JOURNAL FOR SOCIAL SCIENCE STUDIES
*An International Peer-Reviewed Open Access Journal*

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 5 • September 2026

# FINANCIAL CRISIS IN PUBLIC UNIVERSITIES AND ITS IMPACTS ON TEACHERS' CAREER PROGRESSION AND JOB SATISFACTION: EVIDENCE FROM BALOCHISTAN, PAKISTAN

**Sadia[*1], Dr. Muhammad Usman Tobawal[2]**

[*1]*PhD Scholar, Pakistan Study Centre, University of Balochistan, Quetta, Pakistan*
[2]*Professor, Director, Pakistan Study Centre, University of Balochistan, Quetta, Pakistan*

[*1]sadia.saad68@gmail.com, [2]tobawal_2008@yahoo.com

DOI:https://doi.org/10.5281/zenodo.22916523

**Keywords**
*Public universities, financial crisis, job satisfaction of faculty members, career advancement, higher education, and Balochistan.*

**Article History**
*Received: 14 June 2026*
*Accepted: 05 September 2026*
*Published: 21 September 2026*

***Copyright @Author***
**Corresponding Author: ***
**Sadia**

## Abstract

*Public universities are key institutions for human capital development, knowledge production and socioeconomic advancement, especially in regions where higher education is a driver of social mobility and of building the capacity of the region. Yet, chronic financial pressures in public universities can affect the operation of the institutions, teaching output, faculty development and work experiences of faculty members. The present study analyses the influence of financial crisis on teachers' career growth and job satisfaction of public universities in Balochistan, Pakistan. The study adopts qualitative descriptive research design to gain insights into the faculty members' lived experiences and perceptions in three major public universities in Quetta. The method used in collecting data was semi structured interviews and the technique used in the analysis of the data was thematic analysis approach. The results showed five key themes: financial insecurities being a career blocker, limited research opportunities, financial insecurities and psychological pressures, a lack of institutional support for professional growth, and a decrease in satisfaction with job and organizational commitment. Financial problems were felt to be an issue in promotion, in research involvement, access to academic support and confidence in institutional support for long term work. The study provides contextual evidence on the correlation between financial sustainability of the University and faculty experiences in the context of Balochistan which is a region where the public universities are confronted with one of a unique set of structural and resource related challenges. The results underline the importance of sustainable financial planning, transparency in institutional management, and better mechanisms for the support of faculty members to safeguard academic careers and promote better satisfaction in the workplace.*

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 5 • September 2026

## 1. INTRODUCTION

The universities serve as focal points in the production of knowledge, in the training of professionals and in the process of socio-economic change. Public universities play even greater roles in the public interest, for example, offering low-cost higher education, creating trained human resources, and developing the regions. Academic leadership and human resource are important but not the only factors that make these institutions effective, and the stability of their finances is crucial for recruiting faculty members, developing and implementing promotion programs, conducting research, building infrastructure, and providing opportunities for faculty professional development. Financial sustainability is thus a key issue for the higher education systems as a lack of funds can have an impact on institutional priorities and the working conditions of academic personnel (Altbach et al., 2019; Jongbloed & Vossensteyn, 2016).

During recent decades, public universities in various countries have been under growing financial strains as a result of the changing patterns of government support, the increasing cost of running them, the enlargement of the student body and the increasing demands for higher research productivity. While universities are expected to improve their teaching quality, boost research, forge international partnerships and make contributions to innovation, these expectations are often accompanied by limited budgets. Studies on higher education financing have found that financial instability might generate uncertainty in the organization, burden faculty workload and limit the organization's ability to offer faculty members support (Musselin, 2018; Santiago et al., 2021). The faculty is especially at risk as their career development is highly dependent on institutional resources, such as research funding, training and development, academic networks, and career advancement.

The financial situation in universities affects not only administrative matters but also the academic staff who are the key players for achieving universities' goals. There is a significant link between opportunities for research, conference attendance, publication assistance, mentoring, and promotion transparency and faculty career advancement. Financial constraints are possible to limit these opportunities for development at universities, which can put constraints on teachers' desire for professional growth. Past research has demonstrated that for financially limited faculty, there are possible decreases in their motivation, uncertainty, and perceptions of organizational support (Benson et al., 2020; Sabagh et al., 2018). These conditions can eventually impact job satisfaction, faculty commitment and retention.

Research on the financial resource-academic job satisfaction relationship has been gaining attention in higher education. Several factors, such as salary, autonomy, and recognition, work load, research support, trust of the institution, etc., are found to have an impact on job satisfaction of University Teachers. By reducing professional development possibilities, or by causing some uncertainty about institutional stability, financial problems can indirectly impact these. For instance, Benson et al. (2020) found that job insecurity and/or pay stagnation among faculty were linked to adverse working conditions. Likewise, research on the work environment has highlighted the importance of the lack of resources in an organization to create strain in the work, while at the same time it also decreases the support available to the worker, thus impacting employee well-being and motivation (Bakker & Demerouti, 2017).

In developing countries, financial problems in public higher education institutions can be more complicated as universities are typically more reliant on the government budget, and are also experiencing a high demand for higher education. These challenges are further complicated by the lack of financial independence, low levels of research funding and regional disparities for universities in other regions. These are some of the issues prevalent in Pakistan's public higher education sector. Despite the country's progress in

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 5 • September 2026

the number of universities and the enrolment of students, many of the public universities still grapple with financial constraints in the context of operational costs, funding for research, infrastructure and faculty development, etc. (Hoodbhoy, 2020; Qureshi & Khawaja, 2021).

This is important in Balochistan which is the largest geographical province in Pakistan but most underdeveloped economically. The majority of public universities in Balochistan are located in a challenging environment of geographical isolation, less industrialization, resource limitations and public funding. The universities of the province are expected to contribute significantly to increasing the educational opportunities and formation of human resources in the province, however, due to financial constraints, it may affect their capacity for creating competitive academic environments. For faculty, the institutional problems could manifest as fewer research opportunities, slower career growth, fewer academic development opportunities, and factors related to job security.

Though there is considerable debate on the financial crisis in higher education institutions in Pakistan, there is a lack of empirical research in particular that investigated the impact of financial crises on teachers' career path and job satisfaction in the province of Balochistan. Much of the existing research has been directed at wider policy, governance, quality assurance and funding problems in higher education, and the actual experiences of faculty under the pressure of constrained or limited funding has been under-researched. These experiences are of importance as teachers form the main academic force in maintaining the quality of teaching, conducting academic research and assisting in the development of the institution.

In this regard, the present study fills the gap of the study and aims at examining the impact of financial crisis on the professional experiences of teachers in Balochistan public universities. Financial problems at public universities in Balochistan can affect the growth of faculty members, engagement in research and satisfaction in the workplace but little has been done to look into the impact of such financial problems from the point of view of the university teachers themselves. In view of this, the study is set to explore the effect of financial crises in public universities on teachers' advancement of their careers and satisfaction from their jobs in Balochistan. First, how do financial constraints affect the likelihood of teachers' career advancement in public universities? (2) How do financial constraints affect teachers' satisfaction with their working conditions in public universities? (3) How do financial constraints affect teachers' work motivation in public universities? So, what are the impact of financial difficulties on teachers' work satisfaction and work experiences? and what institutional issues account for academic difficulties in times of financial insecurity? The study is important for offering evidence-based knowledge about faculty experiences, while it can help higher education policy makers, university administrators and stakeholders create strategies for building the financial sustainability of higher education institutions and safeguarding academic career development.

## 2. Literature Review

One of the biggest challenges faced by public universities today around the world is to be financially sustainable. Traditionally government funding was the backbone of public Higher Education institutions, however, changing economic conditions, higher demands for enrolments and higher operational costs have put pressure on the budgets of Higher Education institutions. Today's higher education systems are required to serve many purposes and are placed in a situation of limited budgets; these include the delivery of mass education, the competitiveness of international research, the development of innovation and the involvement of the community (Jongbloed & Vossensteyn, 2016). The conflicting needs generate conflicts and

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 5 • September 2026

tensions between institutional expectations and resources, which affect the decisions made by organizations and the experiences of people working in them.

Financial instability not only impacts universities at the administrative level, but also at the level of academic work, according to recent studies. Institutions facing budget cutbacks or the threat of funding instability may cut back on faculty development, research support, academic buildings and facilities, and professional services. These restrictions may impact faculty perceptions of organizational support and ability to meet faculty expectations (Musselin, 2018). In times of financial constraints, universities tend to invest in essential running costs, which means fewer resources to invest in career development-related activities for faculty, like research grants, attending conferences or training development.

In public universities, financial constraints have a greater impact due to the fact that they are expected to have more social responsibilities than the private universities. The public universities should be accessible, contribute to regional development and deliver knowledge for national development. But these can only be met with long-term investment in academic staff and institutional resources. Santiago et al. (2021) pointed out that financial uncertainty may make it more difficult to perform well on the institutional dimensions, including strategic planning, and may hinder academic innovation.

Opportunities for research, professional recognition, institutional support and clear promotion systems are closely aligned with career advancement in academic institutions. A career at the university is usually determined by ongoing scholarly growth and research activities, publications, academic networking, and professional activities—these are all features that are not found in many professions. Hence, institutional financial situations can have a direct impact on teachers' opportunities for attaining the various career advancement goals.

Previous literature has shown that access to resources has a significant effect on academic pathway. Research-related facilities, mentoring networks, and professional development opportunities generally provide faculty members with more access to research infrastructure, and consequently better promotion and career advancement opportunities, in well-supported environments than in less supported environments. On the other hand, less money spent on universities might leave fewer opportunities for faculty members to pursue scholarly activities that are needed to advance in their profession (Sabagh et al., 2018).

Benson et al. (2020) explored the experiences of faculty in financially challenged public universities and determined that financial insecurity, stagnation in faculty salaries, and uncertainty about support for faculty negatively affected faculty outcomes. According to their research, financial concerns are not just a burden on the institutional budget, but a concern for academic employees, who feel it is an issue in terms of stability and recognition. In turn, faculty member studies have shown that limited institutional support can lead to frustration for faculty members with expectations for research productivity being very high (Houston et al., 2018).

For higher education systems under development, career development issues might grow more significant because the academic staff members are mainly relying on institutional support to carry out research activities. Teachers might be hindered from fulfilling promotion requirements due to limited access to research grants, decreased conference funding and inadequate academic facilities. This is especially a problem in areas where there are fewer opportunities for external funding and less research connections within the universities.

Research productivity is a key element of today's academic profession. Research publications, funded projects, innovation projects, and scholarly engagement are increasingly used as

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 5 • September 2026

measures of faculty performance at universities. But institutional investment and resources are important factors affecting research productivity. If research grants, lab facilities and databases, research assistance and international collaboration opportunities are financially driven resources, they may be unavailable for financially strapped universities. Research findings across various settings in higher education show that a lack of financial resources may have adverse impact on faculty involvement in research. Teelken (2019) argues that the expectations for students' academic performance have risen worldwide and that the institutions have not always been able to keep pace with these expectations. This may lead to incentivizing faculty to generate research results with fewer resources.

Funding availability-Research productivity relationship is of particular importance in the context of the developing countries. While many faculty members at resource-poor universities encounter difficulties with their own research infrastructure, lack of institutional grants and limited attendance at academic conferences, others struggle to identify ways to address these issues. These barriers can limit opportunities for publication and collaboration, and then have an impact on promotion opportunities. Therefore, financial crisis could have an indirect impact on career promotion by constraining students' academic performance needed for career advancement. These challenges can be exacerbated for universities in Balochistan, which are geographically isolated with limited opportunities for regional or national or international networking for research collaborations. Faculty may find it hard to access research resources, attend conferences outside of the province or to develop collaborative projects which require institutional funding (Heng et al., 2020).

Intrinsic and Extrinsic factors affect the Job satisfaction among the University teachers. Extrinsic factors are salary, institution support, promotion, conditions; while intrinsic factors are autonomy, intellectual engagement, contribution to knowledge. Several of these can be impacted in times of financial crisis, leaving faculty members disgruntled. The Job Demands – Resources approach proposes that negative effects are related to a perceived lack of resources, when compared to the demands of the job. The roles of teachers, researchers and administrators in academic institutions can become more stressful than usual in terms of workload and expectations as well as administrative expectations, if there is limited institutional resources. Inadequate organizational resources have been found to increase the likelihood of burnout, decrease motivation and employee job satisfaction (Bakker & Demerouti, 2017).

Professors at financially weak institutions may find that they are uncertain about future career prospects, research opportunities and salary payments. These can erode the trust that employees have with institutions. Research on organizational climate in academia shows that a sense of organizational support is tightly linked to job satisfaction and organizational commitment (Eisenberger et al., 2020). If teachers feel that their school does not offer them sufficient support, they might become negative attitudes about their school. But not all contexts have the same link between financial conditions and job satisfaction. Academic autonomy, faculty identity and dedication to teaching appear to be somewhat protective for faculty satisfaction, even in difficult times, according to some studies. In the case of some teachers, for instance, being intrinsically motivated and having high academic values can help teachers to stay involved in the face of institutional difficulties (Ryan & Deci, 2020). Thus, it is important to also look at structural financial conditions and individual interpretations of academic work in order to understand faculty experiences.

Over the last 20 years, the public higher education system in Pakistan has seen tremendous growth in terms of the demand for universities, academic programs and research activities. But it has taken

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 5 • September 2026

place in the context of continuing issues of funding, governance, infrastructure and faculty support infrastructure. Public universities still heavily depend on government funding, and hence are at risk of changes to public funding. Pakistan's Higher education sector has seen that financial constraints impact the capacity of institutions, their research development and academic quality. Qureshi and Khawaja (2021) suggest that more robust financial planning processes, better governance processes, and increased funding of academic assets are needed for sustainable development of higher education. A lack of adequate financial support could lead to problems at the university in keeping up academic standards and developing faculty.

Balochistan has a unique context in the context of higher education system in Pakistan. The province's geographic location, economic development indicator and scattered population creates extra challenges for universities to operate. In Balochistan public universities play an important role in imparting education to students who might not be able to do so in private universities. But limited funds can impact institutional capacity to facilitate faculty research, professional development and academic advancement. Although these issues are paramount still there is a lack of empirical study on the perception of faculty members in Balochistan regarding the relationship between financial crisis of a university, career advancement and job satisfaction. The existing literature offers useful insights into the financing of higher education, in general, and into the experiences of teachers at financially constrained provincial universities, in particular, is not sufficiently rich.

Demerouti et al. (2001) and Bakker and Demerouti (2017) have extended the Job Demands–Resources (JD-R) Theory (French and Capps, 1956) to guide this study. The theory suggests that each occupation is comprised of two parts: job demands and job resources. Job demands include physical, psychological, social and organizational factors that require employees to continuously exert effort to meet work requirements, while job resources include factors that help the employee to reach the requirement of the job, reduce the job requirements, and stimulate the employees' development. JD-R Theory suggests that when a person's job demands increase and resources (as abilities and skills) become inadequate, negative employee outcomes are likely to result. For the public universities of Balochistan, financial crisis means a decrease in the organizational resources while academic demands (teaching workload, research expectation, and promotion norms) are the existing demands of the job. The theory offers a suitable background for explaining how a lack of money can be a factor in career paths and job satisfaction of teachers, as well as in the perception of the effectiveness of their work.

## 3. Research Methodology

The qualitative descriptive research design was used in this study to find out the effect of the financial crisis of public universities on the career progression and job satisfaction of the teachers in Balochistan province. The study was qualitative in nature as it sought to gain understanding of the lived experience, perceptions and interpretations of faculty members regarding institutional financial challenges in their academic setting. This study was carried out in three major public Universities of Quetta, Balochistan. The population included teachers from public institutions who worked directly in the face of financial constraints, such as inadequate research support, limited opportunities for professional development and institutional resources.

The participants were selected using purposive sampling technique as they were knowledgeable and experienced in the financial condition of the university and its impact on academic careers. The study included 15 faculty members with a mix of junior and senior academic positions across various departments to ensure a broad spectrum of voices on issues of advancement, research opportunities, workplace support and satisfaction.

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 5 • September 2026

Semi-structured interviews were used to collect data which enabled the participants to describe their experiences in detail and the researcher could follow-up with questions to explore any issues that arose. The interviews were centered on issues of career advancement, satisfaction with the job, financial difficulties, institutional practices, and research assistance. Permission was sought to audio-record the interviews and their duration was around 30-45 minutes. Thematic analysis was used for the collected data to be transcribed and analyzed. The analysis consisted of multiple re-reading of transcripts, coding for meaning, pattern recognition and major themes. The five themes emerged on the basis of this systematic process which account for the effect of financial crises on teachers' professional experiences, career advancement and job satisfaction in public universities of Balochistan.

## 4. Data Analysis and Findings

From the analysis of interview data it was found that faculty members regarded the university financial crises as a multi-faceted problem which has an impact on the faculty's professional development, academic motivation and workplace satisfaction. Financial problems were not just budgetary issues, but financial instability affected participants' promotion prospects, engagement in research and trust in their institutions, and ongoing university engagement. In the analysis five major themes were identified.

### 4.1. Identifying Financial Instability as a Barrier to Career Progress

Regularly, it was reported that financial limitations posed a challenge in career advancement. The faculty members felt that there was an impact of the limited financial resources on the various institutional processes for career development, such as promotion activities, academic support, and necessary opportunities for career development. A number of the participants discussed the necessity of being constantly active in academic pursuits in the university, including research papers, conferences, training, and networking with others, for career advancement. But they felt that their opportunities were curtailed due to finances. Faculty members remarked that the requirements for promoting faculty members continued to get more stringent while institutional support to meet these requirements was limited.

Participants highlighted in particular the uncertainty of institutional engagement in faculty development because of financial limitations. They stated that growth of a career is not only dependent upon personal effort but also supportive institutional environments. In times of financial challenges in universities, programs that contribute to the development of faculty members are cut back because of the need for short-term day-to-day necessities. Concerns were especially voiced by junior faculty members about long-term career development. They felt that their research collaboration, professional education and academic experiences were restricted and may impede their advancement in their academic career. Senior faculty members also indicated that financial issues had an impact on the functioning of the institutions' academic systems.

The results indicated that financial crisis was perceived not just as an administrative issue but also a structural issue impacting on career advancement. Based on their experiences, they find that academic careers are related to institutional financial capacity as universities are the place where faculty members can gain or improve their academic skills.

### 4.2. Limited Opportunities for Research and Academic Growth

The second big theme that emerged from the participants' responses was the effect of the financial constraints on research productivity and academic development. The participants pointed out that institutional investment (financial resources, access to resources, participation in conferences, research infrastructure) is essential for research activities. Some faculty members

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 5 • September 2026

reported that the lack of funds to conduct new research projects and activities outside their institutions hindered their ability to do so. When universities are experiencing tight budgets, it is often difficult to attend conferences, workshops or academic training programs, especially if the participant is looking for financial support, participants explained.

Some participants felt a lack of research opportunities had a direct impact on their academic competitiveness. Because of the increasing emphasis placed on research productivity for promotion and career recognition, research support was seen as indirectly impacting career. There was concern expressed by participants that personnel at the universities that have limited resources would not be able to compete with colleagues from more wealthy universities. Issues of collaboration were also discussed among the participants in the research area. They felt financial constraints limited possibilities to create national and international academic networks. Institutional partnerships and research grants were identified as key ways to increase scholarly activities, while travel support was also seen as a way to increase these activities.

The results show not only the impact of financial crisis on current academic activities, but also on future research capacity. Participants saw research support as an integral part of the institutional responsibility of academics, and a reduction in this would be seen as constraining the academic growth of both the individual and the institution.

### 4.3. Financial Uncertainty and Psychological Stress

The third theme that came out of participants' stories is psychological stress due to financial instability at the institutional level. Faculty members felt financial crises had an impact on the way the administration works, their security, their confidence as professionals, and their feeling of belonging to their institutions. Financial worry was the current concern that participants said was a constant worry and was a factor in their experiences at work and their satisfaction. Uncertainty about the financial situation of the institutions had a significant impact on the anxiety of participants for the future stability of their work. While they had not experienced a change in their duties or expectations, they felt that financial constraints affected their confidence in institutional capacity to sustain support. The faculty members voiced their concerns about financial issues impacting their focus, drive and feeling at home in the university setting.

Participants also felt that financial insecurity was related to greater emotional burden. They said that studies take time, have to be taken up continuously, and that money must be invested in the studies, but that the prospect of institutional support was causing problems in maintaining the same level of enthusiasm for study. Some explained that when faculty members are constantly under financial stress in their institutions, they might start wondering if their work will be well recognized and well supported in their institution. The results suggest that the material and psychological aspects of faculty experiences are affected by financial crises. Restrictions on resources have a direct impact on research and career opportunities, but uncertainty about the stability of the institution can impact on emotional health and professional commitment. These perceptions correspond with the Job Demands–Resources model, which provides a framework that indicates that a lack of resources within the job can lead to a higher level of workplace strain when demands are still high. The experiences of the participants also suggest that financial problems in the college must not be limited to budgetary problems. Instead, unstable finances drive faculty's attitudes toward their institution, the prospects for their careers, and their commitment to putting extra effort into academic work.

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 5 • September 2026

**4.4. Institutions Providing Less Support for Professional Development**

The fourth theme was participants' perceptions of the decreased institutional support for professional learning. Faculty members recognized that training programs, workshops, conferences, mentoring, and academic networking are valuable tools to help enhance teaching effectiveness and career development. Financial limitations also were perceived to limit institutional capacity to offer such opportunities, however. Participants shared that professional development is a process that needs financial support from the institutions given that many academic activities are associated with registration fees, travelling expenses, research materials, and access to external expertise. Participants reported that in times of financial hardship, professional development opportunities are likely to be among the areas that are impacted when priorities in the institutions are directed towards operational needs.

Limited professional development opportunities were reported as posing challenges to faculty members related to keeping up with academic knowledge, and remaining competitive in their respective fields. The participants felt that academic fields are still in the state of rapid change and teachers should have to do lifelong learning. Financial constraints, however, were considered to be limiting faculty members' opportunities to engage in national and international academic activities. The differences between the faculty of institutions with strong and weak finances were also noted. They felt that more successful universities provided higher quality academics with more opportunities for conferences, research networks and professional training. However, teachers in under-resourced institutions might rely heavily on their own resources to obtain professional development. The results indicate that institutional financial capacity is an important aspect of equal opportunities for faculty development. Participants did not see support for professional development as an add-on, but as a critical responsibility of the institution in order to sustain the quality of teaching and academic excellence.

**4.5. Lower Job Satisfaction and Commitment to the Organization**

Decreasing job satisfaction and diminished organizational commitment emerged as the last theme that was identified from the interviews. Barriers to satisfaction with the academic work environment included financial issues, which were reported by participants. Faculty were still very supportive of teaching and student development, but felt that the financial issues of the institution had a negative impact on their work life. The participants cited several factors that decreased job satisfaction: few research supports, lack of professional development opportunities, uncertainty regarding the institutional priorities, and a perception of a lack of support from the institution. They gave details on that job satisfaction is affected by not just pay considerations, but also condition factors: do institutions offer conditions that enable academics to do their job well and advance in their career?

The university teachers were selected, and some of them mentioned that the reasons they chose to become university teachers were intellectual engagement, social contribution, and professional identity. Yet they felt financial difficulties had a negative impact on their achievement of academic success. A few of the participants indicated a loss of interest in institutional activities as research opportunities dwindled and professional development was limited. Organization commitment in relation to institutional support was also discussed. They feel that the employees are more committed if they feel valued and supported within the organization. On the other hand, when it comes to emotional attachment, financial problems over a longer period can lead to dampening of the emotions due to the faculty members' perception of less commitment by the institution towards the faculty members.

As nutshell, financial crisis affects job satisfaction in a number of intertwined ways. Resources

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal
ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 5 • September 2026

impact on professional opportunities, which impact on teachers' satisfaction and commitment, which impacts on financial stability. Thus, there is a need to overcome financial difficulties not only to sustain the institution's existence, but also to keep the academic staff motivated and active in the institution.

**5. Discussion**

This study investigated the impact of financial crises of public universities on advancement of teachers and job satisfaction of teachers in Balochistan. The results show that financial instability was viewed as a multi-faceted institutional problem of professional development, engagement in research, satisfaction with the workplace and organizational commitment. Instead of its being a budgetary problem, faculty members identified financial crisis as a problem that affected the general academic climate and their professional growth.

The results that financial factors influenced career advancement in the same manner as in prior studies, showed that the resources of an institution significantly influences academic advancement. In financially strained public institutions, financial insecurity and stagnation had a negative impact upon faculty outcomes, according to Benson et al. (2020). Like the current research, they found that financial difficulties lead to the perception of lack of job security and support. Participants also felt that in the context of Balochistan, the use of limited institutional resources limited opportunities required for academic advancement such as research activities and professional development.

The present results corroborate the international research literature in highlighting that faculty productivity is associated with research support. Research productivity, academic networking and collaborations are becoming vital to academic success. Teelken (2019) proposed that, in many cases Universities raise expectations for the productivity of research, but do not offer equivalent resources to back those expectations. A similar concern was voiced in this study, with participants stating that financial constraints impacted their opportunities to conduct research in order to advance their career.

But in the context of Balochistan, the challenges are unique to the context as compared to many developed higher education systems. In countries with developed research infrastructures, faculty members might receive other sources of funding, be eligible for external grants, and have institutional partnerships. Conversely, in this study, the participants felt that public universities in Balochistan are very much reliant on their internal support and financial constraints have more impact on academic opportunities.

This study also found that there is a connection between the financial crisis and job satisfaction, which is consistent with the Job Demands–Resources framework. The lower the level of organizational resources and the higher the level of organizational demands, the less motivated an employee is and the more strained she is (Bakker and Demerouti, 2017). Even during the times when the resources of the University become scarce, the expectations of the University teachers hold on to the parameters of teaching quality, research productivity and professional service. This imbalance was seen in the participants' experiences, in which they felt that academics were getting tougher and institutional support was getting weaker.

The results on psychological pressure are in line with studies on work stress in the field of academia. The faculty members undergo pressure on workload, performance pressure, uncertainty of job etc. These pressures can combine with institutional financial instability and increase in intensity. Previous research has demonstrated that uncertainty in the organization can affect various employee attitudes, motivations and commitment because employees interpret their work experiences as a result of a perception of support or fairness (Eisenberger et al., 2020).

However, there are some international studies with differing views that demonstrate that

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 5 • September 2026

financial difficulties do not necessarily mean lower levels of job satisfaction. For instance, academic motivation studies have indicated that commitment to teaching, professional identity and personal academic values are some of the motivational aspects that may sustain engagement even in challenging institutional conditions (Ryan & Deci, 2020). This outlook is important to the context of this research since participants persisted in their commitment to students and academic duties in the face of monetary constraints. They noted, however, that the absence of institutional resources over time cannot be made up for by personal commitment.

The study is a contribution to the literature as it is based in a relatively unstudied regional context. Most of the literature on the financial problems of universities has been published in North American and European universities where financial problems are faced in a higher education system that is relatively well developed. The experiences of faculty members in Balochistan are indicative of the fact that financial crises can have more profound effects in a region where the faculty members' alternative resources are low and there are limited external support mechanisms.

The results indicate that it is not enough to deal with the short-term financial problems to improve faculty job satisfaction. There is a need for sustainable strategies within the Universities that could be used to support research development, professional growth, transparent career development and institutional communication. Academic workforce development should thus be closely linked to financial sustainability since faculty members are instrumental to institutional performance.

## 6. Conclusion

The impact of financial crisis in public university on teachers' career advancement and job satisfaction in Balochistan was explored in this study. The results showed that institutional financial instability was a general issue with its impact across several aspects of academic life, such as professional development, involvement in research, institutional support, and commitment to the institution. The study also emphasizes that policy and/or operational limitations are not solely related to the day-to-day professional life of faculty, but also are important determinants of faculty experiences and perceptions of their future academic careers.

Various themes were found that related to each other. First, participants felt that financial constraints posed obstacles to advancement of the career, in terms of lack of resources and opportunities for academic career advancement. Second, it was considered that there was a lack of scholarly productivity and professional development due to less research funding and fewer academic supports. Third, the financial insecurity created psychological stress and impacted faculty's trust of institutional stability. Fourth, professional training, conferences and academic networking opportunities were cited as a decreasing trend as a result of limited institutional resources. Lastly, these difficulties led to lower faculty satisfaction with their jobs and lower faculty organizational commitment.

The study offers some insights into the financial issues of higher education in Pakistan from the perspective of public universities in Balochistan, which have been under-researched in the literature. In contrast with previous studies which have focused on financial pressures on universities in developed higher education systems, this study shows how constraints on funding for universities can have particular consequences in areas where there are more structural and resource constraints. The results indicate that a sustainable financing of a university is not only vital for the existence of the university, but is also crucial for sustaining a motivated, productive and professionally engaged academic workforce. A transparent career advancement system, research support and faculty development are key elements in the financial planning system of public universities. Strategies to cope with financial problems through better institutional approaches may lead to better

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 5 • September 2026

academic environments and faculty satisfaction. This study could be extended in the future research to cover more provinces, public vs. private universities and/or the views of university administrators and policymakers.

**7. References**

Altbach, P. G., Reisberg, L., & de Wit, H. (2019). Responding to massification: Differentiation in postsecondary education worldwide. International Higher Education, 97, 3–5.

Bakker, A. B., & Demerouti, E. (2017). Job demands–resources theory: Taking stock and looking forward. Journal of Occupational Health Psychology, 22(3), 273–285. https://doi.org/10.1037/ocp0000056

Benson, W. L., Probst, T. M., Jiang, L., Olson, K. J., & Graso, M. (2020). Insecurity in the ivory tower: Direct and indirect effects of pay stagnation and job insecurity on faculty performance. Economic and Industrial Democracy, 41(3), 693–708.

Demerouti, E., Bakker, A. B., Nachreiner, F., & Schaufeli, W. B. (2001). The job demands–resources model of burnout. Journal of Applied Psychology, 86(3), 499–512.

Eisenberger, R., Shanock, L. R., & Wen, X. (2020). Perceived organizational support: Why caring about employees counts. Annual Review of Organizational Psychology and Organizational Behavior, 7, 101–124.

Heng, K., Hamid, M., & Khan, A. (2020). Factors influencing academics' research engagement and productivity: A developing countries perspective. Issues in Educational Research, 30(3), 965-987.

Hoodbhoy, P. (2020). Higher education in Pakistan: Challenges and prospects. Higher Education for the Future, 7(1), 1–12.

Houston, D., Meyer, L. H., & Paewai, S. (2018). Academic staff workloads and job satisfaction: Expectations and realities. Quality in Higher Education, 24(1), 1–16.

Jongbloed, B., & Vossensteyn, H. (2016). University funding and student financial support: International developments. Studies in Higher Education, 41(2), 1–18.

Musselin, C. (2018). New forms of competition in higher education. Socio-Economic Review, 16(3), 657–683.

Qureshi, M. A., & Khawaja, S. (2021). Higher education governance and financial sustainability challenges in Pakistan. Journal of Education and Educational Development, 8(2), 245–263.

Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective. Contemporary Educational Psychology, 61, 101860.

Sabagh, Z., Hall, N. C., & Saroyan, A. (2018). Antecedents, correlates, and consequences of faculty burnout. Educational Research, 60(2), 131–156.

Santiago, P., Tremblay, K., Basri, E., & Arnal, E. (2021). Tertiary education for the knowledge society: OECD thematic review. OECD Publishing.

Teelken, C. (2019). Teaching assessment and academic work in higher education. Studies in Higher Education, 44(6), 1–15.