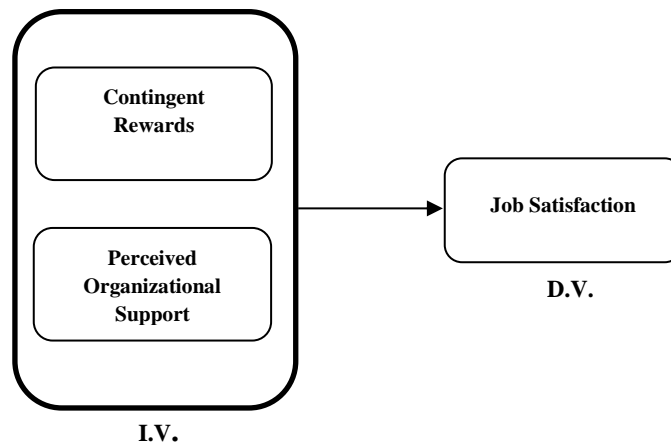
In research by Furnham et al. (2009) titled “Personality, motivation, and job satisfaction: Hertzberg meets the Big Five” they discovered a strong correlation between conscientiousness and job satisfaction. This shows that those who are more conscientious have a greater tendency to be

satisfied in their jobs. The success of both commercial and public organisations, according to Schuler and Jackson (1996), is largely dependent on the relationships between incentives, rewards, and work satisfaction. They emphasise that an organization's methods for rewarding and motivating its workforce may have a big strategic influence on overall job satisfaction. According to study done by Kiviniemi et al. (2002), workers' job satisfaction tends to rise when they get awards from their employer. This emphasises the need to acknowledge and thank staff.

### **Research Framework / Research Model:**

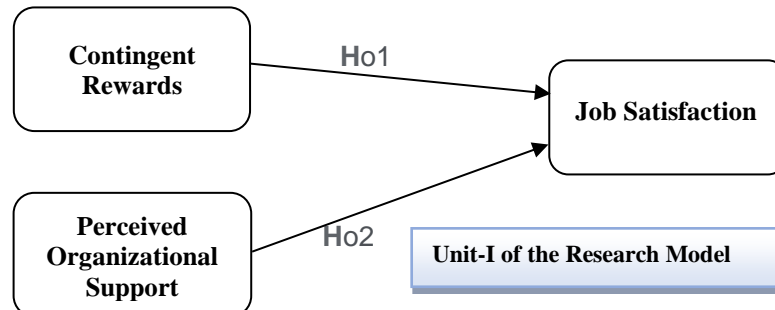
In plainer terms, the research model which is created is unquestionably founded on a careful analysis of the body of existing literature and actual data that pertains to the current study. The theoretical and practical elements included in the literature review have both been thoroughly examined. Accordingly, findings of the empirical investigation are closely linked with this topic. A thorough research model has been created by considering the body of prior research, the objectives and constraints of the current study, and the posed research questions. This model serves as the framework for the research, guiding the inquiry and facilitating the attainment of insightful findings.

**Figure - 01**

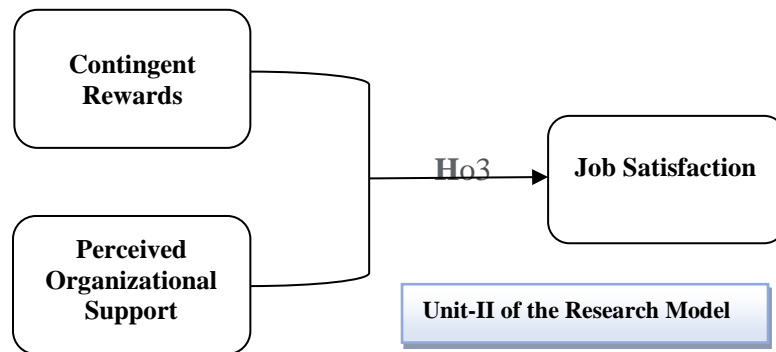


For ease of use and better comprehension, the current Study's Research Model (Figure - 01) can alternatively be divided and expressed as follows:

**Figure - 02**



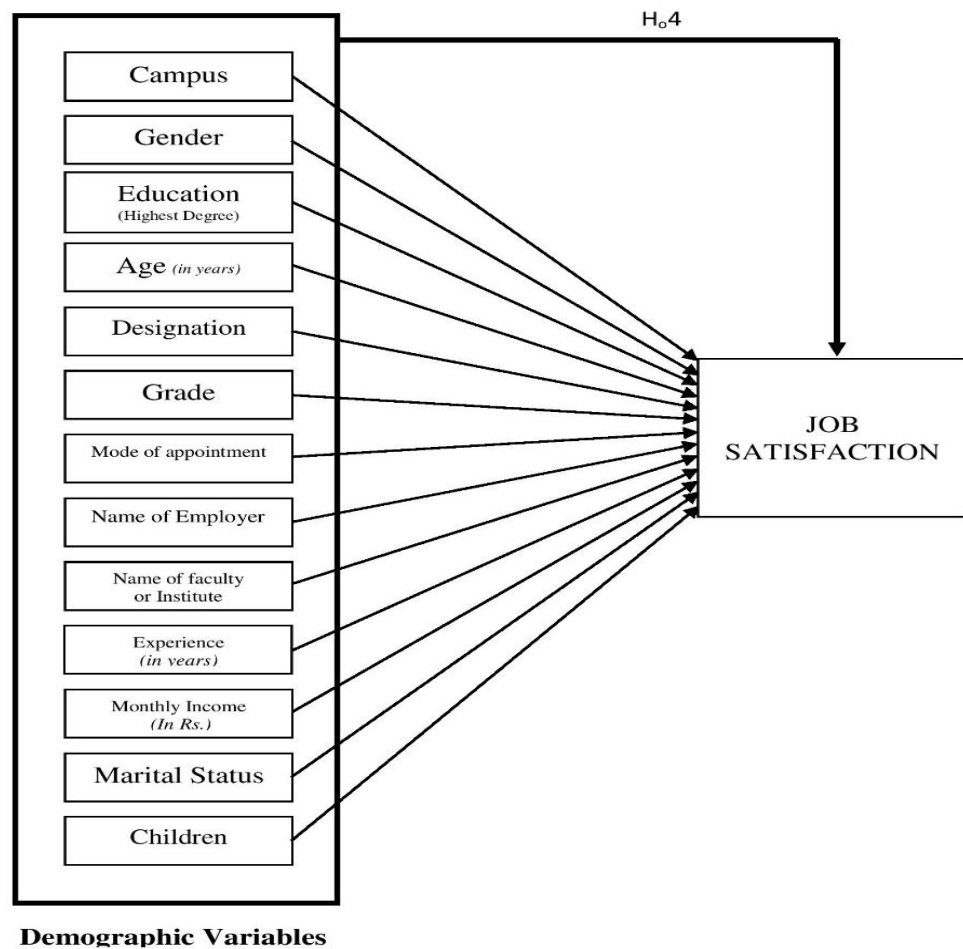
**Figure - 03**



*Demographic factors effect on JS:*

**Impact of Demographic Variables on Job Satisfaction**

**Figure - 04**



Demographic factors have an influence (both individually and collectively) on the job satisfaction of university teachers, as shown in the previously described figure – 04, which represents the current study model.

### ***Research Hypotheses:***

**Hypothesis-1:** There exists a statistically significant and positive influence of contingent rewards on the job satisfaction levels among teachers in FPSU.

**Hypothesis-2:** There is a considerable and positive impact of perceived organizational support on the job satisfaction of Teachers in FPSU.

**Hypothesis-3:** Contingent rewards and perceived organizational support serve as predictive factors for the job satisfaction of Teachers in FPSU.

**Hypothesis-4:** Demographic variables exert a significant influence on the job satisfaction of Teachers in FPSU.

### ***Research methodology:***

Quantitative research is a method to study that is formal, systematic, and objective, according to Carr (1994). It entails using numerical data to quantify and measure a variety of processes, which eventually yields research conclusions. This research employs a quantitative methodology as per nature and scope of the study. A theoretical model is built, study variables are identified, hypotheses are formed, and numerical data is gathered, examined, and interpreted for this goal.

### ***Target Population:***

Considering that this study focuses on the perspective of female Public Sector Universities in Punjab, target audience is confined to individuals within this particular educational sector, specifically within female Public Sector Universities. Given the research's nature, it is advisable to gather a sample from this intended audience for the study. Lahore College for Women University, being a largest and prestigious female Public Sector University in Lahore, was chosen as the target population for the present research, and as a result, a sample was taken from this female Public Sector Institution.

### ***Sampled population:***

In accordance with Cooper and Emory (2000), a specific group of people chosen from the study's larger target population is referred to as the sampled population. The target community as a whole is represented by and illuminated by this sampling group, enabling researchers to make generalizations. Purposive sampling was the method chosen by the researcher to choose the faculty members for this study from the Lahore College for Women University's Lahore and Jhang campuses. The study's sampled population is made up of these teachers since that is what the sampling frame indicates. They are essentially the group from whom data will be gathered in order to make generalizations about the wider target population. The Lahore College for Women University, which includes both its Lahore and Jhang Campuses, is also noteworthy.

### ***Sample Size:***

Choosing the right sample size for research can be a tricky decision. There isn't a one-size-fits-all method, so researchers often aim for credibility and acceptance by using the most suitable approach. In this study, the chosen method is purposive sampling. To figure out the sample size,



the researchers turned to a formula developed by Krejcie and Morgan (1970). This formula goes like this:

$$s = X^2NP(1-P) \div d^2(N-1) + X^2P(1-P)$$

Here's what each part means:

- "s" is the required sample size.
- "X<sup>2</sup>" represents a specific value from a chi-square table, which corresponds to the desired confidence level (typically 3.841 for 1 degree of freedom).
- "N" stands for the size of the population you're studying.
- "P" is the proportion of the population you're interested in (often assumed to be 0.50 or 50% to get the maximum sample size).
- "d" is the level of accuracy you want, expressed as a proportion (usually 0.05 or 5%).

By plugging these values into the formula, the researchers can determine the appropriate sample size for their study, tailored to their specific research goals. The "Table for Determining Sample Size from a Given Population" was a useful tool that the writers used in their research. It is made simpler to select the right sample size by the pre-calculated sample sizes in this table for various population sizes.

The researcher had data on the overall targeted population at LCWU in Lahore and at its Jhang Campus to use in this study. The method previously discussed was used to determine the sample size, and it suggested a standard sample size of 226 for accurate findings. However, the author of this study was aware that the formula had some latitude, so this could have changed the sample size, if necessary, either by making it larger or smaller. Some other methods were also available to determine the sample size. However, author finally decided on a sample size of about 226 people. Afterwards distributed a total of 280 questionnaires to gather data, and they received 229 valid and usable questionnaires for their analysis.

#### ***Data collection procedure:***

The study's respondents, or the teachers at Lahore College for Women University, provided the data using the primary data collection method. Hence, primary data is gathered directly from the participants through a researcher-administered questionnaire survey approach, following the methodology described by Saunders, Lewis, and Thornhill (2007). According to Shaughnessey et al. (2012), a survey is a set of questions that are administered to a sampled population with the intention of eliciting information about that group's feelings, opinions, and attitudes.

#### ***Instruments:***

The participants at the chosen female Public Sector University serve as the respondents for this study's data collection according to the determined sample size. This is accomplished by the dissemination of demographic data sheets and self-administered questions as part of a survey. In the English rendition, the following instruments or scales are employed for this purpose:

#### ***Contingent Rewards Scale:***

The authors of Impact of Reward and Recognition on Job Satisfaction and Motivation: An Empirical Study from Pakistan, Danish and Usman (2010), utilized this scale in their study, which was later published in the International Journal of Business and Management. Developed by Spector (1985), this scale has four components. Its test-retest reliability and coefficient alpha are 0.59 and 0.76, respectively, for this scale, which evaluates contingent rewards. On a 6-point likert scale, responses are gathered for this scale.

### ***Perceived Organizational Support Scale:***

Eisenberger et al. developed the perceived organizational support scale, often known as the survey of perceived organizational support (SPOS), in 1986. This measure is intended to determine how employees feel about their company's support of them. It indicates how workers feel about the organization's general attitude towards them, taking into account both their contributions and well-being. This scale's reliability coefficient, which varies from 0.74 to 0.95 and has seventeen items, shows a good level of internal consistency. A 7-point likert scale is used by respondents to reflect the degree to which they agree or disagree with various assertions regarding organizational support.

### ***Job Satisfaction Scale:***

This scale was developed by Schriesheim and Tsui (1980) to gauge job satisfaction. This measure utilizes six elements to assess overall work satisfaction utilizing an index. Approximately 0.73 and 0.78 is the reliability coefficient for this scale. On a 5-point likert scale, responses on this scale are collected. These six elements were cited in the appendix on page 579 of Tsui, A. S., Egan, T. D., & O'Reilly, C. A., III.'s (1992) research paper "Being Different: Relational Demography and Organizational Attachment".

### ***Demographics Information Sheet (DIS):***

Demographics are the quantifiable traits and data that enable us to comprehend and classify various demographic segments. To gather demographic information about the subjects in the current study, specifically the female teaching faculty members of Public Sector Universities, a Demographics Information Sheet was utilized. The campus location, age, gender, faculty affiliation, educational background, number of years of teaching experience, income levels, employment titles or designations, and marital status were just a few of the characteristics covered in this information sheet. These specifics helped to grasp the various traits of the participants in current research more thoroughly.

### **Results and discussion:**

In order to collect data, a total of 280 questionnaires were given out to the teachers at Lahore College for Women University. 229 valid and useable questionnaires were returned as a result, which was enough for this study. About 82% of people responded.

### ***Constructs Validity and Reliability:***

**Table-01**

<b>Constructs</b>	<b>N</b>	<b>N of Items</b>	<b>Cronbach's Alpha</b>	<b>Reliability Level</b>
COR	229	04	0.784	High
POS	229	17	0.868	High
JS	229	06	0.698	High

According to reliability coefficients as determined by Cronbach's alpha, COR, POS, and JS holds greater reliability coefficient magnitude, indicating more consistency. Table-01, "Summary of Reliability Statistics" above demonstrates that the instruments employed in the study have greater reliability levels.

### *Constructs' Descriptive Statistics:*

**Table-02**

	Mean	Std. Deviation	N	N of Items
<b>Job Satisfaction</b>	3.56	.6111	229	06
<b>Contingent Rewards</b>	3.96	1.1969	229	04
<b>Perceived Organizational Support</b>	4.17	.9561	229	17

Table-02 results indicate that the participants in the current study generally showed mild agreement with the constructs of job satisfaction with an average score (M) of 3.56 and a standard deviation (S.D) of 0.611. This was followed by contingent rewards, where the average score (M) was 3.96, with a standard deviation (S.D) of 1.197. Perceived organizational support had the highest average score (M=4.17) among the constructs, with a standard deviation (S.D) of 0.956.

### *Overview of Frequency Tables for Demographic Variables:*

The characteristics of the Sample (N=229) are represented by the frequency (f), percentage (%), mean (M), and standard deviation (SD) columns of the frequency tables of the demographic variables utilized in this study as follows:

**Table-03**

Sr. No.	Variables	f (%)	M (SD)
1	Campus:		1.17 (.381)
	Lahore	189 (82.5)	
	Jhang	40 (17.5)	
2	Gender:		1.97 (.184)
	Male	8 (3.5)	
	Female	221 (96.5)	
3	Education (Highest Degree):		4.87 (.767)
	Matric		
	Inter		
	Graduation	12 (5.2)	
	Master's	45 (19.7)	
	MS/M.Phil	136 (59.4)	
	Ph.D.	33 (14.4)	
	Post Doc.	3 (1.3)	
4	Age (in years):		2.80 (1.457)
	20-25	32 (14.0)	
	26-30	84 (36.7)	
	31-35	61 (26.6)	
	36-40	27 (11.8)	
	41-45	10 (4.4)	
	46-50	5 (2.2)	
	51-55	9 (3.9)	
	56 & above	1 (.4)	

5	Designation:		2.20 (.845)
		T.A.	38 (16.6)
		Lecturer	126 (55.0)
		Asstt. Professor	51 (22.3)
		Associate Prof.	10 (4.4)
		Professor	3 (1.3)
		Prof. Emeritus / Meritorious	1 (.4)
6	Grade:		2.27 (1.106)
		BPS-17	44 (19.2)
		BPS-18	121 (52.8)
		BPS-19	45 (19.7)
		BPS-20	7 (3.1)
		BPS-21	2 (.9)
		Working against lump sum pay	10 (4.4)
7	Mode of appointment:		1.31 (.596)
		Permanent Basis	174 (76.0)
		Contract Basis	39 (17.0)
		T.T.S.	16 (7.0)
8	Name of Employer:		1.10 (.301)
		LCW University Employees	206 (90.0)
		Punjab Govt. Employees	23 (10.0)
		Federal Govt. Employees	
		Autonomous Bodies	
9	Name of Faculty or Institute:		3.70 (2.275)
		Faculty of Natural Sciences	53 (23.1)
		Faculty of Engineering Technology	34 (14.8)
		Faculty of Mgt. & Administrative Sc.	18 (7.9)
		Faculty of Humanities & Social Sc.	55 (24.0)
		Institute of Education	17 (7.4)
		Institute of Design & Visual Arts	21 (9.2)
		Institute of Languages and Culture	18 (7.9)
		Women Institute for Leadership & Learning	2 (.9)
		Institute of Pharmacy	11 (4.8)
10	Experience (In years):		1.88 (1.085)
		0-5	105 (45.9)
		6-10	80 (34.9)
		11-15	23 (10.0)
		16-20	9 (3.9)
		21& above	12 (5.2)
11	Monthly Income (in Rs.):		2.00 (.716)
		0 to 40,000	51 (22.3)
		40,001 to 80,000	133 (58.1)
		80,001 to 120,000	38 (16.6)

12 Marital Status:	120,001 & above	7 (3.1)	1.41 (.510)
	Married	138 (60.3)	
	Unmarried	89 (38.9)	
	Others (Specify)	2 (.9)	
13 Children:			1.14 (.383)
	0-2	200 (87.3)	
	3-4	26 (11.4)	
	5 & above	3 (1.3)	

### ***Analysis of Correlations among the Variables Investigated:***

The subsequent tables (Table-04 and Table-05) present the Bivariate Correlation levels among the examined variables, namely, (i) the correlation amongst COR and JS and (ii) the correlation amongst POS and JS, outlined as follows:

### ***Correlations Analysis among Contingent Rewards and Job Satisfaction (n=229):***

**Table-04**

Variables	'r- value'
Contingent Rewards and Job Satisfaction	<b>.583**</b>

\*\*, Correlation is significant at the 0.01 level (2-tailed).

### ***Correlations Analysis among Perceived Organizational Support and Job Satisfaction:***

**Table-05**

Variables	'r- value'
Perceived Organizational Support and Job Satisfaction	<b>.609**</b>

\*\*, Correlation is significant at the 0.01 level (2-tailed).

In table-04 and table-05 above, it's evident that there is a strong correlation between contingent rewards and job satisfaction, with a value of 0.583. Additionally, there's a notable correlation of 0.609 between perceived organizational support and job satisfaction. Importantly, both of these correlations are statistically significant at the 0.01 level, as indicated in the tables.

### ***Assumptions of the Regression Model:***

For more accurate and efficient readings of the findings of the current research, the results of regression assumptions are explained in this part. These results enhance the conclusions of the regression analysis and provide support for them. As of this research, the regression equation can be expressed in this way:

$$Y_1 = \alpha + \beta_1 (X_1) + \beta_2 (X_2) + e$$

$$\text{Job Satisfaction} = \alpha + \beta_1 (\text{COR}) + \beta_2 (\text{POS}) + \text{error term}$$

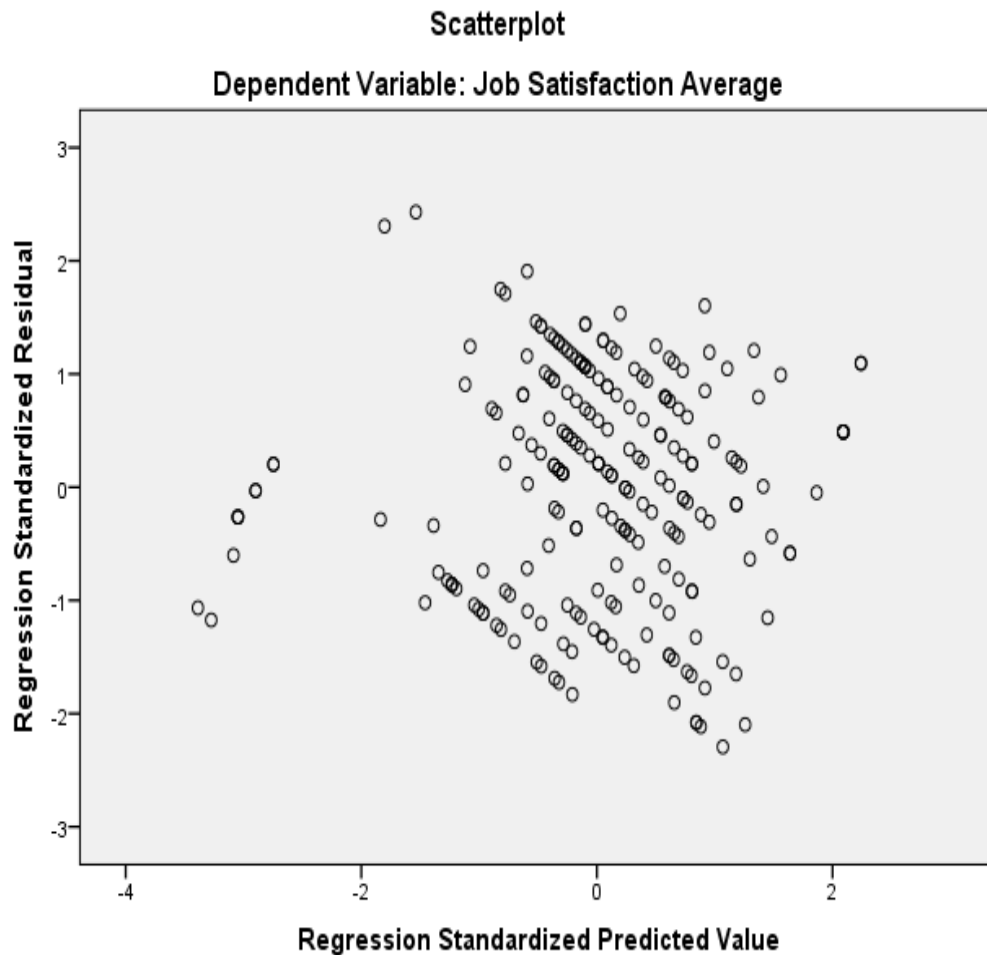
To evaluate some of the Regression's Assumptions of the Regression Equation described above, a Linear Regression test is conducted using SPSS. The Regression Assumptions are evaluated for Multicollinearity and Heteroscedasticity. What Multicollinearity and Heteroscedasticity's findings show are discussed in blow mentioned paragraphs:

***Multicollinearity (Tolerance and VIF):***

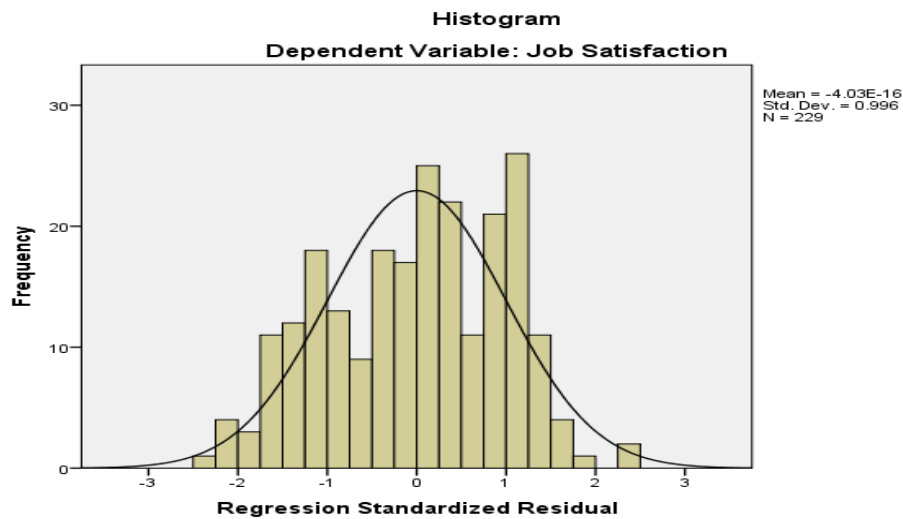
Data reveals that the VIF value of the two independent variable is 1.324 and the Tolerance value is 0.755. There is no evidence of multicollinearity because both Independent Variable tolerance values are more than 0.01 and their VIF values are less than 10, respectively. Consequently, the multicollinearity assumption is satisfied.

***Heteroscedasticity:***

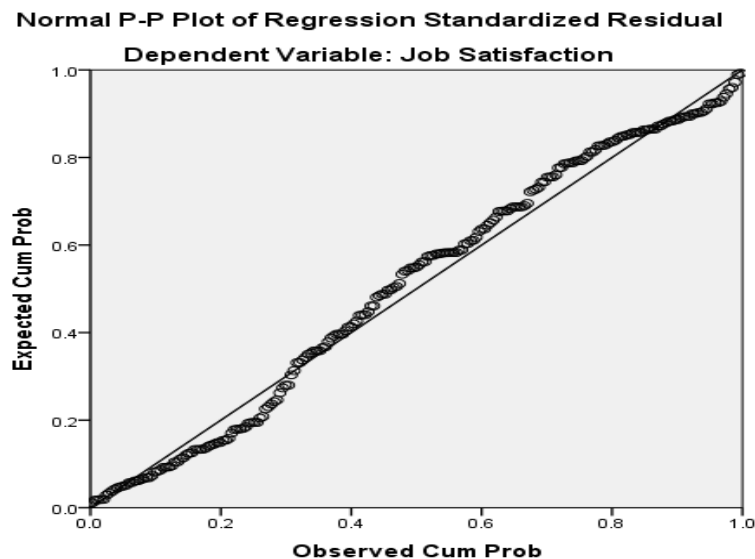
Was evaluated using a scatter plot, which demonstrates the lack of heteroscedasticity. As a result, the assumption of heteroscedasticity is likewise met. The following graph is used to display the findings of heteroscedasticity:



Here is a Bar Chart that illustrates how the data used in this research model conforms to the normal distribution.



Below is the graph illustrating the regression line which is as per recommended standards.



#### *Regression Analysis for COR, POS, and JS:*

**Table-06**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.690 <sup>a</sup>	.476	.471	.44433

**F= 102.648 p<.001**

The results from the Regression Analysis (table-06) on the research model, which includes the examined constructs (COR, POS, and JS), indicate a “Regression Coefficient” (reflecting the

overall correlation or relationship among the variables) of 0.690, signifying a substantial level. The estimated accuracy is 47.1%, with a standard error of the estimate of 0.44433 and adjusted R square of 0.471, which is at a reasonable level.

This research model is extremely significant since both the “P” value ( $p=0.000$ ) and its related “F” value ( $F = 102.648$ ) are significant ( $p0.05$ ) at the 5% significance level

**Regression Coefficients:**

**Table-07**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.679	.138		12.202	.000
Contingent Rewards	.190	.028	.372	6.720	.000
1 Perceived Organizational Support	.272	.035	.425	7.671	.000

Important insights are derived from the findings of the Coefficients Table-07. First of all, the “t-test” value for the variable contingent rewards is fairly high at 6.720, greatly surpassing the predicted value. It is statistically significant at the 5% significance level, and the related “p” value is similarly exceedingly low ( $p=0.000$ ). This suggests that the independent variable COR has a significant constructive influence of roughly 37.2% (indicated by the Beta Coefficient Standardized Value = 0.372) upon the dependent variable JS.

The POS is also quite significant, as shown by the Coefficients table-07. The “t-test” value of this statement is 7.671, which is noticeably higher than the table value. Similar to this, the associated “P” value is relatively low ( $p=0.000$ ), showing statistical significance at the 5% significance level. This implies that the independent variable perceived organizational support has a significant positive influence, accounting for about 42.5% (indicated by the Standardized Coefficient of Beta = 0.425), on the dependent variable job satisfaction.

Simply put, this study has demonstrated that contingent rewards and perceived organizational support both significantly and favorably affect work satisfaction.

**Hypothetical Regression Equation of Research Model:**

$$Y1 = \alpha + \beta1 (X1) + \beta2 (X2) + \epsilon$$

**Resultant Regression Equation of Research Model:**

$$Y1 = 1.679 + 0.372 (X1) + 0.425 (X2) + 44.619$$

Where,

- $\alpha$  represents a persistent value for the model.
- $\beta1$  stands for the beta coefficient in standardized form of contingent rewards which is one of the variable under study.
- $\beta2$  represents the standardized coefficient beta of perceived organizational support another variable under investigation.
- $X1$  is the current study’s first independent variable, which is contingent rewards.
- $X2$  is the second independent variable of the study, which is perceived organizational support.



-  $\epsilon$  is the error term or residual, which accounts for the difference between predicted values and the actual values.

- **Y1** is the current study's dependent variable, trying to understand and explain, in this case, job satisfaction.

The regression equation explains the research model and analyses how contingent rewards and perceived organisational support affect job satisfaction. Upon examination of contingent rewards, its beta value is determined to be 0.372. This suggests that if contingent rewards (X1) increase by one unit, it may anticipate a 0.372 unit increase in job satisfaction (Y1). In simple language, this demonstrates that contingent rewards have a 37.2% impact on job satisfaction. When examined, perceived organizational support is found to have a beta value of 0.425. According to this, an increase of one unit in Perceived Organisational Support (X2) will result in an increase of 0.425 units in job satisfaction (Y1). In straightforward language, this suggests that job satisfaction is influenced by Perceived Organisational Support by a factor of 42.5%. Regression equation, in sum, enables us to understand how these two variables impact job satisfaction. According to current study, contingent rewards has a 37.2% influence, while Perceived Organisational Support has a 42.5% impact on job satisfaction.

### Regression Analysis for Demographic Variables and Job Satisfaction:

**Table-08**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
	.303 <sup>a</sup>	.092	.037	.59981
<b>F= 1.668</b>		<b>p&gt;.05</b>		

**Table-09**

Mode	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1	(Constant)	3.572	.563	6.340	.000
	Campus	.190	.115	.119	.100
	Gender	-.250	.228	-.075	.273
	Education	.019	.066	.023	.778
	Age (in years)	-.001	.050	-.002	.987
	Designation	.034	.086	.047	.691
	Grade	.058	.045	.105	.195
	Mode of appointment	-.186	.078	-.182	.017
	Name of Employer	.161	.171	.080	.348
	Name of Faculty or Institute	-.016	.019	-.061	.377
	Experience (years)	-.099	.070	-.177	.158
	Monthly Income (in Rs.)	.188	.080	.221	.020
	Marital Status	.068	.087	.056	.438
	Children	-.166	.114	-.104	.148

The results of the tables as narrated above, including the Model Summary, ANOVA, and Coefficients (table-08 and table-09), show that the teachers who took part in this study did not suggest a substantial influence of demographic variables on their job satisfaction. In other words, the evidence points to the lack of a discernible relationship between the teachers' job satisfaction and demographic variables like age, gender, campus location, educational attainment, salary, and so on. This result is also supported by the statistical analysis. The computed p-value was 0.069, exceeding the typical 0.05 level of significance at the 5% level. Simply put, this indicates that, in this instance, the respondents' input does not support the statistical model's significance. Additionally, current study used Independent Sample 't' tests and One-Way ANOVA to compare the demographic variables. These studies showed that there was no discernible variation in respondents' job satisfaction across a range of particular demographic characteristics, including age, gender, campus location, educational attainment, income, and more. In conclusion, this research discovered that the job satisfaction of the faculty members who participated in current survey did not appear to be significantly influenced by the demographic variables.

### **Conclusions and Discussions:**

The purpose of this study was to comprehend how perceived organizational support and contingent rewards affect the job satisfaction of Teaching Faculty at female Public Sector Universities. The concentration was on LCWU, including its campus in Jhang, to accomplish this. The investigation delved into a number of variables that could have an effect on job satisfaction. The purpose of this study was to investigate how contingent rewards, perceived organizational support, and job satisfaction are related. The potential impact of demographic characteristics on job satisfaction were also examined. The findings of the study showed that among female faculty members in Public Sector Universities, contingent rewards and perceived organizational support are effective predictors of job satisfaction. In other words, these two elements significantly impact how pleased teachers are. The attainment of the research goals is clarified below by examining the outcomes of the current research hypotheses one by one.

The findings from the first hypothesis demonstrate that contingent rewards have a favorable, substantial effect on job satisfaction. Job satisfaction among teachers is expected to increase with an elevation in contingent rewards and, conversely, decrease when contingent rewards are reduced.

The second hypothesis also provides positive findings, highlighting that perceived organizational support significantly enhances the job satisfaction of teachers in female Public Sector Universities. When teachers feel that the university provides strong organizational support, it positively impacts their job satisfaction, and conversely, a lack of support can have a detrimental effect.

The third hypothesis contends that teachers in female Public Sector Universities are significantly influenced by contingent rewards and perceived organizational support, and that this third hypothesis likewise yields favorable results that are consistent with the study's predictions. In simpler terms, contingent rewards and perceived organizational support work as predictors of job satisfaction since they show a clear relationship between changes in contingent rewards and perceived organizational support and matching changes in Teachers' job satisfaction.

Concerning the fourth and ultimate hypothesis in this study, it is postulated that the participants, particularly the teachers actively involved in this research, hold the perspective that

demographic variables do not exert a substantial impact on their overall job satisfaction while engaging in their professional roles within the university environment. This supposition implies an inquiry into the nuanced relationships between various demographic factors and the subjective experience of job satisfaction among the teaching staff, with an overarching aim to comprehensively explore and understand the potential influences of these variables in the academic workplace.

The study discerns that contingent rewards and perceived organizational support significantly contribute to the positive enhancement of job satisfaction among FPSU teachers, underscoring the pivotal role of these factors in shaping their overall professional contentment and well-being. Our esteemed Teachers will be further productive and advantageous for the University as well as for the country if they are more satisfied with their work, and this is also backed by the current literature that is examined earlier. Therefore, by Implementing a stronger, more effective educational system has the potential to strengthen and empower underprivileged women. Consequently, it can be stated that the study's goal was successfully attained.

#### ***Implications of this Research:***

Due to the study's literary contribution to academics on a national and worldwide scale, it has important theoretical implications. Given that it is an interdisciplinary study that incorporates the subjects of management, organizational behavior, and human resource management, the literature from this study may be used for future research in several domains.

The study takes into account the idea that perceived organizational support and contingent rewards have a strong impact on job satisfaction of teachers at FPSU. Researchers now have new indigenous perspectives and opportunities for further investigation, analysis, interpretation, and results connected to these factors. This research also has methodological or procedural implications. These empirical findings may be extrapolated to a wide range of enterprises and educational institutions.

The research model indicates that contingent rewards, including appreciation, recognition, and general rewards, along with the presence of perceived organizational support within the organization, exert a notable and positive influence on job satisfaction. These findings carry practical implications for leaders and policymakers such as government officials, chancellors, and vice-chancellors, guiding them in strategic decision-making and policy formulation. Therefore, when employees are happier, they work harder, are more productive, and certainly more valuable to the educational institution.

#### **Recommendations:**

- Public Sector Universities should prioritize enhancing their HRM and organizational behavior policies to elevate educational standards.
- This study underscores that when teachers receive more contingent rewards, such as acknowledgement and appreciation, their job satisfaction increases. This, in turn, can make them more effective contributors to the university's success. Policymakers should consider this when shaping their strategies.
- Based on current study's findings, it's advisable for university leadership to periodically review and enhance their organizational systems, policies, and strategies, particularly those related to organizational support provided to employees.

- Implementing a performance-based reward system in the educational sector is recommended. Such a system would reward teachers based on their performance, which can help reduce job dissatisfaction and motivate them to excel.
- While this research focused on specific aspects of organizational behaviour, future studies should consider exploring additional factors for a more comprehensive analysis.
- This study underscores that contingent rewards and perceived organizational support significantly predict teachers' job satisfaction. Therefore, policymakers and decision-makers within educational institutions can incorporate above mentioned aspects into their policy strategies.
- It would be beneficial to conduct research on a larger geographical scale, potentially covering all of Pakistan, to assess whether the results remain consistent and significant.
- To boost motivation and job satisfaction among employees in Public Sector Universities, there should be efforts to increase awareness about the various incentives available within the university.

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