

Unveiling the Dynamic Landscape of Job Satisfaction: A Multi-Dimensional Analysis of Teachers in Public and Private Colleges

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Abstract



Workplace satisfaction plays a crucial role in enhancing job performance and overall productivity. This study aimed to investigate and compare the factors influencing job satisfaction among private and public college teachers in District Bhakkar, Punjab, Pakistan. The research focused on understanding the distinct elements contributing to job contentment within these educational sectors. The study population encompassed all private and public college teachers in District Bhakkar. A sample of 346 college instructors participated, comprising 201 from public colleges and 145 from private colleges. This quantitative research utilized a self-developed questionnaire employing a 5-point Likert scale to collect primary data. The findings revealed a notable difference in job satisfaction levels between public and private college teachers. Public college teachers reported higher levels of satisfaction in areas such as job autonomy, respect, recognition, salaries, personal growth, promotions, and job training, compared to their counterparts in private colleges. Interestingly, there was no significant disparity in job satisfaction perceptions between male and female college teachers. Based on these results, it is recommended that initiatives be undertaken by owners or management of private colleges to enhance teachers' self-recognition, respect, job autonomy, salaries, rewards, personal growth and development opportunities, promotions, training provisions, and job security. Such measures can potentially improve overall job satisfaction among private college teachers, consequently enhancing their performance and job engagement.

Keywords: *Job Satisfaction, Intrinsic Factors, Extrinsic Factors, Education, Job Satisfaction Scale, Teacher, Student*

1. Introduction

An individual's entire contentment and emotional well-being in his job are reflected by his job satisfaction (Nadinloyi et al., 2013), which is a

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complicated and important component of the professional experience. It can be viewed as a gauge of an individual's happiness and fulfilment at work. A person is more likely to be inspired, enthusiastic, and committed at work when they have high job satisfaction, which improves performance and overall job-related wellness (Abdullah et al., 2023).

A variety of extrinsic and intrinsic elements form the multidimensional concept of job satisfaction (Baroudi et al., 2022). A sense of success (Haitao, 2022), recognition (Abdullah et al., 2023), personal development and growth, self-determination (Takahashi et al., 2014), and employment harmony with talents and interests are examples of intrinsic aspects that come from a person's personal experiences and perceptions of their work (Taşkıran et al., 2017). Extrinsic factors, on the other hand, are related to the organizational environment and are not internal to the individual. They include concrete perks and requirements, including pay (Abdullah et al., 2023; Stater & Stater, 2019), chances for career progression (Sihombing & Ariyanto, 2020), job stability (Hur, 2022), training opportunities, and the calibre of relationships at work (Haitao, 2022). Overall, a careful balancing act between internal and external influences results in job satisfaction. Employees who work for organizations that understand the value of both intrinsic and extrinsic factors in building a great work environment are more likely to be satisfied, driven, and engaged. Organizations can work to improve employee job happiness by addressing and optimizing these elements, which will boost output and overall success.

Without a doubt, education is a key component of both individual and societal growth, with teachers playing a significant role in knowledge transmission (Yao et al., 2020) and moulding the future of nations (Rajappan et al., 2017). Given the vital role that teachers play, it is crucial to create an atmosphere that values and supports their line of work. In addition to affecting their own well-being, teachers' job happiness has a direct bearing on the calibre of instruction and the consistency of the lessons they deliver to their students (Khan et al., 2023). Teachers' dissatisfaction with their jobs can have a significant impact on students' performance and the overall efficacy of the educational system (Banerjee et al., 2017). Numerous internal and external factors affect teachers' satisfaction with their work, and addressing them is crucial to ensuring that teachers can carry out their responsibilities successfully and stay motivated. Ultimately, happy and fulfilled teaching personnel not only benefit the education industry but also contribute significantly to a vibrant and forward-thinking society by paving the way for the complete development of subsequent generations.

Several studies have been conducted on similar areas of this research, but factors affecting the job satisfaction of public and private college teachers in the Pakistani context are still unidentified. For instance, Abdullah et al. (2023) conducted a study and identified intrinsic and extrinsic factors of job satisfaction among public and private school teachers. Akhtar et al. (2010) draw on a comparative study among public and private secondary school teachers to identify factors affecting job satisfaction, while Hameed et al. (2018) comparatively studied factors affecting job satisfaction among public and private university teachers. Hence, in order to fill the knowledge gap in the existing literature, this study was organized to identify extrinsic and intrinsic factors affecting job satisfaction among public and private college teachers in Sargodha division.

1.1 Objectives of the Study

Objectives of the study included to;

1. identify and analyze the key factors influencing job satisfaction among teachers in public and private colleges.
2. compare job satisfaction levels between public and private college teachers, assessing the magnitude of differences and determining whether these variances hold statistical significance.

1.2 Research Questions

This study was intended to address the following research questions;

1. What specific factors contribute to differences in job satisfaction between teachers in public and private colleges?
2. To what extent do job satisfaction levels differ between public and private college teachers, and are these differences statistically significant?

1.3 Research Hypotheses

The study intended to test the following research hypotheses;

H₁ - The level of job satisfaction among public college teachers is higher than that of private college teachers.

H₂ - The level of job satisfaction among female college teachers is higher than that of male college teachers.

2. Literature Review

Job satisfaction is a varied phenomenon that is influenced by a wide range of variables, including inherent components that result from each person's own experiences and viewpoints at work. Employees are more likely to assume leadership positions inside an organisation when they feel intrinsically satisfied (Mardanov, 2020). Intrinsic factors cover a broad spectrum of subject matter, including the nature of the job itself, respect (Sahito & Vaisanen, 2020),

autonomy, opportunities for personal advancement and achievement (Savitsky et al., 2021), acknowledgement of one's efforts (Ali & Anwar, 2021), personal engagement (Noercahyo et al., 2021), accepting responsibility, participation in decision-making processes and management activities, encouragement, and the freedom to use one's abilities and skills (Abdullah et al., 2023). In-depth, personalised interactions with students, the cognitive demands of teaching, and job autonomy all play important roles in determining an individual's level of job satisfaction. A more meaningful work environment can be created by recognising and addressing these intrinsic aspects, which may ultimately be advantageous to both employees and organisations (Davidescu et al., 2020).

Employees' satisfaction is greatly influenced by workplace autonomy and independence, particularly in occupations like teaching (Khoshnaw & Alavi, 2020). Involving teachers in instructional decisions and giving them control over their classrooms improves job satisfaction, fostering a more favourable work atmosphere. Employees are more likely to feel fulfilled in their jobs when they have the opportunity to make decisions and exercise their creativity (Irabor & Okolie, 2019). Personal development is also a significant factor in job satisfaction. When given the chance for both professional and personal growth, employees are more likely to be intrinsically driven and satisfied with their work. Overall job satisfaction can be considerably increased by a well-defined professional path and opportunities for progress (Davidescu et al., 2020).

Extrinsic elements, which relate to the external environment in which people work, have a significant impact on job satisfaction (Irabor & Okolie, 2019). These elements cover a range of work aspects that have a significant impact on the worker's motivation and job satisfaction. Feeling valued by colleagues and management, following applicable laws and regulations, the organisational management style, its organisational structure, adequate pay and benefits, job stability, chances for professional growth, and the possibility of career advancement are important factors (Abdullah et al., 2023). Salaries, in particular, come out as a crucial external element in influencing how content people are at work. When workers feel their skills and efforts are being adequately compensated, they are more likely to be content with their occupations (Iqbal et al., 2023). Employees seek assurance that their dedication and diligence will lead to professional growth and personal development. Promoting job satisfaction also requires a supportive and enjoyable work environment. Such an environment fosters positive relationships and significantly raises overall job satisfaction. Safe working conditions are also crucial because they give workers a sense of worth and security in their jobs (Baroudi et al., 2022).

Job satisfaction and job security go hand in hand. Employee satisfaction may be directly impacted by the organization's degree of job security. Job insecurity causes uncertainty about career possibilities and the possibility of layoffs, which increases stress levels and reduces job satisfaction (Nemteanu et al., 2021). Another important factor that greatly affects job satisfaction is the availability of opportunities for professional progression. When qualified employees feel that there aren't many prospects for promotion, they might be more likely to look for a job elsewhere, which could affect retention rates (Amiri et al., 2023). Additionally, having kind and helpful colleagues is another important element affecting workplace happiness (Belias et al., 2015). The nature of one's working connections with colleagues is crucial to their overall job satisfaction. Job satisfaction may suffer in occupations like teaching, where teachers may not always receive enough support from their colleagues.

3. Research Methodology

3.1 Research Design

This study was conducted using quantitative method employing cross-sectional survey research design. This framework was considered suitable for this study as it was a one-time assessment of college teachers seeking their opinions about their job satisfaction.

3.2 Population and Sample

The entire population of interest for this study comprised all college teachers in District Bhakkar, encompassing both public and private sectors. District Bhakkar consists of four tehsils: Bhakkar, Mankera, Darya Khan, and Kallur Kot. According to the Director of Education (Colleges) Sargodha Division's 2023 report, the district housed a total of 41 private colleges (with separate campuses for males and females) and 57 public/government colleges (also segregated by gender). In terms of college types, there were 55 boys' colleges and 43 girls' colleges. Additional population details are outlined in the following table for reference.

Table 1

Details of Colleges

Tehsil	Total Colleges		College Category	
	Public	Private	Male	Female
Bhakkar	23	15	21	17
Mankera	10	7	10	7
Darya Khan	9	9	10	8
Kallur Kot	15	10	14	11
Total	57	41	55	43

Source: Director of Education (Colleges) Sargodha Division.

The survey encompassed participants from both the public and private education sectors, covering a diverse demographic of both males and females. A stratified sampling strategy was employed to ensure adequate representation from each category. Based on the size of the general population, a proportionate sample was chosen from each stratum using this procedure. After dividing the sample into strata, the sample was collected conveniently, as the researcher did not have enough time and resources to have access to the names and generate the lists of all public and private college teachers.

Table 2

Details of Population

Tehsil	Public College Teachers		Private College Teachers	
	Male	Female	Male	Female
Bhakkar	483	341	357	221
Mankera	210	147	170	91
Darya Khan	189	189	151	104
Kallur Kot	315	193	238	143
Total	1197	870	916	559
Grand total	2067		1475	

Source: Researcher's own calculations.

The sample size was determined using Krejcie and Morgan's table of sample selection, with Krejcie and Morgan (1970) advising a sample size of 346 when the population is up to 3500. In order to collect data, a sample of 346 college teachers was chosen, with 145 of them coming from private colleges and the rest 201 from public colleges. Table 3 shows how this sample was distributed among various college types, ensuring that the study is both thorough and representative.

Table 3

Details of Sample

Tehsil	Public College Teachers		Private College Teachers	
	Male	Female	Male	Female
Bhakkar	47 (40%)	34 (39%)	35 (39%)	22 (40%)
Mankera	21 (18%)	14 (17%)	17 (19%)	9 (16%)
Darya Khan	19 (16%)	18 (22%)	15 (16%)	10 (19%)
Kallur Kot	30 (26%)	18 (22%)	23 (26%)	14 (25%)
Total	117 (58%)	84 (42%)	90 (62%)	55 (38%)
Grand total	201 (58%)		145 (42%)	

There were 1197 males and 870 females working as teachers in the public colleges in Bhakkar district. Table 3 shows that a total of 201 college

teachers were chosen from this pool in order to provide a representative sample; 117 respondents came from the male group and 84 from the female category. Moreover, there were a total of 916 male college teachers and 559 female teachers working in private colleges throughout the area. A total of 145 respondents were chosen from this group in order to provide a representative sample, with 90 of them being male college teachers and the remaining 55 being female college teachers.

3.3 Instrumentation

A self-made data collection instrument was used in this study, built around a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The study used a questionnaire with a total of 12 scales. The two primary categories of these scales—intrinsic and extrinsic factors impacting job satisfaction—were separated. The intrinsic elements category included five scales that addressed issues such as a person's internal drive, job satisfaction, and unique experiences in the workplace. On the other side, the extrinsic factors category, which included seven measures, concentrated on external issues, including pay, working conditions, organizational support, etc., that can have an impact on job satisfaction. The questionnaire was initially presented to a panel of five experts, requesting that they thoroughly review its content validity. After the content validation stage, 35 teachers (representing 10% of the sample) were requested to complete the questionnaire as part of a pilot testing process for the feasibility of the research design. Cronbach's alpha analysis was then carried out to evaluate the research scales' internal consistency. In the final research instrument, only items with a reliability coefficient of 0.70 or higher were kept.

3.4 Data Collection

The data were collected by two researchers. A male researcher conducted the surveys with the male teachers, and a female researcher conducted the surveys with the female respondents. Prior to the data collection procedure, the researchers visited the sampled teachers, confirmed their availability, and scheduled the appointments. During data collection process, the researchers visited the research sites for data collection and remained accessible to address any queries or concerns raised by participants during the data collection phase, fostering trust and transparency in the research process. The participants were given a total of 346 questionnaires, and fortunately, each one of them was returned with all the information needed, yielding a 100% response rate.

4. Data Analysis and Interpretation

The data collected for this study were subjected to a detailed analytical method using both descriptive and inferential statistics, supported by the Statistical Package for Social Sciences (SPSS) version 22-V. The mean and

standard deviation of each scale were computed in descriptive statistics, while differences between various groups, notably in terms of extrinsic as well as intrinsic variables determining job satisfaction among both private and public college teachers, were assessed using an independent sample t-test. It was crucial to stress that the basic t-test assumptions, such as data normality, independence of groups, and homogeneity of variance, were carefully verified and found to be true before the test was conducted. Data normality was established through skewness and kurtosis, and its matrix has been added to Table 6, while homogeneity of variances was ensured with the help of Levene's test.

Table 4

Factor Analysis

Items	Factor loading											
	1	2	3	4	5	6	7	8	9	10	11	12
Factor 1. Job Nature (JN)												
JN4. Teaching is interesting	.9											
JN1. Feelings of accomplishment	.9											
JN2. Appropriate workload	.8											
JN3. Respect and encouragement	.8											
Factor 2. Personal Growth (PG)												
PG1. Initiatives for growth	.9											
PG4. New methods & skills	.9											
PG5. Professional advancement	.8											
PG3. Support for higher education	.8											
PG2. Emotional well-being	.5											
Factor 3. Autonomy (Aut)												
Aut3. In decision-making				.9								
Aut1. In assigning task				.4								
Aut2. In teaching method				.9								
Factor 4. Recognition (Rec)												
Rec1. From college head/principal				.9								
Rec4. From students				.1								
				.9								
				.0								

Rec3	From colleagues	.8	
.		9	
Rec2	From	.8	
.	society/communit	7	
	y		
Factor 5. Respect (Res)			
Res2.	From	.8	
	management	7	
Res3.	From students	.8	
		4	
Res1.	From colleagues	.8	
		4	
Res4.	From society	.8	
		2	
Factor 6. Management's Behavior (MB)			
MB3	Importance to	.9	
.	teacher's ideas	0	
MB4	Open	.8	
.	communication	9	
BM5	Appreciation for	.8	
.	doing good	3	
MB2	Support &	.8	
.	assistance in job	1	
MB1	Staff development	.4	
.	plan	9	
Factor 7. Training (Tra)			
Tra1.	Induction teaching	.9	
	training	2	
Tra2.	In-service	.9	
	teaching training	2	
Tra3.	Skill-developing	.8	
	seminars	9	
Factor 8. Salary & Reward (SR)			
SR1.	Getting decent	.9	
	salary	4	
SR3.	Satisfactory for	.9	
	workload	2	
SR2.	Allowance and	.9	
	overtime	1	
Factor 9. Promotion (Pro)			
Pro1.	Promotion	.9	
	opportunities	4	
Pro2.	Position	.9	
	development	1	
Factor 10. Work Environment (WE)			
WE3	Conducive	.8	
.	environment	6	
WE1	Pleasant	.8	

. surroundings	5
WE2 Necessary equipment	.83
WE4 Sanitary facilities	.83
WE5 Safety appliances	.78
Factor 11. Colleagues' Behavior (CB)	
CB2. Respecting each other	.93
CB1. Cooperation	.91
CB3. Mutual trust	.88
CB4. Association	.85
Factor 12. Job Security (JS)	
JS1. Guarantee of keeping the job	.89
JS2. Sure how long job will last	.88
JS3. Certainty of future with job	.86

Table 4 presents the statistics of factor analysis for all the variables included in the research scales. It can be observed that all the constructs converge with each other, exhibiting similar scores $>.70$. It indicated that all the constructs were consistent in measuring job satisfaction. It can be observed in Table 4 that all the items loaded into their respective factors and possessed strong consistency with each other except PG2 and MB1. These two items were excluded from their respective scales as they had a disturbing overall reliability coefficient value.

Table 5

Levene's Test Matrix

Variable	<i>F</i>	<i>p</i>
Job Nature	.083	.712
Personal Growth	.071	.772
Autonomy	.089	.792
Respect	.102	.615
Recognition	.058	.872
Management's Behavior	.067	.746
Salary & Reward	.092	.662
Work Environment	.048	.910
Promotion	.091	.683
Training	.081	.691
Job Security	.066	.718
Colleagues' Behavior	.069	.767

Table 5 shows the matrix of Levene’s test for homogeneity of variance. It can be observed that not a single scale violated the equality of variance, i.e., job nature ($F = .083$), personal growth ($F = .071$), autonomy ($F = .089$), respect ($F = .102$), recognition ($F = .058$), management’s behavior ($F = .067$), salary & rewards ($F = .092$), work environment ($F = .048$), promotion ($F = .091$), training ($F = .081$), job security ($F = .066$), and colleagues’ behavior ($F = .069$). All the scales exhibited ($p > .05$), indicating no violation of the equality of variances.

Table 6
Grouped Frequency Distribution of Scales

Factor	M	SD	Skewness	Kurtosis	Range	Items	α
Job Nature ^a	3.06	0.75	0.31	0.53	1-5	4	.80
Personal Growth ^a	2.62	1.25	-0.21	0.36	1-5	4	.77
Autonomy ^a	2.29	1.65	0.23	0.45	1-5	3	.85
Respect ^a	3.15	0.76	0.26	0.54	1-5	4	.91
Recognition ^a	2.66	1.16	0.35	0.31	1-5	4	.73
Management’s Behavior ^b	2.93	0.74	0.26	0.44	1-5	4	.83
Salary & Reward ^b	2.90	0.99	-0.37	0.22	1-5	3	.90
Work Environment ^b	3.13	0.68	-0.34	0.23	1-5	5	.71
Promotion ^b	2.57	1.30	-0.39	0.19	1-5	2	.75
Training ^b	2.73	1.02	0.43	0.21	1-5	3	.88
Job Security ^b	2.83	0.81	-0.28	0.32	1-5	3	.82
Colleagues’ Behavior ^b	3.46	0.64	0.17	0.17	1-5	4	.79

Note. ^a Intrinsic factors, ^b Extrinsic factors. Total items = 43. Overall Cronbach’s alpha ($\alpha = 0.812$).

Table 6 indicates the mean scores of intrinsic and extrinsic components of job satisfaction among male and female college teachers. The statistics showed a grouped frequency distribution of the scales of intrinsic factors of job satisfaction, i.e., “job nature” ($M = 3.06$, $SD = 0.75$), “personal growth” ($M = 2.62$, $SD = 1.25$), job “autonomy” ($M = 2.29$, $SD = 1.65$), “respect” ($M = 3.15$, $SD = 0.76$), and “recognition” ($M = 2.66$, $SD = 1.16$). The table also presents the frequency distribution of extrinsic factors of job satisfaction. i.e., “management’s behavior” ($M = 2.93$, $SD = 0.74$), “salary & rewards” ($M = 2.90$, $SD = 0.99$), “work environment” ($M = 3.13$, $SD = 0.68$), “promotion” ($M = 2.57$, $SD = 1.30$), “training” ($M = 2.73$, $SD = 1.02$), “job security” ($M = 2.83$, $SD = 0.81$), and “colleagues’ behavior” ($M = 3.46$, $SD = 0.17$). Moreover, the values of skewness and kurtosis fall within ± 1.96 , indicating no violation of the assumption of normality of the data.

$$Z_{\text{skewness}} = \frac{\text{skewness}}{\sqrt{\text{s.e. skewness}}} \quad Z_{\text{kurtosis}} = \frac{\text{kurtosis}}{\sqrt{\text{s.e. kurtosis}}}$$

Table 6 also shows Cronbach's alpha values of the research scales, which reveal each value of the reliability coefficient $>.70$, indicating high consistency among the items of a specific research scale. A total of 43 items can be seen in the research tool, exhibiting an average of $\alpha = 0.812$.

Table 7
Correlation Matrix

Variables	1	2	3	4	5	6	7	8	9	10	11	12
1. Job Nature	-											
2. Personal Growth	64***	-										
3. Autonomy	57***	54***	-									
4. Respect	62***	51***	59***	-								
5. Recognition	73***	59***	44***	60***	-							
6. Management's Behavior	66***	49***	66***	63***	67***	-						
7. Salary & Reward	53***	71***	44***	53***	72***	54***	-					
8. Work Environment	39**	45***	62***	72***	59***	42***	43***	-				
9. Promotion	80***	62***	51***	78***	47***	65***	55***	74***	-			
10. Training	49***	74***	60***	63***	65***	48***	81***	79***	43*	-		
11. Job Security	46***	50***	76***	48***	55***	83***	62***	53***	49*	68***	-	
12. Colleagues' Behavior	67***	55***	40***	62***	50***	31**	67***	71***	57*	69***	51*	-

Note. ** $p < .01$, *** $p < .001$. N = 346.

Table 7 presents the correlation matrix of all the scales included in this study. The statistics show that all the variables are correlated to each other. Maximum variables seem to be in relationship to each other at alpha level $<.001$, while colleagues' behavior (12), management's behavior (6), work environment (8), and job nature (1) were found to be correlated at alpha level $<.01$.

Table 8
Mean Comparison of Private and Public College Teachers about Job Satisfaction

Scales	Public College Teachers		Private College Teachers		t	p	Cohen's <i>d</i>
	M	SD	M	SD			
Job Nature	4.03	0.503	2.10	1.286	4.05	.00	1.98
Personal Growth	3.72	0.571	1.52	1.795	3.14	.00	1.65
Autonomy	3.45	0.513	1.13	1.625	2.76	.00	1.93
Respect	3.49	0.413	2.81	1.515	3.52	.00	0.61
Recognition	3.92	0.466	1.41	1.524	3.41	.00	2.23
Management's Behaviour	3.56	0.463	2.31	0.913	2.38	.00	1.73
Salary & Reward	4.11	0.371	1.69	1.487	4.52	.00	2.24
Work Environment	3.61	0.542	2.66	0.884	3.89	.00	1.29
Promotion	3.63	0.572	1.52	1.723	2.78	.00	1.64
Training	3.43	0.352	2.03	0.987	3.74	.00	1.90
Job Security	4.58	0.231	1.09	1.905	2.87	.00	2.57
Colleagues' Behaviour	4.01	0.264	2.91	0.812	2.18	.00	1.82

Note. Public college teachers ($n = 201$), Private college teachers ($n = 145$).

In Table 8, the mean scores of job satisfaction among public and private college teachers are shown. The statistics showed a notable disparity between the two groups. Public college teachers exhibited a higher score on job nature ($M = 4.03$, $SD = 0.503$) compared to private college teachers ($M = 2.10$, $SD = 1.286$). Furthermore, public college teachers received more personal development and growth ($M = 3.72$, $SD = 0.571$) compared to private college teachers ($M = 1.52$, $SD = 1.795$). Additionally, public college teachers enjoyed higher autonomy ($M = 3.45$, $SD = 0.513$) than their private counterparts ($M = 1.13$, $SD = 1.625$) and received more workplace respect ($M = 3.49$, $SD = 0.413$) than private college teachers ($M = 2.81$, $SD = 1.515$). Public college teachers also exhibited a greater score on recognition ($M = 3.92$, $SD = 0.466$) than private college teachers ($M = 1.41$, $SD = 1.524$). In terms of extrinsic factors, public college teachers experienced more positive management's behavior ($M = 3.56$, $SD = 0.463$) than their private counterparts ($M = 2.31$, $SD = 0.913$). Furthermore, public college teachers received greater salaries and rewards ($M = 4.11$, $SD = 0.371$) than private college teachers ($M = 1.69$, $SD = 1.487$) and were working in a more pleasant work environment ($M = 3.61$, $SD = 0.542$) compared to private college teachers ($M = 2.66$, $SD = 0.884$). Public college teachers were promoted more frequently ($M = 3.63$, $SD = 0.572$) than their private counterparts ($M = 1.52$, $SD = 1.723$).

= 1.723). Additionally, public college teachers received more teaching training opportunities ($M = 3.43, SD = .532$) than private college teachers ($M = 2.03, SD = 0.987$). Public college teachers had greater job security ($M = 4.58, SD = 0.231$) compared to private college teachers ($M = 1.09, SD = 1.905$) and perceived more positive colleagues' behavior ($M = 4.01, SD = 0.264$) than private college teachers ($M = 2.91, SD = 0.812$). Moreover, Cohen's d values for each scale are $>.50$, which indicates a stronger effect size between the groups. These results support the research hypothesis that there is a significant difference in job satisfaction among public and private college teachers ($p < .05$).

Table 9

Mean Comparison of Male and Female College Teachers about Job Satisfaction

Scales	Male College Teachers		Female College Teachers		t	p	Cohen's d
	M	SD	M	SD			
Job Nature	3.11	0.243	3.00	0.583	.35	.67	0.24
Personal Growth	2.58	0.541	2.66	1.215	-.31	.69	-0.08
Autonomy	2.19	0.417	2.39	1.322	-.62	.52	-0.20
Respect	3.11	0.378	3.19	0.613	-.29	.81	-0.16
Recognition	2.73	0.852	2.59	0.929	.41	.70	0.16
Management's Behaviour	2.96	0.783	2.90	0.718	.28	.83	0.08
Salary & Reward	2.86	0.841	2.94	1.007	-.32	.74	-0.09
Work Environment	3.15	0.643	3.11	0.813	.25	.89	0.05
Promotion	2.63	1.072	2.51	1.273	.53	.64	0.10
Training	2.72	1.321	2.74	0.911	-.21	.97	-1.02
Job Security	2.89	0.991	2.77	1.102	.34	.72	0.11
Colleagues' Behaviour	3.51	0.764	3.41	0.845	.33	.77	0.12

Note. Male college teachers ($n = 207$), Female college teachers ($n = 139$).

The mean scores of job satisfaction among male and female college teachers are presented in Table 9. According to the statistics, both male college teachers ($M = 3.11, SD = 0.243$) and female college teachers ($M = 3.00, SD = 0.583$) exhibited equal scores on job nature. Furthermore, male college teachers ($M = 2.58, SD = 0.541$) and female college teachers ($M = 2.66, SD = 1.215$) received equal scores on the personal growth scale; male college teachers ($M = 2.19, SD = 0.417$) and their female counterparts ($M = 2.39, SD = 1.322$) enjoyed equal autonomy at their workplace. Male college teachers received similar workplace respect ($M = 3.11, SD = 0.378$) to female college teachers ($M = 3.91, SD = 0.613$); male college teachers also exhibited an equal score on recognition ($M = 2.73, SD = 0.852$) to female college teachers ($M = 2.59, SD = 0.929$). In

terms of extrinsic factors, male college teachers experienced similar management's behavior ($M = 2.96, SD = 0.783$) to their female counterparts ($M = 2.90, SD = 0.718$). Furthermore, male college teachers showed an equal mean score on salaries and rewards ($M = 2.86, SD = 0.841$) to female college teachers ($M = 2.94, SD = 1.007$), and males were working in a similar work environment ($M = 3.15, SD = 0.643$) with female college teachers ($M = 3.11, SD = 0.813$). No significant mean difference was found among male ($M = 2.63, SD = 1.072$) and female college teachers ($M = 2.51, SD = 1.273$) regarding job promotions. Also, no significant difference was found between male teachers ($M = 2.72, SD = 1.321$) and their female counterparts ($M = 2.74, SD = 0.911$) in receiving teaching training opportunities. Male teachers ($M = 2.89, SD = 0.991$), compared to female college teachers ($M = 2.77, SD = 1.102$), showed equal job security and perceived similar colleagues' behavior ($M = 3.51, SD = 0.764$) than private college teachers ($M = 3.41, SD = 0.845$). Additionally, Cohen's d values for each scale are $< .50$, which indicates a small effect size between the groups. These findings corroborate the study's hypothesis that there was no discernible difference in college instructors' work satisfaction between male and female. ($p > .05$).

5. Discussion and Conclusion

A number of elements emerged as important contributors to employees' job satisfaction, including competitive self-recognition, respect, job autonomy, salaries, rewards, personal growth and development opportunities, promotions, training provisions, and job security. Abdullah et al. (2023) concluded that when a person is very satisfied with his job, he is more likely to be motivated, enthusiastic, and dedicated at work, which enhances performance and overall job-related wellness.

The study discovered differences between teachers at public and private colleges. Compared to their colleagues at public institutions, who typically seemed to be happy at work, teachers at private colleges reported being less contented with their professions. Teachers at private colleges were also deemed dissatisfied with management's initiatives to support their development both personally and professionally. This survey found that there was a substantial difference between public and private institutions teachers' autonomy and decision-making power. One important aspect that positively impacted public college professors' work satisfaction was the greater latitude they had in discharging their tasks and making decisions regarding education. Supporting the findings of this study, Banerjee et al. (2017) pointed out that the quality of instruction and consistency of the lessons teachers impart to their students directly depend on how satisfied they are with their jobs. These findings are also

consistent with those of Khoshnaw and Alavi (2020), who found that workplace autonomy and independence have a significant impact on employee satisfaction. At another place, Irabor and Okolie (2019) concluded that teachers' job satisfaction is increased and a more positive work environment is created by providing them control over their classrooms and participation in instructional decisions.

The findings of this study illuminated the stark difference in training opportunities for teachers in private and public colleges. The advantages of on-the-job training in raising job satisfaction and lowering employee attrition were a potent reminder of the necessity of having committed and driven teaching staff. Additionally, within the departments they work in, public college teachers seemed to have easier access to prospects for career growth. These results align with the research conducted by Abdullah et al. (2023), who concluded having the right training to teach enhanced teachers' work satisfaction. Teachers in public educational institutions were given on-the-job as well as induction training, while teachers in private institutions were deprived of such opportunities. Further, Davidescu et al. (2020) stated that opportunities for advancement and growth, along with a clearly defined professional path, could significantly boost overall job satisfaction.

The quality of working relationships among co-workers inside educational institutions appeared to be a critical component, since public college teachers have more gratifying and excellent work relations with their fellow teachers as compared to their private counterparts. These motivating and encouraging workplace relationships have a big impact on their perception of their overall job satisfaction. Supporting these findings, Belias et al. (2015) concluded that having considerate and supportive co-workers is a crucial factor in working satisfaction. This study has also brought to light the importance of job security, with private college teachers expressing particularly high levels of fear. This study reinforced the previously acknowledged relationship between job security and job happiness by highlighting how low job satisfaction regularly combines with feelings of unease about one's employment. According to Nemteanu et al. (2021), employee's satisfaction may be directly impacted by the organization's level of job security. Because of uncertainty about one's future options and the potential for layoffs, job insecurity raises stress levels and lowers job satisfaction.

The findings of this study show that a range of extrinsic and intrinsic factors, including competitive pay and benefits, recognition, access to learning opportunities, manageable workloads, enjoyable interactions with co-workers and management, fair administrative practices, supportive institutional policies,

opportunities for career advancement, and equitable treatment, have a big impact on how much teachers are satisfied with their jobs. There were notable differences between teachers at colleges working in the private and public colleges, with the private sector reporting lower levels of job satisfaction. The study showed a significant difference in the levels of recognition, autonomy, and decision-making authority between teachers working in public and private institutions. Teachers in private colleges were found to have a lower level of job autonomy and freedom, institutional recognition, and decision-making authority than teachers in public colleges. Moreover, the survey also emphasized the vast differences between the public and private sectors' training opportunities, pay and rewards, promotion opportunities, and management behavior. Public college teachers enjoyed more training and promotion opportunities, received more payment and rewards, and experienced friendlier behavior from management than their private counterparts. In addition, job security also affected private college teachers more than public college teachers, with private teachers experiencing lower job security. This disparity is concerning, given the documented link between job training and job satisfaction. It was confirmed that there was a significant association between the level of job security and job satisfaction, emphasizing the necessity of addressing these issues for private college teachers.

6. Recommendations

Based on conclusion of study, following recommendation have been drawn;

1. Private institutions (colleges) should make an effort to provide benefits and salary packages that are competitive with those offered by public colleges. Fair salaries, retirement plans, and other incentives are included here in order to entice and keep ideal teachers.
2. Colleges, whether they are public or private, should make sure that teachers have reasonable workloads. Overwhelming workloads can result in burnout and reduced the level of job satisfaction.
3. College management is required to encourage productive communication between faculty, peers, and management. To foster a friendly and courteous workplace, establish clear channels of communication and encourage transparency in administrative procedures.
4. College management is required to create and implement institutional procedures that promote the welfare and professional development of teachers. Take into account regulations that deal with possibilities for promotion, support for mental health, and work-life balance.
5. Encourage teachers' independence and decision-making, as these attributes have been associated with job satisfaction. Give teachers more

freedom to choose their own teaching strategies, curricula, and learning settings.

6. Managements of private colleges should actively address teachers' concerns regarding their job security. Implement measures and procedures that offer security and long-term possibilities for employment.

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