

**FACTORS AFFECTING ON JOB SATISFACTION OF  
UNIVERSITY TEACHERS; A COMPARISON CASE STUDY  
BETWEEN PUBLIC AND PRIVATE UNIVERSITY**

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**ABSTRACT**

This research study has been designed to investigate the factors affecting on job satisfaction of university teachers; a comparison case study between public and private university. The main objectives of the study were to identify job satisfaction level between private and public University and to determine affecting factors on job satisfaction between private and public University. Eleven teachers of public and private university were selected through purposive sampling. The hypotheses were tested by percentage method. The important result showed that there is a significant difference of job satisfaction between public and private university teachers and there factors which influenced on job satisfaction had different intensities.

**Key Words:** *Factors, Job Satisfaction and Teachers*

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## 1. INTRODUCTION

Job satisfaction describes how happy an individual is with his or her job. It is a comparatively recent term since in previous centuries the jobs available to a particular person were often fixed by the occupation of that person's parent. There are a variety of factors that can influence a person's level of job satisfaction. Some of these factors include the level of pay and benefits, the perceived justice of the promotion system within a group, the quality of the working conditions, leadership and social interaction, the job itself (the variety of tasks involved, the interest and challenge the job generates, and the clarity of the job description/requirements). The happier people are within their job, the more satisfied they are said to be. Job satisfaction is not the same as motivation, even though it is clearly linked. Job design aims to develop job satisfaction and performance methods include job replacement, job growth and job improvement. Other influences on satisfaction include the management style and culture, worker involvement, empowerment and self-directed workgroups. Job satisfaction is a very important element which is frequently considered by institute. The most common way of measure is the use of evaluation scales where staff reports their reactions to their jobs. Questions relate to pay, work responsibilities, working environment, working hour, job security, relationship with people, positive leadership role and appraisal policy.

### 1.1 Background of the Study

People supervision is an important aspect of any managerial processes. This emanated from the identification that the human resources of an institute and the institute itself are identical. A well-managed dealing institute normally considers the standard workforce as the primary source of output gains. These institutes consider workforce rather than funds as the central part of institute for dealing and contributors to solid development. To make sure the achievement of goals, the institute creates an environment of commitment and cooperation for its workforce through policies that facilitate worker satisfaction. Satisfaction of human resource finds close links to highly motivated workforce. Motivated workforce then develops trustworthiness or promise to the institute resulting to greater output.

Ideal teachers appear able to incorporate professional knowledge (subject command and teaching), interpersonal knowledge (human affairs), and intrapersonal knowledge (beliefs and philosophical capacity) when he or she is satisfied with the job (Ladebo, 2005). Job satisfaction has been an important issue in pragmatic educational research (Spector, 1997). Warr (1998) argue that “schools must pay more attention to improve teacher’s job satisfaction”. It is disappointing to obtain that, although some educators do enjoy teaching, a high amount of teachers who are not satisfied with their job do in fact still exist. Whawo (1993), in an attempt to search for the fundamental characteristics that lead to effective schools, has suggested the need to explore the following factors: choice of qualified teachers, teacher self-esteem, teacher satisfaction and school ethnicity, as well as principal independence. This means that achieving inspiration and job satisfaction to develop managerial commitment is not simple or easy and works according to the framework of individual firms.

Even though, there are best practices within institution, it is up to the individual’s institution to find out which human source strategies meet its needs and objectives. Job satisfaction has been the most regularly investigated variable in organizational behavior (Spector, 1997). Teachers are expected to turn into a very high career performance, and the Ministry of Education is always questioning concern the job performance of teachers. Also, the Ministry of Education demands a very high compute of faithfulness, nationalism, commitment, hard work and dedication from its teachers (Ubom & Joshua, 2004). Similarly, the roles and contexts of educations’ motivational methods and tools cannot be under emphasized because high motivation enhances output which is naturally in the interests of all educational systems (Ololube 2004).

In Pakistan there are two basic types of university which is public and private universities. In both sector teachers have different environment, policies, leadership and pay/ benefits which lead teachers’ job satisfaction level. For that purpose the present study to explore job satisfaction of teachers between public and private university. The study will investigate factors affecting on job satisfaction and comparison between job satisfaction of university teachers of federal Urdu university of art s, science and technology (public university) and Hamdard university (private university) both universities is located in Karachi.

## 1.2 Objectives of the study

- To identify job satisfaction level between private and public University teachers’.
- To determine affecting factors on job satisfaction between private and public University teachers’.

## 1.3 Hypothesis of the study

1. There is no significant difference among factors affecting on job satisfaction between public and private University teachers.
2. There is no significant difference on job satisfaction level between public and private University teachers’

## 1.4 Scope of the study

This study emphasis in the following scope:

- This study helpful to know comparison between public and private university teachers job satisfaction level.
- This study is helpful for conducting further research on teachers’ job satisfaction.
- This study is helpful for identifying the area of job dissatisfaction of the university teachers.
- This study helps to make a managerial decision to the both university sector.

## 1.5 Limitations of the study

- The study was carried out in a short span of time, where in the researcher could not widen the study.
- The study confined only Karachi city.

## 2. REVIEW OF LITERATURE

The study of job satisfaction is a topic of wide interest to both people who work in institutes and people who study them. Job satisfaction has been closely related with many managerial phenomena such as motivation, performance, leadership, attitude, conflict, moral etc. Researchers have attempted to identify the various components of job satisfaction, measure the relative importance of each component of job satisfaction and examine what effects these components have on teachers' output.

Bishay (1996) found that job satisfaction and motivation correlated significantly with teachers' gender and age; but also with their responsibility levels, subject, years of teaching experience, and activity. While all teachers were generally happy with their job, female teachers in this study reported lower overall levels of satisfaction with their job.

Borg and Falzon (1989) found that three out of every 10 teachers rated their job as very or extremely stressful. However, the great majority of respondents (76%) were fairly or very satisfied with teaching. Gender of a teacher and age-group taught proved to be moderators of job satisfaction while length of teaching experience and age-group taught were found to be moderators of teacher stress. The results of the study revealed significant negative correlations between self-reported teacher stress and job satisfaction, and between teacher stress and intention to take up a teaching career a second time.

Different people understand compensation in your own way. In this paper compensation, reward, recognition, and wages are terms used in different situations (Zobal, 1998). The compensation is defined by American Association is "cash and non-cash remuneration provided by the owner for services rendered" (ACA, p. 9). Compensation is very valuable tool for retention and turnover. It is also a motivator for a worker in commitment with the organization which in result enhances attraction and retention (Zobal, 1998; Chiu et al., 2002). It also works as communicator when it is given to worker against his services which shows how much a worker is valuable for its organization (Zobal, 1998).

In addition to school type and location, workplace conditions have been found to impact on the job satisfaction of teachers. In Canada, Ma and MacMillan (1999) found that workplace conditions such as administrative control, teaching competence and organizational culture positively affected teacher satisfaction.

Perie and Baker (1997) identified the following school-level/working condition factors associated with teacher satisfaction: managerial support and leadership, student actions and school environment, interaction with parents, and teacher independence (their sense of control over classroom dealings). The study noted that the more favorable the working conditions then higher the satisfaction scores.

Recent studies in Greece recommended that teachers of public schools (Amarantidou, 2010). were satisfied with the job itself and their supervision, whereas they were dissatisfied with pay and promotional opportunities. In addition, another study in Greece showed that independence was correlated with job itself, supervision and the educational organization as a whole (Chiu, Luk and Tang, 2002)

Research by Kyriacou, Kunc, Stephens and Hultgren (2003) found those factors such as workload, salary, disturbing pupils and the status of the teaching profession result in some teachers leaving the profession early.

Ololube (2005) assessed the relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State, Nigeria. The survey results revealed that teacher dissatisfaction was associated with educational policies, administration, pay and fringe benefits, material rewards and progression. A study by Perrie and Baker (1997) found that salary and benefits did not seem to have an impact on teacher satisfaction with their job.

Job satisfaction and dissatisfaction not only depends on the nature of the job, it also depend on the expectation what's the job give to a worker (Hussami, 2008). Lower convenience costs, higher organizational and social and intrinsic reward will increase job satisfaction (Mulinge and Mullier, 1998). Job satisfaction is difficult phenomenon with multi facets (Spector, 2000); it is influenced

by the factors like salary, working environment, independence, communication, and organizational commitment (Manthei and Gilmore, 1996)

However, even with the widespread recognition of the importance of facilitating the relationship between job satisfaction and motivation in facilitating organizational commitment, there are changeable perspectives on the means of doing this. The earliest plan is to use wage increases to link job satisfaction and motivation to organizational commitment (Lacey, 2003). With the recognition that this is not enough to bring about motivation expressed in job satisfaction, other perspectives emerged giving particular importance to the training and skills development of workers (Schmidt, 1999) applied through the basic principle of continuous organizational learning. Since this covers only an aspect of human resource management, a holistic approach emerged that targets the development of a certain quality of service life (Smith and Bouke 2002) that covers fair wages, benefits, other service conditions, and career development to maintain the facilitation of motivation and job satisfaction directed towards organizational commitment.

### 3. METHODOLOGY

A descriptive research design with survey method is applied in the study. It is based on quantitative approach. The populations of present study were based on two university teachers of education department first public and second private sector for comparison case study. For the requirement of the study purposive sampling technique was used. Eleven teachers from Hamdard University (private university) and eleven teachers from Federal Urdu University of arts, science and technology (public university) were selected. The questionnaire were designed on the basis of available related literature and also reviewed by experts. After minor grammatical corrections and rephrasing, the revised questionnaire were finalized. Likert five point scale were used which is denoted by (1) Strongly Agree (2) Agree (3) Neutral (4) Disagree (5) Strongly Disagree. A survey questionnaire designed to collect primary data. Researcher has used both the primary and the secondary data for the purpose of this study. Secondary data were collected from available books, publications, research studies, articles and websites. The researcher visited each university for collecting information regarding job satisfaction.

Independent Variables	Federal Urdu University (Public)	Hamdard University (Private)
	N %	N %
<b>Gender</b>		
Males	2 (19)	7 (64)
Females	9 (81)	4 (36)
<b>AGE</b>		
25-35	5 (45)	4 (36)
35-45	3 (28)	2 (18)
45-55	2 (18)	2 (18)
55-ABOVE	1 (9)	3 (28)
<b>EXPERIENCE</b>		
6month - 5years	4 (36)	2 (18)
5years - 10years	3 (28)	4 (36)
10years - 15years	2 (18)	1 (9)
15years - above years	2 (18)	4 (36)
<b>Designation</b>		
Lecturer	2 (18)	6 (55)
Assistant professor	7 (64)	0
Associate professor	1 (9)	1 (9)
Professor	1 (9)	4 (36)
<b>Qualification</b>		
Masters	3 (27)	6 (55)
M.Phil	1 (9)	0
Ph.D	7 (64)	5 (45)
<b>Specialization</b>		
Social sciences	11 (100)	11 (100)

**Table 1: Demographic Information of Teachers**

#### 4. DATA ANALYSIS

After collecting all necessary data, data have been tabulated and analyzed by percentage method. And, this tabulated information used to measure perceived satisfaction and dissatisfaction level of the university teachers' to compare the job satisfaction level between private and public university teachers.



#### 4.1 Findings

This section will try to highlight the findings based on the analysis done on the data collected from respondents. This research focuses on the factors affecting teachers' job satisfaction in selected Universities and job satisfaction level of teachers.

**Table 2: Factors on Job Satisfaction of Teachers at Federal Urdu University**

S.No	Descriptions	Strongly Agree N %	Agree N %	Neutral N %	Disagree N %	Strongly Disagree N %	Total N %
1	Working environment	2 (18)	6 (55)	2 (18)	1 (9)	0	11 (100)
2	Job location	3(27)	8 (73)	0	0	0	11 (100)
3	Working hour	3(27)	6 (55)	2 (18)	0	0	11 (100)
4	Pay and compensation	0	2(18)	3 (27)	1 (9)	5 (45)	11 (100)
5	Relationship with colleagues	0	5 (45)	6 (55)	0	0	11 (100)
6	Job security	0	3 (27)	1 (9)	2 (18)	5 (45)	11 (100)
7	Leaders positive role	1 (9)	3 (27)	5 (45)	1 (9)	1 (9)	11 (100)
8	Performance appraisal policy	0	2 (18)	4 (37)	5 (45)	0	11 (100)

Table 2 highlighted the different factors which affect on teachers job satisfaction at Federal Urdu University. It was found through the analysis of the data that the teachers job satisfaction was spread down in different factors including; job location (73%), working hour (55%), working environment (55%) and dissatisfaction factors including; pay and compensation (45%), job security (45%) performance appraisal policy (45%) while neither satisfy nor dissatisfy factors including; relationship with colleagues (55%) and leaders positive role (45%).

**Table 3: Factors on Job Satisfaction of Teachers at Hamdard University**

S.No	Description	Strongly Agree N %	Agree N %	Neutral N %	Disagree N %	Strongly Disagree N %	Total N %
1	Working environment	6 (55)	5 (45)	0	0	0	11 (100)
2	Job location	3 (27)	7 (64)	1 (9)	0	0	11 (100)
3	Working hour	7 (64)	3 (27)	1 (9)	0	0	11 (100)
4	Pay and compensation	1 (9)	5 (45)	1 (9)	0	4 (37)	11 (100)
5	Relationship with colleagues	4 (37)	5 (45)	0	2 (18)	0	11 (100)
6	Job security	1 (9)	8 (73)	1 (9)	0	1 (9)	11 (100)
7	Leaders positive role	2 (18)	5 (45)	2 (18)	0	2 (18)	11 (100)
8	Performance appraisal policy	4 (37)	4 (37)	0	2 (18)	1 (9)	11 (100)

Table 3 highlighted the different factors which affect on teachers job satisfaction at Hamdard University. It was found through the analysis of the data that the teachers job satisfaction was spread down in different factors including; job security (73%), job location (64%), working hour (64%), working environment (55%), pay and compensation (45%), relationship with colleagues (45%) and leaders positive role (45%) and performance appraisal policy (37%).

According to above findings first hypothesis that there is no significant difference among factors affecting on job satisfaction between public and private university are rejected

**Table 4: Overall job satisfaction level of teachers at Federal Urdu University**

S.No	Description	Satisfied %	Neither Satisfied Nor Dissatisfied	Dissatisfied%
1	Working environment	73	18	9
2	Job location	100	-	-
3	Working hour	82	18	-
4	Pay and compensation	18	27	54
5	Relationship with colleagues	45	55	-
6	Job security	27	10	63
7	Leaders positive role	36	45	79
8	Performance appraisal policy	18	37	45
	Total		100	

Table 4 to check the overall results whether the teachers at Federal Urdu University satisfied or dissatisfied with their job. It was found that satisfied factors were job location (100%), working hour (82%), working environment (73%) while dissatisfaction factors were leaders positive role (79%) job security (63%), pay and compensation (54%), performance appraisal policy (45%) and neutral factor was only relationship with colleagues (55%).

Table 5: Overall job satisfaction level of teachers at Hamdard University

S.No	Description	Satisfied %	Neither Satisfied Nor Dissatisfied %	Dissatisfied%
1	Working Environment	100	-	-
2	Job Location	91	9	-
3	Working Hour	91	9	
4	Pay And Compensation	54	9	37
5	Relationship With Colleagues	82	9	9
6	Job Security	82	9	9
7	Leaders Positive Role	63	19	18
8	Performance Appraisal Policy	74	-	26
	Total		100	

Table 5 to check the overall results whether the teachers at Hamdard University satisfied or dissatisfied with their job. It was found that satisfied factors were working environment (100%), working hour (91%), job location (91%), job security (82%), relationship with colleagues (82%) performance appraisal policy (74%), leaders' positive role (63%) and pay and compensation (54%).

According to above findings second hypothesis that there is no significant difference between public and private University teachers' job satisfaction level are rejected

## 5. CONCLUSION

Teachers' job satisfaction can improve service quality and increase teachers' satisfaction. In this circumstance, policy makers and managers have turned their attention to provide different kinds of facilities to their teachers in order to satisfy their teachers. This study tested factors affecting job satisfaction for public and private university. The results suggest that public and private university teachers' have factors of job satisfaction but different intensity. Based on the results for the standardized values, we are able to see that job location, working hour, working environment are key factors in satisfying the teachers of public university but job dissatisfaction factors are more than satisfaction factors like positive role, job security, pay and compensation and performance appraisal policy. Public university can improve these factors then definitely can be these key factors affecting job satisfaction of teachers'. On the other hand private university teachers have greater satisfying factors, it shows that private university are more concerned about teachers' job satisfaction.

## 6. RECOMMENDATIONS

For future research the following suggestions should be considered:

- 1) It is suggested that for future research a proportionate stratified random sample be used to compare several public sector institutions using a larger sample.
- 2) The research is needed to further investigate the potential relationships and affects these variables and other extraneous variables, such as job level and contingent rewards have on job satisfaction.
- 3) Qualitative investigators must conduct research regarding the job satisfaction of public universities. This research method will provide a different perspective of teachers, job satisfaction and contribute a more in-depth understanding of how teachers view their job.

## 7. DISCUSSION

The implications of the study's findings must be viewed in light of the strengths and weaknesses of the study's design. Findings are limited by the use of self-report instruments to measure respondents' levels of job satisfaction and job dissatisfaction level. However, because of the importance placed on assessment and perceptions in job satisfaction studies, self-report measures are appropriate and suitable as a means of data gathering. Differences that might exist between respondents' perception could also influence the study's findings, thereby limiting its generalizability. Nevertheless, the result of this study is generalizable, especially to education and all establishments under the public sector's umbrella.

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