

A STUDY OF JOB SATISFACTION AMONG THE PUBLIC AND PRIVATE UNIVERSITIES: A CASE OF CAPITAL INSTITUTIONS

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ABSTRACT

This relative study investigates the levels of job satisfaction among employees out in the private and public sector universities in Islamabad. Utilizing a quantitative methodology, information was gathered from 447 members through organized polls. Paul E. Spector's job satisfaction was used to test the variables. The data were analyzed using statistical techniques like t-tests, ANOVA, and regression. Discoveries show that while by and large job satisfaction will in general be respectably higher in private universities, critical varieties exist across unambiguous components of occupation fulfillment. Outstandingly, private sector faculty members announced higher satisfaction levels in regions like advancement, oversight, rewards, collaborator connections, and nature of work. Then again, public area employees revealed higher satisfaction levels in pay and advantages. Additionally, the review recognizes Iqra University as displaying the most noteworthy generally work fulfillment among the overviewed institutions. The exploration highlights the intricacy of variables impacting job satisfaction and gives proposals for encouraging positive workspaces in both public and private sector universities, including the arrangement of motivators, significant work, acknowledgment, and expert improvement professional development opportunities. These discoveries add to the comprehension of job satisfaction elements among university faculty and give experiences to future examination and hierarchical techniques pointed toward improving workforce prosperity and execution.

Key Words: Job Satisfaction, Promotions, Rewards, Salary

INTRODUCTION

Job satisfaction refers to how one regards his professional life. The individual may have positive or negative mood or feeling towards their work. Job satisfaction can be evaluated by workers attitude and inclination to their job. If an employee is contented with his work he will put his all effort and be pleased with the outcome however, if someone is uncomfortable there will be negative feelings. Satisfaction of someone at his place of work can be judged by their quality of work. . The variables of job satisfaction are presented by the famous theories of Hertzberg, Maslow, Aldever, Locke and others. It has nine dimensions or aspects: namely pay, promotion, rewards, supervision, coworker,

benefits, operating condition, nature of work, communication.

Ever since 1930, there has been a lot of concern about how the well-being of employees affect their proficiency and satisfaction. Hersey (1932) suggested significant association between employees attitude and their output, whereas according to Kornhauser (1932) the productivity of workers is not influenced at all by their beliefs and demeanor. It is imperative for the sake of progress and betterment of an organization, to understand link between workers satisfaction, wellbeing and their productivity. According to Wright 2004, It is still matter of debate in spite of all the study done on the subject, that happiness at workplace tends to

improve performance or not. Researchers claim that disparity in research findings on relation between job satisfaction and effective performance is due to incongruous assessment. In the studies done on interconnection of happiness with productive performance at workplace, happiness is viewed as determinant of job satisfaction (Brief 2002) but it may not be a valid substitute.

Mood or emotions related to place of work may be categorized either as positive or negative. Positive emotions are described as feelings of satisfaction and hopefulness that help organization to achieve milestones while negative sentiments have deleterious outcome (Larsen 2004). Optimism promotes creativity and motivates feeling of harmony and collaboration while reducing hostility. Research indicates positive thinkers to be more successful due to their motivation and better performance (King et. Al 2015).

According to research studies (Price, 1993; Fernandez, 1999), when morale of employees is insufficient to keep up with aspirations it will lead to negative thoughts and emotions regarding their job, hence negatively affecting efficiency. Study suggests negative cognition and mood state have detrimental effect on job satisfaction and productivity of workers (McConville 2003). Resentment is ominous sentiment making one hostile to fellow workers and sadness generates feeling of hopelessness. Malicious intent and rivalry brings about disputes with coworkers leading to absenteeism at work. Employee's negative mood and cognitive state determining indecent conduct has far reaching implications as regards their job performance. Such behavior reduces efficacy, causes more off days at work, increased cost due to inadequate personnel and performance. It also affects individual's emotions towards job. The negative attitude and perception to career may conclude in abandonment of job.

Statement of Problem

It is said that the Positive thinkers remain satisfied with their work while negative thinkers perceive the adversarial situations and remain displeased with their jobs. This study is conducted to compare the positive thinking and level of job satisfaction among teachers at public and private sector universities in Islamabad.

Objectives of Study

1. To compare level of job satisfaction in faculty members of public and private sector universities of Islamabad.

Research Question

1. What is the level of job satisfaction in faculty members of public and private sector universities of Islamabad?

Hypotheses of the study

H0: There is no significant difference in job satisfaction level of faculty members in public and private sector universities of Islamabad.

Significance of the study

Job satisfaction of teachers is essential for their productivity. This depends on multiple factors including personal gains and fundamental requirements of better living. Focusing on rewarding elements such as nature of work based on aptitude and skill of an individual, appropriate pay packages, promotions, and good relationship with colleagues, better working environment, and effective supervision is pre-requisite for job satisfaction. Putting together these reforms will revolutionize education system.

The present study is significant because it will capture the attention of the researchers, university administrators, teachers, and policy makers towards the important areas of positive thinking and job satisfaction.

REVIEW OF RELATED LITERATURE

Job satisfaction

Different people define the concept of job satisfaction in different ways. Still there is no single agreement regarding the definition of job satisfaction. So different authors/people define job satisfaction in different way.

According to Antonovsky, A. (2021), job satisfaction is positive or pleasurable emotional state of an individual which is the result of his/her job experience. It can also be the result of appraisal from the job. This definition has covered both cognition and affective effects. Appraisal refers to the cognition while affective refers to the emotional state. This job satisfaction is a result of cognition (thinking) and affect (feelings)

Definition of Robbins (2005) also conforms the idea of Anderson (2001). According to him, job satisfaction is “feelings of an individual towards the job”. These feelings can be positive or negative. A satisfied person definitely has positive feelings towards job while dissatisfied person definitely has negative feelings towards job. So, job satisfaction is overall reaction of an individual towards his/her job. Job satisfaction can be described as discrepancy between individual’s expectations and actual outcomes.

According to Hewstone (2001) job satisfaction is the reaction of an individual towards the job that is the result of comparison between actual and desired outcomes. Thus performance is linked with individual’s expectations regarding the reward and needs fulfillment so employee’s satisfaction and performance is dependent on the fulfillment of needs.

According to Saiyadain (2007), job satisfaction refers to the feelings which a person experiences after the accomplishment of task. Positive or negative feelings depend on the outcomes of the task. The intensity of feelings either job satisfaction or dissatisfaction also differ.

Job satisfaction or dissatisfaction is also associated with other factors like nature of work, pay, coworkers, supervisors, and subordinates (George, 2008). Darboe (2003) views job satisfaction as employee’s positive feelings for their job as well as for their job environment.

Foragher and Copper (2005) describe the job satisfaction as an emotional reaction and positive attitude which individual possess about their job and environment. Simatwa (2011) also relates the job satisfaction with the performance.

Employees with high level of job satisfaction perform better (Scott, 2004). According to Schmid (2007) individual’s attractiveness towards his/her job is a result of positive or negative consequences which individual face at workplace. According to Okpara (2006), it is an effective reaction of an individual towards his/her job, which is the result of comparison between actual outcomes and desired outcomes.

Job satisfaction can also be described as an employee’s sense of success and achievement on the job. It has a link with the organizational productive and wellbeing as satisfied employees enjoy their work and put their maximum effort to do the work well. Job satisfaction leads to promotion,

recognition, income, and goals achievement (Kaliski 2007).

Job satisfaction is also associated with the rewards in form of intrinsic motivation (Statt, 2004). Job satisfaction has three components: Cognitive, emotional and behavioral. Cognitive aspect of an individual for his/her of job satisfaction demand the mentally challenging and demanding work. Whereas, emotional side of an individual for their job satisfaction demands the excitement, satisfaction and rewards. Behavioral reactions of individual include staying late, being tardy or pretending to looked busy (Bernsteir, 2008) Job satisfaction can be categorized into two types:

RESEARCH METHODOLOGY

Introduction

This research study was conducted to compare the satisfaction in job by members of faculty in public and private sector universities.

Design of the study

The research was a comparative and descriptive study by design. Quantitative research approach was used to test the hypotheses. For analysis of data gathered, quantitative research approach was used. According to nature of this study, quantitative methods are used to explore the positive thinking and job satisfaction of university teachers. Using quantitative research approach theories are tested. Relationship is found between variables by using inventories, and statistical procedures are applied for analysis. (Creswell, 2014).

Two variables were used in this study. Positive thinking was used as an independent variable of research, and job satisfaction and its nine dimensions were used as reliant variable.

Survey design method was selected to collect the views of the representative samples from the population. Survey design was selected due to the economic characteristics of the survey design which are part of the data collection. The questionnaire was used for collection of data. It gives the opportunity to gather numerical portrayal of opinions of chosen sample, so the information collected from the sample can be used for the population s generalization. (Fowler, 2009 and Creswell, 2014). Two questionnaires were disseminated in paper form to teachers in public and private universities in Islamabad. Personal contacts were used for gathering the information.

Variables of Research

Demographic Variables

The inventory was subdivided into different parts. The first part of the questionnaire was based on demographic information. This section includes name of organization, department, age, gender, academic qualification and teaching experience.

Job satisfaction

Job satisfaction alludes to the views of the person towards his work. It can be positive or negative considerations towards the work the person does. It can be measured by the satisfaction of staff or worker. If the employee is satisfied with incentives which he gets at the end of the job then a positive

feeling will arise but if employee is not satisfied or happy with his incentives and rewards then a negative feeling will arise. Satisfaction reflects the worker's input.

Population of the study

The research population was all the teachers of the both strata (public and private universities) in Islamabad. There were 14 universities from public sector and 4 universities from private sector up to 2015 in Islamabad. Total faculty was 7294 in numbers.6119 faculty members were in public sector universities and 1175 faculty members were in private sector universities.

Table 3.1 Total Faculty of Islamabad Universities public and private sectors

Sr. No.	Year	Province	Public	Private	Total Full Time Faculty
1	2014-15	Islamabad	6119	1175	7294

Sampling Technique and Sample Size

Sampling Technique

Sampling techniques involve selecting a sub set of participants from the statistical population to estimate the characteristics of the whole population. Descriptive comparative studies had shown that convince or opportunity sampling techniques should be used to determine the results of the population. Since this study involves the comparison between public and private sectors, opportunity sampling is the most appropriate technique.

Sample Size

Four hundred and forty seven teachers of universities were taken from two strata (public and private sectors universities) of Islamabad. Four universities were taken from public sector and four universities were taken from private sector. International Islamic university, NUML, Quaid e

Azam University and COMSATS were taken from public sector and Preston University, CUST, Mohi-ud-Din Islamic University and Iqra University were taken from private sector. Faculty from international Islamic university was 72 with 16.1 percentage. 47 with 10.5 percentage were taken from NUML, 66 with 14.8 percentage were taken from Quaid e Azam and 81 with 18.1 percentage were taken from COMSATS. From private sector the faculty taken from Preston University was 42 with 9.4 percentage. The faculty of CUST was 51 with 11.4 percentage, 18 with 4.0 percent were taken from Mohi-ud-Din Islamic university and from Iqra University 70 with 15.7 percent were taken. Opportunity sampling technique was used for the selection of sample size due to appropriateness of procedure and availability of faculty members in universities.

Table 3.2 Sample size of the study

Sector	Universities	N	Percentage	Sub Total
Public	International Islamic university	72	16.1	
	NUML	47	10.5	
	Quid-e-Azam university	66	14.8	
Private	COMSATS	81	18.1	266
	Preston university	42	9.4	
	CUST	51	11.4	
	Mohi-ud-Din Islamic University	18	4.0	181
	Iqra university	70	15.7	
			Total	447

Instrument used for Determining Job satisfaction

Second construct of research is job satisfaction. Questionnaire, developed by Paul, 1994 was used for measuring the job satisfaction. In this framework nine dimensions were used which are pay, supervision, promotion, operating condition, rewards, benefits, co-worker, nature of work and communication. Each dimension contains four questions so there are total thirty six questions.

Six point scale used for job satisfaction

- 1 = Disagree very much
- 2 = Disagree moderately
- 3 = Disagree slightly
- 4 = Agree slightly
- 5 = Agree moderately
- 6 = Agree very much

Coding procedure

Reverse code items are 2, 4, 6, 8, 10,12,14,16,18,19,21,23,24,26,29,31,34 and 36

Table 3.4 Description of job satisfaction scale with item numbers

Subscale	Item numbers
Pay	1, 10, 19, 28
Promotion	2, 11, 20, 33
Supervision	3, 12, 21, 30
Fringe Benefits	4, 13, 22, 29
Contingent rewards	5, 14, 23, 32
Operating conditions	6, 15, 24, 31
Coworkers	7, 16, 25, 34
Nature of work	8, 17, 27, 35
Communication	9, 18, 26, 36
Total satisfaction	1-36

satisfaction inventory which were for teachers. These inventories were used for gathering the information. In the pilot testing, hundred inventories were given to respondents (Cohen, 2007). Fifty teachers from public universities and 50 teachers were selected from private universities in Islamabad. These data was not used in actual research and data analysis. SPSS 21 (Social Science Statistics Package) was used to find out the reliability of the questionnaires. Validity of the instrument was taken from the experts. Reliability of the questionnaire was high (.815 for positive thinking and .885 for job satisfaction). Because of the high reliability and no difficulty faced by the sample in filling the questionnaire changes were not made. It is also an adapted instrument Even than reliability was checked to make it culture fair.

Pilot Testing

Pilot testing was conducted on two standardized questionnaires, positive thinking inventory and job

Table 3.6 Cronbach's Alpha reliability of job satisfaction

Variable	Cronbach's Alpha	No of items
Job satisfaction	.885	36

ANALYSIS OF DATA

Data analysis was made with the help of SPSS 21. For the achievement of objectives and hypotheses

analysis mean, t-test, frequency, ANOVA and Regression were used.

Table 3.7 Objective, hypotheses and statistical procedures

Objectives	Hypotheses	Statistical procedure used
To compare level of job satisfaction in faculty members of public and private sector universities of Islamabad.	There is no significant difference in job satisfaction level of faculty members in public and private sector universities in Islamabad.	t-test

Ethical Consideration

In procedure of research, moral consideration were also taken into account. This study was an attempt to compare the positive thinking and job satisfaction of university teachers of Islamabad. Names of the respondent were kept confidential. Participants participated willingly

DATA ANALYSIS AND RESULT INTERPRETATION

Data Analysis regarding job satisfaction of university faculty in public and private sector

HO2 There is no significant difference in job satisfaction level of faculty members in public and private sector universities of Islamabad.

Table 4.4 Comparison of university faculty in public and private sector regarding job satisfaction.

Variable	sector	N	mean	t	df	p
Job satisfaction	Public	282	3.516	1.454	445	0.147
	Private	165	3.615			

*p<.05

Above table describes the comparison of job satisfaction of faculty of public and private sector universities. Results indicate that t-value 1.454 is insignificant as p=0.147. Therefore it was concluded that job satisfaction is high in faculty of

private sector universities as compared to the public sector universities. Thus rejecting the null hypotheses that there is no significant difference in job satisfaction of faculty members in public and private sector universities of Islamabad.

Table 4.5 Comparative analysis of faculty members regarding dimensions of job satisfactions in public and private universities

Sub variables of job satisfaction	sector	N	mean	t	df	p
Pay	Public	282	3.53	.761	445	.447
	Private	165	3.46			
Promotion	Public	282	3.50	1.72	445	.085
	Private	165	3.65			
Supervision	Public	282	3.50	1.69	445	.091
	Private	165	3.63			
Benefit	Public	282	3.48	.146	445	.884
	Private	165	3.63			

Reward	Private	165	3.47	1.94	445	.05
	Public	282	3.49			
Operational conditions	Private	165	3.68	.205	445	.837
	Public	282	3.55			
Nature of work	Private	165	3.57	1.04	445	.295
	Public	282	3.55			
Communication	Private	165	3.66	1.13	445	.257
	Public	282	3.40			
Co-worker	Private	165	3.52	3.25	445	.001
	Public	282	3.59			
	Private	165	3.86			

* $p < .05$

Above table describes the comparison of sub variables of job satisfaction of faculty of public and private sector universities. Results regarding the sub variable pay of job satisfaction indicates that t-value .761 is insignificant as $p = .447$. Therefore it was concluded that job satisfaction is high in faculty of public sector universities as compared to the private sector universities. Thus rejecting the null hypotheses that there is no significant difference in job satisfaction of faculty members in public and private sector universities of Islamabad.

Results related to promotion which is sub variable of job satisfaction indicate that t-value 1.72 is insignificant as $p = .085$. Therefore it was concluded that job satisfaction is high in faculty of private sector universities as compared to the public sector universities. Thus rejecting the null hypothesis that there is no significant difference in job satisfaction of faculty members in public and private sector universities of Islamabad.

Results related to supervision sub variable of job satisfaction indicate that t-value 1.69 is insignificant as $p = .091$. Therefore it was concluded that job satisfaction is high in faculty of private sector universities as compared to the public sector universities. Thus rejecting the null hypotheses that there is no significant difference in job satisfaction of faculty members in public and private sector universities of Islamabad.

Results related to benefit which is sub variable of job satisfaction indicate that t-value 1.46 is insignificant as $p = .884$. Therefore it was concluded that job satisfaction is high in faculty of public sector universities as compared to the private sector universities. Thus rejecting the null hypotheses that there is no significant difference in job satisfaction of faculty members in public and private sector universities of Islamabad.

Results about the reward sub variable of job satisfaction indicate that t-value 1.94 is insignificant as $p = .052$. Therefore it was concluded that job satisfaction is high in faculty of private sector universities as compared to the public sector universities. Thus rejecting the null hypotheses that there is no significant difference in job satisfaction of faculty members in public and private sector universities of Islamabad.

Results about the working conditions sub variable of job satisfaction indicate that t-value .205 is insignificant as $p = .837$. Therefore it was concluded that job satisfaction is high in faculty of private sector universities as compared to the public sector universities. Thus rejecting the null hypotheses that there is no significant difference in job satisfaction of faculty members in Public and private sector universities of Islamabad.

Results about the work sub variable of job satisfaction indicate that t-value 1.04 is insignificant as $p = .02$. Therefore it was concluded that job satisfaction is high in faculty of private sector universities as compared to the public sector universities. Thus rejecting the null hypotheses that there is no significant difference in job satisfaction of faculty members in public and private sector universities of Islamabad.

Results related to communication sub variable of job satisfaction indicate that t-value 1.13 is insignificant as $p = .257$. Therefore it was concluded that job satisfaction is high in faculty of private sector universities as compared to the public sector universities. Thus rejecting the null hypotheses that there is no significant difference in job satisfaction of faculty members in public and private sector universities of Islamabad.

Results about co-worker sub variable of job satisfaction indicate that t-value 3.25 is insignificant

as $p=.001$. Therefore it was concluded that job satisfaction is high in faculty of private sector universities as compared to the public sector universities. Thus rejecting the null hypotheses that there is no significant difference in job satisfaction of faculty members in public and private sector universities of Islamabad.

Table 4.6 Comparison among universities on the basis of job satisfaction

Variable	Mean	df	F	Sig.
International Islamic Uni	73.25	439	14.79	.000
NUML	43.72			
Quaid-e azam	63.57			
COMSATS	83.58			
Preston	42.90			
CUST	53.68			
Muhi-ud-Din Islamic Uni	13.47			
Iqra	7(4.00)			

* $p<.05$

Table 4.6 revealed the comparison of job satisfaction of public and private sector universities. Results indicate that F-value 14.79 is significant as $p=.000$. Therefore it was concluded that overall positive thinking is high in faculty of private university Iqra which is 4.00. Overall positive thinking is low in faculty of private university Preston which is 2.90.

SUMMARY, FINDING, DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

Summary

The research was a comparative study of positive thinking and job satisfaction among university faculty in Islamabad. The main objective of the research was to compare the universities in both (public and private) sectors of Islamabad regarding positive thinking and job satisfaction. Further objective of the study was to find out the relationship of positive thinking and job satisfaction among the university faculty.

For measuring the job satisfaction the scale developed by Paul E. Spector (1994) was selected. It consisted of nine dimensions including pay, promotion, rewards, supervision, coworker, benefits, operating condition, nature of work and communication. There were 36 number of items under these nine dimensions and six point scale was used. For measuring the positive thinking the scale developed by Carver, (2013) was used. It consisted of two dimensions which were optimism

and pessimism. There were 10 number of items used under these two dimensions. Five point scale was used to measure positive thinking of university faculty.

Another section was developed with the name of respondent demographics and it was used to collect the data and information related to sample. Information regarding the age group, gender, teaching experience and academic qualification of faculty was asked for calculating the mean difference among the university faculty which have been working in both sectors. Statistical operations were used for the analysis of data. Mean, Standard Deviation, Regression analysis, Correlation, ANOVA and t-test were used for data analysis. Conclusions and recommendation were constructed on the basis of results.

Findings

Findings of the research are based on the objectives and hypotheses of the study. There are four sections. First section describes the demographics of the respondents, while second section covers the information about positive thinking of the university faculty in public and private sectors, as third section covers the job satisfaction of university faculty in public and private sector universities and final section describes the relationship of positive thinking and job satisfaction of university faculty in public and private sector universities.

Finding regarding job satisfaction of university faculty in public and private sector

Objective: To compare level of job satisfaction in faculty members of public and private sector universities of Islamabad.

HO2 There is no significant difference in the job satisfaction level of faculty members in public and private sector universities of Islamabad.

- Overall job satisfaction of university faculty in private sector (3.615) was high as compared to public sector (3.516).t value was recorded as 1.454 which was insignificant as $p=147$.Null hypothesis was rejected that no variance was found in job satisfaction of faculty members in both (public and private) sector Universities of Islamabad. (Table=4.4)

5. Mean value of pay a dimension of job satisfaction was found 3.53 in public sector and in private sector it was 3.46. t value was recorded as .761 which was insignificant as $p=.447$. Thus null hypotheses was rejected that there was no difference was found in job satisfaction of university faculty in both (public and private) sectors in Islamabad. (Table=4.5)
6. The mean score of promotion sub variable of job satisfaction indicated the level of job satisfaction which was high in faculty of private sector universities as 3.65 and as compared to the public sector universities' 3.50. t value was recorded as 1.72 which was not significant statistically as $p=.085$. Thus null hypothesis was rejected that no difference was found in job satisfaction of faculty members in both (public and private) sector Universities of Islamabad. (4.5)
7. Findings regarding the supervision sub variable of job satisfaction indicated that job satisfaction level was high in faculty of private sector universities 3.653 as compared to the public sector universities 3.50. t value was recorded as 1.69 which was not significant as $p=.091$ so null hypothesis was rejected that there is no difference in job satisfaction of university teachers in public and private sector universities of Islamabad. (Table=4.5)
8. Findings related to the benefits of sub variable of job satisfaction indicated that job satisfaction level was high in faculty of public sector universities 3.48 as compared to the private sector universities 3.47. t value was recorded as 1.46 which was insignificant as $p=.884$. so the null hypothesis was not accepted that there was no variance found in job satisfaction of teachers in both sectors of universities in Islamabad. (Table=4.5)
9. Mean value of reward sub variable of job satisfaction indicated that job satisfaction found in public sector universities was 3.49 whereas in private sector it was 3.68 which was higher as compared to the public sector universities. t value was recorded as 1.94 which was insignificant as $p=.052$ thus the null hypothesis was rejected that there is no difference was in job satisfaction of teachers in both sector Universities of Islamabad. (Table=4.5)
10. Findings related to operating condition sub variable of job satisfaction indicated that job satisfaction level was high in faculty of private sector universities 3.57 as compared to the public sector universities 3.55. t value was recorded as .205 which was insignificant as $p=.837$. so the null hypotheses was not accepted that there was no variance found in job satisfaction of university teachers in both (public and private) sector of Islamabad. (Table=4.5)
11. Findings related to the nature of work included sub variable of job satisfaction which indicated that job satisfaction level was higher in the faculty of private sector universities 3.66 as compared to the public sector universities 3.55. t value was recorded as 1.04 which was insignificant as $p=.02$. so the null hypothesis was rejected that there was no variance found in job satisfaction of teachers in both (public and private) sector Universities of Islamabad. (Table=4.5)
12. Findings about the communication sub variable of job satisfaction indicated that job satisfaction level was higher in faculty of private sector universities 3.52 as compared to the public sector universities 3.40. t value was recorded as 1.13 which was insignificant as $p=.257$. so the null hypothesis was not accepted that there was no variance found in job satisfaction of teacher in both (public and private) sector Universities of Islamabad. (Table=4.5)
13. Findings about the Coworker sub variable of job satisfaction indicated that job satisfaction level was high in faculty of private sector universities 3.86 as compared to the public sector universities 3.59. t value was recorded as 3.25 which was insignificant as $p=.001$. so the null hypothesis was rejected that there was no difference found in job satisfaction of teachers in both (public and private) sector universities of Islamabad. (Table=4.5).
14. Findings indicates that F-value 14.79 is significant as $p=.000$. The mean score also indicates that overall job satisfaction is high in faculty of private university Iqra which is 4.00. Overall job satisfaction was lower in faculty of private university Preston which was 2.90. (Table=4.6)

Discussion

The purpose of present study was to compare positive thinking and job satisfaction of university teachers in both sectors, to find out the relationship of positive thinking and job satisfaction of university teachers in both strata (public and private sector universities). This research was

comparative with a quantitative approach. Sample of research study comprised faculty of public and private sector universities in Islamabad. Two instruments were selected for the sample.

Second objective of the study was to compare job satisfaction of university faculty in public and private sector in Islamabad. Difference was found in job satisfaction of public and private sector universities. Overall job satisfaction was moderately higher in private sector as compared to public sector universities in Islamabad. Pay and benefit dimensions of job satisfaction were higher in public sector while promotion, supervision, reward, operating condition, nature of work, communication and coworker dimensions of job satisfaction were higher in private sector as compared to public sector universities. Overall job satisfaction is higher in Iqra University while overall job satisfaction is lower in Preston University.

Research conducted by Sharma and Jyoti (2006), Srivastava (2005) argued that a successful education system required an excellent teaching staff. Main requirement of an institution is to attract and retain high quality teachers. In order to develop quality teachers, one must understand the factors that are relevant to them. Job satisfaction is one of those important factors. The phenomenon of teacher's job satisfaction is complicated. There are demographic, intrinsic and extrinsic factors which are related to teacher's job satisfaction. (Sharma, 2006), Srivastava, 2005)

Conclusions

The present research studied comparison of positive thinking and job satisfaction of faculty in both sectors of universities in Islamabad. 447 teachers were selected for the sample of research from public and private sector universities. Thus three objectives and hypotheses were formulated. The conclusions of this study are based on the collected data, data analysis and research results. It was concluded that difference was found regarding positive thinking and job satisfaction in both strata (public and private sector universities).

Second objective of the study was concerned with the comparison of university teachers in both (public and private) sector universities regarding job satisfaction. Difference was observed in job satisfaction of public and private university faculty. Overall job satisfaction

was higher in Iqra University and it was lower in Preston University. While in dimension wise comparison, significant difference was revealed, it was high in public sector universities whereas in case of reward, promotion, co-worker, supervision, operating condition, nature of work and communication, job satisfaction was higher in private sector universities.

Recommendations

Since the study draws significant conclusion, so it was important to recommend following considerations which can be used to promote positive thinking and job satisfaction among university teachers in both (public and private) sector universities:

1. This study was conducted on the university faculty of Pakistan, future researches can be conducted to other universities inside and outside Pakistan. Faculty of foreign universities can be compared.
2. Job satisfaction plays an important role in the life of employees. So, job satisfaction measurement may also be done by the universities for measuring the satisfaction level of employees. With job satisfaction surveys, universities may also explore the sensitive areas of job satisfaction.
3. Positive thinking and its relation with job satisfaction may be made clear for future researches. The present research may be used as a baseline and further researcher may also be done in the same areas.
4. Incentives like pay and bonuses may be provided to the competent employees to enhance the satisfaction level and this may also work as source of motivation for other employees.
5. To increase the level of job satisfaction some techniques may be applied.
6. Nature of work plays an important role for boosting the job satisfaction among employees. Universities may make teachers work meaningful for them which is not only helpful for the growth of teachers but also a source of incentive initiator in future.
7. Appreciation and recognition due to their performance may be given to employees for increasing their job satisfaction. This may also be the source for other employees to increase their performance.
8. Opportunities for enhancing the qualification may be given to employees for boosting their

satisfaction level with their job.

9. Access to information regarding nature of job, policies of organization and administration may be available to employees it can motivate employees, develop a sense of belongingness with organization and it may increase the level their of job satisfaction
10. Trainings and workshops regarding the use of new technology and work may be organized for employees. This may update the knowledge and contribute for the job satisfaction.
11. This study used quantitative research method. The future researches can use both quantitative and qualitative approaches.
12. This research of positive thinking and job satisfaction can be conducted at all levels of elementary, secondary and higher levels of education.
13. The variables of research positive thinking and job satisfaction can be used as single variable in future researches as well as together for future researches.

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