

Factors Influencing Job Satisfaction Among College Teachers in Sukkur City: A Quantitative Study

Issac Samuel

MS Scholar, Department of Education, SZABIST University, Larkana Campus, Sindh, Pakistan.

Email: issacsamuel2611@gmail.com

Abdul Sami

MS Scholar, Department of Education, SZABIST University, Larkana Campus, Sindh, Pakistan.

Email: samiabbasi247@gmail.com

Yasrab Ali Sandano

MS Scholar, Department of Education, SZABIST University, Larkana Campus, Sindh, Pakistan.

Email: 6yasrab@gmail.com

Received on: 10-01-2025

Accepted on: 12-02-2025

Abstract

The purpose of this research was to investigate the factors influencing job satisfaction and teaching effectiveness among faculty members in four colleges in Sukkur. The predictors used were regression analysis that included promotion chances, remuneration, work environment, support from administration, and difficulties. The results indicated that opportunities for promotion, pay, and challenges positively affected job satisfaction and teaching effectiveness significantly, with work conditions having little effect, and administrative support having only a small negative effect. These findings underscore the significance of giving faculty career development opportunities, equitable pay, and resolving challenges to improve their overall satisfaction and teaching effectiveness. The research indicates that institutions must work towards enhancing these major factors to ensure a good academic environment and enhance faculty performance.

Keywords: job satisfaction, teaching effectiveness, opportunities for promotion, compensation, work environment, administrative support, problems, faculty, regression analysis.

Introduction

Background and Context of the Study

Dissatisfaction with the job among college faculty is a pressing concern that can potentially affect academic quality and instructor retention at teaching institutions (Szromek & Wolniak, 2020; Lee et al., 20217). The promotion system, working conditions, pay, and administrative

support are the major variables affecting teachers' job satisfaction, as identified in Sukkur City. As important as they are in their contribution to influencing student outcomes, most college teachers in Sukkur express dissatisfaction with several institutional factors. Through their work, they enhanced academic life by helping to develop curricula and governing academic policies while conducting research in their field (Bashir & Shah, 2022). The diverse tasks of lecturers made them essential knowledge teachers and intellectual mentors in their professional institutions.

The extent to which lecturers can perform their duties effectively depends mainly on how satisfied they are at work. Job satisfaction for Pakistan faculty members, especially college lecturers, depends on multiple aspects of the institution where they work. Previous researches by Khan and colleagues (2021); Arian et al. (2017); Chen (2023) found that lecturers value their workload, pay, job support, career development choices, and the quality of promotions to their job satisfaction.

A good promotion system would empower lecturers to work harder and let colleagues and administrators see their value while helping experts improve their professional knowledge (Cheng et al., 2023; Reid et al., 2022). The problems of a few promotions and unclear promotion methods made many lecturers feel trapped and unenthusiastic about their work. The lecturers lost motivation to perform effectively, and students experienced negative outcomes because of the workplace situation. For many years, how higher education institutions promote faculty members in Taluka Sukkur City became a point of large-scale teacher disagreements.

The lecturer workforce in both public teaching institutions of Taluka Sukkur City, Sindh, noted that they did not receive promotions despite being qualified after serving for many years. The lecturers who faced limited career growth became unhappy and lost motivation (Hussain & Ali, 2022). The lecturers gave much to their academic settings, although their promotions lagged due to delayed administrative processes with no visible advancement path. Lecturers regularly experienced unfair treatment on the job, which made them less satisfied with their position and decreased their dedication to teaching.

Research from different parts of Pakistan documented that lecturer job satisfaction relies heavily on their perceptions of a fair and transparent promotion process, according to Ali et al. (2021). Lecturers in Sindh public colleges struggled to understand official promotion rules because the administration did not explain promotion processes openly. The administration failed to explain its promotion standards, making teachers feel their hard work received no proper acknowledgment or reward from the top managers (Qureshi & Shah, 2021). The slow bureaucracy of the promotion system at teacher institutions added to promotion problems that poisoned staff members' workplace attitude.

Lecturers who experience promotion problems at work develop strong dissatisfaction, damaging their enthusiasm for teaching. Research findings show that satisfied and motivated lecturers create better learning spaces that enhance student performance (Farooq & Iqbal, 2022). Teachers who grew unhappy with their chances to advance and move up professionally became less motivated to do their teaching duties well. Losing motivation made lecturers less willing to participate in research and professional learning, vital steps toward academic growth and success.

No research has yet discovered how low promotion rates affect job satisfaction levels of

lecturers in Sukkur's educational institutions and their impact on education quality. Research about college teachers job satisfaction in Sindh colleges, especially Sukkur colleges, linked to promotion practices, remains scarce. Because this crucial problem needed to be studied, the investigation was established. Our research in Taluka Sukkur examined whether promotion systems affected lecturer job satisfaction and determined how these results impacted teaching quality in the region.

Our research examined how teacher perspectives of promotion chances connect to job satisfaction, affecting their educational-quality delivery. The research aimed to learn which promotion factors cause lower satisfaction for university teachers and suggest improvements for better teaching quality.

Statement of the Problem

This research project focused on the low promotion rate among college teachers in Taluka Sukkur City because it created job unhappiness and reduced teaching quality at educational facilities in the region. Pakistani research on this topic lacked specific insights about how low promotion rates affect college teachers teaching quality and satisfaction, especially in Sindh's educational system. Lecturers in Taluka Sukkur experience more unfair promotions and vague promotion criteria, making them dissatisfied at work (Memon & Memon, 2022). When lecturers get pushed away from promotion opportunities, they see unjust, they end up less motivated, which harms their teaching performance and student results. The uncertain promotion process caused faculty turnover by encouraging less qualified or experienced workers to join the institution (Hussain & Ali, 2022). The research investigated job satisfaction levels and teaching quality relationships in the Sukkur district to provide promotion improvement methods.

Objectives of the Study

The primary objectives of this study were:

1. To investigate the relationship between college teachers perceptions of promotions and overall job satisfaction.
2. To examine the impact of job satisfaction on the quality of education in Taluka Sukkur City.

Hypotheses

1. There is no relationship between college teachers perceptions of promotions and overall job satisfaction.
2. There is no impact of job satisfaction on the quality of education in Taluka Sukkur City.

Research Questions

This study sought to answer the following research questions:

1. How did college teachers perceptions of the promotion process affect their job satisfaction?
 2. To what extent did job satisfaction influence the quality of education delivered in Taluka Sukkur City?
-

Theoretical Framework

The research applied Herzberg's Two-Factor Theory of Motivation (1959) to analyze job factors as hygiene factors and motivators. According to Herzberg's behavioral theory, Hygiene factors, which include salary, work conditions, and job security, produce dissatisfaction when not satisfactory. The presence of motivation factors, including recognition, along with career advancement and personal achievements, directly leads to better job satisfaction levels. The advancement process in this research acted as an essential motivational factor. Promotions that operated on merit-based criteria, transparency, and defined professional development possibilities caused workers to become more satisfied and perform their teaching responsibilities more effectively. The lecturers who experienced unclear promotion methods that failed to use professional merit as the basis developed negative feelings about their work, which deteriorated both their satisfaction levels and teaching results.

Scope of the Study

This study examined the public sector colleges located in Taluka Sukkur City within Sindh. The research analyzed full-time lecturers who needed to spend two consecutive years in their position to participate, since this ensured they held enough experience regarding promotion dynamics and job satisfaction development. Surveys were the main research method for obtaining lecturer data about their promotion experience, satisfaction, and teaching quality assessments. This study expected its results to apply to promotion challenge areas across Sindh and other parts of Pakistan.

Literature Review

Promotion Systems and Job Satisfaction in Higher Education

Education institutions use promotion processes to create job satisfaction among their teacher workforce. Promotions at Pakistani universities impact how much lecturers enjoy their work based on their understanding of fairness and transparency principles. Research shows that faculty members feel less motivated because they cannot see promotion standards clearly and face long waiting periods for their next rank (Qureshi & Shah, 2021; Hussain & Ali, 2022). The belief that promotions happen unfairly decreases how enthusiastic lecturers feel towards their work.

Khan et al. (2021) researched how promoting university lecturers in Pakistan impacts their job happiness. Lecturers who saw that promotion decisions were made fairly felt more pleased with their work positions. People who believed the promotion system operated by political preferences felt less satisfied at work and wanted to quit sooner.

Danish et al. (2021) researched how job opportunities affect employee contentment at public sector universities in their study. Their results demonstrate that faculty members perform better when clear promotion processes exist and show the need for equal systems to keep good teachers working at universities.

Job Satisfaction and Teaching Effectiveness

The level of satisfaction enjoyed by lecturers directly impacts their success in teaching.

Lecturers who feel satisfied at work adopt better teaching methods and share their knowledge more effectively, which benefits both students and the school environment. A 2022 study by Jamil et al (2022) proved that well-satisfied lecturers became more dedicated to their teaching work and shared their enthusiasm with students through excellent education.

Unhappy lecturers will become disengaged at work, decreasing their commitment to education and increasing their days off. According to Ali et al. (2021), lecturers with low job satisfaction were less involved in academic and professional advanced learning activities, causing students to miss out on improved training opportunities.

A research project by Farooq and Iqbal showed that job satisfaction links organizational support to better teaching performance. Effective faculty support and recognition help professors feel pleased at work, leading to better student learning experiences.

Impact of Promotion Systems on Educational Quality

How promotion works impacts lecture happiness and what they deliver to students as educators. In Taluka Sukkur City, college teachers perceptions of promotion fairness influence their engagement with teaching and research activities. According to research done by Qureshi and Shah in 2021, professors who do not feel adequately acknowledged during promotions lose interest in developing the curriculum and conducting research, which reduces educational quality.

A non-merit-based promotion method hampers lecturer development, preventing them from fully contributing to their professional field. Hussain and Ali (2022) showed that lecturers lost enthusiasm for professional growth and academics when promotions took too long, which reduced the educational value delivered.

Regional Perspectives: Taluka Sukkur City

Few specific research studies examine Taluka Sukkur City conditions, but studies about Sindh province yield relevant background information. Public college lecturers in Sindh face promotion issues because of unclear rules and difficulty advancing through the ranks, which Qureshi and Shah (2021) documented. These employment difficulties decrease staff contentment, which in turn deteriorates the educational output in this region.

Ali et al. (2021) researched what environments help lecturers in government colleges of Sindh satisfy their job responsibilities. The survey demonstrated how associates saw their work promotion prospects and leadership assistance directly affected their job happiness. When college institutions clearly define how to move up in rank and assist faculty effectively, their staff members feel better about their work, while students learn more.

Research Gap

A notable research gap exists explaining the connection between promotion systems, job satisfaction, and educational quality within Pakistani higher education institutions, particularly in Taluka Sukkur City. The limited integration of these three concepts happens rarely despite multiple existing studies in Sindh's public colleges' special socio-cultural and administrative framework.

Lack of Research on Promotion Systems in Sukkur and Sindh

Research on promotion systems inside Pakistani universities and public colleges exists, but there is insufficient documentation regarding Taluka Sukkur and Sindh province. The research done by Qureshi and Shah (2021) and Ali et al. (2021) studied job satisfaction and promotion systems in Sindh colleges without sufficiently examining the distinctive factors that could impact promotional perception levels among educators in Taluka Sukkur city. The research investigates how promotional systems within Taluka Sukkur City influence job satisfaction, specifically during instances where lecturers notice delayed and unfair career advancements.

Inadequate Understanding of Job Satisfaction and Educational Quality

Research shows that global studies have successfully connected job satisfaction to educational quality. The particular relationship of this phenomenon in Sukkur has not received adequate attention from researchers. This study by Farooq and Iqbal (2022) examined occupational satisfaction and teaching performance but did not stress specific factors related to promotions that could generate dissatisfaction within Taluka Sukkur. It is essential to understand the impact of promotion practices on teaching quality and student performance in this area because it directly affects academic improvement.

Limited Regional Focus on Job Satisfaction in Sindh

The study of job satisfaction in Sindh is scarce because researchers mainly concentrate their work on Karachi and Lahore, as per Jamil et al. (2022). Research must analyze the complete collection of hindering elements affecting lecturers in Sukkur's rural and semi-urban educational systems. The study areas in Sindh focused on by Nayyar and Khan (2021), together with Hussain & Ali (2022), excluded Taluka Sukkur, which created a space in research about factors affecting lecturer satisfaction and performance according to regional characteristics.

The Need for a Quantitative Exploration of Promotion's Impact on Job Satisfaction

Research on college teachers promotion system perceptions exists, but quantitative investigations that systematically analyze the connection between promotion structures and staff contentment in Sukkur are nonexistent. Qualitative research by Hussain and Ali (2022) and Qureshi and Shah (2021) delivered detailed findings but did not establish a universal understanding of its scope. The research employs a quantitative method to provide quantitative evidence about how educational institutions in Sukkur respond to promotion practices by examining their job satisfaction levels and educational quality outcomes.

The Lack of Research on Barriers to Career Advancement in Sukkur

The difficulties lecturers in Taluka Sukkur City experience in pursuing career advancement have not been thoroughly investigated despite other research acknowledging these barriers in higher education (Ali et al., 2021). The analysis of promotion-related obstacles such as political interference, bureaucracy, and nepotism has been insufficient for Sukkur despite such factors being problematic in other regions of Pakistan (Qureshi & Shah, 2021). The research addresses this knowledge gap through local analysis of workplace obstacles for

career progression, determining their effects on instructor fulfillment and educational outcomes.

Absence of a Focused Framework on Herzberg's Two-Factor Theory in the Pakistani Context

Proper application of Herzberg's Two-Factor Theory to evaluate job satisfaction remains minimal within Pakistan's higher education sector, specifically regarding promotion practices. Research has discussed hygiene factors in existing studies, but has failed to understand how motivators related to promotion opportunities affect job satisfaction in Sukkur. Filling the knowledge gap in Pakistani promotion practices requires Herzberg's theoretical foundation to investigate how career advancement functions as a motivational and hygiene element.

Methodology

Research Design

The Quantitative research design was used to find the relationship between the three variables: promotion systems, education quality, and job satisfaction in Taluka Sukkur city. The quantitative methods were ideal as they allow for the collection and analysis of numerical data through statistics to give a clear and objective picture of whether there is a correlation between college teachers perceptions of promotions and their job satisfaction and teaching effectiveness. These relationships were studied using descriptive correlational research using surveys from data collected from college teachers in Sukkur.

The descriptive correlational approach establishes and understands the patterns and strength of the relationship between the significant variables. The design is based on establishing statistical relationships and does not include manipulating variables or causality.

Sampling Method of the Study

The sample was selected through a stratified simple random method according to Krejcie and Morgan's (1970) table.

Table 1: Population of the Study

no	Colleges	Lecturers			Assistant Professor			Associate Professor			Professor		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Government Girls Degree College Sukkur	2	42	44	1	30	31	0	10	10	0	1	1
2	Government Islamia Arts & Comm College Post Graduate Studies Center	27	3	30	20	1	21	8	0	8	0	0	0
3	Government Islamia Science	27	3	30	25	0	25	8	0	8	0	0	0

College Sukkur													
Government Agha													
4	Nizamuddin Girls Degree College, Sukkur	1	11	12	0	11	11	0	3	3	0	1	1
5	Total	57	59	116	46	42	88	16	13	29	0	2	2

Source: <https://www.dgcs.gos.pk/>

Table 1 gives the number of lecturers, assistant professors, associate professors, and professors in five colleges in Sukkur. The table is segmented by gender (male and female) and gives individual and total numbers for each academic status in each institution. The figures indicate that Government Girls Degree College Sukkur has the highest number of total teaching staff at 44 lecturers but has no associate professors or professors. Government Islamia Arts & Comm College Post Graduate Studies Center and Government Islamia Science College Sukkur both possess a substantial number of staff, but the gender composition varies. The Government Agha Nizamuddin Girls Degree College Sukkur, though having fewer teaching staff, also maintains a male-female member balance. The total number in all the institutions reads 116 teaching staff, more male assistant professors and lecturers than females, and very minimal representation of the higher academic grades (associate professor and professor) among the colleges. The origin of this information is the official Directorate of Colleges Sindh website.

Table 2: Sample of the Study

no	Colleges	Lecturers			Assistant Professor			Associate Professor			Professor		
		M	F	Total	M	F	Total	M	F	Total	M	F	Total
1	Government Girls Degree College Sukkur	2	36	38	1	28	29	0	10	10	0	1	1
2	Government Islamia Arts & Comm College Post Graduate Studies Center	26	3	29	20	1	21	8	0	8	0	0	0
3	Government Islamia Science College Sukkur	26	3	29	24	0	24	8	0	8	0	0	0
4	Government Agha Nizamuddin Girls Degree College, Sukkur	1	11	12	0	11	11	0	3	3	0	1	1
5	Total	55	53	108	45	40	85	16	13	29	0	2	2

Table 2 exhibits a sample of 108 academicians at four colleges at Sukkur including 55 male

and 53 female. 38 lecturers (2 men, 36 women), 29 assistant professors (1 man, 28 women), 10 associate professors (0 men, 10 women), and 1 professor (0 men, 1 woman) belong to Government Girls Degree College Sukkur. Government Islamia Arts & Comm College employs 29 lecturers (26 male, 3 female), 21 assistant professors (20 male, 1 female), 8 associate professors (8 male, 0 female), and no professors. Government Islamia Science College Sukkur employs 29 lecturers (26 male, 3 female), 24 assistant professors (24 male, 0 female), 8 associate professors (8 male, 0 female), and no professors. Government Agha Nizamuddin Girls Degree College Sukkur has 12 lecturers (1 male, 11 female), 11 assistant professors (0 males, 11 females), 3 associate professors (0 males, 3 females), and 1 professor (0 males, 1 female).

Data Collection

To gather research data, the researchers designed a questionnaire that asked college teachers about their promotion views, job satisfaction, and teaching quality. For the study, researchers used a self-developed questionnaire and made statements to match the public colleges in the Taluka of Sukkur.

Survey Design

The study questionnaire was divided into different core sections to collect the desired information.

Researchers collected basic background facts such as the person's gender, age, career time, and education level. These response categories allowed us to discover if different population groups understand and enjoy their promotion chances differently.

This part contained statements that measured how fairly lecturers saw the promotion process work. The system also analyzed its speed. Lecturers provided ratings about their promotion experience using a scale of 1 (I Strongly Disagree) to 5 (I Strongly Agree) when answering questions such as "The college promotion process is fair to me."

This part contained a recognized job satisfaction survey to measure teachers' feelings about their work. The study measured college teachers opinions about their work amount, salary, work assistance, and opportunity to progress in their careers.

Teaching members reported their education performance in areas such as student involvement, classroom training methods, and management practices. Our items followed recognized techniques for analyzing teaching quality in education.

Data Collection Procedure

The survey went out electronically through email and online survey sites to our chosen group of lecturers. We distributed printed questionnaires to teachers who could not use email or internet services. During four weeks, lecturers received reminders to complete and return the surveys.

The study collected answers from participants without sharing their identities to help experts speak freely about promotion system problems and employment problems. Before data collection, participants learned about their choice to join or decline the study, and the study team obtained their permission.

Data Analysis

The research team processed the gathered surveys through SPSS and R statistical applications to produce study results. The following techniques were used:

Descriptive Statistics

Descriptive statistics showed essential data traits through mean values, standard deviations, and data distributions. Our statistical method allowed us to comprehend how lecturers view promotion fairness while understanding their work happiness and educational results.

Correlational Analysis

This research checks if promotion views and job fulfillment affect education standards through a Pearson correlation test. Our study found the connections between these factors so researchers could see which elements responded to others.

Regression Analysis

The research used multiple regression analysis to determine which independent factors (promotion openness and career development chances) influence job satisfaction. The technique revealed the key elements that affected job satisfaction and teaching effectiveness the strongest.

Group Comparisons

The study used ANOVA tests to check if gender, age, teaching discipline, and work experience affect employee job happiness and promotion perception. We performed this test to determine if important differences existed between our study groups depending on their qualities.

Ethical Considerations

The research followed ethical standards to safeguard participant privacy and rights.

Before taking part, participants received all necessary research details and signed their agreement to join.

To protect privacy, we took out personal information from the data records. Research participants maintained complete privacy while their answers remained private and encrypted.

Participants took the study by choice and were free to exit permanently, no matter when they made decisions.

Limitations of the Study

Despite the research intent to examine job satisfaction at Taluka Sukkur, it had important restrictions to consider.

The research team selected participants using stratified random sampling, but their results might not show the entire population of private colleges or all Pakistani regions.

The research team depended on what subjects reported about themselves, which contains possible reporting errors that people change their answers to look good and misremember things.

The research took a cross-sectional method to measure college teachers opinions about satisfaction at one specific moment.

Data Interpretation

Table 3: Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.591 ^a	.350	.335	.82112

a. Predictors: (Constant), Challenges, Compensation, Work Conditions, Promotion Opportunities, Administrative Support

Table 3 shows the model summary of the regression analysis carried out in the research. The value of R was 0.591, reflecting a moderate level of positive association between the predictors and the dependent variable. The value of R Square was 0.350, which indicated that about 35% of the variance in the dependent variable was accounted for by the predictors, which were challenges, compensation, work conditions, promotion opportunities, and administrative support. The Adjusted R Square was 0.335, which controlled for the number of predictors in the model and gave a better indication of the explanatory power of the model. The standard error of the estimate was 0.82112, representing the average distance that the observed values fell away from the regression line and therefore the accuracy of the predictions. In all, the model showed moderate explanatory power using the chosen predictors.

Ho 1: There is no relationship between college teachers perceptions of promotions and overall job satisfaction.

Table 4: ANOVA

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	79.049	5	15.810	23.449	.000 ^b
	Residual	146.982	218	.674		
	Total	226.031	223			

a. Dependent Variable: Job Satisfaction and Teaching Effectiveness

b. Predictors: (Constant), Challenges, Compensation, Work Conditions, Promotion Opportunities, Administrative Support

Table 4 shows the ANOVA table for the regression analysis, which tests the significance of the model as a whole. The sum of squares for the regression is 79.049 with 5 degrees of freedom (df), giving a mean square of 15.810. The F-statistic is 23.449, which suggests a significant relationship between the independent variables and the dependent variable. The Sig. value is 0.000, which is lower than the standard alpha level of 0.05, indicating that the model is statistically significant. The sum of squares for residuals is 146.982, and it has 218 degrees of freedom. The mean square for residuals is 0.674. The sum of squares total is 226.031, and it

has 223 degrees of freedom. These findings reveal that the predictors, such as challenges, compensation, work conditions, promotion opportunities, and administrative support, combined, have a statistically significant influence on job satisfaction and teaching effectiveness.

Ho2: There is no impact of job satisfaction on the quality of education in Taluka Sukkur City.

Table 4: Coefficients

		Coefficients ^a			
		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	.192	.790		.242
	Promotion Opportunities	.569	.106	.415	5.365
	Work Conditions	-.068	.127	-.040	-.534
	Compensation	.488	.090	.480	5.423
	Administrative Support	-.241	.135	-.165	-1.778
	Challenges	.307	.125	.171	2.448
					.809
					.000
					.594
					.000
					.077
					.015

a. Dependent Variable: Job Satisfaction and Teaching Effectiveness

Table 4 shows the regression analysis coefficients depicting the predictors' relationship to job satisfaction and teaching effectiveness. The constant term is not statistically significant and has a p-value of 0.809. Of the predictors, Promotion Opportunities (B = 0.569, p = 0.000) and Compensation (B = 0.488, p = 0.000) have strong, positive relationships with the dependent variable and are highly significant. Challenges (B = 0.307, p = 0.015) similarly has a significant positive influence but weaker than promotion opportunities and pay. On the other hand, Work Conditions (B = -0.068, p = 0.594) is not significant and, therefore, indicates little influence on job satisfaction and teaching effectiveness. Administrative Support (B = -0.241, p = 0.077) demonstrates a negative but marginally insignificant impact, meaning it also has a weaker relationship with the dependent variable. In general, promotion opportunities, pay, and difficulties are the strongest predictors of job satisfaction and teaching effectiveness, whereas work environment and administrative support have weaker or no significant relationships.

Findings and Discussion of The Study

The study presented some important findings related to the determinants of job satisfaction and teaching effectiveness among the faculty members of four colleges in Sukkur:

Promotion Opportunities: Promotion opportunities were found to have a very strong positive effect on job satisfaction and teaching effectiveness. It was the strongest predictor, with a coefficient of 0.569 (p = 0.000), which meant that faculty members who had better promotion opportunities were more likely to have higher job satisfaction and teaching effectiveness.

Compensation: Compensation was also another key predictor with a positive influence on both job satisfaction and teaching competence. The compensation coefficient was 0.488 (p = 0.000), indicating greater compensation as linked to increased job satisfaction and teaching

performance from the faculty members.

Challenges: Challenges present were also positively associated with job satisfaction and instructional effectiveness, albeit to a lesser degree than opportunities for promotion and pay. The coefficient for challenges was 0.307 ($p = 0.015$), which showed that those with moderate challenges were more satisfied and effective in teaching.

Work Conditions: Work conditions were not found by the study to have an impact on job satisfaction and teaching effectiveness. With a coefficient of -0.068 ($p = 0.594$), work conditions were found to have little influence on the perceived performance or satisfaction of the faculty.

Administrative Support: Administrative support was discovered to have a weak but not statistically significant negative impact on teaching effectiveness and job satisfaction. The administrative support coefficient was -0.241 ($p = 0.077$), implying that there was a weak negative association that failed to reach statistical significance.

Conclusions of The Study

The research arrived at the fact that promotion possibilities, pay, and difficulties in the job were the most pertinent predictors of employment satisfaction and quality of teaching amongst the faculty in the four institutions of Sukkur. The strong positive correlations amongst these variables with employment satisfaction make it imperative that an environment conducive to the improvement of the staff in their job and rewarding for their efforts in a proper way be established. Particularly, opportunities for promotion and equitable remuneration were cited as the most essential predictors of teaching performance and faculty satisfaction, underscoring the imperative for institutions to prioritize career development programs and compensatory salary levels to raise the morale and efficiency of faculties.

Conversely, working conditions were found to have little or no significant effect on job satisfaction and instructional effectiveness, implying that aspects like workload and physical conditions might not be as powerful as earlier presumed. In the same vein, administrative assistance was also found to have a marginally negligible adverse effect, suggesting that as much as administrative support is crucial, it could not be the dominant source of faculty satisfaction or effectiveness within the framework of the study.

In conclusion, the study calls for emphasizing career growth opportunities, equitable compensation, and resolution of problems encountered by the faculty members to create a positive and effective learning environment. Future research could also examine other variables and use longitudinal designs to better understand dynamic interactions among faculty satisfaction, instructional effectiveness, and institutional policy.

Recommendations of The Study

1. Subject-Wise Allocation of College Teachers:

The department should formulate a policy to allocate college teachers based on subject requirements rather than SNE (Sanctioned New Establishment) posts, ensuring that subject-specific needs of each college are met efficiently.

2. Time Scale Promotion and Career Progression Policy:

A comprehensive time scale promotion policy should be introduced, incorporating a 4-tier

or 5-tier promotion structure. This will help address the long-standing concerns of college teachers regarding career progression and reduce professional restlessness.

3. Establishment of New Colleges and Subject-Based Recruitment:

The department should approve a budget for establishing new colleges across Sindh province. Furthermore, recruitment for new colleges must be carried out on a subject-wise basis, aligning with the academic needs and ensuring the availability of qualified faculty in relevant disciplines.

1. Institutions must focus on establishing transparent promotion opportunities for improving faculty job satisfaction and teaching performance.
2. Competitive pay packages must be established to enhance faculty morale and overall performance.
3. Managing and addressing faculty challenges can have a beneficial impact on job satisfaction and teaching performance.
4. Administrative support and work conditions matter, but these must be maximized in ways that support the more important drivers of promotion and pay.

References

1. Ali, S., Ahmed, M., & Iqbal, M. (2021). *Impact of reward and recognition on job satisfaction and motivation: An empirical study from Pakistan*. *International Journal of Research in Business and Social Science*, 10(3), 1–12. <https://doi.org/10.20525/ijrbs.v10i3.1021>
 2. Arian, M., Soleimani, M., & Oghazian, M. B. (2018). Job satisfaction and the factors affecting satisfaction in nurse educators: A systematic review. *Journal of Professional Nursing*, 34(5), 389–399. <https://doi.org/10.1016/j.profnurs.2018.07.004>
 3. Bashir, S., & Shah, A. (2022). *Investigating the factors influencing faculty job satisfaction in Pakistani universities*. *Remittances Review*, 9(3), 223–244. <https://remittancesreview.com/menu-script/index.php/remittances/article/download/1963/1381/4214>
 4. Chen, C. Y. (2023). Are professors satisfied with their jobs? the factors that influence professors' job satisfaction. *Sage Open*, 13(3), 21582440231181515. <https://doi.org/10.1177/21582440231181515>
 5. Cheng, T., Brussoni, M., Han, C., Munday, F., & Zeni, M. (2023). Perceived challenges of early childhood educators in promoting unstructured outdoor play: an ecological systems perspective. *Early Years*, 43(4-5), 904–920.
 6. Danish, R. Q., Usman, M., & Malik, M. E. (2021). *The impact of promotion opportunities on job satisfaction in public sector universities of Pakistan*. *International Journal of Business and Management*, 16(3), 112–125.
 7. Farooq, M. S., & Iqbal, M. (2022). *Job satisfaction and its effect on the performance of employees working in private sector organizations: A study of Peshawar*. *Research Journal of Business and Management*, 9(4), 1–15. https://www.researchgate.net/publication/353725500_A_Study_of_Job_Satisfaction_and_Its_Effect_on_the_Performance_of_Employees_Working_in_Private_Sector_Organizations_Peshawar
 8. Herzberg, F. (1959). *The motivation to work*. John Wiley & Sons.
 9. Hussain, B., & Ali, M. (2022). *Faculty opinion regarding job satisfaction and motivation in medical and dental colleges in Islamabad*. *APIMS Journal*, 1(1), 1–10. <https://www.apims.net/apims/article/download/1311/975>
 10. Jamil, M., Khan, I., & Shah, S. (2022). *Job satisfaction among the physiotherapy teachers: A study of public sector institutions in Pakistan*. *Pakistan Journal of Health Sciences*, 5(2), 45–53. <https://ojs.plhr.org.pk/journal/article/download/280/201/401>
-

11. Khan, A., & Khan, M. (2021). *The impact of pay and promotion on job satisfaction: Evidence from higher education institutes of Pakistan*. *Journal of Educational Research and Practice*, 11(2), 1–10. <https://www.researchgate.net/publication/259042720> The Impact of Pay and Promotion on Job Satisfaction Evidence from Higher Education Institutes of Pakistan
 12. Khan, M. E., Danish, R. Q., & Munir, Y. (2021). *The impact of promotion policies on job satisfaction among university lecturers in Pakistan*. *Journal of Educational Administration*, 59(3), 345–359.
 13. Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and psychological measurement*, 30(3), 607–610. <https://doi.org/10.1177/001316447003000308>
 14. Lee, P., Miller, M. T., Kippenbrock, T. A., Rosen, C., & Emory, J. (2017). College nursing faculty job satisfaction and retention: A national perspective. *Journal of Professional Nursing*, 33(4), 261–266. <https://doi.org/10.1016/j.profnurs.2017.01.001>
 15. Qureshi, M. A., & Shah, M. (2021). *Factors influencing teachers' job satisfaction in Pakistan's public schools*. *Asian Journal of Education and Social Studies*, 11(4), 1–10. <https://www.researchgate.net/publication/352925032> Factors influencing teachers' job satisfaction in the Pakistan's public school
 16. Reid, J. W., Hardee, A. B., Criswell, B. A., Elrod, M., Berryhill Jr, S. B., & Rushton, G. T. (2022). Empowering teacher leaders: The role of research in changing teacher leaders' sense of themselves as professionals. *International Journal of Leadership in Education*, 1–44. <https://doi.org/10.1080/13603124.2022.2045629>
 17. Szromek, A. R., & Wolniak, R. (2020). Job satisfaction and problems among academic staff in higher education. *Sustainability*, 12(12), 4865. <https://doi.org/10.3390/su12124865>
-