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**RELATIONSHIP BETWEEN TEACHER
SATISFACTION AND QUALITY EDUCATION
AT COLLEGE LEVEL IN RAWAL PINDI
DIVISION: A REVIEW PAPER**

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Abstract: - Quality education is the most effective method for the Human development, just as it generates modernization in human growth, keeps the whole nation together and pushes the state to extreme achievement. This research aims to explore the view of teachers in the Rawalpindi Division on quality education and their satisfaction and the relationship between quality education and teacher satisfaction at college level. The study population was all teachers in Govt. Degree Colleges in the District of Rawalpindi. The essence of this study was descriptive and correlational in terms of design. By using simple random sampling techniques, the teachers from the 40 government degree colleges were selected as a sample by following the lottery process. Correlation of Commodity Moment Co-efficient was used for quality education and teacher satisfaction. Descriptive statistics were used to assess the interpretation of the teachers and the mean score was taken. The tools of the research were self-constructed questionnaires for teachers on quality education and adapted scales for teacher satisfaction. This study finds that according to the teachers, quality education exists in colleges and they are also happy. A moderately significant positive association between teacher satisfaction and quality education has been found.

Keywords: Quality Education, Teacher Satisfaction Teachers' Perception, Government colleges ,Universities.

1. Introduction

Quality education is the pivot for the progress of a country and to uplift the living standards of the people. Each country makes effort to produce high quality human beings and professionals for every walk of life (Madani, 2019). Quality in education is the basic goal of every institution in Pakistan; as they tried to meet the expectations and demands of all the stakeholders of education especially students and teachers. Quality education may be considered as main source of satisfaction for teachers and

students. The success of these institutions relies not only on quality education but also on the satisfaction of teachers and students also (Skapinaki & Salamoura, 2020). To improve quality in education, some measures are to be taken to assess the teachers and student performance and it is a fact that teachers and student performance is based on their satisfaction.

Keeping in mind the importance of education, standards for quality education should be there to accredit the colleges to judge the eligibility for giving education to the students. In this regard in Pakistan, the Higher Education Commission (HEC) gave guidelines for Higher Education Institutions (HEIs) to attain the desired objectives and aim of higher Education Commission (HEC, 2011).

To ensure the raising quality of colleges to achieve excellence, quality and effectiveness in work through continuous improvement, the Higher Education Commission took initiative to improve the quality of education and the standards of colleges by developing the Minimum Quality Standards (MQS). These standards are to assess the academic affairs and physical infrastructure of these colleges. Total nine standards are articulated and every standard equally important as they express specific dimension in improving the quality of education in colleges (HEC, 2011).

The colleges are supposed to provide supportive and conducive quality education to the students to gain success in their practical and real life for upcoming days (Pascarella & Terenzini, 2006). Improving teacher satisfaction raises institution profits and facilitates institutions to develop (Dubrovski, 2001). Previous studies have suggested that teachers are the greatest assets of an organization, and that satisfied teachers must satisfy students' requirements (Nebeker, Busso, Werenfel, Diallo, Czekajewski & Ferdman, 2001). When teachers are satisfied it influences the institutional performance. Teachers play an important role for the betterment of institutions and students welfare. They are ready to satisfy the working environment and to cooperate with the organization to achieve the set targets and goals. In educational institutions teachers are the employees and teaching quality may be achieved by teacher satisfaction through working environment. Therefore it is the dire need of the community to provide good working condition and to fulfill the teachers' requirement for gaining the outstanding research work extra ordinary performance while teaching.

The study on quality education is a fashion in Pakistan as well as in many other countries. A study was conducted to investigate the quality of education at intermediate level by Shehzad (2007). And Yee, Yeung and Cheng (2008) worked on effect of teacher satisfaction on quality. Another study is found on employee job satisfaction and higher education service quality by Dargenidou (2009). Employee satisfaction studies, especially on employee satisfaction in the education industry, therefore are still involve in research (Comm & Mathaisel, 2000). The researcher found the gap that there is no research to find the relationship among quality education, teacher satisfaction at college level in Lahore Division. Past researches cater the school level; inter level and university level of education. Quality education and teacher satisfaction at college level is not addressed by any researcher in Rawalpindi.

Division. Educational institutions chain is school, college and then university level. Without focusing at college level this chain remains incomplete. College level links the school level education to the university level education, which is the reason for researcher to select this topic to conduct this research to fill this gap.

Quality Education

Quality is always seen from the users' perspective. These are users or beneficiaries who set parameters for quality. When we talk about education then these are students who are ultimate users or beneficiaries of education (Masserini, Bini, & Pratesi, 2019). Quality of education can only be seen through lenses of students' abilities or capabilities that are embodied in them due to their education and teachings in the education system. Students' capabilities are a source of measuring quality of education. Many definitions of quality can be seen in the research and scholarly literature. Goetsch and Davis (2003)

defined quality in terms of a combination of items, people, procedures, situations and their mutual interactions that helps in meeting the desires and needs of users. Quality in education sector have been defined by Cheng (1995) that stated educational quality in a system of input, processes and output that are used in provision of services that are compatible to the internal and external strategies to meet the implicit and explicit expectations out of education system.

Numerous researchers focused on quality standards in their scholarly contributions. Skolnik (2016) presented quality assurances practices and their effect on the institutional diversity in different countries of the world. In this literature review based research article, author presented a connection between the academic orientation and the applied orientation in higher education system. A cross-national perspective has been presented by Alzafari and Ursin (2019) in which researchers presented quality assurance standards in some European countries. Results in their study states that most of the countries design and implement educational quality standards in accordance with their local needs. Taking this a point of departure the focus in this research is on special context of Pakistan.

Higher Education Commission (HEC) of Pakistan is the quality monitoring independent body for higher education in Pakistan. Assurance of quality in all educational institutions in Pakistan is its prime responsibility. Present study has among its objectives to explore and elaborate the impact and influence of quality standards introduced by the Higher Education Commission of Pakistan for the college sector institutions in the geographic region of Pakistan. Quality measures of the Higher Education Commission in Pakistan have a broad coverage for organizations including the business and education sectors. It is due to the constant observations of the Higher Education Commission in Pakistan that most of the educational institutions in Pakistan are conscious about their quality and assurances of quality in accordance with the higher education commission guidelines (HEC, 2011).

Langstrand, Cronemyr, and Poksinska(2015)presented analysis of factors that have their effects on students' learning and quality education. Their research concluded with recommendations of well-designed courses, proper utilization of resources for teaching these courses, and an enhanced interaction between teachers and students. All these aspects are of critical importance for quality education in higher education as has been stated in research by Langstrand, Cronemyr, and Poksinska(2015) and for education and teaching at college level as it is a focus in this thesis of quality education.

One among studies in this research trend published by Taurina (2015) who discussed personality characteristics of motivation as internal factors for quality education in this research article. Researcher in this research article emphasized the implementation of internal quality management system in accordance with the external needs of education. Themes of discussion in literature review article by Taurina (2015) has an overall coverage of image of institution in society, internal work environment, job satisfaction of teachers out of the work environment, program and course contents, and students' satisfaction through quality education. These thematic discussions are similar to the subject matter of this thesis of quality education at college level at Lahore Division.

Personality characteristics in quality education have been presented by Cilliers, Mostert, & Nel (2018) in their published research. Researchers in this study concentrated on the educational landscape with special reference to study demands and resources for study. Onward they presented personality issues and particular characteristics that are required to meet the prescribed demands in education. Researchers used quantitative methods in this study with a population of first year university students. Various relationships of personality constructs have been explained for study demands and resources demands.

Teachers' Satisfaction

Many researchers defined teachers' satisfaction differently. They have variations due to their more consideration of specific aspects in teachers' professional life. Chughati and Perveen (2013) defined teachers' satisfaction in terms of a person's feelings or state of mind at work. Sypniewska (2013) states

teachers' satisfaction as teacher's positive towards the institution, colleagues on work and with the job itself. Green (2000) considers teachers as satisfied in situations where the employer meets job expectations, other work along-side feel positive about the teacher, teacher feel satisfaction of the assigned job then there are assumptions of teachers' satisfaction.

performance and job satisfaction of teachers is therefore dependent on social experiences of teachers. Brunetto and Wharton (2002) stressed this notion in terms of their referring job satisfaction to the teachers' gains and enjoyments of these gains on their workplace. In the words of Altuntas (2014) it is job dissatisfaction that results in reduction of one's performance on job that may become reason of some causes of negative impacts in the form of low productivity, absenteeism from job, and quitting their jobs. Very often it is pretty hard to prevent job dissatisfaction (Altuntas, 2014).

Scholarly research and studies have divided job satisfaction into two major categories: first is general satisfaction and the second is specific satisfaction. General satisfaction refers to the overall satisfaction that comes out of the overall evaluation of the job. On the other side specific satisfaction is facet satisfaction that is the outcome of an evaluation of various aspects of job (Eker, Anbar, Kırbıyık, & Haider, 2007). In views of Zhu (2013), job satisfaction refers to employees' overall attitude towards work that is contrary to numerous studies that project a partial assessment and satisfaction of teachers' job.

Teachers are one of the major contributors in the education system. They are one among the triangular combination of major pillars in educational structure: teachers, students, and institutions. Teachers' satisfaction or dissatisfaction may have deep effects on quality education. Following are major trends in teachers' satisfaction research that are divided in to international and national research.

Continuous changes in the internal and external professional environment of all professions demands continuous learning. Similar is the situation for education and teaching. The study of Shoshani and Eldor (2016) is related to informal learning of teachers. This is related to this current study because of the discussions of teachers' job satisfaction as a part of it with other aspects of learning climate, teachers' and students' motivation and well-being. Teachers' job satisfaction is a mediator in an integrative model of teachers' sense of work engagement, organizational commitment and subjective well-being of teachers. Empirical data in their study was collected through the sample of both students and teachers that was analyzed through multi-level model analysis for its further interpretations.

Researchers in Budiharso and Tarman (2020) have their focus on work environment and working condition in higher education institutions in Indonesia. Findings in their study stated the insignificant effects of working conditions on the quality education. Their researched stated employability and the faculty retention as two major factors that have their potential effects on the quality of education. However, there are limitations of geographic region that researchers stated in their study. Other regions may have different results of the similar study.

Research by Zafarullah and Pertti (2017) presented teacher's satisfaction in the context of universities of the Sindh province of Pakistan. It is a qualitative study that is based on interview data from the teacher educators in the said region of Pakistan. Results in their study explored and identified factors that become a reason of dissatisfaction among teachers. These factors are administrative structure, management styles, lack of trust, feelings of insecurity on job, low level of social interactions, and lack of appreciation on performance and achievements on job. Though Zafarullah and Pertti (2017) has their more focus on factors of dissatisfaction among teachers yet elimination of these issues in education system may help in contributing for teacher's job satisfaction that is the focused area of research in this thesis at college level in a population from the Lahore Division.

Results and Discussion

After collection of data regarding variables of teacher satisfaction and quality education, normality of data was checked that showed it is normally distributed. These data sets are also suitable for applying parametric tests to the statistical analysis. For the analysis of research question 1 and 2 Mean score was taken and to explore the relationship between teacher satisfaction and quality education Pearson Product Moment Correlation (r) was applied.

To check the perception of teachers regarding quality education descriptive statistics was applied and Mean score was taken. Results are presented in the below table.

Table 1
Perception of Teachers regarding Quality Education Indicators

	Mean
Vision and Mission	3.89
Academic Programs and Evaluation	3.83
Students Admission and Progression	3.79
AFNAS	3.67
Physical Infrastructure, Academic Facilities and Learning Resources	3.43
Organization, Governance and Financial Management	3.79
Research	3.08
Public Disclosure and Transparency	3.62
Community Link and Outreach	3.51

In response to the first indicator “vision, mission and goal” of quality education majority of the teachers perceived better that “vision statement reflects the short term and long term strategies to achieve goal of national education policy,” “The mission statement reflects the college vision in line with the ambitions of the institution, as well as national and international goals” and “The statements of the goals are unambiguous and meet the requirements given in the mission statement” ($M=3.89$).

The teachers had better opinion about “Academic Programs and Evaluation”. They perceived that in colleges of Lahore division all the academic programs and curriculum are approved by their respective or affiliated university or higher

Education commission. The trained faculty offers learning material to help the learners self-learning. The trained faculty offers learning material to help the learners self-learning. The college introduced students to Math / Science / Computer for Arts. College has a committee to identify and deliver students centered educational services that are guided by the demand and community needs. The college seems to have a student / peer appraisal / evaluation process for teachers ($M=3.83$).

Most of the teachers were of the opinion that student admission and progression are according to the quality education. They believed that the colleges have admission policy provided by their respective universities. As per academic colander the announcement of admissions are through websites and newspapers. Students are enrolled according to the resources of the institution, i.e. faculties, laboratories, library facilities etc. College pass rate is in line with affiliated university pass rate. There are support services for low achievers in colleges. College has programmes of financial support and

grants for students in need (M=3.79).

In response to the fourth indicator “Academic Faculty and Non-Academic Staff” of quality education majority of the teachers perceived better that “Faculty members are appropriately qualified and trained”, “Other professional non- Academic staff (e.g. finance related) are appropriately qualified and trained”, “All the sanctioned posts are filled”, “College has strict monitoring system regarding attendance, regular class teaching and absentism as laid down by Government” and “The college has formal programs like short courses, training workshops, seminars and conferences for professional development” (M=3.67).

Mostly teachers perceived better regarding “Physical Infrastructure, Academic Facilities and Learning Resources”. They were of the opinion that for the curricula of the programmes, infrastructure, laboratory facilities, equipment, and books are available as needed. The library is constantly improving and the college is making efforts to provide E-library infrastructure. Colleges have internet for self- learning and teaching. The college provides its staff with internet and ICT preparation for their professional skill (M=3.43).

In response to the sixth indicator “Organization, Governance and Financial Management” of quality education majority of the teachers had perceived positively. They agreed that “responsibilities of college governance/leadership are clearly documented”, “college governance/leadership is regularly evaluated with respect to achievement of objective/mission or annual targets of college”, “college has annual performance reports of academic and non-academic staff”, “governance bodies/committees has representation from academic staff, students, parents and civil society/ community” and “college has maintained financial record” (M=3.79).

More than half of the teachers perceived better regarding research in colleges according to the quality education indicator. There were of the opinion that colleges are welcomed to organize the applied researches and they are disseminating these research findings also (M=3.08).

In response to the public disclosure and transparency, majority of the teachers were of the view that college websites are updated to meet the requirements of the public. Colleges are using print and electronic media for transparency and responsive to all queries (M= 3.62).

Mostly teachers gave positive response towards “community link and outreach”. The college engages in the preparation and execution of outreach programmes by community members. College possess fair and cooperative policies for minorities and different genders (M=3.51)

To find out the perception of teachers regarding their satisfaction descriptive statistics was applied and the scores are presented in terms of Mean in the below table:

Table 2
Perception of Teachers regarding Teacher Satisfaction

Indicators	Mean
Intrinsic Factors	4.09
Career Opportunity	4.03
Professional Development	3.91
Work Environment	3.78
Management Attributes	3.47
Financial Benefits	3.39

In response to the teacher satisfaction indicator “intrinsic factors”, majority of the teachers are satisfied that this job is according to the knowledge and abilities. They are enthusiastic and had balance their personal life with job (M=4.09).

In response to the second indicator “career opportunities” teachers are quite satisfied also. Teachers were glad to opt this prestigious profession. They preferred teaching on other profession and they wanted to remain attach with this profession (M=3.91).

Majority of the teachers were satisfied with their “professional development”. They were attracted towards learning new things and attending professional development workshops (M=3.91).

Mostly teachers were satisfied with their work environment and they felt pleasure to attend college. Their relationship with collogues were strong and they were helpful for each other. Nobody got undue favour because all were selected for their abilities. Workplace violence was rarely seen (M=3.78).

In response to the management attributes it was concluded that most of the teachers perceived better that their principal was impartial and they got respect from him/her. They discussed their problems with principals and whenever they wanted teaching aids, these are provided by the administration (M=3.47).

As concerned to the financial benefits, mostly teachers were satisfied and perceived that they were fairly paid according to their abilities and experience (M=3.39).

Pearson Product Moment Correlation (r) was applied to look into the relationship between teacher satisfaction and quality education. The results are presented in the below table

Table 3
Relationship between Teacher Satisfaction and Quality Education

Measure	Mean	SD	1	2
1. Teacher Satisfaction	113.83	14.86	–	
2. <i>Quality Education</i>	128.79	19.57		.545*

* $p < 0.05$ (Sig. 2-tailed)

By using Pearson Product Moment Correlation Co-efficient, the relationship Between teacher satisfaction and quality education was tested. The

Correlation between two variables ($r = .545$, $p < .05$) was moderate and significant. It was therefore concluded that a moderate positive correlation between the satisfaction of teachers and quality of education at college level in Lahore division was found. The significance of the positive correlation suggested that teacher satisfaction increases lead to improving quality education, and vice versa.

Conclusion:

The focus of this research is on teacher satisfaction and quality education at colleges located in the Rawalpindi division. Reciprocal relationships have been explained in such a way as to include teachers in quality education. It implies that educators play or play their part in quality education. In this study, major findings and results were reported; overall, most teachers were of the opinion that quality education in colleges is available. Most teachers are satisfied with their jobs. The positive association between teacher

satisfaction and quality education was found to be moderately significant. Because of its diverse academic and societal significance in the field of education, which in all societies is a core segment of social life, this study has its numerous potential uses and users. It is also hoped that further research in related areas such as quality education, student satisfaction and teacher satisfaction would be supported in other ways by this report. Therefore the study of educational decision makers and other stakeholders is suggested to consider improving the quality of education, as the majority of teachers decided that they are content and pleased with their job in their colleges. A large number of teachers have been unable to understand the standard parameters of education and some of them also disagree. Teachers and students could also have regular seminars and conferences. Most of the teachers were pleased with the standard of education and the quality of their delivery education.

However it was noted that the study was not very supportive of their receptive actions. They tried to avoid exchanging knowledge and in most situations, their discussion of quality education lacked interest or an attitude of indifference. In order to have adequate quality management and controls on it, quality assurance cells are therefore recommended in all schools. The positive association between teacher satisfaction and quality education indicates that quality education can be strengthened by more rewarding teachers. The essential positive relationship between quality education and the satisfaction of teachers has shown that teachers in their colleges are well pleased with quality education. It is recommended that it is important to incorporate the quality criteria and their method of assessment. There is a need for quality assessment forms to be routinely filled out by students and their parents. Moreover in order to address evolving changes in modern times, quality controls should also be updated on a regular basis.

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