

Job Satisfaction among Afghan University Teachers: A Comparative Study of Public and Private Universities

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ABSTRACT

The study has been conducted with a view to determine the level of job satisfaction among Afghan university teachers within Afghanistan, emphasizing both public and private universities. Job satisfaction is the feeling of contentment or source of accomplishment. It's more like a person's insightfulness, internal feeling and emotion that could be linked to things like a person feeling of achieving something. 160 university teachers participated in the study among 16 universities from 8 provinces in Afghanistan. Job Satisfaction scale by Yudhivirendara Mudgil, Prof. I. S. Muhar and Prabha Bhatia was used for data collection. The result of overall sample reported low level of job satisfaction followed by high, moderate and low levels. Domain-wise distribution shows that government university teachers have higher job satisfaction in case of, advantages, accommodation, promotion and job security. Due to gender distribution of overall sample female teacher reported low job satisfaction in case of security, harassment. However in government universities both genders have almost similar job satisfaction in case of job security, accommodation, status and promotion. In case of differences between the gender and type of university, the findings of the current study revealed that there is not exist a significant difference in job satisfaction of government and private university teachers in Afghanistan. The results found significant interaction among gender working in government and private universities.

1. Introduction

Job satisfaction is most research variable in occupational and organizational psychology as it directly relates to the performance of individual. It is required for every employee to consider him/herself satisfied from their work place because they spent more of their life at work rather than home. The term job satisfaction has defined by various researchers and scholars in different ways. Though the most broadly used definition was made by Locke (1976) and defines job satisfaction as "pleasurable and positive state resulting from the appraisal of ones' job and job experiences. When a job satisfaction exist in individual he/she found to be enthusiastic for the job and lead them to achieve institutional goals. Hoppock (1935) defined job satisfaction as the integration of environmental and psychological conditions that make an individual to feel a fruitful life and breathe a sigh of relief being in workplace. For, the person never worries much about hurdles. Instead, he/she concentrates more on achievements.

Job satisfaction is the satisfaction of individual in his/her workplace in many indicators such as satisfaction with salary, satisfaction with colleagues, satisfaction with authorities, satisfaction with promotion, etc. Job satisfaction is the combination of positive and negative feelings of workers/employees toward their job. Job satisfaction leads individual for further enthusiasm and happiness in his/her work. Job satisfaction is something that directly linked to personal well-being and productivity. An employee doing very well and enjoys his/her job when there exist job satisfaction.

Rana, Islam and Ali (2018) conducted a study to analyze female teachers' job satisfaction in government collages of Rangpur, Bangladesh. The study aim was to identify the indicators of job satisfaction among female teachers, to find the level of job satisfaction among them and to find the reasons for

dissatisfaction in job of female teachers in mentioned collages. The study found that transport facility, house facility, maternity leave, salary, security and collaged reputation are the main factors which affect female teachers' job satisfaction. On the other hand, the investigators observed some factors that lead female teacher to low job satisfaction or even dissatisfaction. These factors were accommodation facility, promotional criteria, refreshment facility, the use of modern technology and gender biasness. Finally the investigators recommended the collage authorities to eliminate the gender biasness in all areas of development of the teachers. The collage should develop female as well with modern technology and provided all developmental services for both genders

Vroom (1964) defined job satisfaction as an affective orientations on the part of individuals toward work roles which they are involved. For, he focus on the role of the employee in the work place. Hence, job satisfaction implies commitment and interest towards one's work which leads to identification, income, promotion and achieving goals. It can also influence individual experience, knowledge and the quality of work as the role of the employee in the workplace

(Hoppock, 1935) as cited by Saeed & Farooqi (2014) considered job satisfaction as the most important factor for the effectiveness of any organization. "Job satisfaction is referred to as a situation made up of any psychological, environmental and physiological combination that makes an individual trustfully says he is satisfied of his job".

Bringing positive attitude towards every professional it is very important that workplace provide satisfaction and pleasure. It is a universal truth that people produce more when they satisfy from what they do. They will have positive attitude toward their work also, otherwise there will be negative attitude

toward job. This is also applicable in educational circumstances.

Musheer & Sonal Sharma (2018) studied to examine the predictor (Frustration Tolerance) as predictors of job satisfaction among university teacher. 200 teachers were participated in the study from Aligarh district, UP. The study found a positive correlation of job satisfaction with frustration tolerance in university teachers. The study further proved that teachers of social sciences have high level of frustration tolerance and job satisfaction than teachers who belongs to science streams.

Ahamd & Jameel (2017) studied two private universities in order to identify the factors effect on job satisfaction in university teachers. The study supported the research hypothesis by finding out a positive relationship between jobs satisfaction, financial rewards, job security, and empowerment. Among these factors, job security was the highest effecting factor on job satisfaction. The next factor the study identified was financial rewards. The study recommended the university administrations to provide a good work conditions concerning these factors, by this policy teachers will take the universities and institutions into success.

Mehrad & Zangeneh (2017) resulted in a reviews paper that employees who are satisfied from their job show better performance high level of efficiency, loyalty, dedication and punctuality, while those with low job satisfaction illustrated abnormal behavior in educational organization. The study revealed that low job satisfaction arise from inconvenient situation and negative motivators, however high job satisfaction arise from positive motives.

2. Need for the Study

Researchers around the world conducted many studies on the matter of job satisfaction of teachers in general, but the segment of university teachers, which contribute to social, economic and moral values, was rarely studied to see the job satisfaction level of the university teachers, especially in a country like Afghanistan which is pretty young in education development, no study has been conducted. Thus, this study explores the degree to which, the different gender and type of university teachers has in their teaching practices in the context of Afghanistan.

In addition to, this research work will be a great benefit to all faculty teachers to recognize their satisfaction level toward their occupation and to understand the required support that can enhance their job satisfaction in in their respective universities. This will also help the respected Ministry of Higher Education of Afghanistan and relevant authorities to provide relevant support to teachers to enhance their job satisfaction. In addition to, the study will help to figure out the teachers actual problems and make them aware of it to take a step forward to consider the factors effect on this dilemma.

3. Objectives

- To study the levels of job satisfaction among Afghan university teachers with respect to gender and type of university.

- To find out the difference in job satisfaction among Afghan university with respect to gender and type of university.

4. Hypothesis

- The level of job satisfaction is high in government universities in contrast to private universities in Afghanistan.
- There is no significant difference in job satisfaction among Afghan university teachers with respect to gender and type of university.

5. Methodology

The sample of the study consisted of 160 teachers from public and private sectors. Data was collected from 16 universities (8 public and 8 private). The investigators considered on two factors of demographic data i.e. gender and type of university (public & private). The questionnaires were distributed among the public and private sectors university teachers on the basis of purposive sampling. A simple of 250 university teachers was considered, however 160 teachers responded to questionnaires, by producing 67.0% response rate. Among overall sample 86.2% were male and 30.9 % were female respondents. Applying the survey method, the findings and result obtained by the researcher can help to formulate certain principles and go to solution to the problems concerning to the national or international issue. In the present study purposive sampling techniques was used. Job satisfaction scale by Y. Mudgil, I.S. Muhar and P. Bhatia is used for data collection. The job satisfaction scale by Y.Mudgil, et. al employed in the questionnaire was measured from range representing (1) Strongly Agree to (5) Strongly Disagree. The analysis supported us to examine the levels of job satisfaction between public and private university teachers with respect to their gender.

6. Data Analysis Tools

The data collected from the respondents has carefully coded and scrutinized, so that the information could be brought to proximity. Using SPSS (version 22), the data were analyzed by employing tests like Percentage analysis, Two Way ANNOVA.

Percentage analysis have been done to explore the levels of Job Satisfaction among Afghan university teachers with respect to gender and type of university.

Two Way ANNOVA has been computed to find out difference job satisfaction among Afghan universities teachers with respect to gender and type of university.

7. Analysis and Result

7.1 Levels of Job Satisfaction among Afghan university teachers

The data is distributed on three levels of job satisfaction on overall sample and percentage analysis is employed. The result is presented in the table 1 below.

Table- 1
Levels of job Satisfaction among Afghan university teachers

Sr.	Levels of Job Satisfaction	N	Percentage
1	High Job Satisfaction	66	41.25%
2	Moderate Job Satisfaction	18	11.25%
3	Low Job Satisfaction	76	47.5%
Total		160	100%

Table 1 shows percentage-wise distribution of overall sample on different levels of job satisfaction. 47.5% of overall sample reported in the Low category of job satisfaction. 41.25% of the total sample reported high job satisfaction. However, less number of university teachers are having moderate job satisfaction i.e. 11.25 %. It is revealed from analysis of overall sample that more number of Afghan university teachers reported low job satisfaction.

7.2 Level of job satisfaction among Afghan university teachers with respect to gender

To carry out the levels of job satisfaction of male and female teachers in afghan universities, the sample is separated with gender category and percentile analysis has been employed for each of the gender separately. The resulted is presented in the table 2 and graph 1.

Table -2
Levels of job satisfaction among Afghan university teachers with respect to gender

Sr.	Levels of Job Satisfaction	Male %age	Female %age
1	High Job Satisfaction	39.04%	45.45%
2	Moderate Job Satisfaction	11.43%	10.92%
3	Low Job Satisfaction	49.53%	43.63%
Total		100%	100%

Graph -1
Levels of job satisfaction among Afghan university teachers with respect to gender

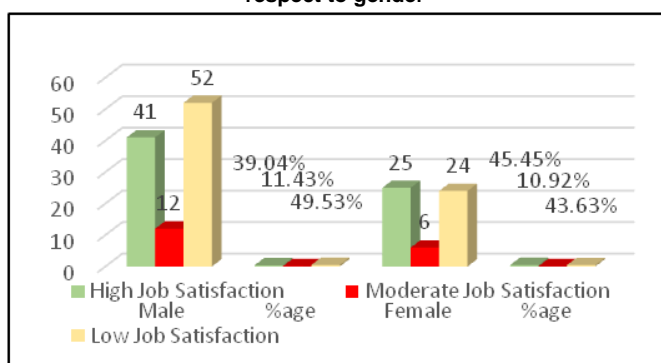


Table 2 and graph 1 shows a detailed description of percentage-wise distribution of male and female teachers on three levels of job satisfaction. Comparing the high job satisfaction of male and female university teachers, the analysis revealed that female university teachers reported high percentage of job satisfaction i.e. 45.45% than the male teachers i.e. 39.04%, while the male university teachers reported high in low job satisfaction category i.e. 49.53% than female teachers i.e. 43.36%. In the moderate level of job satisfaction both gender reported somehow similar i.e. male reported 11.43% and female reported 10.92%. Upon analyzing the data of overall sample female teachers have high job

satisfaction than female teachers. Less number of female teachers having low job satisfaction in compare to male teachers. While male teachers reported a little high in moderate job satisfaction category than female teachers.

7.3 Levels of job satisfaction among Afghan university teachers with respect to type of University

In order to find out the job satisfaction among Afghan university teacher with respect to type of university, the overall scores of job satisfaction are distributed in levels and further categorized into government and private universities, and percentile analysis is employed. The data is distributed on three levels of job satisfaction as shown in table 3.

Table- 3
Levels of job satisfaction among Afghan university teachers with respect to type of university

Sr.	Levels of Job Satisfaction	Government %age	Private %age
1	High Job Satisfaction	46.95%	32.25%
2	Moderate Job Satisfaction	11.22%	11.30%
3	Low Job Satisfaction	41.83%	56.45%
Total		100%	100%

Graph- 2
Levels of job satisfaction among Afghan university teachers with respect to type of university

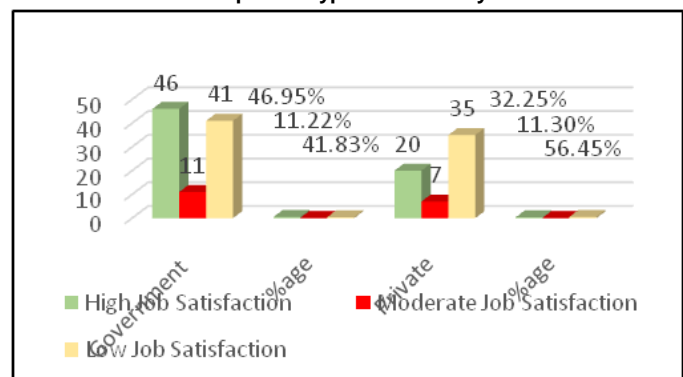


Table 3 and graph 2 shows a detailed description of percentage-wise distribution of government and private university teachers on three levels of job satisfaction. The result of analysis indicates that teachers working in government universities reported high percentage of job satisfaction i.e. 46.95% in compare to teachers working in private universities i.e. 32.25%. Both government and private universities teachers reported almost similar in the category of moderate job satisfaction. It has been observed that private university teachers reported high percentage i.e. 56.45% in the low satisfaction category than the government university teachers i.e. 41.83%, The overall results revealed that government university teachers has high job satisfaction level as compared to private university teachers.

7.4 Job Satisfaction with respect to gender and type of University

To study the main effect of type of university and gender along with their interaction effect analysis of variance (2x2 factorial design involving 2 types of universities i.e. government and private and 2 types of gender i.e. male and female) was applied on mean scores of job satisfaction.

Descriptive statistical results for job satisfaction based on a sample of 160 university teachers is present in Table 4.

Table- 4
Descriptive analysis of job satisfaction of government and Private University Teachers on different types of Gender.

Gender	Type of University	Mean	Std. Deviation	N
Female	Govt.	232.750	51.1943	28
	Private	233.259	49.6949	27
	Total	233.000	49.9956	55
Male	Govt.	238.643	52.0713	70
	Private	206.371	34.7039	35
	Total	227.886	49.2576	105
Total	Govt.	236.959	51.6277	98
	Private	218.081	43.6410	62
	Total	229.644	49.4152	160

Table - 5
Summary of Two-Way ANOVA (2x2) for interaction between gender and type of university with respect to job satisfaction

Source of variance	Sum of Squares	Df	Mean Square	F	Sig.
Gender	3812.774	1	3812.774	1.639	.202**
Type of University	8726.311	1	8726.311	3.750	.055**
Gender * Type of University	9294.938	1	9294.938	3.994	.047*
Error	363008.678	156	2326.979		
Total	8826057.00	160			
Corrected Total	388256.694	159			

*Significant

**Not significant

Table 5 revealed that calculated F-ratio for the main effect of gender on job satisfaction of government and private university teachers, came out to be $F(1,156) = 1.639, p = .202$, which is found insignificant at 0.05 level of significance. The results revealed that male and female teachers do not differ significantly in their job satisfaction. The conclusion of the results revealed that job satisfaction of government and private university teachers do not differ significantly on the basis of gender (refer to Table 5). However, the descriptive analysis in Table 4 shows that mean difference of male working in government universities is high than female working in government universities, which means male teachers show higher levels of job satisfaction as compared to female university teachers in government universities but this difference is not found statistically significant.

The analysis of Table 5 revealed that F-ratio for the difference between job satisfaction of government and private university teachers is $F(1,156) = 3.750, p = .055$, which is found insignificant at the 0.05 level of significance. The results indicate that teachers working in different type of universities i.e. government and private do not differ on the scores of job

satisfaction. The results indicated that teachers working in government and private universities do not differ in job satisfaction (refer to Table 5). On the other hand, due to descriptive analysis looking at mean scores in Table 2 shows that mean difference of teachers working in government universities are high than those who are working in private universities in case of job security, accommodation facility, promotional criteria and refreshment facility; but this difference is not found statistically significant.

Furthermore, the analysis of Table 5 revealed that the F-ratio for the interaction between type of university and gender of university teachers on job satisfaction is found to be $F(1,156) = 3.994, p = .047$, which is found significant at 0.05 level of significance. The results indicate the main effects, type of university and gender has a joint effect on mean scores of job satisfaction. In order to analyze the significant difference between different sub-groups as a result of interaction between type of university (government and private) and gender (Male & Female), of university teachers on job satisfaction, t-values for different sub-groups were calculated and reported in Table 6.

Table - 6
Summary of t'-values for the sub-groups with respect to job satisfaction of university teachers

Groups	Parameters	Groups	Parameters	t-value	p-value
Govt. Female	M = 232.750 SD = 51.1943 N = 28	Private Female	M = 233.259 SD = 49.6949 N = 27	.037	.970**
Govt. Male	M = 238.643 SD = 8.17 N = 70	Private Female	M = 233.259 SD = 9.5638 N = 27	.462	.645**
Govt. Female	M = 232.750 SD = 52.0713 N = 28	Private Male	M = 206.371 SD = 34.7039 N = 35	2.431	0.018*

*Significant

**Not significant

The analysis of Table 6 revealed that t-value for four sub-groups i.e. Female Government and Female Private ($t = 0.037$, $p = .970$), Male Government and Female Private ($t = .462$, $p = .645$) were found insignificant at 0.05 or 0.01 level of significant. However the table 3.15 further revealed that t-value for sub groups Government Female and Private Male ($t = 2.431$, $p = .0018$) was found significant at 0.05 or 0.01 level of significant. There found an interaction effect between gender and type of university. It has been observed from the interaction effect that sub-groups of university teachers i.e. type of university and gender differ significantly on the mean scores of job satisfaction. Further Table 6 reported the t-analysis for interaction effect and revealed that Female university teachers working in government universities have higher job satisfaction than the male university teachers working in private universities. It has been observed that accommodation facility, promotional criteria, refreshment facility, the use of gender biasness differ government female teachers from private male teachers on the basis of job satisfaction. This finding is similar to the findings of Rana, Islam and Ali (2018). Their study also revealed that transport facility, house facility, maternity leave, salary, security and collage reputation are the main factors which affect female teachers' job satisfaction in government universities. Similarly Ahmed (2015) reported higher emotional intelligence in private university teachers while government teachers had higher job satisfaction and lower emotional intelligence. The investigators observed some factors that lead male teachers in private university to low job satisfaction. These factors are job security and gender biasness. Male teachers reported that they don't feel secure in their jobs in private universities in compare to female teachers. Further they are not given high priority due to compensation and job security in compare to female teachers in private universities although they might having equal qualification and job description. These all are the reasons that showed difference in the mean scores of female government teacher and male private teachers on the basis of interaction effect.

8. Discussion and Conclusion

In case of job satisfaction, the study showed that highest percentage of the overall sample falls in the low level of job satisfaction followed by high, moderate and low levels. Domain-wise distribution shows that government university teachers have higher job satisfaction in case of, advantages,

accommodation, promotion and job security. Due to gender distribution of overall sample female teacher reported low job satisfaction in case of security, harassment. However in government universities both genders have almost similar job satisfaction in case of job security, accommodation, status and promotion.

The findings of the current study revealed that there is not exist a significant difference in job satisfaction of government and private university teachers in Afghanistan. The results further found significant interaction among gender working in government and private universities. By Observing the t-value among gender and type of university, it has been found that female teachers working in government university reported high job satisfaction in compare to male teacher working in private university in case of (job security, priority and preference).

Furthermore the overall sample of the study feels that financial rewards, job security and empowerment gives them satisfaction in their workplace. For private university teachers financial rewards was an important factor in job satisfaction while public university teachers believe on job security that give them satisfaction in their workplace. Present finding is likewise reported by the finding of Ahamd & Jameel (2017). Their study found positive relationship between job satisfaction, compensation and job security. The study revealed financial rewards as important factor that contribute to teacher job satisfaction. Many Afghan university teachers also believe that poor leaderships and biasness among teachers within campus decrease their job satisfaction and lead them for poor performance, absenteeism and turnovers. Present finding is in the line with Mehrad et al. (2016). They studied about the importance of the role of job satisfaction among university faculties and reported that the level of low job satisfaction increases negative relation, turnovers and low performance in university faculties. Going deeper, the study revealed that indifferent behavior by society, security threats and fear always lead female teachers to low job satisfaction or even dissatisfaction. This finding is pretty much relevant to the findings of the study i.e. Rana, Islam and Ali (2018), their study identified that the behaviours of the society, transport facility, house facility, maternity leave, salary, security are the indicators of job satisfaction among female teachers.

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