

COMPARISON OF JOB SATISFACTION OF PUBLIC AND PRIVATE UNIVERSITY TEACHERS ON SELECTED VARIABLES IN KHYBER PAKHTUNKHAWA

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ABSTRACT

Teachers are the bedrock of education of every nation with the responsibility to pass on knowledge from generation to generation. This study investigates teachers' satisfaction at the workplace of both public and private universities in Khyber Pakhtunkhwa. It is assumed that a teacher will perform well if he/she is satisfied with his/her job. The purpose of the study was to differentiate the perceptions of public and private university teachers by their designation, work experience, academic qualification, gender and age about job satisfaction. The population of the study consisted of all teachers of public and private universities in Khyber Pakhtunkhawa. The researcher randomly selected 14 (7 public and 7 private) out of 25 universities. The sample size was 420 respondents. Questionnaire was used for data collection. Independent Sample t-test was applied for data analysis. No significant difference was found between the perceptions of public and private university teachers. It was concluded that the views of both the public and private university teachers were the same regarding their job satisfaction.

Keywords: job satisfaction, teachers, public and private universities, facets.

1. INTRODUCTION

Job satisfaction describes how an individual is contented with his or her job. Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job (Locke, 1976).

Weiss (2002) describes job satisfaction as an attitude. Many other factors which contribute to and are considered job satisfaction facets are management style and culture, employee involvement, empowerment, autonomous work groups, pay, work responsibilities, variety of tasks, promotional opportunities, the work itself and co-workers. Besides, there are many factors which affect job satisfaction of an employee within an organization, which may be individual, social, cultural, organizational and environmental. Factors related to individual are: personality, education, intelligence and abilities, age, marital status, orientation to work of an employee. Social factors affecting job satisfaction are: relationships with colleagues, group working and norms, opportunities for interaction and informal communication. Cultural factors include attitudes, beliefs and values. Organizational factors include its nature, structure and size, personnel policies and procedures, employees' relation, nature of the work, technology and working environment, supervision and style of leadership

and management. Environmental factors affecting job satisfaction of employees are economic, social, technical and governmental influences. According to Tanya (2007) teacher motivation is measured by both financial and non-financial factors. Pay level and other material gains must be sufficient to meet basic human needs. Gupta et al. (2012) reported that female teachers were more satisfied than their male counterparts and more experienced teachers, and teachers belonging to rural areas had better job satisfaction than their counterparts from urban areas.

Ercan and Bülent (2011) state that there are many variables that can affect the productivity of work. Furnham (2005) asserts that job satisfaction is determined by age, gender, position, work experience, education level, pay package, application of skills, occupational compatibility. Boselie and Wiele (2002) emphasized on the quality of management, salary, team work inside the division and intention to leave the organization.

This study attempts to identify factors which affect job satisfaction of university teachers in Pakistan; it also identifies the facets affecting the job satisfaction of a teacher and accordingly suggests solutions for creating and maintaining their job satisfaction. Although there are many

factors which affect job satisfaction of university teachers, the study focuses on the following dimensions of job satisfaction of university teachers in Khyber Pakhtunkhawa, Pakistan. These factors include ability utilization, achievement, activity, advancement, authority, company policies and practices, compensation, co-workers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision, supervision-technical, variety and working conditions.

2. OBJECTIVES OF THE STUDY

1. To explore differences between the perceptions of public and private university teachers by designation on their job satisfaction.
2. To differentiate the perceptions of public and private university teachers by academic qualification on their job satisfaction.
3. Find out differences between the views of public and private university teachers by work experience regarding job satisfaction.
4. To explore the differences between the perceptions of public and private university teachers by gender about job satisfaction.

3. METHOD AND PROCEDURE

3.1 Population and Sample

The population of the study consisted of all university teachers in 25 public and private universities in Khyber Pakhtunkhawa, Pakistan. The sample of the study consisted of 30 teachers from each 14 universities (7 public and 7 private). A total sample size of 420 respondents was arrived at.

3.2 Data Collection Instrument

The research adopted Minnesota Questionnaire which was hired from Institute of Vocational Psychology, Minnesota University, USA. The researcher personally administered the questionnaire to the respondents and collected data from all the respondents included in the sample.

3.3 Data Analysis Techniques

collected through above mentioned instrument were tabulated, analyzed and interpreted by applying t-test keeping in view the objectives of the study.

4. RESULTS

Table 1: Comparison between perceptions of faculty members of public and private universities on job satisfaction through work experience

Respondents	Universities	N	Mean	Std	t-value
10 years experience	Public	167	3.73	44.59	0.458
	Private	123	3.71	48.90	
11-20 years experience	Public	28	4.04	35.51	1.713
	Private	27	3.84	37.90	
Above 20 years experience	Public	14	4.06	54.59	0.066
	Private	6	4.04	58.92	

Table 1 shows significant difference between public and private university teachers on three categories of work experience regarding job satisfaction. Since t-value was found less than table value at 0.05 level, no significant difference was found between the perceptions of public and private sector university teachers on all three categories of work experience.

Table 2: Comparison between perceptions of faculty members of public and private universities on job satisfaction by designation

Respondents	Universities	N	Mean	Std	t-value
Lecturers	Public	137	3.76	47.36	1.075
	Private	113	3.70	46.71	
Assistant professor	Public	49	3.77	44.72	0.89
	Private	24	3.86	32.02	
Associate professor	Public	10	4.09	25.42	1.508
	Private	10	3.73	70.39	
Professor	Public	15	3.91	33.19	0.385
	Private	11	3.97	56.30	

Table 2 indicates that there is no significant difference between the views of public and private university teachers i.e. lecturers, assistant professors, associate professors and professors regarding their job satisfaction. As the t-value in each case was found less than table value at 0.05 level of significance on job satisfaction. No significance difference was found between public and private university lecturers, assistant professor, associate professor and professor regarding their job satisfaction.

Table 3: Comparison between perceptions of faculty members of public and private universities on overall job satisfaction through academic qualifications

Respondents	Universities	N	Mean	Std	t-value
Teachers having master degree	Public	108	3.78	48.76	1.166
	Private	95	3.70	46.99	
Teachers having M.Phil degree	Public	56	3.70	45.45	0.919
	Private	39	3.79	44.21	
Teachers having Ph.D degree	Public	47	3.92	34.16	0.847
	Private	22	3.82	57.36	

Table 3 shows that t-value was found less than table value at 0.05 level in case of differences of perceptions of teachers of Master degree holder teachers, M.Phil degree holder teachers and Ph.D degree holder on overall job satisfaction. Hence, no significant difference was found between perceptions of teachers of various categories of academic qualification of public and private universities on job satisfaction. So null hypothesis that, "there is no significant difference between perceptions of teachers of public and private universities by different categories of academic qualification", is accepted.

Table 4: Comparison between perceptions of faculty members of public and private universities on overall job satisfaction through gender

Respondents	Universities	N	Mean	Std	t-value
Male teachers	Public	164	3.81	44.49	1.153
	Private	125	3.75	45.23	
Female teachers	Public	45	3.68	47.23	0.193
	Private	33	3.70	56.29	

Table 4 shows that t-value was found less than table value at 0.05 level in case of both male and female university teacher of each category. Hence, no significant difference was between perceptions of public and private university male and female teachers regarding job satisfaction.

5. DISCUSSION

Job satisfaction of employees is pre-requisite for the success of any organization. These are human resources which keep up the organizational activities. Without human resource an organization cannot flourish. Human resource works like fuel for any organization. Now job satisfaction is necessary for getting and retaining employees in an organization. This study focuses on comparison of job satisfaction of teachers in public and private universities in Khyber Pakhtunkhawa, Pakistan. The researcher assessed job satisfaction of teachers using Minnesota job satisfaction questionnaire. Since t-value of all variables was found less than table value at 0.05 level. No significant difference was found between the perceptions of public and private sector university teachers on job satisfaction through difference work experience categories. Experience wise no significant difference was reported between public and private universities' teachers. This study contradicted Gesinde and Adejumo study, 2012. Gesinde and Adejumo (2012) found significant difference between teachers with less and above years' work experience. Insignificant difference was reported between the views of public and private universities' teachers by different experience categories. The findings of the study contradict the study of Sudalayandi et al (2011). They stated that that there is an experience wise difference in the level of satisfaction on the work load given to the teaching staff of the self-financing engineering colleges. This study is not in line with the study of Ghafoor (2012). Ghafoor (2012) reported that experienced faculty members were more satisfied than less experienced. The insignificance difference between public and

private university teachers may be because of the following reasons:

1. Both public and private universities' teachers may have equal salary packages.
2. They may have equal promotion of opportunities.
3. Both public and private universities' teachers may have similar professional development opportunities.
4. They may enjoy similar social status in society.

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