

Working Life and Job Satisfaction amongst Teachers: An Empirical Study of Public Universities in Bangladesh

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Abstract. *Teachers are amongst the key pillars of society and they play an important role in the development of new generations and, by extension, in the shaping of nations. Consequently, they deserve and desire a good working life. In the absence of decent working conditions their academic performance may be negatively affected. Thus, the aim of this study is to explore the relationship between teachers' working life, job satisfaction and academic performance in the public universities of Bangladesh as an insufficient research in this area. A self-administered questionnaire survey was distributed to collect primary data for this research. The data were collected from 200 faculties within three leading public universities in the capital city of Dhaka, Bangladesh. Primary data were analysed using quantitative statistical tools. The empirical findings of the research find that: first, the quality of the working lives of teachers is positively correlated with job satisfaction and academic performance; second, there exists a relationship between the working lives of teachers and job satisfaction; and finally, working life conditions and job satisfaction have a direct bearing on the academic performance of teachers. However, these relationships vary by academic position, levels of responsibility, seniority and research and higher education opportunities at home and abroad. Hence, the findings of this research will impact on the impartial practice and application to the further and higher education sector globally.*

Keywords: teachers' working life, teachers' job satisfaction, teachers' academic performance, working life, job satisfaction

JEL Codes: I21, I23

1. Introduction

Teachers' Working Life (TWL), Teachers' Job Satisfaction (TJS) and Teachers' Academic Performance (TAP) are integral parts of the overall success of universities. Indeed, a healthy and convenient working environment is indispensable for the teachers. Basak and Govender (2015) indicate that a decent working condition can increase TWL and TJS. Such an environment depends on a variety of factors, for example, the working environment, relationships that exist between colleagues, research opportunities, pay and benefits, and promotion opportunities. It is universally recognised that universities are at the heart of knowledge production. They are spaces in which scholars and students across different fields come together to gain and generate knowledge, and to establish careers in their chosen disciplines (Khalid et al., 2012).

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Some theories that explore aspects of Working Life (WL) and Job Satisfaction (JS) in various professional contexts have been developed. Examples include Truss et al's (2006) WL theory, Herzberg's (1959) two-factor theory of motivation and Maslow's (1970) hierarchy of needs. These are all well established. However, there few studies have been undertaken to explore TWL, TJS and TAP in the context of the public universities sector, particularly in Bangladesh. A handful of studies have been undertaken on TJS in public and private universities in Bangladesh. Examples include Sonia et al (2014); Ali and Akhter (2009); Rahman and Parveen (2008) and Alam et al (2005). However, in terms of the relationship between TWL, TJS and TAP in the Public Universities of Bangladesh (PUB), there remains a great deal of potential for research. As such, this study investigates the relationship between TWL, TJS and TAP in PUB. The findings of the study will have relevance for other universities, colleges and academic institutions in Bangladesh and abroad.

2. Methods

WL is an integral part of any organisation, whether it is small, medium or large. A consistent WL encourages employees to have higher JS and performance. This clearly has an impact on the performance of the organisation overall, in both financial (i.e. extrinsic) terms and non-financial (i.e. intrinsic) terms. This review of literature highlights three key areas, TWL, TJS and TAP in the context of PUB. Although a decent amount of research on the WL of staff in academic institutions globally is available, there has been insufficient research undertaken on TWL, TJS and TAP in PUB. This, therefore, is the main focus of the present research into PUB.

2.1. Teachers' Working Life

WL comprises of employee occupations, workplaces, hours of work, annual leave allowances, job flexibility, pay, and other fringe benefits (Truss et al., 2006). Nowadays, most employees expect to be more autonomous and self-governing in going about their work (Vliet and Hellgren, 2002). It is widely recognised that teachers are the pillars of society and they help students to reach their full potential and contribute to the growth and prosperity of their communities. They desire job security, recognition, opportunities and independence. However, these aspirations are seldom fulfilled, resulting in WL tensions (Sharma and Jyoti, 2009).

The Quality of Working Life (QWL) is essential for a safe working environment, as it facilitates employee working conditions, JS and opportunities for further career development. However, the reality of WL today is that employees are constantly trying to strike a balance between their work and personal lives (Bell et al., 2012). Pugalendhi et al (2010) suggests that a strong Work Life Balance (WLB) improves the growth of employees, as well as their performance. QWL is associated with career satisfaction, well-being, stress at work, control at work and working conditions (Mahbub 2013); Laar et al., 2007). The teaching profession is no exception to this situation because there is an association between QWL and quality of life in the educational environment (Bharathi et al., 2010). However, in China, teachers have poorer health levels than the general population. In addition, the QWL of female faculty members is worse than that of male teachers, and this situation deteriorates with age (Yang et al., 2009). Rao et al (2013) highlighted that

women play multiple roles within the home and at their place of work. Thus, women face challenges both at home and at work and these stems from and maintain work-life imbalances.

Rehan and Arora (2014) emphasised several dimensions of QWL in academic institutions, such as remuneration, economic benefits, fringe benefits, teaching and research-related arrangements and personal growth. However, Storey et al (2010) argue that WL varies between small and large organisations. They suggest that larger organisations provide more extrinsic benefits, while small organisations have greater intrinsic benefits.

Based on the above literature review on TWL; it can be concluded that lack of research, specifically on TWL in PUBs. The literature review could not find any publications on PUB with the exception of contribution from Mahbub (2013). Clearly, a research gap exists, which can be filled through an investigation of PUB. Thus, we develop our first research hypothesis as follows:

H1: TWL is correlated to TJS and TAP in PUB.

2.2. Teachers' Job Satisfaction

JS is one of the most dominant factors in the WL of employees. JS is the combination of feelings and beliefs that workers hold about their jobs (Jones et al., 2008). JS is viewed as a multi-dimensional notion (Brief and Weiss, 2002; Locke, 1969). The source of JS lies in the job itself, but also in other factors such as the working environment, relationships with supervisors and peers, organisational cultures and management styles (Sonia and Arfin, 2014). Bonner (1997) argues that JS reflects the benefits of bonuses, transport and medical allowances and these helps build a positive relationship with employees. A positive emotional state reflects a person's appreciation of their job or experience (Demirtas, 2010). Moreover, Sonia and Arfin (2014) explain that JS is an individual emotional reaction to the job, which occurs when a person's job seems to provide them with a sense of fulfilment. Nekouei et al (2014) indicate that the QWL significantly influences JS.

The JS varies among teachers, researchers and general employees in higher education institutions. Machado-Taylor et al (2016) identify that satisfied and motivated teacher can build a national as well as international reputation for themselves and their institutions. Khany and Tazik (2015) indicated that psychological empowerment was directly related to JS, however, trust was indirectly related to JS through psychological authorisation. Toker (2011) indicates that professors have higher levels of JS compared to tutors and research assistants. Bozeman and Gaughan (2011) indicate that JS is related to higher pay incentives. However, JS amongst teachers may also be affected by both university management and public policy. Liu and Ramsey (2006) argue that teachers have the lowest levels of satisfaction with their work conditions and remuneration. On the other hand, Alam et al (2005) indicate that teachers' JS varies according to gender, experience, and career position. Awang et al (2010) find that female teachers are more satisfied than their male counterparts as they are more satisfied with promotions and fringe benefits. Moreover, Okpara et al (2005) highlight gender differences in the levels of JS among university teachers, and find that female teachers are more satisfied with their work and co-workers, while male teachers are satisfied with pay, promotions and supervision. In addition, Oshagbemi (2000) highlight those female academics of higher rank, specifically senior lecturers, readers and professors, were more satisfied with their jobs than their male

counterparts. In contrast, however, Ali and Akhter (2009) found that there is no significant difference between male and female faculty members regarding JS. Rehan and Arora (2014) also found no significant difference in the level of QWL of university teachers according to gender. Toker (2011) associates employee JS with age, length of service and level of higher education. However, the author concludes that marital status and gender have no bearing on JS. Bochel et al (2015) and Rehan and Arora (2014) also found that older teachers reported higher QWL than their younger counterparts.

On the other hand, Leung et al (2010) indicated that there are several faculty 'stressors' which influence JS, such as recognition, perceived organisational practices, factors intrinsic to teaching, financial inadequacy, work interface, and new challenges. Oshagbemi (1997) found that JS and dissatisfaction amongst teachers are related to multiple factors such as teaching and research-related activities. Ssesanga and Garrett (2005) identified several factors that contribute to JS and these include co-worker behaviour and the nature of supervision. However, poor remuneration, governance, research, promotion, and working environments contribute to job dissatisfaction.

The literature shows that there has been considerable work on TJS related to TWL and TAP in higher education institutions. However, there is a lack of research on TJS in PUB with the exception of contributions from Ali and Akhter (2009) and Alam et al (2005). Hence, clearly, another research gap exists in this field of study which underpins the second research hypothesis:

H2: There exists a positive correlation relationship between TWL and TJS in PUB.

2.3 Teachers' Academic Performance

Studies have found several factors, which are related to TAP. For example, Ololube (2006) highlights that teaching satisfaction has an impact on TAP. Machado-Taylor et al (2016) indicate that teachers' well performance impacts learners learning and development. Malik et al (2010) find that teaching performance is related to several indicators such as teaching satisfaction, supervision and pay. They suggest that committed employees are more likely to become high performers, and their productivity is also likely to be high (Narimawati, 2007; Tella et al., 2007). Ostroff (1992) indicates that JS has a direct impact on the performance of employees in different levels of professions. Moreover, Santhapparaj and Alam (2005) and Baloch (2009) evidence that a positive climate in universities increases JS as well as academic performance. Kola and Sunday (2015) highlight that teacher performance is related to their education, experience, subject knowledge, pedagogical training, and achievement of various certificates in professional development. They further posit that a teacher's personal quality is more important than their certification.

Effective teachers produce better performing students in academic institutions (Akiri and Ugborugbo, 2009). Caprara et al (2006) indicate that teachers' self-efficacy beliefs, JS and students' academic achievement are the determinants of faculty performance. According to Cambell and Cambell (1997), university faculty mentoring programs impact on academic performance and retention. Bean and Kuh (1984) state that faculty contact is closely related to student performance. Park and Kerr (1990) indicate that learners' attitudes toward instructors are related to academic performance. Moreover, Ramsden (1991) argued that a decent way can determine the perceived teaching quality of academic units. On the other hand, Pan et al (2015) indicate that perceived levels of organisational support might increase the level of JS and

performance for university teachers. However, Bell et al (2012) state that job stress in universities, globally has been increasing over recent decades, and this has important implications for academic staff performance.

Based on the above literature review, it can be concluded that the literature on TAP in PUB whilst important, is insufficient and in its infancy. Clearly, a research gap exists around TAP in PUB. Therefore, the third hypothesis is as follows:

H3: There is a direct impact of TWL and TJS on TAP in PUB.

Based on the above literature review, the key factors that are related to TWL, TJS and TAP are summarised in Table 1 Key factors related to TWL, TJS and TAP.

Table 1: Key factors and related factors of TWL, TJS and TAP

Authors	Key Factors	Related Factors
Sharma and Jyoti (2009)	TWL	security, recognition, new experience, independence
Rehan and Arora (2014)		salary, fringe benefits, research, work environment, interpersonal relations, personal growth
Toker (2011); Rehan and Arora (2014); Bochel at al., (2015)	TJS	age, the length of service, higher education
Ssesanga and Garrett (2005)		co-worker behaviour, supervision, intrinsic facets of teaching
Malik et al., (2010)	TAP	teaching satisfaction, supervision, pay
Kola and Sunday (2015)		education, experience, subject knowledge, pedagogy studies, training, professional development

(Source: Secondary data)

2.4. Conceptual Framework

After reviewing the literature on TWL, TJS and TAP, we hypothesize that there is a positive correlation between TWL, TJS and TAP. These factors are dependent to each other. Thus, we can develop a conceptual framework that depicts the relationship between TWL, TJS and TAP as shown in [Figure 1 near here] Conceptual framework.

Teachers' working life: TWL includes such factors as teaching hours, annual leave, salary, fringe benefits, research, work environment, interpersonal relations, and personal growth. The presence of these factors is correlated with TJS and TAP.

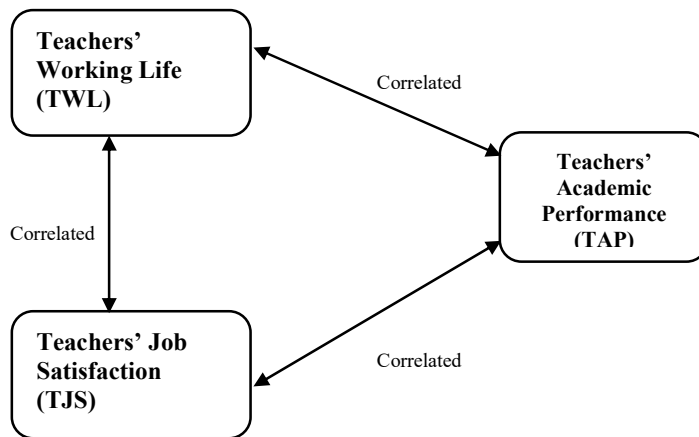


Fig. 1: Conceptual Framework

Source: Secondary data

Teachers' job satisfaction: TJS refers to the behaviour of co-workers, supervision levels, the intrinsic facets of teaching and length of service. These satisfaction factors are correlated with TWL and TAP. However, the absence of these factors is poorly correlated.

Teachers' academic performance: TAP is influenced by education, experience, subject knowledge, levels of pedagogical studies, training and professional development. However, poor TWL and TJS impact on poor TAP.

3.1 Sampling and Sample Size

The study adopted a purposive sampling method for convenience. The sample was selected from three leading public universities in the capital city of Dhaka. One hundred faculty members from each university were approached and supplied with a self-administered questionnaire through e-mail correspondence. A total of 200 respondents including Professors (30), Associate Professors (40), Assistant Professors (55) and Lecturers (75) returned questionnaires. These 200 responses were entered into Statistical Package for the Social Sciences (SPSS) for analysis.

3.2 Questionnaire Design

The questionnaire consists of three sections covering TWL, TJS and TAP. The first section of TWL comprised of 22 questions related to TWL in the university. The second section, TJS, comprised of 20

questions about TJS related issues. The final section, TAP, consisted of 18 questions linked to TWL and TJS. The questionnaire was developed based on the following research objectives:

- a) To identify the major factors that affect TWL of public Universities;
- b) To explore the relationship between TWL, TJS and TAP and,
- c) To measure the impact of TWL, TJS on TAP.

3.3 Technique Used for Data Analysis

A seven point Likert scale was used to measure TWL, TJS and TAP in the PUB. Primary data were analysed using SPSS. The scale was plotted from 1 to 7, where a value of 1 indicates 'Strongly disagree' and a value of 7 indicates 'Strongly agree'. The outcomes of the data are presented in terms of Factor Analysis (FA), Karl Pearson's correlations, regression, and Karl Pearson's coefficients of correlation. The FA shows that the statistics are reliable overall as the value of Cronbach's Alpha is .945.

4. Findings and Discussion

The key findings discussed below comprise of first, a factor analysis of TWL; second, an analysis of the relationship between TWL, TJS and TAP through correlation, and third, an analysis of the impact of TWL and TJS on TAP through regression model and coefficients.

4.1 Factors analysis of TWL

FA takes a large set of variables and looks for ways in which the data may be reduced or summarised using a smaller set of factors or components (Pallant, 2010). Field (2011) indicates that FA has two purposes which are to: a) reduce a large set of data to a smaller subset of measurement variables, and b) overcome collinearity problems in regression. Furthermore, Pallant (2010) shows that the two main issues to consider in determining whether a dataset is suitable for FA are sample size and the strength of the relationship between the variables. Tabachnick and Fidell (2007, p. 613) explain that 'sample sizes of 50 as very poor, 100 as poor, 200 as fair, 300 as good, 500 as very good and 1000 as excellent'. Field (2011, p. 647) explains that 'the most important factors in determining reliable factor solutions was the absolute sample size and the absolute magnitude of factor loading'. He further argues that if a factor has 4 or more loadings greater than 0.60 then it is reliable. Moreover, Hair et al (2010) indicate that the researcher generally would not factor analyse a sample of fewer than 50 observations and a perfect sample size should be 100 or larger. However, this research met the criteria for a safe sample size since 200 responses were counted.

4.1.1 KMO and Bartlett's Test

FA helps to identify the key variables which contribute most to describe the model. However, prior to FA, KMO testing is required to ensure that the number of data is sufficient to run the analysis. Ideally, the KMO value should be greater than 0.5 (Malhotra et al., 2007). Table 2 represents the result of KMO and Bartlett's Test.

Table 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.897
Bartlett's Test of Sphericity	Approx. Chi-Square	4922.313
	Df	231
	Sig.	.000

Source: Primary data (Constructed through SPSS)

The KMO value of the research is .897, which is greater than 0.5. Field (2011, p. 647), shows that 'values between 0.5 and 0.7 are mediocre, values between 0.7 and 0.8 are good, values between 0.8 and 0.9 are great and values above 0.9 are superb'. Hence, we can state that the data are appropriate for FA as the KMO measurement value is .897. Barlett's test of sig value is .000. According to Pallant (2010), Barlett's Test of Sphericity should be significant ($p < .05$) for FA. Thus, Barlett's Test of Sphericity as a means of analysing the data in this study is appropriate because the sig value is 0.000. This indicates that the number of data collected for this research is enough to run FA.

4.1.2 Communalities, Initial Eigen values and Extraction Sums of Squared Loadings

In Table 3 the 'Initial' column of 'Communalities' shows that the communality for each variable is 1.0 as unities are inserted in the diagonal of the correlation matrix. The second column (Extraction) gives relevant information after the desired number of factors has been extracted. The communalities for the variables under 'Extraction' are different to those under the 'Initial' column because all of the variances associated with the variables are not explained unless all of the factors are retained. The eigen values for a factor indicate the total variance attributed to that factor. Here, the first three factors combined account for 79.863% of the total variance. The 'Extraction Sums of Squared Loadings' show the variances associated with the factors that are retained. These are as the same as under 'Initial Eigenvalues'.

Table 3: Communalities, Initial Eigenvalues

			Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Initial	Extraction		Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
V1	1.000	.783	1	10.815	49.160	49.160	10.815	49.160	49.160
V2	1.000	.813	2	4.005	18.204	67.364	4.005	18.204	67.364
V3	1.000	.786	3	2.750	12.499	79.863	2.750	12.499	79.863
V4	1.000	.804	4	.442	2.011	81.874			
V5	1.000	.777	5	.429	1.948	83.822			
V6	1.000	.809	6	.379	1.723	85.545			
V7	1.000	.821	7	.352	1.599	87.144			
V8	1.000	.860	8	.319	1.449	88.592			

V9	1.000	.813	9	.313	1.421	90.013			
V10	1.000	.782	10	.294	1.336	91.349			
V11	1.000	.783	11	.258	1.174	92.524			
V12	1.000	.811	12	.247	1.124	93.648			
V13	1.000	.811	13	.223	1.011	94.659			
V14	1.000	.802	14	.216	.983	95.642			
V15	1.000	.805	15	.178	.811	96.454			
V16	1.000	.827	16	.172	.781	97.235			
V17	1.000	.783	17	.152	.691	97.925			
V18	1.000	.802	18	.131	.594	98.519			
V19	1.000	.774	19	.115	.525	99.044			
V20	1.000	.749	20	.082	.374	99.418			
V21	1.000	.790	21	.074	.336	99.754			
V22	1.000	.786	22	.054	.246	100.000			
Extraction Method: Principal Component Analysis.									

Source: Primary data (Constructed through SPSS)

By observing the Rotated Component Matrix (Table 4), this study finds three factors of TWL which are university working life, teaching satisfaction and teaching methods.

Table 4: Rotated Component Matrix^d

	Component		
	1	2	3
q1	.235	.818	.243
q2	.242	.866	.071
q3	.840	.256	.120
q4	.260	.852	.103
q5	.277	.833	.071
q6	.238	.858	.125
q7	.217	.869	.139
q8	.880	.229	.183
q9	.857	.258	.106
q10	.824	.256	.191
q11	.826	.258	.185
q12	.256	.850	.153
q13	.313	.088	.840
q14	.872	.168	.117
q15	.847	.250	.159
q16	.840	.272	.219

q17	.098	.136	.869
q18	.107	.184	.870
q19	.170	.085	.859
q20	.149	.066	.850
q21	.135	.138	.868
q22	.113	.129	.870
Extraction Method: Principal Component Analysis.			
Rotation Method: Varimax with Kaiser Normalization.			
a. Rotation converged in 5 iterations.			

Source: Primary data (Constructed through SPSS)

4.2 Relationship between TWL, TJS and TJP

In Table 5, correlation results demonstrate Pearson's correlation among TWL, TJS and TAP. It shows that there is a positive correlation between TWL, TJS and TAP. First, TWL (1) is correlated with TJS (.149) and TAP (.645). Second, TJS (1) is correlated with TWL (.149) and TAP (.280). Finally, TAP (1) is correlated with TWL (.645) and TJS (.280). The results show that there is a correlation between these variables. Accordingly, the correlation is significant at the 0.01 level (2-tailed).

Table 5: Correlation Results

Correlations				
		TWL	TJS	TAP
TWL	Pearson Correlation	1	.149*	.645**
	Sig. (2-tailed)		.035	.000
	N	200	200	200
TJS	Pearson Correlation	.149*	1	.280**
	Sig. (2-tailed)	.035		.000
	N	200	200	200
TAP	Pearson Correlation	.645**	.280**	1
	Sig. (2-tailed)	.000	.000	
	N	200	200	200
**. Correlation is significant at the 0.01 level (2-tailed).				
*. Correlation is significant at the 0.05 level (2-tailed).				

Source: Primary data (Constructed through SPSS)

4.3 Impact of TWL and TJS on TJP

a) Regression Model

The researcher attempted to develop the best fit model of regression by using multiple regressions. According to Field (2011), multiple regressions are an extension of simple regressions in which an outcome is predicted by a linear combination of two or more predictor variables. In Table 6, the regression model summarises the regression model results. The table shows the assumptions and estimation problems of the model. It is assumed the level of significance is 5%.

Table 6: Regression Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.671 ^a	.450	.445	.34673
a. Predictors: (Constant): TJS, TWL				
b. Dependent variable: TAP				

Source: Primary data (Constructed through SPSS)

The model shows that the R value is 67.1% and there are two predictors (i.e. TJS and TWL). The value represents a relationship between the dependent variable (TAP) and those predictors. The value of R² is .450, which tells us that the TJS and TWL can account for 67.1% of the variation of TAP. The value of the adjusted R- square (a measure of loss of the predictive power in regression) is .445, which is close to the R² value of .450, thus, it shows that there is no concern regarding over fitting.

b) Coefficient

Table 7 Coefficients, the value of b tells us about the relationship between TAP and predictors (i.e. TWL, TJS). When the value is positive, we can say that there is a positive correlation between the predictors and the outcomes, while a negative coefficient represents a negative relationship.

Table 7: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	2.428	.235		10.347	.000		
	TWL	.422	.037	.617	11.545	.000	.978	1.023
	TJS	.142	.040	.188	3.527	.001	.978	1.023
a. Dependent Variable: TAP								
b. Predictors: (Constant): TJS, TWL								

Source: Primary data (Constructed through SPSS)

The standardized beta values are all measured in standard deviation units and so they are directly comparable. Hence, the analysis provides a better insight into the importance of a predictor in the model. However, the standardized beta values for TWL and TJS are .617, and .188, which means they are significantly different from each other, implying that they do not have a comparable degree of importance in the model.

From the Coefficients (Table 7), we can now measure the aspects of multicollinearity through Variance Inflation Factors (VIF). As per Myers (1990), a VIF value of 10 brings is cause for concern, while Bowerman and O'Connell (1990) suggest that if average VIF is greater than 1, then multicollinearity may bias the regression model. Since the average VIF of all two predictor variables is 1.023, higher than the Bowerman and O'Connell threshold, we cannot rule out that the model is free from multicollinearity problem. While the VIF implies that the model may be biased with multicollinearity, the tolerance measure, which is the reciprocal of VIF indicators, implies that the model does not have any concern for multicollinearity as the tolerance values TWL and TJS are estimated at .978 and .978 respectively; far beyond the threshold (less than 0.2) of concern suggested by Menard (1995). Hence, the VIF and tolerance measures seem to be contradictory.

The findings and discussions above show that: First, the Rotated Component Matrix (Table 4) finds three key factors related of TWL which are university working life, teaching satisfaction and teaching methods. Second, a positive correlation between TWL, TJS and TAP. TWL (1) is correlated with TJS (.149) and TAP (.645); TJS (1) is correlated with TWL (.149) and TAP (.280) and TAP (1) is correlated with TWL (.645) and TJS (.280). Accordingly, the correlation is significant at the 0.01 level (2-tailed). Third, the value of R^2 is .450, which tells us that the TJS and TWL can account for 67.1% of the variation of the TAP. Hence, it expects that the present study responded to the research gaps (i.e. identified in the literature above) through this investigation of PUB. These findings add value to the existing body of knowledge. Therefore, overall it contributes to the academic institutions at home and abroad.

3. Conclusions

TWL, TJS and TAP are the key success factors of the universities that are the subject of this paper. These factors are integrated to the growth and development of these academic institutions. This is true not only in the academic environment, but also in terms of the impact the factors have on the overall community, as teachers are seen as the key pillars of society to develop new generations of graduates. The present research evidence shows that while TWL is not at a satisfactory level in the workplace, it has a negative impact on TJS and TAP. It consequently produces poor performance and poor WL outcomes. The findings suggest that previously teachers were scarcely satisfied with intrinsic rewards. However, nowadays, in order to meet their social needs and expectations they also needed extrinsic rewards with a competitive package. This finds a positive correlation between TWL, TJS and TAP. Finally, it is expected that the findings of this study will be of benefit to academics' organisations at home and abroad. So, this investigation into TWL, TJS and TAP adds to the existing body of knowledge in this area.

Future research could explore the connections between TWL, TJS and learners' career success in the PUB.

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