

Work Culture towards Professions in South Asia: A Multidimensional Study on University Teachers of Pakistan

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ABSTRACT

South Asia means one-fourth population of the world, comprises 7 countries, and the most backward region of the world, educationally, economically and in human development index. On the other hand, it is historically was a rich region with most ancient and educated civilization of the world before colonial rule. The aim of the study was to examine professional attitude of teachers and their psychological satisfaction level towards work culture after adopting teaching profession at university level in the region of South Asia. The researchers explored three major components of attitude called ABC model, A for Affective, B for Behavior and C for Cognitive to explore teaching attitude. The researchers investigate psychological satisfaction level in teachers specify with three factors called intrinsic, extrinsic and altruistic. The study was non-experimental in its nature with descriptive study design. All teachers of public universities of the South Asian region were the population of the study. Out of three hundred sample teachers, 233 teachers participated in the research from 8 universities. After reviewing the literature two questionnaires were constructed by the researchers for discovering attitude towards teaching ten statements and satisfaction level of teachers towards teaching after adopting teaching profession eight statements at point Likert scale. Pilot testing of the instruments was also conducted. Overall reliability of instruments on Cronbach's Alpha is ($\alpha = .91$), while attitude ($\alpha = .77$) and satisfaction was ($\alpha = .80$) accordingly. Each questionnaire was on five point Likert scale. On the basis of the information it was decided to apply a parametric test One Sample T Test and to check relationship a Pearson Correlation Test were applied. Results of the study show that teachers have positive attitude towards teaching and teachers were low satisfied after adopting teaching profession. According to findings many suitable suggestions were provided by researchers.

Key Words; Profession, Attitude, Work Culture, Psychometric Satisfaction, South Asia

Key Words: Work Culture, Professional Attitude, South Asia, Satisfaction Factor

Introduction

In south Asian region, teaching is very serious issue due to low educational and poor economical situation in the world. But in Twenty First Century, south Asian region has increased its literacy rate from 20% to 65% in 40 years. Higher education is also a burning issue in region because of world biggest population of youth (Haq and Haq 1998). In the same way, work culture decides the developmental position of any region in the world and South Asian countries like Pakistan, India, Sri Lanka, Bangladesh, Bhutan, Nepal and Maldives foxed their priorities to develop the country as well as region. Teaching is an important profession for regional development and in south Asian region countries, there was much growth seen in this profession. From 1950 to 1997, total teaching staff increased from 1.4 million to 7.2 million in the region. (Tilak, 2000, 2001) (UNESCO, 1969; 1999).

In recent decades, many studies have been conducted for reasons for why people want to adopt in teaching as a profession. The research on teachers belong to global challenges and challenges to recruiting and retaining in this profession (Watt and Richardson, 2008). The results show why future teachers will be able to choose a teaching as a profession and their negative ideas about this work would have no major impact on the students.

Prior research focuses primarily on altruistic, intrinsic and extrinsic factors that inspire students to become teachers. The tremor's approach connects the point of view as a desire to succeed children and wants to contribute to the community. Internal factors are interested in the aspects of teachers like teaching children's activities or their knowledge and skills. The external elements consists of benefits such as long vacation and compensation levels attracted by the teacher's offer.

Dingwall, (2008) mention that the professional concept is "a concept known by sociologists has the variety of definitions and applications". It is an implausible practice to define the profession. Moore (1976) offers a set of defined characteristics, (i) full-time work, (ii) readiness for contact, (iii) with their counterparts - often established in official organizations, (iv) knowledge and skills amazing, but useful, based on practical education or training within the exception of the problems being extraordinary; (v) orientation services and (vi) independence. He suggested that these features "are not equivalent and can be considered points on a professional scale." Most recently Hoyle's (2001), the explanation of professionalism as the term used to describe the improvement of the quality of services seems to be closer to this interpretation than that of thirty years.

Study of attitude is important because it stimuluses the behavior of an individual. One of the main reasons for the popularity of this concept is that psychologists belong to social fields of study assume that attitudes are related to social behavior. Behavioral concepts for instance social assertiveness and personality characters have played a significant starring role in the prediction and explanation of humanoid conduct. It is assumed that attitudes directly influence the behavior. Hammer, (2000), supported the role of attitudes towards human behavior

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and described attitudes as a major building block in the structure of social psychology. As said by Malhotra (2005), an instant assessment of an object or believe are called attitude.

According to Bohner, and Wanke (2002) the individuality or object can be whatever an individual distinguishes or embraces in concentration and may comprise persons, produces, and societies. While Walley et al. (2009) stand up to that attitudes may be in form of constructive, destructive, or middle-of-the-road. It is a psychosomatic propensity that is conveyed by assessing a specific object with some grade of favor or disgrace. Researchers Abraham, (2003, Swindoll, (2012;) stated that attitude is supplementary vital than theoretical preparation and experience. admiration to a assumed objective”.

Divergent in an additional manner by Lopper, (2006) attitude is a system of thoughtful and predisposing in the direction of pessimism and optimism, which exercises a resilient impact about to happen an individual reacts to a specific circumstances or object (Exforsys, 2007, Gross, 2001).

ABC Model or 3D model of attitude

According to Van den Berg et al., (2006) the most cited attitude model is ABC model. ABC model shows that model of attitude has three major elements: Affective, Behavioral and Cognitive. The affect is of these emotions on the theme of the setting. Behavior represents the intention of an object of attitude. Cognitive refers to the beliefs that a person has about the object of attitudes.

A suggested model 3D (three-dimensional) approach, grounded on dissimilar arrangements of Affects explains as (feeling), while second is behavior (deal or reaction) and third is cognitive factors (means) attitude. Three attitude's components are vital and should be considered as practical. At what time these 3 components are connected to each other, they create a general attitude of an object. It is clear that these 3 components can be separately in the form of positivity or negativity.

ABC model of attitude components

After examining definitions and different models, it is commonly recognized that attitudes represent the positivity or negativity of psychological and emotional willingness of an individual, habitation, object, or occasion. It contains 3 modules:

- 1 Affective (emotion / feeling)
- 2 Behavior (willingness) (answer / achievement)
- 3 cognitive (psychological) (trust / valuation)

Component 1 affective

This component is the emotional reaction (friend / not) to the object of the attitude. Most research areas emphasize on the significance of emotional components. A person's attitude to a body cannot be resolute simply by identifying one's beliefs about it, because cognitive process simultaneously works with emotions of an object. According to Agarwal & Malhotra (2005) the effects (emotional state and feelings) and attitudes (judgment assessment by brand judgment) combine the flow of research to suggest an integrated model of recruitment and selection.

Component 2 behavioral

Behavioral component is a vocal or oral behavior by a person and includes visible activities or reactions that are the outcome of an arrogance object. This includes the reaction of the individual (appropriate / disapproving) to do something against the object of the attitude. Recruitment reactions are comparatively constant. This implies a responses series of a particular conscription stimulus are likely to reflect some organizational or predictive structure.

Component 3 cognitive

This component is the valuation of an object that expresses individual beliefs (opinions / noncompliance) about an entity. Cognitive mentions as beliefs and thoughts that a person turns against. There is information about an object that connects an object and a trait in a certain way. The cognitive component of the memory sector is the one that systematizes the statistics.

Professional attitude of teaching

Career orientation is a set of behaviors and attitudes for a specific occupation. This is a demo of special features or professional structures. On the other hand, a person's positive or negative attitudes about a place are a thing or a phenomenon called professional attitude. A teacher's professional attitude is to express his feelings, spirits or behavior in the direction of educational teaching and learning practices.

Some of teacher's attitudes such as positivity of thinking, service belief, self-esteem, commitment, independence, and leadership of others exist. These teachers deliberate their role as reorganizers and educators. Their arrogance includes caring, sympathy, acceptance of diversity and the responsibility sharing. They have sophisticated and effective communiqué abilities that help them communicate more confidently with others. Study results show that teachers have a better attitude toward learning and education by positive thinking. They work more cooperatively and dedicate themselves to their tasks as teachers.

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The teacher's professional attitude shows an essential role in determining the conduct of teachers. Teachers who have previously received training as a profession will be in nonstop contact with other tutors, scholars, parentages, societies and the public. They feel no hesitation with associates to share their proficiencies. But they also seek advice and support from others in teaching. They reflect themselves leaders, educators and coach in their learning and teaching process. Therefore, maximum arrogances are empirical results and through opinions from the atmosphere in which the teacher acts as an expert (Skilbeck, & Connell, 2003).

Positivity in attitude towards profession supports the teachers to create a collective environment that anyone can pay help with society. Be a pupil, tutor or parent, you have the right and complete control in the learning and monitoring environment (Bean, 1996). The concept of a modern classroom is infact known as learner's community. Pupils have the responsibility and the right to participate in process at equity bases. It is therefore important that teachers give students nondiscriminatory responsibility and autonomy of action. Teachers who think positively can create learning group of people (Evans, 2002a).

According to Brown and Richard, (2008) attitudes of teacher also influence on their talents. A positive approach to teacher's education enables the creation of a learning community in which each pupil has right of entry to meaningful knowledge prospects. Teachers with positive attitudes show no mistakes from students, but make effort to increase their abilities and improve their talents and strong points. They strengthen self-esteem and confidence in the minds of students. Teachers have positivity in attitude in the direction of sentiments and emotional state. They show love, tolerance, honesty and care in interacting with educators, parentages and other staff of school. Such type of professionals do not act in segregation. They work in partnership and have an extraordinary self-worth. Pupils do not feel hesitation and share ideas with them explicitly.

According to Bain and Ken (2004), having positive attitude, teachers are imaginative and inspired and inspire the creativeness of the scholars. Consequently, pupils have an incentive to contribute in the knowledge and process of education. Such teachers practice diverse teaching methods that allow learners to learn in many ways. Like this, learners are motivated at what time tutors design lesson plans and contemplate their wellbeing, abilities, and requirements.

Professional attitude is the demonstration to take personal accountability, and management by accepting, the uppermost values of proficiency, by obeying with applicable laws and rules and tolerant the ethical duty to turn in a professional means in the community attention, sidestepping any behavior that dishonors the profession.

The job satisfaction concept, despite extensive research by many researchers, has no common definition. Zembylas and Papanastasiou (2006) said that it is an old topic and many studies are conducted on it but their definitions are not clear.

Based on this study, a few definitions provided by various experts and researchers have been mentioned here. The concept of job satisfaction as a "teacher's relationship to their role as educators or a function of relationship defines what is felt between what the teacher wants and what he perceives to be a teacher. Moreover, Mbua, (2003), describes satisfaction of job as "the accomplishment developed by facing numerous job rewards and activities. Furthermore, According to Lunenburg and Ornstein, (2004) job satisfaction importance defined at of the school staff competency. Satisfaction with Job is multifarious and multi-faceted and refers to diverse things for diverse persons (Mullins & Lineham, 2006). In the same way according to Moulinz, (2005) satisfaction with job is more than a kind of attitude and distance of status with qualitative or quantitative modes of achievement of individual or group.

In organization, environment of competition and healthy atmosphere must pay attention to staff fit, active and focused, and to raise their spirits to reach a level of satisfactions, to become an organization thrives better (Updegraff, 2004). The institutions specific for education, persons are the major foundations to certify their distinction for achieving the objectives and goals of the organization (Paterson, 1999). According to Pors & Johannsen, (2002) psychological and social reasons in the employed atmosphere for employee's recruiting and retaining in the organizations play a very positive role.

In addition, the obligation of the effort of each individual member of staff also makes the satisfaction for job. The service quality of the organization is affected by employee satisfaction (Rizi and Kazempur, 2010), which recognizes the prospective teamsters of the job satisfaction of any employee (McManus, 2003). Mental job satisfaction is purposeful and be determined by on the rational assessment of the different aspects of the job. In assessing each aspect of job satisfaction, these two aspects are two-dimensional and multi-dimensional when these come to more than one aspect.

Bilal (2012) showed an optimistic and substantial correlation among the university teacher's job satisfaction with pay protection and working conditions. Ssesanga and Garrett, (2005) concluded that in often educational institutions, the behavior of the fellow teachers were fairly satisfied, there are pleasant monitoring, sufficient physical facilities, possible sources of compensation, good governance and in time promotions.

According to Shah, et al. (2012) positive affect of the recognition and reward, work supervision have led towards the job satisfaction. Demographic characteristics like period of service, educational requirement and teaching experiences also had a significant impact on academic satisfaction, while Schulze, (2006) that in South African universities most university professors are beneficial to job satisfaction and general management, security of job, peer's behavior, promotions, physical condition, leadership and facilities support are main elements of job satisfaction in higher education. There is no difference significantly between marital status, salaries and promotion, age, teaching experiences, working hours,

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qualification and gender difference in teachers of engineering college in terms of job satisfaction at public and private sectors (Rajaregam and Doss, 2012).

Statement of the problem

Teaching is a collaborating process in every region, especially in South Asia, the most illiterate region of the world which means guide mentally, physically, socially, organizationally and individually who can affect the achievement of this contact, learning causes are important. For success in any task, major areas should be fulfilled and satisfied according to the task requirements. In teaching attitude towards have major effect on this process.

Attitude has his key position in teaching process, but satisfaction of the teacher has a superior role for achieving goals and objectives of teaching process. The study was designed to identify the attitude of teacher towards teaching and teacher's satisfaction level at university level in Pakistan.

Objectives of the study

- i. To explore the attitude of the teachers towards teaching at university level.
- ii. To examine the satisfaction level of the teachers towards teaching profession at university level.
- iii. To suggest implementable recommendations for the improvement of the current situation.

Significance of the study

Teaching force and professional work commitments decide the region's position in the world. Such information will serve as an evaluative feedback to the countries of the region, Division of Teacher Education, Higher Education Ministries and administration of the universities to find ways to improve the quality of teacher's education in the region and states.

This research would also be support to recognize the motivational aspects in selecting the teaching as a profession by the teachers and their satisfaction level after adopting the profession. The identification of these causes will help to eliminate faults in profession of teaching. The results of the study will recommend certain means for policy makers and administrators to overview the criteria of teacher's selection and to develop strategy as how to attract competent people towards teaching as a profession at university level. In the context of Pakistan, importance of this study is multi-faceted.

Null hypothesis

Ho(2) =There is no Affective attitude in the teachers towards teaching at university level.

Ho(2) =There is no Behavioral attitude in the teachers towards teaching at university level.

Ho(3) =There is no cognitive attitude in the teachers towards teaching at university level.

Ho(4)=Teachers are dissatisfied towards teaching as a profession at university level.

Research design and methodology

This study was naturally a descriptive survey type. Used quantitative approach for conducting this study. For attaining valuable information, quantitative approach was best, if the scholar wants to apply the study's results on to the target population (Creswell, 2005).

Population of the study

All teachers of public universities of Pakistan were the target population of this research thesis.

Accessible population:-

Punjab is biggest province of Pakistan and third biggest province of South Asian region with 52 percent population of the country. All universities of the Punjab were the accessible population of the study.

Sample of the study

From 17 public universities researchers select eight universities through cluster sampling technique. These universities were University of the Punjab, Lahore, Government College University, Faisalabad, Bahauddin Zakariya University Multan, Islamia University of Bahawalpur, The University of Faisalabad Faisalabad, University of Sargodha, Sargodha, University of Gujrat, Gujrat and University of Education Lahore and selected through the geographical position of the northern central and Southern region of Punjab and ranking of Higher Education commission. After selecting eight universities, 40 teachers were selected from each university. In this way 320 teachers were selected from all universities through cluster sampling and then simple random sampling and convenient sampling method.

Instrument of the study

As it was a descriptive survey type study, therefore two questionnaires were constructed and used to explore the need analysis of university teachers in this study. The questionnaire was a relevant and appropriate instrument for data collection in this study.

After the deep study of related literature and keeping in view the objectives of the study, the researchers prepared two questionnaires one for exploring attitude of the teachers towards teaching with ten statements and second for exploring the satisfaction level of the university teachers with 8 statements. All two were constructed under the supervision of supervisor and validated by the experts of relevant field. All two questionnaires were constructed on five-point Likert scale.

Data collection

Data were collected in person by the researchers by visiting the selected universities, through email and with some of friend, help the teachers were contacted and ensured confidentiality to them. Heads of faculties consent was taken for collection of data. The study purpose was clarified to the teachers.

The respondents were requested not to write their particulars as name, on the questionnaires. All the respondents were assured that their provided data would be used only for research purpose. After removing all confusions regarding confidentiality, the respondents felt relaxed, fearless and ready for giving responses for the data of research. Questionnaires were given to all teachers to get their responses. Out of 320 samples 233 participants provide the information about the study.

Data analysis

Teacher's Attitude towards Teaching at University level Analysis

Attitude divided in to three major components of ABC model or 3D

1. Affective attitude, 3 subscale
2. Behavior attitude, 4 subscale
3. Cognitive attitude, 3 subscale

Affective Attitude, 3 subscale

Ho(1) = There is no Affective attitude in the teachers towards teaching at university level.

I love reading and enhancing knowledge irrespective of age limit.

Teaching helps me in continuous learning.

I can enjoy young life longer than any other profession while working with youth.

Statistics Affective attitude in the teachers towards teaching

One Sample Statistics				
Statement code	<i>N</i>	<i>M</i>	<i>SD</i>	Std. Error Mean
Love	232	4.46	0.712	.076
Continue	232	4.66	0.478	.051
Enjoy	232	4.18	0.785	.084
Affective attitude	232	4.43	0.658	.070

Interpretation

The table shows the mean values of 3 scales of attitude's 1st component Affective. Statement code names love have 4.46, while continue and enjoy has 4.66 and 4.18 accordingly and cumulative average of 3 scales are 4.43. All scales and cumulative average mean values lies between 4 and 5, which shows agree and strongly agree, so results show that majority of our teachers love reading and enhancing knowledge irrespective of age limit, teaching helps them in continuous learning and they can enjoy young life longer than any other profession while working with youth.

One sample t test results of affective attitude towards teaching at university level

One-Sample Test						
Test Value = 3						
Statement code name	<i>T</i>	<i>df</i>	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the	
					Lower	Upper
Love	19.121	231	.000	1.460	1.31	1.61
Continue	32.293	231	.000	1.655	1.55	1.76
Enjoy	14.059	231	.000	1.184	1.02	1.35
Affective attitude	21.824	231	.000	1.433	1.29	1.57

Interpretatio

The table shows 1st component of attitude Affective's results. All 3 scales love, continue enjoy and cumulative average of their results show that P value of the One Sample T Test is .000, which is less than level of significance or Alpha value 0.05. Both lower and upper values of 95% Confidence Interval of the Difference are in positive direction tested on value of 3 which is neutral point of 5 point

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Likert scale. So on behalf of above test results, the null hypothesis “There is no Affective attitude in the teachers towards teaching at university level” is rejected.

Behavior attitude 4 subscale

Ho(2) =There is no behavioral attitude in the teachers towards teaching at university level.

I am a disciplined person and can maintain it in the field of teaching.

I am flexible and can help future citizenry to adopt change.

I am a sociable person and feel comfortable with students.

I am stable in emotions so I adopted teaching.

Statistics behavioral attitude in the teachers towards teaching

One Sample Statistics				
Statement code	<i>n</i>	<i>M</i>	<i>SD</i>	Std. Error Mean
Discipline	232	4.49	0.568	.061
Flexible	232	4.34	0.587	.063
Sociable	231	4.41	0.657	.070
Stability	232	4.07	0.789	.085
Behavioral	231	4.32	0.651	.069

Interpretation

The table shows the mean values of 4 scales of attitude’s 2nd component behavior. Statement code names discipline have 4.49, while flexible, sociable and stability has 4.34, 4.41 and 4.07 accordingly and cumulative average of 4 scales are 4.32. All scale and cumulative average mean values lies between 4 and 5, which shows agree and strongly agree, so results show that majority of our teachers are disciplined persons and can maintain it in the field of teaching, flexible and can help future citizenry to adopt change, sociable persons so feel comfortable with students and stable in emotions.

One sample t test of behavioral attitude towards teaching at university level

One-Sample Test						
Test Value = 3						
Statement code name			Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
	<i>t</i>	<i>Df</i>			Lower	Upper
Discipline	24.537	231	.000	1.494	1.37	1.62
Flexible	21.361	231	.000	1.345	1.22	1.47
Sociable	20.076	231	.000	1.414	1.27	1.55
Stability	12.631	231	.000	1.069	0.90	1.24
Behavior	19.651	231	.000	1.330	1.19	1.47

Interpretation

The table shows 2nd component of attitude behavior's results. All 4 scales Discipline, Flexible, Sociable, Stability and cumulative average of their results show that P value of the One Sample T Test is .000, which is less than level of significance or Alpha value 0.05. Both lower and upper values of 95% Confidence Interval of the Difference are in positive direction tested on value of 3 which is neutral point of 5 point Likert Scale. So on behalf of above test results, the null hypothesis "There is no behavioral attitude in the teachers towards teaching at university level" is rejected.

Cognitive attitude 3 subscale

Ho(3) =There is no cognitive attitude in the teachers towards teaching at university level.

I consider teaching as a profession of prophets so iadopted it.

Creativity and innovation have motivated me to adopt this profession.

I feel that I have inborn talent of teaching.

Statistics cognitive attitude in the teachers towards teaching

One Sample Statistics				
Statement code	<i>n</i>	<i>M</i>	<i>SD</i>	Std. Error Mean
Prophet	233	4.36	0.849	0.091
Creative	233	4.03	0.895	0.096
Inborn	233	3.85	0.995	0.107
Cognitive	233	4.08	0.913	0.098

Interpretation

The table shows the mean values of 3 scales of attitude's 3rd component Cognitive. Statement code names prophet has 4.36, while creative and inborn have 4.03 and 3.85 accordingly and cumulative average of 3 scales are 4.08. One scale inborn mean value lies between 3 and 4 which show undecided and agree. Two scale's and cumulative average mean values lies between 4 and 5, which show agree and strongly agree, so results show that majority of the teachers consider teaching as a profession of prophets so they adopted it, creativity and innovation have motivated them to adopt this profession and they feel that they have inborn talent of teaching.

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One sample t test of cognitive attitude towards teaching at university level

One-Sample Test						
Test Value = 3						
Statement code name	<i>T</i>	<i>df</i>	Sig. (2- tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Prophet	14.905	232	.000	1.356	1.18	1.54
Creative	10.780	232	.000	1.034	0.84	1.23
Inborn	7.977	232	.000	0.851	0.64	1.06
Cognitive	11.342	232	.000	1.080	0.886	1.27

Interpretation

The table shows 3rd component of attitude cognitive results. All 3 scales Prophet, creative, inborn and cumulative average of their results show that P value of the One Sample T Test is .000, which is less than level of significance or Alpha value 0.05. Both lower and upper values of 95% Confidence Interval of the Difference are in positive direction tested on value of 3 which is neutral point of 5 point Likert Scale. So on behalf of above test results, the null hypothesis “There is no cognitive attitude in the teachers towards teaching at university level” is rejected.

Ranking of attitude towards teaching

Ranking of One Sample Statistics					
Ranking	Attitude components	<i>N</i>	<i>M</i>	<i>SD</i>	Std. Error Mean
1	Affective	232	4.43	0.658	.070
2	Behavior	232	4.32	0.651	.069
3	Cognitive	232	4.08	0.913	.098

Interpretation

The table shows the ranking of attitude components on mean value base. The results of the test show that, Affective attitude has 4.43 mean value while behavior and cognitive has 4.32 and 4.08 accordingly, that means majority of university teachers have more affective teaching attitude gaining 1st position in ranking order than other components of attitude behavior and cognitive attitude got 2nd and 3rd position.

Analysis of Teacher’s Satisfaction Level towards Profession

Ho(4) =Teachers are not satisfied towards profession after adopting teaching as a profession.

- 1 I feel comfortable in my emotional and psychological feeling after adopting teaching. **(Intrinsic)**
- 2 I am satisfied with Job descriptions and characteristics. **(Intrinsic)**
- 3 I am satisfied with working environment. **(Extrinsic)**
- 4 I am satisfied with pay packages and promotions. **(Extrinsic)**
- 5 I am satisfied with social benefits of teaching profession. **(Altruistic)**
- 6 All advises expectations and influences come true in this profession. **(Motivation & desire)**
- 7 I am satisfied of guiding counseling and leading role as a teacher. **(Knowledge & competency)**
- 8 I am intending to look for another profession. **(Fallback)**

Statistics of satisfaction towards profession after adopting teaching

One Sample Statistics				
Professions	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Std. Error Mean</i>
Intrinsic	233	4.13	0.744	.080
Intrinsic	233	4.00	1.012	.108
Extrinsic	233	3.66	1.237	.133
Extrinsic	233	3.55	1.208	.130
Altruistic	233	3.76	1.151	.123
Mot & Des	233	3.57	1.106	.119
Know & comp	233	4.08	0.735	.079
Fallback	233	2.14	1.014	.109
Satisfaction	233	3.61	1.025	.110

Interpretation

The table shows the mean values of satisfaction level towards 6 major factors of profession and cumulative average of all Intrinsic, Extrinsic, Altruistic, Motivation & Desire, Knowledge& competency and Fallback. Two statements of intrinsic professions has 4.13 and 4.00 mean values, which lies between agree and strongly agree. It means majority of teachers are satisfied with intrinsic satisfaction for adopting teaching. Extrinsic also has two statements with mean score of 3.66 and 3.55, while Altruistic and Motivation and Desire has 3.76 and 3.57. All 4 lie between 3 and 4 that are undecided and agree, which means our teacher are less satisfied with extrinsic, altruistic and motivation and desire professions. Knowledge and competency score is 4.08, which is in moderate satisfactory range. Fallback has 2.14 score show disagree with this profession and unsatisfied. The cumulative average of all Statement of satisfaction is also lies between undecided

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and agree with 3.61 score which show low satisfaction of the teachers towards their profession in adopting teaching at university level.

Results of one sample t test of satisfaction towards profession for adopting teaching profession at university level

One-Sample Test						
Test Value = 3						
Statement code name			Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
	<i>t</i>	<i>Df</i>			Lower	Upper
Intrinsic	14.121	232	.000	1.126	.97	1.29
Intrinsic	9.221	232	.000	1.000	.78	1.22
Extrinsic	4.939	232	.000	0.655	.39	.92
Extrinsic	4.260	232	.000	0.552	.29	.81
Altruistic	6.148	232	.000	0.759	.51	1.00
Mot & Des	4.845	232	.000	0.575	.34	.81
Kno& comp	13.715	232	.000	1.080	.92	1.24
Fallback	-7.933	232	.000	-.862	-1.08	-.65
Satisfaction	5.165	232	.000	0.610	0.74	0.89

Interpretation

The table shows the results of 8 statements for satisfaction of teachers towards profession, altruistic profession's results. All 6 professions Intrinsic, Extrinsic, Altruistic, Motivation & Desire, Knowledge & competency and Fallback result and cumulative average of their results show that P value of the One Sample T Test is .000, which is less than level of significance or Alpha value 0.05. Both lower and upper values of 95% Confidence Interval of the Difference are in positive direction tested on value of 3 which is neutral point of 5 point Likert Scale. So on behalf of above cumulative average test results, the null hypothesis "Teachers are not satisfied towards professions for adopting teaching profession." is rejected.

Ranking of Teacher satisfaction level towards profession

Ranking order Statistics of satisfaction towards profession after adopting teaching

One Sample Statistics					
Rank order	Professions	<i>N</i>	<i>M</i>	<i>SD</i>	<i>Std. Error Mean</i>
1	Intrinsic	233	4.13	0.744	.080
2	Know & comp	233	4.08	0.735	.079
3	Altruistic	233	3.76	1.151	.123
4	Extrinsic	233	3.61	1.208	.130

5	Mot & Des	233	3.57	1.106	.119
6	Fallback	233	2.14	1.014	.109

Interpretation

The table results show that intrinsic professions are at high satisfaction level towards teaching while Knowledge & competency, Altruistic, Extrinsic and Motivation & Desire are at 2nd 3rd 4th and 5th ranking, fallback get last position in this table.

Findings

- The findings of results show that All 3 scales love, continue enjoy and cumulative average of their results show that P value of the One Sample T Test is .000, which is less than level of significance or Alpha value 0.05. Both lower and upper values of 95% Confidence Interval of the Difference are in positive direction tested on value of 3 which is neutral point of 5 point Likert Scale. It means teachers have high attitude of teaching in affective component of attitude and all subscales have significant p value in test at alpha value.
- The findings of mean statistics of cumulative average of 4 scales are 4.32. All scale's and cumulative average mean values lie between 4 and 5, which shows agree and strongly agree, and t test show that P value of the One Sample T Test is .000, which is less than level of significance or Alpha value 0.05 that teachers have moderate level of attitude in behavior and cognitive attitude towards teaching. In cognitive component teachers have low level of teaching attitude.
- The results of Affective attitude has 4.43 mean value while behavior and cognitive has 4.32 and 4.08 accordingly, indicates that teachers have positive affective behavioral and cognitive attitude towards teaching, whereas in the same way according to rank order of components of attitude, teachers have less cognitive attitude than behavioral and affective attitude of teaching.
- The results of six factors of profession rank order show that knowledge & competency got first position, while intrinsic, altruistic, motivation & desire and extrinsic got 2nd to 5th position while fallback is at the end of ranking.
- It is found that two statements of intrinsic factor of profession has 4.13 and 4.00 mean values, Extrinsic also has two statements with mean score of 3.66 and 3.55, while Altruistic and Motivation & Desire has 3.76 and 3.57. and Knowledge & competency score is 4.08, The one sample t test results on satisfaction of teachers on professions indicate cumulative average of their results show that P value of the One Sample T Test is .000, which is less than level of significance or Alpha value 0.05 that means except extrinsic profession teachers have moderate satisfaction level towards teaching. All professions satisfaction levels are significant

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at alpha value of significance. They are satisfied with all the professions after adopting this profession, but overall satisfaction of the teachers are at low level.

- The results of rank order of satisfaction on profession indicate that intrinsic are at high satisfaction level towards teaching while Knowledge & competency, Altruistic, Extrinsic and Motivation & Desire are at 2nd 3rd 4th and 5th ranking, fallback get last position in this table, it means instead of all weaknesses of teaching profession, teachers are committed and courageous to face all difficulties of this profession and did not think about any other career adaptation.

Conclusion

- Teachers have less cognitive attitude towards teaching while affective and behavior components of teachers are in satisfactory level.
- Teachers have very less satisfaction towards extrinsic professions for adopting teaching profession and overall satisfaction levels of the teachers are low in all factors of profession for adopting teaching.

Discussions

Therefore, researchers discovered that basic needs are satisfied by mental attitudes (Tayyab and Farid, 2011). A recent meta-analysis by Cote and Morgan, (2002) confirmed that almost any tangible reward is expected to affect the performance of the work, in fact, but also the manufacturer's incentive, not just specific rewards but also threats (Jackie and John, 2006). Influencing to youth is another ideal approach for joining this profession said by Kelly, (2012). Haciomeroglu and Taskin (2010) found that many people choose this career for respect from the society.

In employment employee's satisfaction is important in all formal organizations, including education. Work-satisfaction is influenced by behavior (contribution, collaboration with others, quality of production) and working environment (supervisor's identification and rewards, self-work) (Balzer, 2000). Although many ideological frameworks are to deal with the satisfaction of the work, the most appropriate framework for this research is Maslow's human needs (1943), in which has said that humans have specific needs that satisfied them. A special order in educational organizations, the principle issue is to improve and apply every level of the needs of the teachers (Maslow, 1943, Hoy And Miskel, 2008).

According to Ghafoor (2012) high-paid university employees were more satisfied with lower monthly earnings staff, in the same way satisfaction level of faculty members with more experienced were high than less experienced members of faculty. As stated by Pronay (2011) institute with high pay, good incentive, and

more bonuses and in time promotion have satisfied teaching staff, while opposite required facilities institution face shortage of staff due to less satisfaction environment. The results of this study show the satisfaction level of teachers towards professions, in the same way (Demirtas, 2010) also mention that teachers bring up successful students in their institutions if they have a high level of job satisfaction and provide a qualified education to society. As mention in this study “if the level of satisfaction is low so you expect the low outcomes” (Ho & Au, 2006).

Recommendations

- It suggested that there would be some cognitive activities and steps to be taken to strengthen the cognitive attitude of teachers towards teaching.
- It is recommended that to improve emotional and psychological strength of teachers, there should be some medicated or psychiatric advices for best teachers at university It is recommended that universities academic sessions should reconsidered to fulfill less holidays complaints from teachers in the context of extrinsic profession.
- It is suggested that teacher’s society status should be increased as in developed countries status of the teachers, Teachers should be the A level citizens of society because all A level persons like judges politician or government top officials are due to a teacher’s efforts .
- Low satisfaction decreases the performance of teachers, so it is suggested that necessary step should be taken to achieve high level of satisfaction of teachers.
- Satisfaction of the teachers are very necessary thing for achieving aims of national development, so it recommended that all dissatisfaction causes should be removed from higher education department for better results.

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