

## **Analysis of Job Satisfaction and Performance Of Private and Public Sectors' Teachers of Balochistan: A Comparative Study**

By

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### **Abstract:**

*Motivation and job satisfaction are the two interconnected concepts. Job satisfaction is a measure of a person's performance in the workplace. Divers methods are available to gauge the level of satisfaction of employees. Most of the researchers have focused on the extrinsic and intrinsic factors that relates to the job satisfaction of employees. Questionnaire surveys have been used to collect responses from the sample of the study. This study is designed to focus on measurement of the impact of the extrinsic factors of motivation on the job satisfaction and performance of the teachers of the public and private sectors. This study was aimed to explore the level of job satisfaction of teaching staff of both public and private sectors' colleges in Balochistan province on the bases of extrinsic rewards. College teachers, numbering 130 from both public and private sectors were selected through convenience sampling from Quetta city and their responses were recorded. The components of extrinsic factor like were included in the survey questionnaire. The questions pertaining to their salary, workload, leadership, communication, workplace cooperation, promotion policy and overall job satisfaction were included.*

**Keywords:** Extrinsic factors, Job satisfactions, College teachers, Performance, Quetta, Balochistan, Pakistan etc.

### **Introduction:**

Employees' satisfaction and performance is governed by motivation to work. A person's satisfaction with work is considered to be a person's feelings or mood with respect to the nature and environment surrounding the workplace. Researchers are not unanimous about the notion that higher job satisfaction leads to better performance, rather they contend that in some cases, higher job satisfaction can reduce performance. Locke (1976) states that job satisfaction is feeling of worker while performing their routine duties in the organization where he is working. Satisfaction on the Job is affected by different factors, some of which are internal to the employee while others are

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present in the external environment where the employee is working. External factors which affect the job satisfaction of employee are the sort of superior to subordinate relationship, the overall physical environment in the workplace, the degree of cooperation among peers, team work, etc. Some of the workers are dissatisfied with long working hours which results into burn out due to overwork and create dissatisfaction in them. While some workers feel satisfaction for knowing that they are helping others during the long hours of their work. How satisfied a worker is can be judged by several parameters. The level of satisfaction of workers can be associated with the extrinsic factors such as salary, promotion, learning and development opportunities and other benefits, etc. Job satisfaction is a multifaceted concept, as most organizations have taken into account work and life related issues and have done everything possible to focus on the employees' work life balance issue. (Arches, 1991 & Adams et al., 1996) It is pertinent to mention here that multiple sets of factors affect a worker's overall job satisfaction. The two broad categories of factors that affect a person's level of job satisfaction are intrinsic and extrinsic factors.

In most of the instances, job satisfaction is related to personal success. (Judge et al., 2001) In addition, it was found that individual satisfaction and success depended on the nature of the multidimensional job. Job dissatisfaction is also related to the desire to leave the job and personal interest in the job, (Wada et al., 2009). Several studies have shown that the urge to leave the workplace may be related to performance at work, (Krishan & Singh, 2010). In summary, satisfaction and productivity can be influenced by several factors, which is why happier employees are reported to be more productive. The personality of an agency head can influence the success of low-income people (Bowling, 2007). Since the link between job satisfaction and workplace success is the result of the relationship between the head and the subordinate, and hence increases the degree of the individual's satisfaction with his job. Satisfaction on the job is linked to other factors such as design, purpose, success, and the nature of the job. Some of the factors that influence employee's satisfaction are style, culture, employee engagement and appreciation, and job autonomy.

When looking at the quality of life style of teachers at colleges, it was ascertained that the duties of such a person have a significant impact on an individual's life (Scholarios and Marks, 2004). According to Ramsay (1999), teaching workers are emotionless and completely dedicated to their work. Their work and non-work are inseparable and intermixed (Piotrkowski, 1979). Job insecurity can have negative effects on the satisfaction of individuals (Larsons et al., 1994). Kinzl et al (2005) reported that teachers who are more extroverts feel more satisfaction in their jobs than those who are introvert. Thus, people who do not have social interaction with others, may be less satisfied with their work and exhibit poor performance (Shetty & Bhattacharya, 2007).

Dissatisfaction with a teaching work has a direct impact on the quality of instruction (Hass et al, 2000; Dimatteo et al., 1993) and may reduce the quality of education. Low satisfaction and high stress are detrimental to the teaching profession because these conditions can have multiple side effects and reduce the quality and quantity of their effectiveness (Kaur et al., 2009). Negative behaviors and emotional states have a negative impact on non-functioning organizations (Wright & Cropanzano, 1998).

Although teaching workers and their job satisfaction have long been researched around the globe, it is undeniable that the dearth of research work on the issue of satisfaction of teaching staff and their performance is deficient in the countries like Pakistan. Therefore, this research work is aimed at to study and measure the relationship between job satisfaction and performance of teachers in the public and private colleges of Quetta, Balochistan.

**Research Question / Hypotheses:**

The research question pertaining to the study is “Do the extrinsic rewards increase the level of satisfaction and performance of the teaching staff of the public and private colleges in the Quetta city?”

The hypothesis of the study is based on the notion that extrinsic factor (such as salary, job status, work, employees, job content, communication, and culture), have significant positive effects on job satisfaction and performance of the teachers in the colleges of Quetta Balochistan.

**Research Methodology:**

This research is descriptive in nature. A survey questionnaire was distributed among the teaching staff of both public and private colleges located in the Quetta city. A sample of 130 teachers was selected through convenience sampling. Responses were collected from the teachers of four colleges namely, Government Science College, Government Degree College Quetta in the public sector and Tameer-i-nau College Quetta and Islamia Girls College Quetta in the private sector. A total of six colleges were selected for the purposes of this study and total 130 college teachers were asked to complete the required questions.

**Table No. 1:** List of the Public and Private Colleges

Sr. #	QUETTA BASED PUBLIC AND PRIVATE COLLEGES		NO OF TEACHERS	
	PRIVATE COLLEGES	PUBLIC COLLEGES		
1	Isalmia Girls College		16	
2	Tameer-i-nau College		24	
3		Government Science College		27
4		Government Degree College		20
5		Government Girls Degree College Quetta Cantt.		21
6		Government Girls Degree College, Quarry Road, Quetta		22
	TOTAL:		40	90

A questionnaire (Self-reported) containing elements of extrinsic factor, along with teachers' satisfaction and performance was distributed among the respondent. In order to cover all segments of society, a judgmental sample strategy was adopted for the research study. The selection of the teachers from different colleges was made keeping in view the demographic profile of the respondents. The study focused on the extrinsic factors of job satisfaction and their directional impact on the performance of teachers. The following extrinsic factors were included in the study:

- Pay package
- Working conditions
- Promotion policies
- Role of the College Administration
- Cooperation from the colleagues
- Communication among staff members.
- Interferences from the stake holders.
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### Analysis of Data:

The analysis of the data collected through questionnaire survey was conducted and the following results were obtained. The table below shows the gender, age group distribution of the respondents and their response on the extrinsic factors.

**Table No. 2:** The Details Of Gender, Age Group And Responses Of The Teachers Of Public And Private Colleges Of Quetta

CATEGORY	PUBLIC COLLEGES	PRIVATE COLLEGES	TOTAL PAPANULATION
MALE	47	24	71
FEMALE	43	16	59
TOTAL:	90	40	130
BELOW 40 YEARS	25	30	55
ABOVE 40 YEARS	35	40	75
TOTAL:	60	70	130

The table above shows the number of male and female teachers and their age groups. A total of 90 teachers from public sector, including 47 males and 43 females participated in the study. From private sector colleges, a total of 40 teachers, including 24 males and 16 females' teacher participated in the study. The age distribution of the respondents shows that in the public sector, teachers below 40 years of age were 25 and above 40 years of age were 35, while in the private sector colleges, 30 teachers were below 40 years of age and 40 respondents were above 40 years of age.

The table below shows the responses in Yes or No of both public and private college teachers on the extrinsic factors.

**Table No. 3:** Response on Extrinsic Factors.

<b>RESPONSE ON EXTRINSIC FACTORS</b>							
Sr. #	DESCRIPTION	PUBLIC COLLEGES (n=90)		PRIVATE COLLEGES (n=40)		TOTAL POPULATION (n=130)	
1	Satisfied from the Pay	55 N	61.10%	31 N	77.50%	86 N	66.15%
2	Satisfied from the Work Place	59 N	65.56%	15 N	37.50%	96 N	73.85%
3	Fringe Benefits increase performance	66 Y	73.33%	25 Y	62.50%	91 Y	70.00%
4	Role of Working Condition on performance	78 Y	86.67%	27 Y	67.50%	105 Y	80.77%
5	Are College conditions satisfactory?	77 N	85.56%	18 N	45.50%	95 N	73.08%
6	Does Colleague's Help increase performance?	56 Y	62.22%	20 Y	50%	76 Y	58.50%
7	Does Co-operation increase performance?	67 Y	74.44%	29 Y	72.50%	96 Y	73.85%
8	Does Promotion enhance Performance?	62 Y	68.89%	32 Y	80.00%	94 Y	72.31%
9	Do you agree with the present Promotion Policy	73 N	81.11%	16 N	40.00%	89 N	68.46%
10	Are Reward/Award helpful in increasing job satisfaction	77 Y	85.56%	33 Y	82.50%	110 Y	84.62%
11	Does Posting at Native Station enhance performance?	56 Y	62.22%	21 Y	52.50%	77 Y	59.23%

12	Is On Call Duty done happily	43 Y	47.78%	26 Y	65.00%	69 Y	53.08%
13	Are teachers of your college over Burdened?	64 Y	71.11%	21 Y	52.50%	85 Y	65.39%
14	Is there any Interference by Stake Holder	68 Y	75.56%	29 Y	72.50%	77 Y	59.23%
15	Are you Overall Satisfied from your job?	71 Y	78.89%	31 Y	77.50%	102 Y	78.46%

### **Findings:**

The result of data analysis shows that the following Extrinsic Factors have significant influence on the Job satisfaction of teachers and interns at their job performance.

### **The Level of Satisfaction from Pay:**

The dissatisfaction of teachers working in the public colleges of Quetta is relatively low as compared to teachers working in the private sector. 61.10% teachers (55 out of 90) in the public sector colleges are dissatisfied, whereas the level of dissatisfaction of teachers in the private sectors colleges is 77.50%,

### **Role of Working Place and College Conditions:**

The response rate of teachers from both public and private colleges for dissatisfaction in the work place were (96/130, 73.85 %), the dissatisfaction level was relatively low for the work place conditions of private college teachers, their level of dissatisfaction was 37.50% (15/40) as against 65.56% dissatisfaction level of teachers of the public colleges (59/90). The teachers showed that their performance is positively influenced by the working condition of colleges. Seventy-Eight teachers out of 90, showing percentage of 86.67 %, in the public sector colleges while 27 out of 40, showing the percentage of 67.50 of private colleges teachers were of the opinion that the colleges condition have positive impact their performance and job satisfaction.

### **Effects of Fringe Benefits on Performance:**

The percentage of college teachers stating that the fringe benefits have positive influence on performance were (70.00%) 91 out of 130, including teachers belonging to public sector colleges 66 of 90 (73.33%) and 25 out of 40 (62.50%) from private colleges.

### **The Impact of Colleagues Help and Cooperation on Performance:**

The response of college teachers on the question of whether the colleagues help and cooperation improves performance, (62.22%) marked Yes

for colleagues help and (74.44%) for cooperation in the public sector colleges as compared to 50.00% for colleagues help and 72.50% for cooperation in the private sector college teachers.

#### **The Impact of Promotion Policy on Performance:**

Teachers in both public and private sectors colleges responded positively on the impact of promotion policy on the performance of teachers. 68.89% and 80% of public and private sectors' college teacher respectively say yes to the question. 81.11 of teachers were not agree to the present promotion policy of government in public sector colleges while 40% in the private sector colleges were not agree with the current promotion policy.

#### **Overall Satisfaction:**

The results of the study show that the profession of college teachers is a motivating job. The satisfaction level of both public and private college teachers are significantly high. In the public sector colleges, the overall satisfaction of teachers is 78.78% while in the private sector colleges, it is 64%.

#### **Interference from Stakeholders:**

Interference of stakeholders impedes the performance of workers. When the teachers were asked that whether any sort of interference adversely influence their performance, 75.56% of public sector's college teacher says yes to the question while 72.50% of private college teachers also respondent yes to the question.

#### **Recommendations:**

On the bases of the enquiry conducted, the following recommendations are proposed in order to improve the level of satisfaction of college teachers in the public and private sectors.

- The salaries and promotion policies of the college teachers in the public and private sectors need to be rationalized to motivate them for better performance.
- Salaries of private college teachers need to be revised keeping in view the face of rising inflation.
- Working condition needs to be improved in the colleges; especially the external interference should be reduced.

#### **Conclusion:**

Job satisfaction is a state of mind. It is subjective pleasure people receive after performing their duties. There is no yard stick to measure satisfaction. Researchers have developed ordinal scales to measure job satisfaction. The current study has used nominal scale to gauge the level of satisfaction of college teachers. Job satisfaction of college teachers are found to be variable across the public and private sector colleges depending upon different factors such as salary, social status, benefits available, working relationship with colleagues, participation in decision-making. Similarly, performance improvement is also a controversial issue among the teachers of

different sectors. Job satisfaction is also linked to the workers general perception for his job. Happy people reported greater satisfaction with their work. Interest in work is related to motivation, productivity, usefulness of work for the society. Other areas of importance for satisfaction of college teachers are management support, employee participation in decision making, level of competence and independence in the workplace. Job satisfaction of employees is an important element of improving performance in the colleges of Quetta, Balochistan.

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