



# Relationship between University Managements', and Teachers' Demographic Factors on University Students' Satisfaction

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## ABSTRACT

This study includes, comparing management, and teachers' demographic factor on private and public sectors universities. It was descriptive in nature. It focuses on teachers' demographic variations of grade, income, experience in determining students' satisfaction, to measure the effects of students' demographic variations of family income, parental qualification and profession in determining their level of satisfaction. As managements', and teachers' demographic variations were also taken as independent variables while their scores of respondents on research instruments were taken as dependent variables. For sampling a stratified random sample of 700 respondents was collected from respondents of three distinct groups' i.e. students, management, and teachers. Three different tools were developed and use to get the views of students, management and teachers in public and private sector universities. Collected data was analyzed statistically (descriptive and inferential statistics). Various statistical tests such as mean, Standard Deviation, Analysis of variance, correlation and regression were used to explore research variables with the help of SPSS 21. It revealed that the university students are more satisfied from experienced and highly paid professors.

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## 1.1 Introduction

Education is a process of learning and imparting knowledge. When this urge to know is given a concrete and organized pattern and brought within a structured framework of planning and implementing the acquired or still to be acquired ideas. Similarly, if the information imparted is not of good grade or high quality then the receiver won't learn anything from it or benefit from it and consequently the process of education would fail.

Today's world is a world ruled by advanced and highly modified scientific research. This scientific advancement is limited to no specific field. Commercial, domestic, local, international communal, individual at all levels life is facilitated and runs with the help of scientific gadgets and techniques. Zemblas and Papanastasion (2006) defined about the teachers work and their duties. This idea of modernization has seeded into the field of learning as well. Job satisfaction is related with the motivation (Aziri, 2011), An excellent binding force for top performing institutions in educational field is trust between academia and the students. This trust is dependent on all that is honorable and worthwhile. Trust is developed when there is a commonsense of belonging and an extreme degree of obsolete sincerity.

Deal and Peterson (1994) stated that effective educational institutes are by inspirational management which aims to provide breeching grounds for great leadership which can teach and lead the nations and make their marks exactly on the crucial hour when their nations or societies are in flux and in turbulence. The behavior of a person is influenced by unsatisfied misfocussing on high-level needs, family focuses on low level needs, such as pay scale (Jones and Georger, 2009).

Dewey (1916) stated self-monitoring and self-control strategies must also need be focused. Social behavior and social cooperation can be made a part of the teaching programmers. According to Borich (2012) universities are the public administrations; their performance is directly related with students' satisfaction. The learning outcomes are in terms of knowledge, understanding, thinking skills, communication skills, social skills, attitudes, interests, appreciation and adjustment. Ethics in management is to uplift the organization at the level of expectations of society, fair competition and corporate behavior in home country as well as abroad. In this circumstance management is an act of behavior intended to achieve an institutional objective with use the resources of effectively. Resources are used to complete the manager's planned purpose. Managers work for people and with and through people. Therefore, successful managers work with peers, superiors and with the subordinates. There is no substitute of successful management. Due to the excessive speed of globalization of business, environment, and cultures; the scope of education is not limited to local or national boundaries (McClelland, Horne, Dearnley, Raynsford, & Irving, 2015).

Expectancy Theory explains, people are motivated to work and achieve (Fang, 2008). The 21<sup>st</sup> century is culturally diverse one and needs appropriate behavior of the parents to guide their siblings. In this century the university students are very keen for their career and the competencies of the parents are earnestly desired. Parenting behavior also proves beneficial for their children. It is usually a difficult time for the parents and they do not have any idea about their exposure to threats and how to minimize them. The cross cultural perceptive has created a sensitive task for the

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university students and the parents. It needs appreciative behavior of the parents which at times becomes challenge for their attitude (Mahmood, 2012). Their continuous involvement influences student's motivation towards destination. The vote of confidence by the parents is to show the respect and independence to children. The parents must keep in mind that the university students are in the age of learning; therefore, they can teach them integrity, manners, honesty and commitment. Action of the parents is same as their words. The students at the university are in such a transition level of studies that they need love, care and motivation from their parents. Parents should not boost them extraordinarily, make them competitive one towards ideals and support them in the dimensions of achievable objectives (Mahmood, 2012).

It is important to praise the student during teaching learning process. This is the way which leads to improvement and satisfaction. Some positive comment, smile and a good gesture can show a remarkable progress in the competencies of the students. Interest is the focus on the sense organs. It gives attention to the person's activity, situation and object. Now a day the choice of the students is at the global level. They study and want to achieve global competency. Teacher can make the subject interesting. They can present the text in terms of student's perceptions and satisfaction. Method of rewards is a powerful instrument to reach the destination as every student likes the feeling of accomplishment. Reward is for good and always produces satisfaction. Besides it's important to note that today youth is made to believe in an unrealistic world where everyone is happy, overly excited etc.

### 1.2 Objectives of Study

1. To measure the impact of teachers', and managers' demographic variations of grades, income, experience, and qualification in determining the students' satisfaction.
2. To measure the effects of students' demographic variations of family income, parental qualification and profession in determining their level of satisfaction.

### 1.3 Methodology

The study examines the relationship between university managements' and teachers' demographic factors on students' satisfaction. In this research the students' satisfaction was taken as dependent variable while the teachers', and managers' demographic factor were taken as independent variables. It was delimited to public sector and private sector universities, located at Rawalpindi, Islamabad, Lahore and Mansehra.

The study was conducted in series of interrelated steps, such as problem selection, formulation of research question and objectives, derivation of research hypotheses and development of indigenous tools for the data collection. While selecting suitable tools for the data collection it was noticed that no appropriate research tool was there that can be used to get desired information therefore, three indigenous tools were developed through standardized procedure.

The population of the study was comprised of the managers, faculty members and the university students of natural sciences, social sciences and humanities departments studying in public and private sector universities. Stratified random sampling technique by dividing population into 2 main strata's, the private sector universities and the public-sector universities. It further subdivided in to three sub stratum as, Department of Natural Sciences, Department of Social Sciences and department of Humanities. 200 teachers and 500 students were taken.

Three research instruments were developed.

### 1.4 Analysis of Data

Collected data was analyzed statistically (descriptive and inferential statistics) in relation with objectives of the research. Various statistical procedures such as Mean, SD, t-test, Analysis of Variance and Correlation were used to test the research hypotheses with the help of SPSS 21.

**Table 1. Reliability Cronbach's Alpha of Questionnaires for Management, Teachers, and Students.**

S.NO	Cronbach's Alpha
1. Management	0.79**
2. Teachers	0.89**
3. Students	0.87**

\*p < .05. \*\*p < .01

**Table 2. Income-Wise comparison of Respondents' Score**

Subscales	Below 100,000		Above 100,0		t	sig
	M	SD	M	SD		
Mission	11.03	1.96	10.21	2.23	1.8	.09
Organization	29.21	4.08	27.84	3.37	2.3	.07
Integrity	56.46	8.03	55.68	7.72	2.1	.07
Faculty	47.51	6.69	47.37	5.50	1.0	.19
Students	49.79	7.66	55.21	6.30	4.8	.04
Resources	28.60	5.25	34.32	3.42	4.7	.04
Curricula	23.01	3.13	22.58	2.21	1.7	.09
Public disclosure	29.28	3.47	28.21	3.46	2.6	.06
Quality assurance	12.06	1.86	17.74	1.63	4.9	.04
Total	288.78	33.68	300.21	29.26		

Table 2 describes the results of educational managers for the variable income. Result shows that educational managers that are drawing higher salaries are performing well as compared to those who are drawing less salary. Income seems to be positively associated with the implementation of professional practices among managerial staff. T test values on the subscale students, resources and quality assurance are showing a significant difference in the scores of universities management on.

**Table 3. Income-Wise Comparison University Teachers' Score (N=200).**

Subscales	Below 100,000		Above 100,000		T	Sig
	M	SD	M	SD		
Content Knowledge	21.55	2.71	21.33	3.83	1.3	.2
Knowledge of Growth	35.11	4.26	34.58	3.62	1.8	.3
Application of Ethics	40.59	4.43	38.76	3.96	2.9	.06
Instructional Planning	47.57	4.54	43.99	4.07	4.8	.05
Assessment	98.98	4.00	94.03	3.92	2.1	.6
Learning Environment	32.66	3.60	25.31	2.75	4.1	.04
Communication Skills	16.00	2.50	15.26	2.20	2.4	.06
Collaboration	24.66	2.87	19.64	2.72	4.5	.05
Professional development	29.25	3.72	25.48	3.32	4.2	.05
Standards Implementation	14.98	3.07	14.75	2.87	1.4	.3
Total	294.11	21.53	269.57	15.07		

Table 3 describes the results of university score on teachers practices for the variable income. It shows that the teachers with more income are practicing more effective as compared to the teachers who are drawing less monthly income. Income seems positively associated with the appropriate instructional strategies because it directly affects the individuals' life style.

University teachers' scores is showing significant differences on instructional planning, learning environment, collaboration and professional development.

**Table 4. Income-Wise Comparison of Students' families Scores (N=500).**

Subscales	Below 100,000		Above 100,000		t	Sig
	M	SD	M	SD		
Likeness	20.37	4.12	26.15	3.31	5.78	.000
Learning Resource	21.77	3.11	22.11	3.10	2.45	.07
Administrative Staff	35.74	5.34	32.11	5.15	2.43	.06
Physical Resource	36.17	5.13	37.01	4.16	1.89	.89
Teachers' Competency	75.18	6.25	78.32	4.24	3.78	.05
Teachers' care	23.93	4.10	25.12	3.13	2.23	.60
Effective Methodologies	36.16	7.14	40.11	7.25	4.7	.043
Extracurricular	17.83	3.06	12.42	2.13	6.65	.000
Total	237.72	38.25	273.35	33.47		

Table 4 describe differences in the score of university students due to variable family income from this table it appears that students who have family income more than 100,000 are more satisfaction towards their university's managerial and practices as compared to those who have lower family income. Students' scores on t- test also revealed significant difference on the following subscale of SSS, likeness, teachers' competency, effective methodologies and extracurricular activities.

**Table 5. Designation wise comparison of Mean and SD of Managements score (N=100).**

Subscales	Rectors		Directors		Head of Departments	
	M	SD	M	SD	M	SD
Mission	10.95	2.01	11.08	1.86	10.83	2.13
Organization	30.10	4.13	28.51	4.05	28.58	3.33
Integrity	56.86	8.93	55.51	7.93	56.65	6.59
Faculty	48.86	7.64	48.15	5.81	46.33	5.55
Students	53.52	7.52	50.15	7.90	49.68	6.92
Resources	28.71	5.51	28.51	4.53	29.60	4.86
Curricula	24.19	2.82	23.41	3.38	23.15	3.10
Public disclosure	29.38	3.89	29.46	3.74	28.60	2.79
Quality assurance	12.38	1.69	11.74	1.91	11.88	1.66
Total	297.10	38.59	288.44	32.749	287.13	26.76

Table 5 shows the mean and SD of three distinct groups of university management such as Rectors, Head of the departments and Directors. From this table it appears that overall Rectors score higher on nearly all subscales and total

**Table 8. Comparison of Mean and SD of University Teachers' Score for the Variable Job Experience (N=200).**

Subscales	20 years and above		16-20 years		11-15 years		6-10 years		Up to 5 years	
	M	SD	M	SD	M	SD	M	SD	M	SD
Content Knowledge	24.36	1.99	20.94	2.60	20.37	2.13	22.70	6.74	21.56	2.51
Knowledge of Growth	34.89	2.93	35.6	3.43	34.17	3.97	34.35	3.75	35.02	3.75
Application of Ethics	39.16	4.29	38.62	4.15	38.20	3.27	39.14	4.04	40.56	4.54
Instructional Planning	43.00	4.68	44.35	4.65	43.59	4.31	44.11	3.27	44.79	3.94
Assessment	98.31	4.67	95.74	2.66	97.27	6.41	98.00	3.75	97.63	3.44
Learning Environment	25.82	2.37	25.71	1.96	25.73	2.94	25.30	3.30	24.42	3.68
Communication Skills	15.73	2.42	14.68	2.66	15.07	1.70	15.51	2.17	15.93	2.32
Collaboration	20.36	2.69	20.09	2.72	19.05	2.21	19.70	3.01	20.09	3.10
Professional development	25.76	3.70	25.97	3.49	25.05	3.15	26.38	3.31	25.23	3.37
Standards Implementation	14.73	2.77	14.65	3.16	14.63	3.18	15.11	3.08	14.88	2.50
Total	279.76	17.69	271.35	15.62	270.49	17.51	276.92	16.55	275.23	18.42

scale including Organization, Integrity, Faculty, Students, Curricula and Quality Assurance and Mission. On subscale Resources Head of Departments score higher than others.

**Table 6. Analysis of Variance of Respondents' Scores on Students' scale for Variables Fathers profession(N=500).**

Variables	Students' Satisfaction	df	F	P
Father's Profession	Between the groups	2	5.68	.028**
	Within groups	497		
	Total	499		

\*p < .05. \*\*p < .01

Table 6 provided us information differences of students' scores whose fathers are working for various professions, results revealed significant difference in the students' satisfaction scores.

**Table 7. Analysis of Variance of Students' Scores for the Variable Mothers' Profession (N=500).**

Variable	Students' Satisfaction	df	F	P
Mother's Profession	Between the groups	2	7.28	0.04**
	Within groups	497		
	Total	499		

\*p < .05. \*\*p < .01

Table 7 describe the significant differences in the respondents scores due to various in the mothers' professions.

Table 8 describes the results of university teachers with more work experience overall have higher score on many subscales like Knowledge, Assessment, Learning Environment and Collaboration than teachers with other work experiences.

**Table 9. Analysis of Variance of students' Scores on the variable Fathers' Qualification (N=500).**

Variable	Students' Satisfaction	Df	F	P
Father's qualification	Between the groups	2	6.54	0.34*
	Within groups	487		
	Total	499		

\*p < .05. \*\*p < .01

Table 9 shows that p value is significant p.34 on .05 levels, so there is significant difference exists between the responses of students whose fathers have different qualification level.

**Table 10. Analysis of Variance of University Students' Scores on the Variable Mothers Qualification (N=500).**

Scales	Source of Variation	df	F	P
Mother's qualification	Between the groups	2	6.45	0.50*
	Within groups	497		
	Total	499		

\*p < .05. \*\*p < .01

Table 10 provide us the p value which is significant at .05 level showing that significant difference exists between the responses of students whose mother have various qualification level.

**Table 11 .Grade-wise Comparison of Teachers score (N=200).**

Subscales	Grade 18		Grade 19		Grade 20		Grade 21	
	M	SD	M	SD	M	SD	M	SD
<b>Content Knowledge</b>	21.17	1.96	20.95	2.25	21.08	2.39	21.25	1.89
<b>Knowledge of Growth</b>	34.37	3.46	34.63	3.72	36.04	3.72	35.00	4.32
<b>Application of Ethics</b>	29.14	3.56	37.85	4.39	39.92	3.69	39.25	3.50
<b>Instructional Planning</b>	43.76	4.18	43.95	4.16	45.38	3.59	43.75	5.90
<b>Assessment</b>	96.85	3.59	97.95	5.84	96.23	3.36	94.75	5.25
<b>Learning Environment</b>	25.14	2.94	25.23	3.08	26.12	2.23	25.00	4.97
<b>Communication Skills</b>	14.97	2.18	15.21	2.31	15.83	2.49	15.75	1.71
<b>Collaboration</b>	19.34	2.60	19.90	2.45	20.83	2.55	18.75	4.86
<b>Professional development</b>	25.39	2.65	25.68	3.54	26.54	2.85	26.75	5.30
<b>Standards Implementation</b>	14.61	3.08	14.39	3.01	15.29	2.68	14.75	1.50
<b>Total</b>	271.63	14.54	272.68	17.96	277.08	14.13	272.50	26.41

Table 11 describe the mean and SD of respondents Scores on relation with variable grade from this table it appears that teachers those are working in Grade 20 are exercising more appropriate teaching practices as compared with the teachers those are working in other grades. Teachers those are working as a lecturer need to learn more effective instructional practices as compared to other teaching professionals.

**Table 12. Qualification-wise Comparison of Teachers' Score (N=200).**

Subscales	PhD		M.Phil.		Masters/Professional	
	M	SD	M	SD	M	SD
<b>Content Knowledge</b>	25.63	2.93	21.14	2.33	21.33	2.27
<b>Knowledge of Growth</b>	34.48	4.23	34.49	3.59	35.64	2.97
<b>Application of Ethics</b>	38.76	3.90	39.23	4.35	39.92	4.18
<b>Instructional Planning</b>	44.23	4.35	43.86	4.35	44.44	3.51
<b>Assessment</b>	97.45	3.95	97.01	5.34	98.41	3.54
<b>Learning Environment</b>	27.50	2.78	25.51	2.97	25.00	3.24
<b>Communication Skills</b>	17.16	2.18	15.44	2.46	15.95	2.11
<b>Collaboration</b>	19.76	2.89	20.10	2.81	19.77	2.33
<b>Professional development</b>	25.78	3.63	25.60	3.17	25.56	3.49
<b>Standards Implementation</b>	15.02	2.16	14.68	2.89	14.58	2.90
<b>Total</b>	280.78	16.05	273.10	18.05	276.82	16.76

Table 12 explains the qualification-wise difference in the respondents' scores. It shows that university teachers acquiring PhD degree have overall using more appropriate instructions than teachers with other qualification. Subscales wise comparison reveal that teachers with master's degrees have higher score on growth, Ethics, Instructional Planning while, M. Phil. Teachers are exercising more collaboration with their students while

**Table 13. Analysis of Variance of Teachers' Score (N=200).**

Variable	Students' Satisfaction	Df	F	P
Experience	Between the groups	44	6.17	.038**
	Within groups	194		
	Total	196		

\*p < .05. \*\*p < .01

Table 13 revealed that significant difference was found in the scores of teachers having different number of work experience.

**Table 14 .Analysis of Variance of Teachers' Scores on the Variables Nature of Job in Management (N=100).**

Variable	Students' Satisfaction	Df	F	P
Nature of Job	Between the groups	3	6.84	.041
	Within groups	96		
	Total	99		

\*p < .05. \*\*p < .01

Table 14 describe the university teachers' scores differences due to variable nature of job from this table it appears that scores of the teachers differed significantly due this variable.

### 1.5 Discussion

In this study a stratified random sampling technique was used to collected data from respondents of three distinct groups' i.e. students, teachers and managing authorities. In this study three separate questionnaires were developed, and views of students, teachers and the managing authorities are

taken from both public and private sector universities. Collected data was analyzed by applying descriptive and inferential statistics procedures. The blending of knowledge, action and attitude comes in the shape of students' satisfaction. The vertical growth in both teachers and the management can enhance the image of the universities and make them to be productive at global competency level. Knowledge, Growth, Ethics, Instructional Plans, Assessment, Communication, Collaboration, Professional Development, and Standard Implementation. As managers, and teachers' demographic variations like grade, income, educational qualification, professional qualification, experience as independent variables in determining their professional practices.

Socioeconomic comparison revealed that teachers with higher monthly income and higher qualification were using more effective instructional practices in the context of teaching learning situations. Effective managerial and instructional practices led towards higher students' satisfaction. Students whose parents have less family income are more satisfied as compared to those who have high family income. Students whose parents were more qualified were less satisfied from their managers and teachers. Students whose parents belong to teaching profession were less satisfied from their managing and instructional practices of their universities. Students whose mothers were professional were more satisfied with their universities' management and instructional practices. They also scored higher on various subscales of Students Satisfaction Scale, i.e., physical resources, Teachers' Competency and Extracurricular Activities. The university students with undergraduate father seemed to be more satisfied as compared to the fathers who were highly qualified. The university students with business man father seems to be more satisfied as compared to the

students whose fathers were government employee or performing the professional jobs.

### 1.5.1 Findings

1. Teachers with higher monthly income are using more effective instructional practices.
2. Students from higher income families are more satisfied from management and instructional practices of their institutions.
3. The educational managers in the universities are committed and they show the positive association with the organization.
4. University students whose mothers are having professional qualification have higher score on subscale likeness, administrative staff, physical resources, Teachers' Competency and extracurricular activities, while they have less score on Effective Methodologies and learning resources.
5. Students whose mothers are professional are more satisfied with their universities' management and instructional practices. They score higher on various subscales of Students Satisfaction Scale, i.e., physical resources, Teachers' Competency and extracurricular activities.
6. The university students with undergraduate father seemed to be more satisfied as compared to the fathers who were highly qualified.
7. The university students with business man father seems to be more satisfied as compared to the students whose fathers were government employee or performing the professional jobs.
8. Employees with higher pay scale are more effectively performing their duties.

### 1.5.2 Recommendations

1. Based on the findings it was discovered that employees who are working in senior grades have higher scores on rating scales therefore, it is recommended that there may be a system of mentoring in the universities so junior can learn professional skills and competencies from senior fellows.
2. As income is directly associated with the life style of the university teachers. It was discovered that highly paid employees have higher score on research instruments therefore; it is recommended that pay scales of the teachers may revise time to time.
3. It seems from the result that qualification is an important variable for determining professional success and students' satisfaction in universities. Therefore, it is recommended that those who want to serve in the universities may improve their qualification so; they can feel more confident and comfortable at their work place.

For the teacher's constant professional development is very important to empower, encourage and equip teachers. It

is recommended that teachers may continuously ask themselves about the professional requirement and training needs through reflective practices. To attract learners and engage them in the task, it is desired that teachers may use various strategies like interactive classroom environment, students' engagements through active and collaborative problem-solving approach, and positive discipline. Teachers may take initiative in helping the students and organize assigned task properly.

### 1.5.3 Suggestions for Forthcoming Researchers

Present research was on managerial staff, teachers and university students; more research may be conducted on students taking research at university level as well.

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