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Does the job satisfaction varies in gender and age: analysis of public or private university teachers of Pakistan

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ABSTRACT

The purpose of this study is to investigate the level of job satisfaction among university teachers based on gender, age, and sector of university. Questionnaire is used to acquire the required responses from university teachers in order to accomplish the research objectives. Descriptive and inferential statistics, ANOVA analysis, T-test and frequency tables are used to analyse the data. Study found that the level of satisfaction in universities' teachers is primarily contributed by the administrative factors. Although, the results indicate no statistically significant relationship of gender attribute of demographics with satisfaction of university faculty, however, male are less satisfied as compare to female faculty, which led to the no rejection of H_{01} . H_{02} is rejected and significant difference is found between faculty of private and public universities. The inferential statistics conclude a significant relationship between university type and satisfaction. The results of ANOVA reports significant relationship between various age categories and overall level of satisfaction. The results lead to the rejection of null hypothesis H_{03} . Job satisfaction level decreases with increase of age. Certain recommendations are given at the end to increase the level of job satisfaction of university faculty.

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Introduction

The issues of teachers' satisfaction towards their job seem flexible state of mind and varied outcome of cognitive progression. Teachers' satisfaction can be driven by more than one factor and varies across the times, environments, experiences and situation being faced (Wisniewski, 1990). As the importance of organization's competitiveness has turned from tangible to intangible part. Hence, faculty role in university success becomes crucial. The higher level of faculty commitment results in personal efficiency and institutional performance, producing overall healthy competition. The job satisfaction is associated with many integrated but separated demographical aspects like gender, cadre, age, experience and pay scale. The studies have substantially considered these factors and their associations. Empowering teachers, providing capacity building opportunities, professional grooming, and exposure to external professional activities also play a prominent role in enhancing satisfaction (Iacocca & Schumacher, 1995; Wu et al., 1996).

Robbins (2001) stated that job satisfaction can be described as a person's common approach towards assigned task. Satisfaction indicates the extent of people likeliness, emotional response to their job in correspondence to actual versus deserved outcome. Number of visible factors like remuneration, security, endorsement, performance, work independence develops the symptoms of satisfaction such as showing respectful attitude, feeling of self-actualization and identification with institute. Three major approaches of utilitarian, humanitarian, and organizational effectiveness have fascinated the academicians' interest to work on job satisfaction (Spector, 1997). The scholars of human relations school of thought developed their thesis that happiness of workforce brings positively and high rate of productivity. Similarly, Oshagbemi (1997) in his study has taken

a number of areas, which can be the source of satisfaction identification and assessment tools in the universities. He opted for issues like showing keen interest in research; passion for teaching; administration; satisfaction with pay; promotion; positive behavior; head of department's behavior; and conveniences offered in the institutions. Oshagbemi is of the view that faculty in higher education could be categorized into various job satisfaction level based on different roles and aspects of their job. The concept of workers' treatment in fair and respectful way is the product of 1960s and 1970s concerns' about social and human rights. Consequently, organizational performance and quality of work is started being viewed in the light of employees' satisfaction.

Statement of Problem

The impact of job satisfaction is examined in various business and social sectors across the world. This relationship in the university settings of Pakistan is missing in the literature. The study is designed to investigate levels of job satisfaction among private or public university teachers, their gender, and age.

Objectives of the Study

The objectives of the study are:

- To inspect the level of job satisfaction factors;
- To study the job satisfaction level of overall university faculty;
- To identify the level of job satisfaction on the basis of gender of university teachers;
- To examine the job satisfaction level on age of university teachers;
- To observe the extent of job satisfaction on the sector of university; and
- To provide the recommendations in order to increase the job satisfaction level of university faculty.

Significance of the Study

Teachers in education sector play vital role in the human development. They can only work with dedication when they will satisfy from their job. In this study, a step was undertaken in order to explore the level of job satisfaction among university teachers based on sector of university, age and gender of university teachers. This step will provide initiative step for future research.

Organization of the Study

In this study, section 1 contains the introduction; section 2 entails the review of literature; Section 3 encompasses the hypothesis of the study; section 4 encloses the research methodology; section 5 includes the analyses & interpretations; section 6 comprises of conclusions; section 7 consists of limitations of the study; and section 8 includes the recommendations / suggestions.

Literature Review

Truell, et al (1998) reported that the scholarly literature is devoted to great extent on the measurement of faculty satisfaction and exploring the contributing factors across the world and over the extended period. The studies have recommended satisfaction assessment techniques and its continuous application to enhance delivery of quality education. In addition, The pay scale of faculty reported significant impact on satisfaction. Therefore, number of studies looked into pays versus satisfaction in the context of various demographical variables. Female faculty is found more satisfied as compared to their male counterparts, and senior teachers' carries higher level of satisfaction than juniors. The satisfaction level is significantly related with rank and gender and insignificant with age variations (Oshagbemi, 2000).

The organization structure and its impacts on faculty satisfaction is also an academically touched area, where the researchers attempted to explore relationship between administrative and structural attributes and satisfaction level. Among the factors contributing to dissatisfaction include, big organizational hierarchy, authoritative administration style, unclear policies, role ambiguity and bureaucratic way of higher management. On the other hand, number of factors, contribute to satisfaction are reported as leadership orientation of higher management, fluent communication among colleagues, quality of faculty relationship and process of decision making in the institute (Thompson, McNamara, and Hoyle, 1997).

The satisfaction also varies across the subject disciplines as people of pure sciences are more satisfied and expressed relatively more positive attitude, particularly in case of female university teachers (Beliaeva, Gofshkova, and Kostikova 2001). In context of Pakistani educational settings, Khan and Muneer (2001) conducted a study on job satisfaction of female primary school teachers of rural areas of Lahore district. Fifty female primary teachers from 10 government girls' primary schools of rural areas of Lahore district have selected as a sample for this study following are some findings of the study that majority of the teachers are not satisfied with their workload, economic benefits and with the behavior of the officers of the education department. Majority is satisfied with their social status and is willing to adopt the teaching profession. The gender differences in the job satisfaction levels of university teachers are explored in many studies and different satisfaction factors are reported for male and female. Faculty ranks are also associated with gender type and job satisfaction in university settings. Female teachers are found having lower satisfaction in areas of salary, promotion, administration, and overall job satisfaction than male counterparts and but enjoyed higher

satisfaction with their co-workers and their work (Okpara, Squillace & Erundu 2005). The research made by Hagedorn, (1996) discussed the job satisfaction in the perspective of wage differentials. Study found inverse relationship between female faculty job satisfactions with gender-based wage differentials.

Hypotheses of the Study

The hypotheses of the study were:

H₀₁ There is no significant difference between job satisfaction of male and female university teachers.

H₀₂ There is no significant difference between job satisfaction of public and private sector university teachers.

H₀₃ There is no significant difference between job satisfactions of various age groups of university teachers.

H_{03.1} There is no significant difference between job satisfaction of 20-30 and 30-40 years of age.

H_{03.2} There is no significant difference between job satisfaction of 20-30 and 41-50 years of age.

H_{03.3} There is no significant difference between job satisfaction of 20-30 and 51-60 years of age.

H_{03.4} There is no significant difference between job satisfaction of 20-30 and 61 and above.

H_{03.5} There is no significant difference between job satisfaction of 31-40 and 41-50 years of age.

H_{03.6} There is no significant difference between job satisfaction of 31-40 and 51-60 years of age.

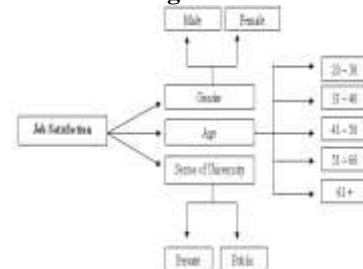
H_{03.7} There is no significant difference between job satisfaction of 31-40 and 61 and above.

H_{03.8} There is no significant difference between job satisfaction of 41-50 and 51-60 years of age.

H_{03.9} There is no significant difference between job satisfaction of 41-50 and 61 and above.

Hypotheses Modeling

Figure 1



Research Methodology

This study aimed to explore the job satisfaction level among university teachers based on age, gender and sector of university. For this purpose, the views of faculty of universities in three big cities of Punjab: Lahore, Multan and Bahawalpur are collected. An instrument is finalized after ensuring the reliability and validity of instrument. The Croan-bac Alpha score for the scale of job satisfaction is 0.84, which is quite satisfactory in survey related research and sufficient for the reliability and validity of research instrument by using Statistical Package for Social Sciences (SPSS).

Five hundred (500) university teachers were included in the sample, including 150 of private and 350 of public universities. From the 500-targeted sample, 310 responses of both universities private (78) and public (232) were achieved. In further securitizing process, five questionnaire were rejected due to carelessly filled up and finally 305 taken in data analysis, which constitute 60% of response rate. The 305 number of participants in an opinion generating and perception related research is considered highly satisfactory and adequate. Descriptive and inferential statistics, ANOVA analysis, T-test and frequency tables were used to analyse the data.

Findings and Interpretation

Demographic Characteristics of Respondents

A total 305 university teachers from both public and private sectors participated in the study. The statistics of respondents show that male respondents are (61%, 185) and female (39%, 120), belonging to the private sector (25%, 76) and the public sector (75%, 229). These figures indicate sufficient coverage of survey regarding gender, organization types, and age brackets, which indicates a representative sample.

Job Satisfaction Factors

The satisfaction scale is composed of 4 variables and 22 items, measuring the satisfaction of faculty members of universities. The weighted scores are developed to analyze the comparative position of different variables, leading to the level of satisfaction in university teachers. That statistics show that peer relation factors contribute the most in increasing the level of satisfaction. Working environment is rated as second major contribute of satisfaction, followed by administrative factors. The university faculty rates economic factor as least important variable with respect to level of satisfaction in faculty members (Table 1).

To compute the mean scores of items studied under four variables; peer relationship, working environment, administrative and economic factors (Tables 2). The items having mean scores above one are classified into most important and equal to or below one are rated as least important contributors of satisfaction in faculty members of universities. In the case of peer relationship items, three items are likely to contribute in the university faculty satisfaction.

Among the highly contributing items are; friendly attitude of management, good working relationship and supporting attitude of colleagues. In case of working environment, highly important factors include; increasing belongingness over the period, friendly work environment, comparatively better working conditions, good flow of information, appreciating and rewarding good performance, adequate resources for task accomplishment respectively. Training and development is considered as least important for satisfaction by the faculty of universities of Pakistan. The administrative factors which highly contribute in satisfaction are encourage suggestion for improvement, promote positive attitude for complaints, encourage freedom of speech, inspiring fairness and honesty, ensure effective communication and encouraging on teamwork. The factors related to administration like observing keenly, selection on merit, making timely promotion and selection are perceived as least important in making the faculty highly satisfied.

Last variable of table is economic factor, which is composed of highly contributing items like good comparative pay scale, sufficient and enough pay and least contributing like 'pay as major source of satisfaction' in increasing satisfaction level of faculty.

Job Satisfaction Levels

The statistic of overall satisfaction level, exhibited by faculty members of higher education institutions is presented in table 3. The statistics show that 46% (141) faculty members expressed a high level of satisfaction, while 36% (109) are moderately satisfied. Only 18% (55) respondents reported a low level of satisfaction, which is significant for the attention of helm of the affairs in higher education.

Descriptive and Inferential Statistical Analysis of Job Satisfaction Levels Across the Selected Demographical Variables:

Statistical techniques are applied in order to make a comparison of the three levels of satisfaction as low, moderate and high across the gender; female and male. The table shows male faculty low level of satisfaction is 24% (44), moderate level of satisfaction is 28% (53) and a high level of satisfaction is reported by 47% (88) respondents (Table 4). Female teachers are more inclined to a moderate level of satisfaction; low level satisfaction is reported by 9% (11), moderate level by 47% (56) and high level by 44% (53) of the respondents.

Independent sample t-test is applied to compute statistically significant difference in satisfaction across the gender. The results conclude insignificant difference ($P > 0.05$), which indicates no significant relationship of gender attribute of demographics with respect to the satisfaction of university faculty (Table 5).

The descriptive statistics of table 6 make cross-comparison various levels of satisfaction regarding university type; private and public. The results show that 66% faculty of private universities expresses a high level of satisfaction, a moderate level of satisfaction is reported by 30% and low level of satisfaction is reported by only 4% respondents. Respondents of public universities are more dissatisfied as 23% expressed a low level of satisfaction, 38% moderate level of satisfaction and 40% reported a high level of satisfaction. Low pay scale and less academic facilities might cause this difference in satisfaction.

Independent sample t-test is applied which confirms the rejection of null hypothesis ($P < 0.05$) which indicates a significant difference between private and public universities faculty (Table 7). The results show a significant relation between university type and satisfaction, where descriptive statistics of table 7 report a higher level of satisfaction, enjoyed by faculty in the private sector.

Different age brackets and their frequency in three levels of satisfaction are described as low moderate, and high in table 8. The faculty in the group age between 20 to 30 years shows a low level of satisfaction 11%, a moderate level of satisfaction 31% and a high level of satisfaction are reported by 58%. The respondent in age bracket of 31-40 shows a low level of satisfaction 17%, moderate level of satisfaction 37% and high level of satisfaction is reported by 46%. Among the people, who are 41-50 years old, 25% shows a low level of satisfaction, 38% indicate a moderate level of satisfaction and 37% expressed a high level of satisfaction. The 50-60 years age bracket report a low level of satisfaction 30%, moderate level of satisfaction 45% and high level of satisfaction 24%. Out of the respondents having age above 60 years, 14% reported a low level of satisfaction, 14% rated a moderate level of satisfaction and high level of satisfaction was reported by 71% people.

The inferential statistics of table 9 supports the rejection of null hypothesis that there is no significant difference among various age groups regarding satisfaction. The results indicate relationship of age attribute of demographics with level of satisfaction. The Post-hoc is applied (table 9-A) to further see difference of various age related pairs. The age bracket of 20-30 years is found significantly ($P < 0.05$) different with 31-40, 41-50, and 50-60 years of age brackets. The age category of 31-40 years are found significantly different with 41-50 ($P < 0.1$) and 50-60 ($P < 0.05$) years of ages at 90% and 95% confidence level respectively. The age of 41-50 is found significantly ($P < 0.1$) different with above 60 years of age at 90% level of confidence.

In case of 50-60 years age bracket, H_0 is rejected and found significantly ($P < 0.05$) different with above 60 of age category.

Conclusions

The following finding out of the analysis of descriptive and inferential statistics:

01. The level of satisfaction in universities' teachers is primarily contributed by the peer relations factors (Table 1). The second important variable for increasing faculty satisfaction is working environment followed by administrative and economic factors as least important variable in this regard. The items of satisfaction related to administrative variable (Table 2) show that management of universities; encourage suggestion for improvement, promote positive attitude for complaints, encourage freedom of speech, inspire fairness and honesty, ensure effective communication and encourage on team work respectively to make the faculty highly satisfied. The factors related to administration like observing keenly, selection on merit, making timely promotion and selection are perceived comparatively less important in making the faculty highly satisfied. Good comparative pay scale and sufficient and enough pay are the items of economic variable, which highly contribute while mere pay is not the only source of satisfaction. The highly important factors of working environment (Table 2) include; increasing belongingness over the period, friendly work environment, comparatively better working conditions, good flow of information, appreciating and rewarding good performance and adequate resource for task accomplishment respectively. The training and development is found having less impact on the satisfaction of faculty in the category of working environment. In case of peer relationship, friendly attitude of management, good working relationship and supporting attitude of colleagues, make the faculty satisfied.

02. The analysis of faculty satisfaction (Table 3) reveals that 46% faculty members are highly satisfied, 36% expressed moderate level of stress and 18% showed low level of their satisfaction. The further classification of different genders show that among the male faculty, highly satisfied 47%, moderately satisfied 28% and having low level of satisfaction are 24%. In terms of female faculty, low level of satisfaction is reported by 9% (11), moderate level by 47% (56) and high level of satisfaction by 44% (53) respondent. The application of inferential statistics (Table 4) concludes insignificant difference. The results indicate no significant relationship of gender attribute of demographics with satisfaction of university faculty, which led to the no rejection of H_{01} , whereas, males are less satisfied according to frequency table.

03. The classification of organizational type (Table 6) shows that among the private sector faculty, highly satisfied are 66%, having moderate level of satisfaction 30% and only 04% expressed low level of satisfaction. The faculty of public universities is seemed less satisfied in relation to private sector, as 23% expressed low level of satisfaction, 38% moderate level of satisfaction and 40% reported high level of satisfaction. H_{02} is rejected and significant difference is found between faculty of private and public universities. The inferential statistics conclude a significant relationship between university type and satisfaction. Public sector university teachers are less satisfied in matters of great concern for policy members.

04. The descriptive analysis of faculty's age brackets shows that among the teachers having (Table 8) age between 20 to 30 years; less satisfied 11%, moderately satisfied 31% and highly satisfied are 58%. In case of 30-40 years old faculty, 17% show low level of satisfaction, 37% moderate level of satisfaction and 46% report high level of satisfaction. Among 41-50 years old faculty,

25% low level of satisfaction, 38% moderate level of satisfaction and 37% expressed high level of satisfaction. The faculty in the age of 50-60 is less satisfied 30%, moderately satisfied 45% and highly satisfied are 24%. The faculty having age above 60 years, 14% rated low level of satisfaction, also 14% rated moderate level of satisfaction and 71% people rate high level of satisfaction. Majority of the teachers in all the age brackets fall in the category of high satisfaction. The frequency table shows that there is a decreasing trend in the job satisfaction of age as evident from table 9.

05. The results of ANOVA (Table 9) reports significant relationship between various age categories and overall level of satisfaction. The results lead to the rejection of null hypothesis; H_{03} . The analysis of Post-hoc test (table 9-A) shows that age bracket of 20-30 years is found significantly different with 31-40, 41-50, and 50-60 years of age brackets. The results led to the rejection of $H_{03.1}$, $H_{03.2}$, and $H_{03.3}$ respectively. $H_{03.4}$ is not rejected, as no significant difference is found between of 20-30 and above 60 years of age. The satisfaction level of faculty; 31-40 years old is found significantly different with the satisfaction of 41-50, ($P < .1$) and 50-60 ($P < .05$) years old faculty, which led to the rejection of $H_{03.5}$ at 90% and $H_{03.6}$ at 95% confidence level respectively. The age category of 31-40 is insignificantly different with above 60 years of age and concludes no rejection of $H_{03.7}$. The age of 41-50 is found significantly different with above 60 years of age and $H_{03.9}$ is rejected at 90% level of confidence. The age of 41-50 is found insignificantly different with 51-60 years of age and significant with above 60 years of age, which led to acceptance of $H_{03.8}$ and rejection of $H_{09.9}$ at 90% level of confidence. The bracket of 50-60 years age is significantly different with above 60 of age and $H_{03.10}$ is rejected at 95% confidence level.

Limitations and Future Research

The study is limited to the sampled universities of Punjab province, which excludes institutions of higher education of other provinces of Pakistan and areas like federal territory, Azad Jammu & Kashmir, Quetta and Karachi. The representative sample also delimits the researcher for wide coverage of views and to the faculty members of universities only. The time and budget were among the other constraints, which limited the scope and subject coverage of the research. The universe of the research is still less documented, which may deviate to some extent from the characteristics of sampled respondents. The secondary data in the context of Pakistan, related to subject is not available, which undermines literature contribution of this perspective.

The study attempted a detail analysis of empirical investigation and secondary research findings under limited scope, period and sample. The analysis identifies number of issues, should be researched by the academicians in future. This study has collected the views of faculty of the universities, locate Punjab province of Pakistan. In future other provinces could be sampled in Pakistan or other countries to enhance the generalization of the findings. The management perspective also could be added along with faculty universities. The future research should also investigate the causes of low satisfaction in universities teachers. The future research also should incorporate the qualitative method of inquiry along with quantitative survey.

The other scales of satisfaction and stress may reveal more significant insights of the phenomena, if used in future research.

Recommendations / Suggestions

Recommendation or suggestions are:

Providing capacity building opportunities;

Professional grooming;

Exposure to external professional activities;

Environment should be healthy;

Research program should be initiated;

Social networking should be enhanced;

Mutual academic support should be initiated;

Learners' activities should be introduced;

Participation in decision making by faculty should be enhanced;

Female teachers should be given extra facilities like day care center at campus;

Female non-teaching staff should be provided at workplace;

Private universities should provide job securities to the teachers;

Regular training and development program should be conducted; and

Timely and fairly promotion in selection should be made.

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Table 1: Weighted Scores of Job Satisfaction Factors

Factors	Score
Peers relationship factors	129
Working environment factors	118
Administrator factors	112
Economic factors	97

Table 2: Mean Scores and Standard Deviation of Job Satisfaction across the Items

Factors	Mean	SD
Peer Relationship Factor		
Friendly of attitude of colleagues	1.37	0.80
Good working relationship	1.30	0.82
Supporting attitude of colleagues	1.18	0.79
Working Environment Factor		
Increasing belongingness over the time period	1.54	0.71
Friendly work environment	1.33	0.90
Comparatively better working conditions	1.23	0.80
Good flow of information	1.17	0.84
Appreciating and rewarding good performance	1.02	0.88
Adequate resource for task accomplishment	1.00	0.90
Training and development	0.99	0.87
Administrative Factor		
Encourage suggestion for improvement	1.41	0.80
Promote positive attitude for complaints	1.30	0.82
Encourage freedom of speech	1.25	0.90
Inspiring fairness and honesty	1.22	0.82
Ensure effective communication	1.20	0.89
Encouraging on team work	1.14	0.89
observing keenly	0.94	0.90
Selection on merit	0.90	0.83
Timely promotion and selection	0.74	0.80
Economic Factor		
Good comparative pay scale	1.10	0.90
Sufficient and enough pay	1.09	0.91
Pay as major source of satisfaction	0.73	0.88

Key: 0 = disagree 1= undecided 2= agree

Table 3: Frequency and Percentage of Overall Levels of Faculty Satisfaction

Satisfaction level	N	%
High level of satisfaction	141	46.2
Moderate level of satisfaction	109	35.7
Low level of satisfaction	55	18
Total	305	100

Table 4: Frequency, Percentage and Job Satisfaction Levels of Respondents across the Gender

Gender	Low level of satisfaction		Moderate level of satisfaction		High level of satisfaction		Total	
Male	44	23.8% *	53	28.6%	88	47.6%	185	60.70%
Female	11	9.2%	56	46.7%	53	44.2%	120	39.30%
Total	55	18.00%	109	35.70%	141	46.20%	305	100.00%

Table 05: Independent Sample t-test to find out Mean Difference and Standard Deviation across the Gender in Job-Satisfaction

Gender	Mean	S. Deviation	t	Sig
Male	24.8811	10.296	-0.649	0.517
Female	25.625	8.9283		

Table 6: Frequency and Percentage of Job Satisfaction Levels of Respondents across the University Type

Organization type	Low level of satisfaction		Moderate level of satisfaction		High level of satisfaction		Total	
Private Sector	3	3.9%	23	30.3%	50	65.8%	76	24.90%
Public Sector	52	22.7%	86	37.6%	91	39.7%	229	75.10%
total	55	18.00%	109	35.70%	141	46.20%	305	100.00%

Table 7: Independent Sample t-test to find out the Mean Difference and Standard Deviation across the Organization Type in Job Satisfaction

Organization type	Mean	SD	t	Sig
Private Sector	30.0	6.9	5.2	0
Public Sector	23.5	10.0		

Table 8: Frequency and percentage Responses of Levels of Job Satisfaction across the Age Brackets

Age	Low level of satisfaction		Moderate level of satisfaction		High level of satisfaction		Total	
20-30	11	11.0%	31	31.0%	58	58.0%	99	32%
31-40	17	17.0%	37	37.0%	46	46.0%	101	33%
41-50	16	24.6%	25	38.5%	24	36.9%	65	21.30%
50-60	10	30.3%	15	45.5%	8	24.2%	33	10.80%
61-more	1	14.3%	1	14.3%	5	71.4%	7	2.30%
Total	55	18.00%	109	35.70%	141	46.20%	305	100.00%

Table 9: Analysis of Variance of Responses Regarding Age Brackets in Job Satisfaction (ANOVA)

		Sum of Squares	df	Mean Square	F	Sig.
JOB SATISFACTION	Between Groups	2155.567	4	538.892	6.015	0
	Within Groups	26876.22	300	89.587		
	Total	29031.79	304			

Table 9-A: Analysis of Variance of Responses Regarding Age Brackets in Job Satisfaction (Post Hoc)

LSD	20-30 Sig.	31-40 Sig.	41-50 Sig.	50-60 Sig.
31-40	0.05*			
41-50	0.00*	0.06**		
50-60	0.00*	0.01*	0.28	
61-more	0.82	0.35	0.09**	0.03*

*The mean difference is significant at the .05 level.

**The mean difference is significant at the .1 level