

Gender Bias and Workplace Satisfaction in University Faculty

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Abstract

The effectiveness of higher education institutes and the learning and quality of graduating students is highly dependent on the quality of university faculty. In turn, the productivity and quality of faculty is dependent on their experiences of gender bias and workplace satisfaction. This study aimed to present evidence about gender bias and predictors of workplace satisfaction in university faculty. Based on data from 150 currently working faculty and using a quantitative research design, we found that women report greater workplace satisfaction and faculty with more years of teaching experience also report greater workplace satisfaction. Additionally, we found a strong and negative correlation between gender bias and satisfaction with: (i) policies and training at the workplace; (ii) colleagues; and (iii) roles and responsibilities. The study concludes with recommendations to improve workplace satisfaction faculty, as ultimately the growth of a nation depends on its ability to recruit and retain higher education faculty and ensure they are producing at optimal levels to support progressive youth.

Keywords: gender bias, workplace satisfaction, university faculty, policies & training, colleagues, roles & responsibilities, Pakistan

Introduction

Pakistan's sustainable growth and development is highly dependent on the higher education sector (Waqas et al., 2019). In turn, the efficiency of the higher education sector and effectiveness in training youth is dependent on the quality of teaching, quality of research supervision, and general support provided to students by the university faculty. In fact, evidence confirms that drop-out at tertiary education level in students is influenced by the quality, skills, and support of university faculty (Srairi, 2022). Currently there are 185 universities in Pakistan, and 58,733 university faculty members across the country, with enrolment of registered university students standing at approximately 1.5 million (Hanafi & Abuzar, 2021). Though research about the higher education sector of Pakistan is scarce all together, there is even less research about the productivity, gender inequalities, and satisfaction of faculty members at tertiary level (Raza et al. 2019). Workplace satisfaction of university faculty affects the quality of education and support given to students (Szromek & Wolniak, 2020), the emotions and personal wellbeing of individual faculty members (Hammoudi-Halat et al., 2023) and the group dynamics and positivity between colleagues on the university campus (Canrinus et al., 2012). Several local studies confirm that university students may suffer from the following problems when their faculty experiences workplace dissatisfaction:

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teachers are not available, they are not updated in knowledge and skills, they lack interpersonal skills with students, and they are not able to support students with guidance and counseling (Arif et al., 2017).

One of the major factors contributing to workplace dissatisfaction is gender bias, which can be a pervasive and systematic reality in university workplaces and can lead to discrimination in hiring, promotions and advancement, and pay and benefits (Baisakalova, 2006; Sucuoglu & Karnley, 2022). Global literature suggests that female faculty may face more gender discrimination in universities, due to male domination and restricted access to social resources, leading to lower rank, pay and opportunities for advancement for women (Elliot & Blithe, 2021). This can be a cause of great stress and demotivation in female faculty, with implications on relations with students, colleagues and work-life conflict. As Pakistan is a patriarchal and conservative nation, there is possibility that women may face even more gender bias in universities, compared to Western countries (Shah & Baporikar, 2013). A study in the USA that investigated workplace satisfaction in university faculty found that men are comparatively satisfied with their job overall, and specifically with their salaries, promotions, and supervision by higher authorities (Okpara, 2005). However, female faculty were reported as only being satisfied with their coworkers. The study also found that faculty with higher ranks, like Professors, were more satisfied and experienced less gender bias, compared to junior faculty, such as Lecturers.

Scholarship from Bangladesh, also a developing and a conservative nation, like Pakistan, suggests that university faculty are unhappy with their employment benefits and pay, office space, washroom facilities, and other resources allocated by the university such as access to technology and internet facilities (Ali, 2009). Furthermore, the study highlighted that faculty was not being supported with training and skill development, which affected their satisfaction at the workplace and their overall quality of teaching. This, in turn, had a negative effect on student's learning and opportunities for employability in the future. In a local study, findings revealed that female university faculty experience gender bias and are excluded from having a voice and contributing to decisions for quality education and productivity (Shaukat, 2014). Local researchers have highlighted that since Pakistan is a male dominated society, regardless of their education and skills, women face discrimination at the workplace due to the culture and mindset which is formed at homes (Channar, 2011; Fatima, 2015). Women are considered inferior, compared to their male counterparts in the work settings and are given less responsibilities as leaders and less opportunities for training and advancement. As a result, women are less satisfied at the workplace and suffer from lack of motivation and commitment, and other personal health issues such as stress and strain.

The objective of this study is to better understand issues related to gender bias and workplace satisfaction and make recommendations based on the findings for improved satisfaction and productivity in university faculty. In lieu of this, the study explores the prevalence of gender bias and workplace satisfaction in university faculty, the socio-demographic predictors of workplace satisfaction and its sub-domains (i. satisfaction with policies and training, ii. satisfaction with colleagues, and iii. satisfaction with roles and responsibilities) and the relationship between gender bias and the three sub-domains of workplace satisfaction (i. policies and training, ii. colleagues, and iii. roles and responsibilities). The significance of this study is that the findings may be used to advise better university

administrative policy to support gender equality and faculty satisfaction. Furthermore, based on the findings, we may be able to develop interventions to improve university faculty commitment and productivity, which would have indirect effects on student retention and learning (Miller, 2019). Pakistan is in dire need to maximize all support to youth enrolled in universities and to improve student learning opportunities and quality of higher education, which would contribute to social and economic development in the country (Oppong, 2013).

Hypotheses

H1: Gender bias experiences will be higher in women faculty members than men.

H2: There will be a statistically significant relationship between gender bias and workplace satisfaction.

Method

Research Design

This is a cross-sectional study using a quantitative survey.

Sample and Data Collection

The selection criterion for this study was: (i) currently working university faculty, (ii) full-time faculty employed on a permanent contract, and (iii) faculty whose email contacts were available on the university website. Convenience sampling was adopted, with faculty being approached through publicly available university websites during the months of July and August 2023. We used the Taro Yamane formula to target to collect data from 350 faculty members, but had low response. We, thus continued data collection through WhatsApp contacts and network of the second author and also by posting the survey on Facebook faculty groups, during the months of December 2023 and January 2024.

The link to the survey was closed in the end of January 2024 and also deleted from social media platforms. All settings on the Google form were safe and no personal information was collected or saved. Faculty members who were willing to answer were finally sampled and no incentives were provided for participation. We were able to gather data from a total of 150 faculty members and we believe that the low response was due to: (i) lack of time available to university faculty who are working in summer and winter breaks or busy with families and research, and (ii) non-willingness to answer questions about sensitive issues related to the workplace, such as satisfaction with work and gender bias at work, and (iii) erroneous and lack of updated information on public sector university websites.

From the 150 faculty respondents 49% were men and 51% were women (Table 1). Majority were between 20-39 years (55%) and 45% were 40 years or above. More than half (51%) had 11 or more years of teaching experience, whereas 49% had 10 years or less. A majority had the designations of Lecturer or Assistant Professor (69%), whereas 31% were Associate Professors or Professors. Near majority (46%) held some type of leadership position, listed as Chairperson a Research Center, or Chair of a University Committee. Another majority were married (74%) with one or more children (71%). We were able to sample the following percentages from the following five faculties: (i) Management and Business (10%); (ii) Computers, Mathematics, and Statistics (20%); (iii) Natural Sciences (27%); (iv) Humanities and Arts (23%); and (v) Social Sciences and Education (20%).

Table 1
Sociodemographic Characteristics of Sample (N=150)

	<i>n</i>	%
Gender		
Men	74	49.0%
Women	77	51.0%
Age		
20-39 years	83	55.0%
40 and above years	68	45.0%
Teaching Experience		
10 years or less	74	49.0%
11 years or more	77	51.0%
Designation		
Lecturer/ Assistant Professor	104	69.0%
Associate Professor/ Professor	47	31.0%
Leadership Position		
Yes	69	46.0%
No	81	54.0%
Faculty Belonging		
Management and Business	15	10.0%
Computers, Mathematics, and Statistics	30	20.0%
Natural Sciences	41	27.0%
Humanities and Arts	35	23.0%
Social Sciences and Education	30	20.0%

Assessment Measures

The questionnaire has been divided into three parts (Appendix A). The first, section A, consisted of eight demographic questions. The second part, section B, consisted of a self-constructed scale to measure gender bias, which included 5 questions. The questions were measured on a 5-point Likert scale of strongly agree (1) to strongly disagree (5), with high scores indicating less experience of gender bias at the workplace and low scores indicating greater experiences of gender bias at the workplace. The third part, section B, measured workplace satisfaction using the job satisfaction survey by The National Association of County Health Officials (NACCHO), which was reviewed and considered satisfactory for this study as it targeted to collect data from researchers, faculty, and healthcare professionals. The original survey is divided into 5 sections (work and workplace, recognition, communication, supervisor and management, and benefits and rewards).

However, for this study, we only used 18 questions under the section of work and workplace in order to measure the construct we were studying and also to make the survey as brief as possible to encourage participation and response. For the organization of the study, we divided the work and workplace satisfaction questions into three sub-domains that were naturally emerging: (a) satisfaction with workplace policies and training, (b) satisfaction with colleagues, and (c) satisfaction with roles and responsibilities at the workplace. The questions

were measured on a 5-point Likert scale of strongly agree (1) to strongly disagree (5), with high scores indicating greater satisfaction with workplace and lower scores indicating lower satisfaction. The following item numbers had to be reverse coded before reliability tests and compounding of data: 2, 3, 4, 5, 6, 7, 8, 10, 11, 13, 17.

Ethical Considerations

This study gained ethics clearance from the Institutional Review Board of the Forman Christian College University (Reference code- IRB-455/6-2023). It is based on a student thesis, and for this paper additional data was collected to make the sample representative. Each faculty respondent was provided an informed cover letter, which secured their privacy, anonymity, confidentiality, and safety. All data has been kept securely with the researchers and will not be shared with anyone. Identifying names of universities or doing a comparison of faculty satisfaction and experiences of gender bias based on university were not an aim of this study.

Results

Data was analyzed using SPSS 25.0 and a significance level of $p < 0.05$ were considered significant for the study. Descriptive statistics have been used, along with Mann Whitney U tests to assess the mean results for predictors for workplace satisfaction, and the Spearman's Rank-Order Correlation test to assess the relationship between gender bias and workplace satisfaction. We used Mann Whitney U tests and Spearman's Rank-Order Correlation as our data was ordinal or categorical. One-way ANOVA has also been used to compare the mean differences between faculties and workplace satisfaction. Workplace satisfaction is measured as interval data and the 'belonging to faculties' is categorical data (classified under five academic groups of: Management and Business; Computers, Mathematics, and Statistics; Natural Sciences; Humanities and Arts; and Social Sciences and Education).

Reliability Results

The reliability results for the study scales are reported in Table 2, and show satisfactory Cronbach alpha values for the following scales- (i) Gender Bias ($\alpha = 0.87$), (ii) Workplace Satisfaction ($\alpha = 0.81$), (iii) Satisfaction with Workplace Policies ($\alpha = 0.88$), (iv) Satisfaction with Work Colleagues ($\alpha = 0.81$), and (v) Satisfaction with Workplace Roles and Responsibilities ($\alpha = 0.65$).

Table 2

Reliability Results of Study Constructs

	Items	α
Gender Bias	05	0.87
Workplace Satisfaction	18	0.81
Satisfaction with Workplace Policies	07	0.88
Satisfaction with Work Colleagues	03	0.82
Satisfaction with Workplace Roles and Responsibilities	07	0.66

Descriptive Results

Figure 1 presents the percentile results for faculty experiences of gender bias at the workplace. We find that very few faculty members overall perceive gender bias at the workplace. However, there are some complaints of: (i) promotions being dependent on their gender (12%); (ii) having to work harder due to their gender (10%); (iii) belief that there is discrimination at the workplace due to their gender (9%); (iv) having less opportunities due to their gender (7%); and (v) fear of losing job due to their gender (7%).

Figure 1

Percentile Results for Faculty Agreement That Gender Bias Exists at The Workplace



Figure 2 presents the percentile results for faculty satisfaction with workplace policies and training. We find that majority of faculty are satisfied with this area, with nearly all claiming: (i) they have a safe workplace (100%), (ii) they know what is expected of them at work (98%), and (iii) they receive the information, tools, and resources to do their job effectively. More than four-fifth of faculty were satisfied with: (i) opportunities to take part in trainings, webinars, meetings, and outreach activities (88%), (ii) equal opportunities to further their education (87%), and (iii) ability to make decisions to solve problems of their students (83%). However, less than half of faculty respondents were satisfied with rules and procedures at the workplace (48%), which they believed needed to be streamlined.

Figure 2

Percentile Results for Satisfaction with Workplace Policies and Training

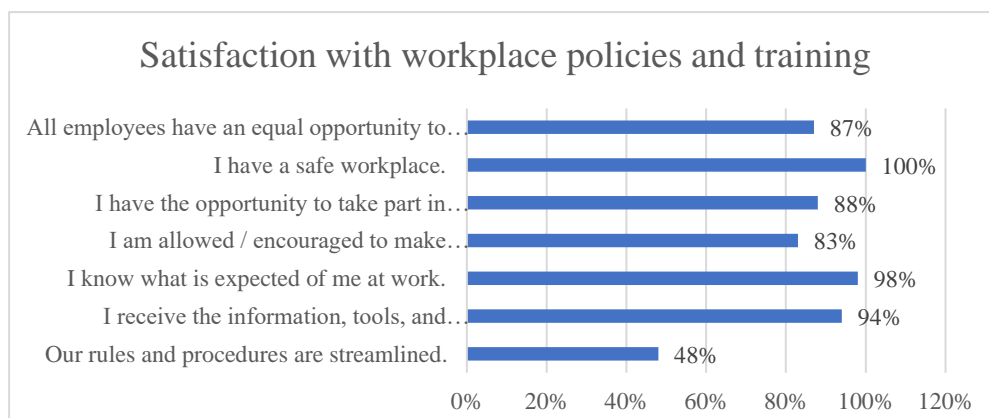


Figure 3 presents the percentile results for faculty satisfaction with colleagues. We find that very few faculty members are satisfied with this area, with one-fourth or less claiming: (i) their colleagues work as a team (23%), and (ii) that they like their colleagues (24%). A majority state that they have to work harder because of the incompetence of their colleagues (67%).

Figure 3

Percentile Results for Satisfaction with Colleagues

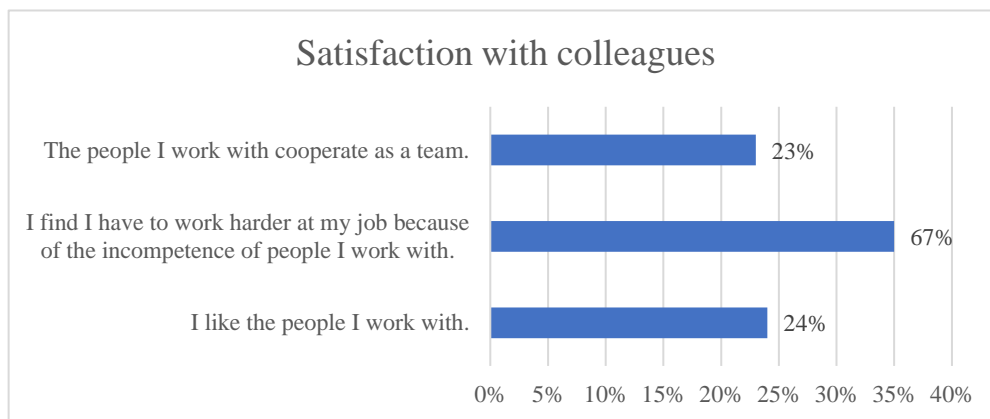
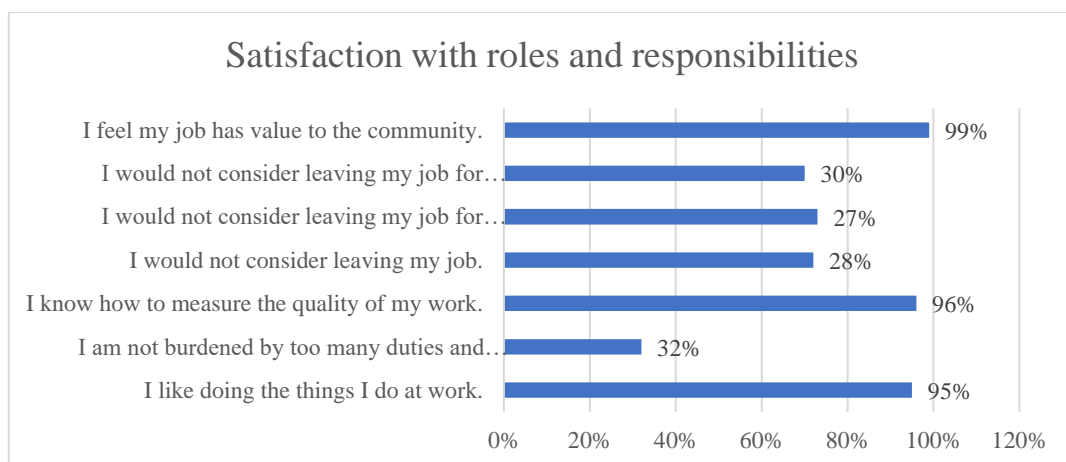


Figure 4 presents the percentile results for faculty satisfaction with roles and responsibilities. Nearly all faculty members are satisfied that: (i) their job has value (99%), (ii) they know how to measure the quality of their work (96%), and (iii) they like the things they do at work (95%). Considerable majority however would consider leaving their job (72%) and would also consider leaving for: (i) better pay (73%), and (ii) better opportunities for advancement (70%). A majority also feel burdened by excessive duties and responsibilities (68%).

Figure 4

Percentile Results for Satisfaction with Roles and Responsibilities



Mean Results Comparing Satisfaction

Table 3 presents the Mann Whitney test results with mean ranks for workplace satisfaction based on sociodemographic characteristics of university faculty. We find that females have greater workplace satisfaction ($U=658.50, p=0.000$), and faculty with more years of teaching experience also have greater workplace satisfaction ($U=952.00, p=0.040$).

Table 3

Mann-Whitney Test Results for Workplace Satisfaction Based on Sociodemographic Characteristics

	<i>N</i>	Mean Rank	<i>p</i> *
Age			
20-39 years	83	47.29	0.193
40 years and above	67	54.93	
Gender			
Male	73	39.16	0.000
Female	77	62.78	
Teaching experience			
1-10 years	74	44.43	0.040
11 years or more	76	56.33	
Designation			
Lecturer/ Assistant Professor	104	49.06	0.326
Associate Professor/ Professor	46	56.02	
Marital Status			
Married	111	51.98	0.205
Not married	39	41.39	
Number of children			
None	44	44.63	0.327
1 or more	106	51.88	
Leadership role			
Yes ¹	68	51.22	0.827
No	81	49.94	

1. Chairperson of department, Society Advisor, Coordinator of Program, Warden of Student Hostel, Director of a Research Center, or Chair of a University Committee

Table 4 presents the Mann Whitney test results with mean ranks for three sub-domains on workplace satisfaction (policies & training, colleagues, and roles and responsibilities) based on sociodemographic characteristics. We found that the no faculty groups have significant satisfaction for workplace policies and training. Results for satisfaction with colleagues show that the following groups have greater satisfaction: (i) females ($U=526.50, p=0.000$), and (ii) married faculty ($U=403.00, p=0.000$). Results for satisfaction with roles and responsibilities show that the following groups have greater satisfaction: (i) faculty 40 years and above ($U=832.00, p=0.007$), (ii) female faculty ($U=967.50, p=0.050$), (iii) faculty with 11 or more years of work experience ($U=973.50, p=0.050$), and (iv) faculty who are in leadership roles ($U=961.50, p=0.050$).

Table 4

Mann-Whitney Test Results for Three Sub-Domains on Workplace Satisfaction (Policies & Training, Colleagues, and Roles and Responsibilities) Based on Sociodemographic Characteristics

	N	Workplace Policies & Training		Workplace Colleagues		Workplace Roles & Responsibilities	
		Mean Rank	p*	Mean Rank	p*	Mean Rank	p*
Age							
20-39 years	83	49.94	0.820	49.47	0.673	43.84	0.007
40 years and above	67	51.27		51.92		56.69	
Gender							
Female	73	40.32	0.000	36.63	0.000	45.11	0.050
Male	77	61.53		65.53		56.34	
Teaching experience							
1-10 years	74	45.67	0.101	47.55	0.312	44.87	0.050
11 years or more	76	55.14		53.33		55.91	
Designation							
L./AP. ¹	104	49.71	0.595	49.82	0.643	48.54	0.186
Aso.P./P. ²	46	53.48		53.07		57.88	
Marital Status							
Married	111	51.35	0.466	52.81	0.045	51.31	0.486
Not married	39	45.29		36.29		45.54	
Number of children							
None	44	47.53	0.618	40.66	0.095	46.84	0.538
1 or more	106	51.20		52.81		51.36	
Leadership role							
Yes ³	68	48.33	0.505	49.90	0.852	56.65	0.050
No	81	52.21		50.97		45.67	

1. L./AP.= Lecturer/ Assistant Professor

2. Aso.P./P.= Associate Professor/ Professor

3. Chairperson of department, Society Advisor, Coordinator of Program, Warden of Student Hostel, Director of a Research Center, or Chair of a University Committee

Table 5 presents the one-way ANOVA results for workplace satisfaction based on belonging to faculties classified under five academic groups of: Management and Business; Computers, Mathematics, and Statistics; Natural Sciences; Humanities and Arts; and Social Sciences and Education. The relationship was found to be statistically significant with $F(4,95) = 2.72$, $p=0.034$. A post-hoc Scheffe multiple comparison test was used to explore the difference in means between the academic groups. We found that the difference in means of

workplace satisfaction for faculty teaching Management and Business Studies was statistically different and higher than faculty teaching in the natural sciences and social sciences.

Table 5

One-way ANOVA and Post Hoc Multiple Comparison Tests (Scheffe) of Workplace Satisfaction by Academic Faculties

	Sum of square	df	Mean Square	F ratio	Sig.	Mean	Post hoc analysis (Scheffe)				
							1	2	3	4	5
Between groups	526.87	4	131.72	2.72	.034	1. 69.90			*	*	
Within groups	4598.04	95	48.40			2. 65.50					
Total	5124.91	99				3. 63.52	*				
						4. 65.33					
						5. 55.00	*				

Notes: *Significance level <0.05; 1. Management & Business; 2. Computers, Mathematics, & Statistics; 3. Natural Sciences; 4. Humanities & Arts; 5. Social Sciences & Education

Correlation Results

Table 6 presents the Spearman's rank-order correlation results showing the relationship between faculty perceptions of gender bias and three sub-domains of workplace satisfaction. There is a strong and negative correlation between gender bias and satisfaction with: (i) policies and training at the workplace ($r=-0.713, p=0.000$); (ii) colleagues ($r=-0.758, p=0.000$); and (iii) roles and responsibilities ($r=-0.331, p=0.001$). We also found that there is a strong and positive relationship between satisfaction with policies and training and satisfaction with (i) colleagues ($r=0.753, p=0.000$); and (ii) roles and responsibilities ($r=0.343, p=0.000$). Furthermore, a strong and positive relationship was found between satisfaction with colleagues and satisfaction with roles and responsibilities ($r=0.4$).

Table 6

Spearman Rho Results Showing the Relationship Between Gender Bias and Workplace Satisfaction

	GD	PnT	Coll	RnR
Gender Bias	-			
Policies & Training	-0.71**	-		
Colleagues	-0.76**	0.75**	-	
Roles & Responsibilities	-0.33**	0.34**	0.42**	-

** Correlation is significant at the 0.01 level (2-tailed).

Discussion

We aimed to gather quantitative empirical evidence about university faculty experiences of gender bias, workplace satisfaction, and the relationship between these variables. We found that prevalence of gender bias is very low in our sample and that very few faculty members consider their workplace to be discriminatory based on gender. At the same time less than fifteen percent of faculty respondents did indicate that gender bias existed and it caused problems such as ability to gain fair promotions, having to work harder to survive, gaining equal opportunities for pay and other benefits, and creating fear about unmerited job loss. It may be that responses about experiences of facing gender bias are low due to: fear that relationships at work and with higher administration may get affected and fear that responses may have an impact on career growth. In addition, it may be that faculty want to retain positive attitudes about gender equality and not create more burden and stress about their work culture (Calder-Dawe et al., 2021).

With regards to workplace satisfaction, we found that majority of university faculty are content with the safety at their workplace, resources and training provided by administration, and their knowledge of what is expected of them. They also believed their job and role has value and overall, they liked their profession. However, areas where satisfaction was low included: lack of streamlining of rules and procedures at the workplace, excessive work burden, and dislike of work colleagues, who many believed did not work as a team and who were also listed as incompetent making the work of others more burdensome. Considerable majority also indicated that if they were offered better pay and opportunities elsewhere, they would shift jobs. Local research confirms that rules, procedures and policies in higher education institutes are not updated or systematically planned due to lack of initiative, time, supervision, and also low budget allocation for these matters (Raza et al., 2019). Other scholars have argued that higher education institutes suffer from the following challenges which prevent adequate rules and procedures: (i) the organizational bodies, including Senates and Syndicates, are not able to govern the higher education institutes efficiently, (ii) higher authorities are not competent or skilled in administration, management of faculty and staff, and financial management of affairs, and (iii) there is very little communication between universities, society, the industry and stakeholders, which is needed to update rules and policies (Akhtar & Kalsoom, 2012).

Other researches confirm that university faculty in the country are overburdened by having to juggle multiple tasks during the semester including teaching, administrative work, research, quality maintenance, and curriculum development (Chandio et al., 2013). Scholars have also found that faculty feel overburdened due to the inability to communicate effectively with students, dealing with students from diverse backgrounds, challenges in maintaining classroom discipline, and difficulties in managing multiple assessment and pedagogical tools that are prevalent and required in contemporary times (Sarwar et al., 2012). The latter may include oral assessments, written assessments and checking credibility of assignments through plagiarism and artificial intelligence tools. It is also true that faculty may feel overburdened due to personal and family matters, regional instability, and economic and inflationary pressures which are highly prevalent today and can indirectly contribute to work productivity and satisfaction (Artz & Kaya, 2014).

The interaction and development of meaningful relationships with work colleagues is immensely important in a university setting, as good relations with colleagues have benefits

for student case management, research progress, program development, and building an overall positive learning culture (Ponjuan et al., 2011). Other research highlights that when university faculty have colleagues who do not provide them with time and interest, create intradepartmental tensions and are uncivil or uncollegial, then it can lead to low morale and even withdrawal from the university (Ambrose et al., 2005). As mentioned above inflationary pressures and high cost of living can influence faculty preference to shift to another job, however this means that there may be very little institutional affiliation and loyalty in faculty. Institutional loyalty is an important indicator for (i) faculty perceptions of competent management, (ii) faculty investment in the growth and development of an institution, and (iii) faculty commitment to the progress of students even after their graduate (Cummings et al., 2012).

Our findings do not confirm the first study hypotheses and contrary to previous literature we found that females have greater workplace satisfaction, compared to males. Our results suggest that in Pakistani academia, females are being given equal opportunities for pay, advancement, and assuming leadership positions. Other researchers suggests that social structures of higher education are changing and women are being recognized as important voices and being given leadership positions in the academic community (Sabharwal & Corley, 2009). It is also true that female faculty value other social things and may display workplace satisfaction when they are happy with their department role, social status, work life balance, and seniors and coworkers (Webber & Rogers, 2018).

We also found that faculty with more than eleven years of teaching experience have greater workplace satisfaction overall and that females and married faculty are more satisfied with workplace policies and training. In addition, faculty above the age of forty years, and with more than eleven years of experience, females, and those in leadership position have more satisfaction with roles and responsibilities. No significant association was found between socio-demographic characteristics and work policies and training. Our results confirm other research in that, work satisfaction may increase with age, as faculty experience or hear about difficulties and challenges in other industries and their value for their profession grows (Sharma & Jyoti, 2009). Other studies confirm that greater years of work experience and being allocated leadership roles have a positive relationship with work satisfaction due to more familiarity and knowledge with occupation and experience and ability in navigating challenges (Toker, 2011).

We also found that workplace satisfaction is statistically significant and higher for faculty teaching Management and Business Studies compared to faculty teaching in the Natural Sciences and Social Sciences. Another study has highlighted that faculty teaching management and business studies have high work satisfaction, as they perceive their subject to have greater value for student employability, they enjoy linkages to the industry and gain from practical networks, and they are allocated more resources by universities for training of students (Abdullah et al., 2017). Faculty teaching in the natural sciences have been found to receive less budget compared to their needs, and have excessive work duties and work hours which conflict with their family balance (Verret, 2012). Comparatively, workplace satisfaction of faculty in the social sciences is dependent on their involvement in activities related to welfare and community service, and the presence of mentors and colleagues at the workplace who are emotionally positive and have strong work ethics (Ghasemy et al., 2021).

The findings of our study confirm our second hypothesis and we found that there is a statistically significant relationship between gender bias and the three sub-domains of workplace satisfaction. When gender bias is high, satisfaction with all three is low- policies and training, colleagues, and roles and responsibilities. Furthermore, a strong and positive relationship was found between satisfaction with colleagues and satisfaction with roles and responsibilities. Other research confirms that gender inequalities in higher educational institutes can lead to low workplace satisfaction (Okpara et al., 2005), and that policies and opportunities are rarely the same for men and women in an organization (Bozeman & Gaughan, 2011). Due to gender bias, one group of people may have poor experiences such as exclusion by colleagues, inadequate support for protection, and unfair treatment by human resources or higher authorities (Seifert & Umbach, 2008). The ill consequences of workplace dissatisfaction are well documented and can include poor emotional and physical consequences on the faculty member (Henne & Locke, 1985), lack of commitment to training and development (Jodlbauer et al., 2012), counterproductive work behavior such as not following rules, working slowly and misusing working hours for personal matters, and wasting organizational resources (Yean et al., 2022). Findings of a research highlights that low workplace satisfaction in university faculty can lead to absenteeism, exit from job, and alienation and conflict with coworkers (Eroğlu et al., 2014). As human nature varies, some scholarship points out that the response of workplace dissatisfaction cannot be clearly predicted, and may even include instances of deviant behavior and aggression, such as theft and sabotage (Vangel, 2011).

Conclusion

We have been able to conclude in this study that gender bias predicts low workplace satisfaction, and furthermore that gender bias can negatively influence satisfaction with policies and training, colleagues, and roles and responsibilities. Issues of gender unequal policies and employee satisfaction in Pakistan need to be addressed by both individual university management and higher education policy at central and provincial levels. We recommend that university-level and provincial-level committees be formed to collect regular data about changes in experiences of faculty and develop and oversee interventions that would improve the following gaps highlighted in this research: (i) Streamlining of rules and procedures, (ii) development of coworker relations and teamwork, (iii) investment in retention and institutional loyalty, and (iv) reduction in work burden. We also found that the following socio-demographic groups require more support for workplace satisfaction including males, unmarried faculty, younger faculty below the age of 40 years and with less than 11 years of work experience, and those not assuming or having been allocated leadership roles. Additionally, the following faculties need to be considered more closely for low workplace satisfaction: Computers, Mathematics, and Statistics; Natural Sciences; Humanities and Arts; and Social Sciences and Education.

Efforts to reduce gender bias and improve workplace satisfaction in university faculty will involve multiple stakeholders working together, an increase in budget, and committed efforts to improve and assess inequalities and satisfaction levels longitudinally. It is integral to address issue of gender bias and workplace satisfaction in Pakistani universities because of the relationship with other higher educational outcomes such as faculty retention and skill development, quality of productivity, and student learning and performance. Ultimately, the

wellbeing and growth of a nation depends on its ability to recruit and retain higher education faculty and ensure they are producing at optimal levels to support progressive youth.

Limitations and Future Research

This research is limited to a small sample and is also restricted to universities offering four-year undergraduate degrees. Thus, colleges are not part of the sample. As we did not want to collect identifying information to encourage responses and we did not record names of institutes, we were not able to compare results for private versus public institutes. Since the survey involves perception-based responses, the results may be vulnerable to bias. Furthermore, we analyzed only few constructs of workplace satisfaction, and there are other areas that future researchers may want to explore, such as satisfaction with recognition, communication, supervisor and management, and benefits and rewards. Due to campus closures during summer and winter holidays, we collected data online which has its limitations and benefits.

Additionally, future researchers may want to collect demographic data pertaining to religion, ethnicity, and provincial belonging, which may show association with gender bias and workplace satisfaction. Qualitative research, in-depth interviews and focus group discussions may provide more detailed evidence about the realities of gender bias and workplace satisfaction. The cross-sectional nature of our research prevents us from capturing changes in experiences of gender bias and workplace satisfaction, which may change over time and with policies and organizational circumstances. Future research should also aim to identify how experiences of gender bias and workplace satisfaction have direct or indirect impact on faculty productivity and student learning.

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Appendix A: Study Questionnaire

Section A: Demographic Information

1. Age: 20-29 years, 30-39 years, 40-49 years, 50-59 years, 60 and above
2. Gender:
3. Years of teaching experience:
4. Department name:
5. Designation (e.g., Lecturer, Assistant Professor):
6. Marital status:
7. Number of children:
8. List any leadership position at workplace (e.g., society advisor, department head):

Section B: Gender Bias

Sr. No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	Do you feel there is discrimination at your workplace due to gender					
2.	Do you fear you will lose your job because of your gender					
3.	Do you feel you have to work harder at your job because of your gender					
4.	Do you think your promotion is dependent on your gender					
5.	Do you feel you have less opportunities due to your gender					

Section C: Satisfaction Survey for Work and Workplace (NACCHO, 2024).

		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
<i>Satisfaction with work policies and training</i>						
1.	Many of our rules and procedures need to be streamlined					
2.	I am allowed / encouraged to make decisions to solve problems of my students (RC)					
3.	All employees have an equal opportunity to further their education (RC)					
4.	I receive the information, tools, and resources I need to do my job effectively (RC)					
5.	I have the opportunity to take part in trainings, webinars, meetings and outreach activities (RC)					
6.	I know what is expected of me at work (RC)					
7.	I have a safe workplace (RC)					
<i>Satisfaction with colleagues</i>						
8.	I like the people I work with (RC)					
9.	I find I have to work harder at my job because of the incompetence of people I work with					
10.	The people I work with cooperate as a team (RC)					
<i>Satisfaction with role and responsibilities</i>						
11.	I like doing the things I do at work (RC)					
12.	I have too many duties and responsibilities					
13.	I know how to measure the quality of my work (RC)					
14.	I would consider leaving my job for another					
15.	I would consider leaving my job for another with better pay					
16.	I would consider leaving my job for another with greater opportunities for advancement.					
17.	I feel my job has value to the community (RC)					