

Impact of Ethical Dilemmas on Job Satisfaction and Performance of University Teachers in Pakistan

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ABSTRACT

This study aimed to investigate the relationship between ethical dilemmas, job satisfaction and job performance of university teachers in Pakistan. Data was collected from 115 teachers working in four different universities of Pakistan. The overall sample was comprised of those subjects who have completed at least 16 years of education. Sample of the population belong to higher qualification record. The results of the study revealed the nature of the relationship between the ethical dilemmas and job performance. Results also showed the impact of correlational relationship between the ethical dilemmas and Job satisfaction among the teachers of Universities in Pakistan.

KEYWORDS: ethical dilemmas, job performance, job satisfaction, university teachers, Pakistan.

INTRODUCTION

In contemporary societies ordinary individuals, corporations and their managers face numerous ethical concerns and dilemmas in their daily routine dealings (Kulshreshtha, 2005). Codes of professional ethics tempt diverse responses about their apparent value from both theorists and practitioners (Campbell, 2000). A lot of factors may affect individual's ethical sensitivity, these factors relate to the environment in which a person lives and works and may include the profession and industry in which one is in employment, and personal traits exhibited by the individual (Patterson 2001). Soltis (1986) acknowledges that foundations of ethical decision making are ethical codes and teachers should know these codes, he cautions that codes do not offer a rational validation of the essential ethical principles surrounded by the code. If rules conflict in practice or any action need to justify, educationalist with only knowledge of the code of ethics may not be able to deal with the situation.

Colnerud (1997) proposes that the best way to explore the issues of professional ethics and teaching is by examining the ethical conflicts teachers face in their relationships with the individuals (colleagues, parents, and students) they interact with in their professional life. In this Swedish study, Colnerud used the critical incident technique to investigate both the ethical conflicts teachers face and the conditions that contribute to those conflicts. He identified five norms that come into conflict, thus causing ethical dilemmas for teachers. These norms—interpersonal, professional, institutional, social conformity, and self-protection – can lead to ethical dilemmas as they conflict with one another in the activities of teachers. Ethical decision making involves complex emotional cognitive social and philosophical challenges. Even if someone wants to be ethical he or she may not be clear what that means or know how to make a decision consistent with his or her values (Mathieson, 2007). Singer (1978) acknowledged that if a teacher goes through unsolved personal conflict, then certainly his academic relationships are unclear. He might become to his students a figure of 'doom at any rate' to the extent that the child's learning process and his complete attendance to a subject and to school is disturbed. Ethical dilemmas cause stress. Job performance is one of the organizational outcomes that affected by occupational stress, job stress and job performance are negatively associated, success in managing and avoiding stress will depend on the culture in the organization, A culture of sincerity and acceptance, instead of criticism, is essential (Kazmi, Amjad & Khan 2008). The challenge that a teacher face is helping a learner retain his identity, build up his individuality and absorb background of democratic society (Crow & Crow 1992).

As contrast to other nations, the teachers in our society are also expected to protect country's ideology, as well as inculcate Islamic and religious values among students. In order to get the objectives fulfilled on the part of a teacher, it is essential to keep the teacher free from the element of worries and troubles. An ideal teacher can come up to the national expectations only when he/she is satisfied in all aspects (Siddique, Malik & Abbas 2002). Rationale of the study comprise of the fact that most of the work on ethical dilemmas has been done internationally and no specific research address this issue in Pakistani context. So the present study would be an addition to literature in a sense that it would explore the nature and type of dilemmas experienced by teachers in

Pakistani context. Moreover this research would be source of policy making for educational institutions dealing with ethical dilemmas of staff as well as for incorporation of ethical culture in work settings. Ethical values and dilemmas are most challenging and vary across academic level. Literature suggested that it's challenging to become a morally good educationalist due to competing obligations in the form of adherence to institutional code of conduct as well as peer practices and on acting in best interest of students (Colnerud, 1997).

On the basis of this fact present study would be a significant contribution for counselors, teachers as a reference point to meet institutional as well as personal ethical standards and hence to introduce a conducive ethical culture for students. In view of the important responsibilities assigned to the teachers and the complexity and problems faced by them, the Government of Pakistan is trying its level best to keep the teachers satisfied as long as their benefits and social status are concerned, but actual situation could be revealed by a scientific survey, so it is necessary to conduct a study for determining the opinion of the university teachers regarding the extent to which they are satisfied with their profession and to examine the ethical dilemmas and ethical code of conduct that effects the job satisfaction and performance of the teachers and at what extent their unethical code of conduct influence student performance.

LITERATURE REVIEW

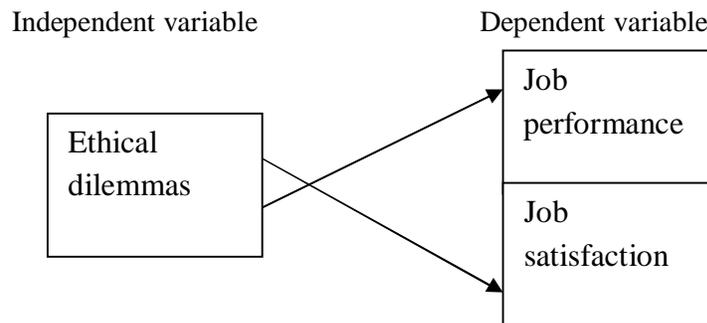
A number of writers (e.g. Abels, 2001; Loewenberg, Dolgoff, and Harrington, 2000; Reamer, 1990; Robison and Reeser, 2000; and Rhodes, 1991) have written about the ethical issues for social workers. These all found out that there is difficulty in making ethical decisions and in developing useful ethical systems. The more the commitment in mental orientation, the higher the performance and satisfaction level of employees is observed. This psychological and moral commitment is often termed as work centrality (Hofman et.al, 2008). Hayon and Goldstein, (1990) studied moral and role based aspects of teacher's work centrality perspective and identified a strong impact of psychological and role commitment on teachers performance. Institutional role in ethical values development and more compatibility in handling dilemmic situations are of paramount importance. The factor that greatly enhances dilemmatic situation is institutional culture and practicing values that affect the value set of teachers and students. Dilemmatic situations are reduced by institutionalization of ethical values in organizational culture. Hakan et.al (2007) studied effect of institutional cultural dynamics on employee behavioral outcomes in the form of job satisfaction, performance and turnover intentions. It was concluded that the institutions those has vital foundations on core ethical values lead to enhance the commitment and satisfaction of its workforce and hence individual performance lead to organizational productivity on the basis of moral competitiveness. Values are the eternal beliefs that set a particular conduct preferable over the other.

Education sector is one of the primarily important divisions that are shaped largely by ethical values of management and teachers. There are certain dilemmas that are faced by teachers. Hayon and Goldstein (1990) describe that the value set of teachers are basically affected by educational system and societal norms. Conformance with institutional demands as well as maintenance of teaching methodology that is approvable by general society is the basic obligation that is put on teachers in order to practically adopt the teaching profession. Mostly the dilemma faced by teachers in the teaching profession is the twofold situation in educational institutional contradictory policies where on one hand emphasis on conformance to traditional methods and curriculum is preferred and on the other hand innovative features are demanded by them. With respect to teacher's value set, dedication as well as psychological and moral commitment to work as compared to other activities also affects performance and satisfaction level of teachers. On the basis of above mentioned literature and arguments it can be safely assumed that ethical dilemmas are associated with the job performance and job satisfaction of employees. However the relationship needs to be tested among university teachers of Pakistan.

Schwepher (1999) studied ethical climate of organization and identified that one of the important facet of ethical climate is top management commitment which significantly affects the job satisfaction and commitment of employees. Hence institutional commitment towards code of ethics development leads to enhancing the desirable outcomes of employees. Ingersoll (2001) found Unsupportive administrations, limited faculty input in decision-making, and student discipline problems were correlated with teacher's job dissatisfaction. Hakan et.al (2007) studied effect of institutional cultural dynamics on employee behavioral outcomes in the form of job satisfaction, performance and turnover intentions. It was concluded that the institution who has fundamental basics on core ethical values lead to enhance the commitment and satisfaction of its workforce and hence individual performance leads to organizational productivity on the basis of moral competitiveness. Hicks, et.al (2001) stated that unethical behavior of teachers create dilemmatic situation for students. Mostly they face dilemma when educational priorities and practical standards are dissimilar as well as when teachers conduct is perceived as declining on normative standards.

Green et.al (2007) illustrates that ethics literature derives the assumption that ethical behavior is defined as acting based on one's judgment of an obligation. The focus of the research was to explore ethical dilemmas in forefront practice, including understandings of ethics, personal and professional supports. World's most ethical companies (2011) recognized the correlation between ethical practice and increased performance. Classroom environment is one of the factors that put the teacher in facing dilemmatic situation. The higher the moral grounds, higher would be the satisfaction on the part of students and higher work commitment for teachers would be observed. Westerman (2005) concluded that value congeries between student teacher relationships is not much effective; however personality and working environment congeries significantly affect the student performance which ultimately increases teacher's satisfaction, productivity and performance. Kazmi et.al (2008) indicated in their study that there is a negative relationship between job stress and job performance.

On the basis of above mentioned literature and arguments following is the theoretical framework of the study.



HYPOTHESIS:

On the basis of literature review following hypothesis are developed.

- H1:**Ethical dilemmas negatively affect job satisfaction of teachers.
- H2:** Ethical dilemmas negatively affect job performance of teachers.
- H3:**Job performance is more significantly influenced by ethical dilemmas.

METHODOLOGY

- **Population:**
The entire institutional sector comprise of population of this study.
- **Unit of Analysis:**
Individual was the unit of analysis.
- **Sample Size:**
A sample of 115 teachers had been chosen from four different universities including International Islamic university, AJK University, Arid agricultural university and Fatima Jinnah Women University. 115 questionnaires were distributed out of which 92 were received and used. Response rate was 80%.
- **Sampling Technique:**
Convenience sampling was used.
- **Method Used:**
The method which was used to study ethical dilemmas in educations sector was quantitative. Data was self-administered.
- **Measures:**
Ethical dilemmas were measured using 5-point lickerttype adapted scale (11 items) adopted by Hayon et.al (1990). The alpha reliability was found to be 0.681. Job satisfaction was measured through 5-point lickert type adaptedscale (6 items) adopted by Tsui, A.S., Egan, T.D., Reilly, C.A. (1992). The alpha reliability was found to be 0.834.Employee performance was measured through 5-pointlickert type scale (7 items) developed by D. A. Yousef (2000). The alpha reliability was found to be 0.734.

- **Data Analysis Tool:**
Different research tools and instruments are used in this study. “SPSS technique” is applied to analyze the results of questionnaire. This technique is basically being used to compare different questions in order to assemble final results.
- **Analysis Technique:**
Correlation matrix and linear regression was used to verify existence of relationship between the independent variable i.e. Ethical dilemma and the dependent variables i.e. Job satisfaction and Job performance.

RESULTS AND DISCUSSION

- **Results:**
Correlation

Table 1.Correlation matrix.

	ED	JS	JP
ED	1		
JS	-.127	1	
JP	.332**	.325**	1

**p< 0.01, n=92. ED=Ethical dilemma, JS=Job satisfaction, JP=Job performance.

Regression

Table 2.Regressions analysis.

	Dependent JS			Dependent JP		
	Beta	R ²	Adjusted R ²	Beta	R ²	Adjusted R ²
Independent ED	-.127	.016	.005	.332	.110	.100

n=92, p=.226 > .05,F-value=1.487

n=92, p=.001< .05,F-value=11.114

ED=Ethical dilemma, JS=Job satisfaction, JP=Job performance.

- **Discussion:**

Results are showing the impact of independent variable Ethical Dilemmas (ED) on two dependent variables Job Satisfaction (JS) and Job Performance (JP).

The correlation analysis indicates insignificant relationship of -.127 (Table 1) between job satisfaction and ethical dilemmas, which indicates that job satisfaction does not depends upon ethical dilemmas in Pakistani society. So H1 is rejected. The correlation analysis indicate a significant relationship of 0.332** (**p< 0.01) (Table 1) between job performance and ethical dilemmas. The regression analysis indicates that only 11% variance in the dependent variable is explained by the independent variable (Table 2).This low value indicates that there are other variables which contribute towards job performance of teachers and it shows weak relationship between ethical dilemmas and job performance. The Beta also shows a significant value, but the relationship is positive which does not support the hypothesis of the study. So H2 is rejected.

The main reason behind rejection of H1 and H2 is that in Pakistan, where there is poor economic conditions, the inflation rate is very high with having high unemployment rate and on other hand the prices of each and every commodity is increasing on the daily basis so under such conditions the money does become the basic element of human needs. So we can conclude that people cannot afford to lose their job, to continue their job they need to perform better. So, dilemmas do not affect their job performance or job satisfaction. As Shahzad, Bashir and Ramay (2008) concluded in their study that Compensation Practices greatly affect the teachers’ performance in the Pakistani universities.

Results shows that there is significant relationship of 0.332** (Table 1) between job performance and ethical dilemmas which indicates that job performance is more significantly influenced by ethical dilemmas as compare to job satisfaction since results indicates the insignificant relationship of job satisfaction and ethical dilemmas. Employee performance has significant variation caused by ethical dilemmas. So H3 is accepted.

CONCLUSION:

This study gives the new directions to researchers to find out those factors which are significantly and negatively affected by ethical dilemmas faced by the teachers in Pakistani society. Results show insignificant relationship between ethical dilemmas and job performance which shows that there are other factors which influence job satisfaction in our culture. On the basis of results it is concluded that ethical dilemmas do not affect job

performance negatively but job performance is significantly influenced by ethical dilemmas. The main reason behind these results is economic conditions of the country.

RECOMMENDATIONS:

According to the results of current research following recommendations are suggested:

- It is recommended to conduct the study while considering other factors which may influence by the ethical dilemmas faced by the teachers of universities.
- Study could be revised with large sample size.
- Different service sectors could be included to analyze the nature of ethical dilemmas in those sectors.
- A comparative study can be under taken to compare the performance of public verses private university teachers.

LIMITATION:

- All limitation issues are related to the generalizability of results.
- Firstly generalizability is limited as the sampling design for this study was judgmental convenient based sampling.
- Secondly Time constraint was another limiting factor in data collection and hence affected the overall generalizability.
- Thirdly Data was collected from education sector specifically from universities and it does not include other service sectors which is a contributory limiting factor in generalizing the results to overall business sector.

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