



# Perception of Visiting Faculties Regarding Job Satisfaction and Fair Treatment by Department and Administration of Universities

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## ABSTRACT

**Background:** Universities hire visiting faculties as part-time teachers to fulfill their faculty requirements. As part of the academic community, the visiting faculties not only have a different job title, they also receive a different treatment.

**Objective:** This research aims to explore the experience of university professors working as part-time faculties in Pakistan's universities.

**Results:** The experience of part-time teachers varies from university to university. However, the majority of respondents expressed similar experiences and treatment, such as no allocation of the necessary resources, no entitlement, discriminatory treatment by admin, job insecurity despite being qualified enough, and performing well. Some of the visiting faculties have said that being part-time gives you flexibility. Some of the teachers also mentioned that their experience varies from university to university. At one point, they have all the resources needed, considered to be part of the team, and do not face any discrimination.

**Conclusion:** The visiting faculties are part of the academics of almost every university, regardless of their job status. Universities should provide the necessary arrangements to carry out their work, such as a commonplace or a work station, to sit down and give feedback to students after class.

**Keywords:** University teachers, Visiting faculty, Part-time teachers, Job insecurity.

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## 1. INTRODUCTION

Higher education in Pakistan has grown exponentially over the last decade and a half. The number of universities, teachers, and enrolments has increased. There are about 200 universities and colleges in Pakistan. As a result, more teachers are required either to fill the gap created by higher enrolment in Pakistan's universities or to share the additional workload of the permanent faculties or to make up for the regular faculty who are on study leave (Ullah, 2018).

Besides, the emergence of many private universities and the mushroom growth of their sub-campuses in Pakistan has created teacher demand. But most universities do not have the resources or ability to employ full-time teachers to fulfill their faculty requirements, so they recruit contract-based visiting faculties or part-time teachers to satisfy their faculty requirements and save full-time faculty hiring costs. Teachers are hired part-time as a cost-saving technique (Caruth & Caruth, 2013).

Visiting faculties are hired on a need basis, on a mutual agreement for a term or a semester with a fixed hourly payment without any benefits or facilities whatsoever. Visiting faculty is hired to accomplish additional courses when the full course loads are allocated to full-time teachers (Kazim & Jabeen, 2016). The non-specialized courses of the institutions are assigned to most part-time teachers (Gappa & Leslie, 1993).

Visiting faculties teach fewer courses than full-time teachers for a semester or on a need basis without any kind of assurance that the contract will be extended for the next term. Even if they do an excellent job, they have no assurance that they will be rehired (Charfauros & Tierney, 1999).

Teachers opt for part-time teaching in universities for a variety of reasons; some part-time faculties are permanent teachers in other universities and part-time work for additional income or exposure, while some part-time faculties are inspiring to be full-time teachers in the future and are actively seeking a permanent position and another category is experienced. Some of them may be pursuing their Ph.D. studies and opting for part-time teaching to make time for their studies (Gappa & Leslie, 1993).

No matter what the reason, the visiting faculties contribute to the academics of the universities and should be entitled to the respect and appreciation they deserve.

There is no job security for the visiting faculty, even though they are qualified professionals; they are treated as low-ranking staff. Sometimes they are confirmed only a few days before the start of the semester just to confirm that they have some work to do. (Brown, Goodman, & Yasukawa, 2010).

## 2. LITERATURE REVIEW

Sharff and Lessinger (1994) identified the characteristics of part-time teachers based on the interviews they had conducted. Part-time teachers were paid low, overworked, with no benefits of any kind, no job security. After classes, they didn't have room to see students. Most of them did not have access to resources such as books or computers. They were not eligible to join any union.

Brown, Goodman, & Yasukawa (2010) investigated the non-continuity nature of part-time work that does not allow part-time teachers to be entitled to any long-term leave. They are not paid for their professional development and the updating of their knowledge and skills but are obliged to do so in their work. They have been also separated from any kind of intellectual network.

Reichard (1998) has identified that some part-timers have spent a lot of years in the institute thinking that they should be hired full time. The part-time faculty is hired to manage a large number of teaching requirements in a cost-effective manner. Halcrow (2008) pointed out that institutions hire part-time teachers, mainly for financial reasons, with the salary of one full-time teacher.

Charfauros and Tierney (1999) stated that, most often, part-time teachers are hired late after the course distribution of full-time teachers, so that they may not have enough time to prepare sufficiently for the semester, and even if they are not informed on time, they may not be able to apply for other employment opportunities.

In a research conducted by Halcrow and Olson (2008), it was argued that while some part-time teachers say that they are well received and content in their departments, many of them believe that they are not respected and that they are not considered for any kind of academic participation.

Levin & Hernandez (2014) argued that part-time teachers perceive themselves to be effective and dedicated professionals in classrooms but appear to feel a division between part-time and full-time teachers when it comes to being a member of the department because there is no institutional appreciation and community involvement that further supports the feeling of segregation.

### 3. METHODOLOGY

#### 3.1. Design

The research was designed to conduct interviews with teachers at public and private universities in Karachi. Some of the interviews were conducted face to face, while most of the interviews were conducted on the mobile phone due to time constraints and busy schedules between the researcher and the participants.

Three respondents were approached through a social media group, specifically for Pakistani academics and university teachers. They were all from different cities in Pakistan.

#### 3.2. Sampling and Recruitment

Naderifar, Goli, & Ghaljaie (2017) Snowball Sampling techniques were used to select the participants. Crossman's (2018) methodology has been applied to participants who have been recruited based on certain characteristics.

The selected participants were all visiting faculties at public and private universities in Karachi and other Pakistani cities. None of them had a full-time job at any university other than part-time teaching or permanent work in the corporate sector, whatever they have ever been. The snowball technique continued the recruitment process with the references provided by the participants interviewed until the data saturation was achieved.

#### 3.3. Data Generation

The interviews lasted 15 to 20 minutes. Some of the interviews were in Urdu, and most of the interviews were in English. Some of the participants were reluctant to participate and did not agree with their voice recording, so they sent their answers in writing. During the interviews, a theme guide consisting of five questions was used, and participants were asked to freely express their experience as visiting faculties at universities.

#### 3.4. Data Processing and Analysis

Most of the interviews were recorded digitally; however, participants who were not comfortable recording their voices gave their answers in writing through mobile phone messages. Three of the participants who didn't belong to Karachi sent their answers via a messenger on Face book. All transcripts have been read many times to identify common themes or repetitions of reactions by different participants.

### 4. RESULTS

Twenty-five potential respondents requested interviews and 21 interviews were conducted. The transcriptions of the interviews form seven themes were identified. They are: (i) job insecurity, (ii) admin support, (iii) entitlement feeling, (iv) student-teacher bond, (v) flexibility vi) non-resource availability, and (vii) prospects for the future.

#### 4.1. The Insecurity of Job

Visiting faculties perceive that they have no job security whatsoever. There is no guarantee that they will be hired for the next semester, which causes anxiety to the visiting faculty. Some of them, too, are promised a permanent job based on their experience and qualifications.

*"False promises of vacancy announcements". Respondent-8*

*"Job insecurity is a major concern". Respondent-14*

*"Insecurity in this practice". Respondent-6*

#### **4.2. Admin Support**

Some teachers have argued that the administration of the department or the office coordinators do not provide them with the support they need to perform their work smoothly, even if they discriminate between a permanent faculty and a visiting faculty. Sometimes the office coordinators are not corporate when it comes to meeting a request to arrange a room for an extra or makeup class.

*"No proper guidance or support such as where your class is, whereas the permanent faculty are welcomed more". Respondent-11*

*"Admin and permanent faculty member are treated visiting faculty as low". Respondent-4*

*"Delayed in payment of cheques". Respondent-9*

*"They create discrimination based on employment, which is a regular contract or a visit, and then start treating them according to the nature of their current job". Respondent-7*

*"Visiting faculty shall not be treated as a permanent faculty". Respondent-9*

*"They are more welcome to the permanent faculty than the visiting faculty". Respondent-11*

However, two of the respondents expressed very welcome and enjoyable experiences with the administration, one of them said that there is no discrimination in the treatment of a visiting faculty member, that you are considered to be part of the team, and that your opinion is sought and valued.

*"I have taught as a visiting faculty at three to four universities and their experience is a great one. They are going to treat just like permanent faculty which is all right. If you are part of the team that they call you and every meeting, consult and talk to you, give your opinions, ideas, things like that, so teaching as a visiting faculty is a great experience". Respondent-2*

*And the other one said that the experience as a visiting faculty varies from university to university, one of which was owned and provided with all sorts of resources and facilities that are entitled to a permanent faculty, such as a personal office and even a peon.*

*"But earlier, when I worked at another university. We were owned by us, we were made part of all sorts of meetings, all our needs were met, we had our room, we had a special time for tea or other things, and we were also given poems. So we're going to get that the privilege here at my current workplace. But the experience of visiting faculty varies from university to university". Respondent-1*

#### **4.3. Feeling of Entitlement**

Based on discriminatory treatments, the visiting faculties do not feel entitled to their work, even though they teach side by side with the permanent faculties, but are still neither considered to be their equal professionally nor called lecturers.

*"Sometimes get low self-esteem to justify your timing and schedule". Respondent-6*

*"I am not the owner of". Respondent-10*

*"Permanent teachers see us as daily wagers, they are not supposed to treat us like that. They say that we have low qualifications or free people who just come and teach and are kind of workers who work and get wages on an hourly basis". Respondent-12*

*"We are daily wage earners. All we have to do is give our input and get very little output. Which is not sufficient and not even respected in society, we are not considered to be professional lecturers". Respondent-13*

#### 4.4. The Student Teacher's Bond

As long as the student and teacher bonding is considered to have been satisfied by almost all the respondents, they expressed that students do not make any difference between a permanent and a visiting faculty member.

*"Students never discriminate based on your status, whether you're visiting or you're permanent, that this the thing doesn't matter to them, so long as the student-teacher interaction is concerned, I feel satisfied". Respondent-1*

*"Students do not discriminate". Respondent -12*

*"As a teacher-student bond, there is no difference". Respondent -14*

#### 4.5. The Lack of Availability of Resources

Being part-timers of the visiting faculties is not supposed to be present at the campuses full day, so there is no arrangement of any offices or separate cabins for them since they come to their class timings. However, a common faculty room is provided. Apart from a sitting area, some of the respondents said that they do not have computers, books, or stationary equipment assigned to them, so they have to settle these basic needs on their own.

*"Sometimes we feel we should have computers where we should have a separate area to rest, and we should have a place to keep our stuff there". Respondent-1*

*"We are not provided with markers and photocopies of quizzes, no cabin or place to sit and check papers or talk to students after classes". Respondent-9*

#### 4.6. Future Perspectives

When asked about prospects, there are also divided responses; some of them want to continue as a visiting faculty because it gives them the flexibility to manage time for other commitments like family. Almost half of them want to get a permanent faculty job.

*"The prospect is that I would like to go for a permanent job opportunity. I wouldn't like to continue visiting the faculty". Respondent-3*

*"I would like to be a permanent faculty here, but there hasn't been a chance for the last few years". Respondent-9*

*"In the future, I would like to be permanent. I like to teach so much". Respondent-13*

*"I would continue to visit the faculty as it helps me to be a homemaker and to pursue my career as a teacher". Respondent-15.*

*"In the future, I should like to continue like that". Respondent-5*

## 5. DISCUSSION

### 5.1. Statement of Major Results

Visiting faculties are part of nearly every university. The perception of fair treatment and job satisfaction of visiting faculties differs from person to person and from university to university. While most part-time teachers are satisfied with their work as long as their teaching experience and student and teacher bond are concerned. However, most of them feel that there are discrimination and inferior treatment from the administration of the departments they work in.

Teaching as part-time faculty gives teachers the flexibility to spend time on their doctoral studies and other family obligations. Many of the teachers would like to continue visiting the faculty. But job insecurity is also a concern for many part-time teachers.

The main issue facing part-time teachers is the lack of entitlement, they are not considered to be members of the team or part of the departments they serve. There is no space allocated to the visiting faculty to sit down and no other necessary resources are allocated, such as books, computers, and stationeries, so that they manage them on their own. But a few part-time teachers have said that some of the resources are provided and that they are owned by their departments.

## 6. CONCLUSION

Part-time teachers are an important component of higher education academia. They play a crucial role in providing quality education in the universities of Pakistan. They have the required qualifications, skills, experience, and skills, such as full-time faculty members. But they face some discrimination and inferior treatment on the part of the administration only because of their part-time employment status. Although they still work as daily wagers or on a contractual basis, they should be fully recognized for their efforts and provided with the facilities necessary for the smooth performance of their duties in the workplace.

## 7. STRENGTH AND LIMITATION

The strength of this study is interviews with part-time teachers from different universities in Karachi and some other cities. The male and female participant ratios were almost equal, which accounted for more than moderate variations in the sample.

One of the major limitations of this paper is that the researcher has not been able to take as many interviews as planned, because of time constraints and travel constraints. Some of the participants were very reluctant and did not agree to record the interview, nor were they comfortable talking on the phone, so they sent written answers to the questions. So the researcher has not been able to study in detail. Most of the interviews were taken from teachers in Karachi, except for three; one was taken from a teacher in Lahore, one from Peshawar, and one from Hyderabad.

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