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YÜKSEK LİSANS TEZİ

**JOB SATISFACTION AMONG PUBLIC AND PRIVATE  
ORGANIZATIONS: THE CASE OF PUBLIC AND PRIVATE  
UNIVERSITY INSTRUCTORS IN KYRGYZSTAN**

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Danışman

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## Yemin Metni

Yüksek Lisans Tezi olarak sunduğum “JOB SATISFACTION AMONG PUBLIC AND PRIVATE ORGANIZATIONS: THE CASE OF PUBLIC AND PRIVATE UNIVERSITY INSTRUCTORS IN KYRGYZSTAN” adlı çalışmanın, tarafımdan, bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve bunu onurumla doğrularım.

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## ÖZET

### Yüksek Lisans Tezi

### Kamu ve Özel Örgütlerde İş Doymu: Kırgızistan'daki Kamu ve Özel Üniversite Öğretim Elemanları Örneği

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Bu araştırmanın amacı; Kırgızistan'daki kamu ve özel üniversite öğretim elemanlarının iş doymu düzeylerini belirlemektir. Bu alanda pek çok araştırma yapılmış olmasına rağmen Kırgızistan gibi gelişmekte olan ve geçiş sürecindeki ekonomilere sahip ülkelerde bu alanda yapılan araştırmalar yetersizdir. Dolayısıyla, bu araştırmanın önemi, kamu ve özel üniversite öğretim elemanları iş doymu boyutları açısından farklılıklarını ortaya koymaktır.

Uygulama Kırgızistan'daki beş kamu ve beş özel üniversite öğretim üyeleri arasında yapılmıştır. Araştırmada Paula Lester'in Öğretmen İş Doymu Envanteri (1987) kullanılmıştır. Soru formlarının geri dönüş oranı toplam %68.75dir. Dolayısıyla, araştırma örneklemi 415 öğretim elemanından oluşmaktadır. İstatistik analiz SPSS 13.0 Windows programıyla yapılmıştır. Analizlerde; ortalama, standart sapma, frekans gibi betimsel istatistiklerle birlikte korelyasyon, çapraz tablolar testi, t-test, tek yönlü varyans analizi ve iki yönlü varyans analizleri kullanılmıştır.

İki yönlü varyans analizleri sonucunda, özel üniversite öğretim elemanlarının içsel ve dışsal iş doymu boyutlarına ilişkin skorların kamu üniversitelerinde çalışan meslektaşlarına göre daha yüksek olduğu saptanmıştır.

Sonuç olarak, kamu ve özel üniversite öğretmenleri arasında içsel ve dışsal iş doymu boyutlarına ilişkin farklılıklar bulunmaktadır. Kırgızistan eğitim sektöründe, örgüt çeşidi iş doymu farklılıklarının kaynağıdır.

**Anahtar Kelimeler:** İş Doymu, Kamu ve Özel Üniversite Öğretim Üyeleri, Eğitim Sistemi, Kırgızistan, Kamu ve Özel Örgütleri.

## **ABSTRACT**

### **Master Thesis**

#### **Job Satisfaction Among Public and Private Organizations: The Case of Public and Private University Instructors in Kyrgyzstan**

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**The aim of this study is to determine the job satisfaction of instructors in public and private universities of Kyrgyzstan. Despite a wide range of researches conducted in this field, developing and transition countries such as Kyrgyzstan lack surveys in this area. Significance of this study is to identify differences of job satisfaction dimensions among instructors for public and private universities.**

**The study was conducted among instructors in five public and five private universities in Kyrgyzstan. The survey employed the Teachers Job Satisfaction Questionnaire designed by Paula Lester in 1987. Totally, 415 questionnaires were used with a response rate of 68.37 percent. Statistical analysis of data was done by SPSS 13.0 Windows program. In the analysis along with the descriptive statistics such as means, standard deviations, frequency distributions; correlation, crosstabs tests, T-tests, One-Way ANOVA, and Two-Way ANOVA tests were used.**

**According to the analyses of Two-Way ANOVA tests, the subscales of intrinsic and extrinsic job satisfaction were higher for private university instructors than public university counterparts.**

**Hence, there is a difference among public and private university instructors in regard to their intrinsic and extrinsic job satisfaction. Organization type is a source of job satisfaction differences in this sector for Kyrgyzstan.**

**Key Words:** Job Satisfaction, Public and Private University Instructors, Education System, Kyrgyzstan, Public and Private Organizations.

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## **ABBREVIATIONS**

**HEI:** Higher Education Institutions

**TJSQ:** Teacher Job Satisfaction Questionnaire

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## **CHAPTER I**

Chapter I deals with the introduction to the study, problem statement, significance of the study, definitions of key terms, limitations, and organization of the study.

### **INTRODUCTION**

The concept of job satisfaction have been surveyed by many researchers in different fields for many decades. The industrial and organizational psychologists have made useful discoveries as a result of their experiments conducted to determine the dimensions of job satisfaction since it is one of the most vital factor contributing to productivity, and performance (Patrushev&Kalmakan, 1993).

Individuals in generally no matter whether it is psychologically, or physiologically depends on different sources to explain or describe his/ her mood, behavior, attitude, or character. In a similar vein job satisfaction of an individual also can be explained by a variety of factors. These dimensions severely effects the final outcome such as overall job satisfaction, job performance and varies from one sector to another, from one department to another, from one country to another.

The transition from former Soviet Union communist regime to liberal democracy has profoundly affected the all spheres of the Kyrgyz Republic. An adaptation from public to private sphere has led to the increase of unemployment rate, which in some concern affected the attitudes of about how individuals feel about their job e.g. their job satisfaction.

The number of public organizations decreased with privatization process, which totally changed the lives of people, and their values. So, the dimensions of job satisfaction also have changed according to the type of organization. Most of the people had to change their occupation in order to adapt the system. Most public sector employees became unemployed and maintenance of family figured out the main task of many post-soviet people. Even those who continued to work in public sector tried transfer to private sector because of material factors. Likewise, the job satisfaction facets order had been changed.

## **1.1. PROBLEM STATEMENT**

The purpose of this study is to investigate the job satisfaction among public and private organizations in Kyrgyzstan, specifically among public and private university instructors. In spite of a wide range of researches conducted in this field mostly in developed countries, developing and transition countries such as Kyrgyzstan lack surveys in this area especially after the transition stage.

## **1.2. SIGNIFICANCE OF THE STUDY**

The significance of the study is that it inquires the effect of origin of employment (private and public) on job satisfaction of instructors in Kyrgyzstan. The study is considered to be worthwhile since studies conducted in this sphere is very limited in Kyrgyzstan. The study anticipates to identify the level of importance of each job satisfaction dimension which may provide insight for administrators or supervisors and instructors in order to increase their effectiveness of their organizations.

## **1.3. DEFINITIONS OF KEY TERMS**

The following definitions are provided for this survey:

Job Satisfaction: “is an investigation of a person’s overall attitude toward his or her job, whether he or she likes or dislikes it”(Herzberg, Mausner, & Snyderman, 1959, p.5).Intrinsic Job Satisfaction:“relates to the immediate interaction between the worker and the job” (Schein, 1980, p.87).

Extrinsic Job Satisfaction: relates to the environmental settings (Schein, 1980).

Public Organizations: are those owned and founded by government (Zald, 1973)

Private Organizations: are owned and founded through sales or private donations (Zald, 1973).

Public Universities: Public universities in the Kyrgyz Republic (KR) are under the supervision of the Ministry of Education and financed from the national budget and

tuition fees. They have state-supported and commercial or admission charged programs.

Private Universities: Private universities in the Kyrgyz Republic are licensed by the Ministry of Education and financed from the private contributions and tuition fees.

Instructor: is a licensed lecturer at designated university.

#### **1.4. LIMITATIONS OF THE STUDY**

Limitations of this study as follows:

1. Only universities in Bishkek were considered for this survey.
2. The unwillingness and fear of instructors created obstacles in conducting the survey.

#### **1.5. ORGANIZATION OF THE STUDY**

This study is structured along four chapters. Chapter One presents the problem and significance of the study by its limitations and key terms' definitions. Chapter Two addressed the review of the relevant literature regarding job satisfaction, public, private organizations, job satisfaction in public and private organizations, and the education system in Kyrgyzstan. The methodology of the study-data collection methods and procedures along with the sample and the population it represents-measurement instruments-are presented in Chapter Three. In Chapter Four results for data analysis and findings are offered. Chapter five includes summary, discussion of findings, conclusions, and recommendations for future researches.



## CHAPTER II

Chapter II presents review of the related literature on theories of motivation, job satisfaction, public, private universities, and job satisfaction in public and private universities.

### REVIEW OF THE LITERATURE

To come close to the main idea and to construct a framework for the study a review of relevant literature was conducted. Thus, this chapter refers to concepts of job satisfaction, public, private organizations, and difference of job satisfaction in these spheres.

#### 2.1. DEFINING THEORIES OF MOTIVATION AND JOB SATISFACTION

What does job satisfaction mean? A vast number of studies have been conducted in order to give explicit answer to this question; many academicians have tried to implement the theories of their predecessors into practice to check their validity in various spheres. And all of these studies have been based on motivation theories. So, what is motivation? Motivation has its origins in the principles of hedonism, the main core of which is a direction of action toward pleasure away from pain. Or the behavior which will maximize the pleasure by minimizing the pain (Vroom, 1964).

Content theories and process theories are the main categorization of motivation theories. The individual needs are the main focus of content theories, which attempts to define inner factors which energize behavior and also end it. Maslow's theory of hierarchy of needs (1954) is a solitary examples of *content theories* where the focal point question is "What factors motivate people?" (Ruthankoon & Ogunlana, 2003).

*Maslow's* (1954,1970) *needs hierarchy theory* serves as the basic theoretical construct for job satisfaction. The author made an accent on the lower or basic needs of the person as physiological, security, and belongingness which have to be gratified in order to achieve higher needs as esteem and self-actualization.

*“Physiological needs.* Feelings of physical satiation and glut-food, sex, sleep, etc.-and as by-products-well-being, health, energy, euphoria, physical contentment

*Security needs.* Feelings of safety, peace, security, protection, lack of danger and threat

*Belongingness needs.* Feelings of being one of a group, of identification with group goals and triumphs, of acceptance, or having a place, aloneness

*Love needs.* Feelings of loving and being loved, of being love worthy, of love identification

*Esteem needs.* Feelings of self-reliance, self-respect, self-esteem, confidence, trust in oneself; feeling of ability, achievement, competence, success, ego strength, respect worthiness, prestige, leadership, independence

*The Need for Self-actualization.* Feelings of self-fulfillment, self-realization, of more and more complete development and fruition of one’s resources and potentialities and consequent feeling of growth, maturity, health, and autonomy” (Maslow, 1970, pp.72-73).

Maslow stated that not all needs can be completely satisfied before the next list of needs emerged. He maintained that higher order needs are rarely met while the lower needs are usually satisfied. As a result, self-actualized people are those who have strong individual personal characteristics. Maslow supports the Kurt Goldstein’s statement on that any kind of certain need gratification in the long run is a way to self-actualization (Maslow, 1970).

*Alderfer’s ERG Theory* is a simplified version of Maslow’s theory. The ERG Theories categories are: existence needs, relatedness needs, and growth needs. Existence needs corresponds to Maslow’s physiological and security needs and include salary, fringe benefits, job security, and work conditions. Relatedness needs

include interpersonal relationships and associated with Maslow's belongingness and love needs. Growth needs consists of individual's desire to be productive, creative, and complete meaningful tasks. And similar to Maslow's esteem and self-actualization needs. Contrary to Maslow's theory, in Alderfer's ERG Theory two-way actions are possible. All three categories could vary according to individual. For example, if growth opportunities are not provided to employees, they can switch to relatedness needs, and socialize more with co-workers ([http://www.valuebasedmanagement.net/methods\\_alderfer\\_erg\\_theory.html](http://www.valuebasedmanagement.net/methods_alderfer_erg_theory.html)).

Another recognized content theory is the *Herzberg's two-factor / motivation-hygiene theory* (Herzberg, Mausner, & Snyderman, 1959). This theory was formulated by Herzberg and his colleagues (1959) on the basis of analysis during the interviews with 203 engineers and accountants in Pittsburgh, who were asked to define good and bad feelings about their job (Herzberg et al.1959; Herzberg, 1974). Regarding results of this study, two different types of needs emerged: satisfiers and dissatisfiers, which were independent of each other and affected behavior in different ways. Satisfiers / motivators are job's intrinsic facets related to the job content, while dissatisfiers / hygiene factors are the job's extrinsic facets related to environmental settings. *Motivators* include achievement, recognition, work itself, responsibility, advancement, and possibility of growth, while *hygiene factors* consist of policy and administration, supervision-technical, salary, interpersonal relations with superior, subordinate, and peers, working conditions, status, job security, and factors in personal life.

*Achievement.* Successful completion of a job, findings solutions to problems, vindication, and seeing the results of one's work. The absence of achievement is failure.

*Recognition.* Some act of notice, praise, or blame. Recognition can come from supervisor, some other individual in management, management as an impersonal force, a client, a peer, a professional colleague, or the general public.

*Work Itself.* The actual doing of the job or the tasks of the job as a source of good or bad feelings. Thus jobs can be routine or varied, creative or stultifying, overly easy or overly difficult.

*Responsibility.* Person derives satisfaction from being given responsibility for his/her own work or for the work of others or being given new responsibility.

*Advancement.* An actual change in the status or position of the person in the company.

*Possibility of Growth.* The likelihood that the individual would be able to move onward and upward within his organization and also a situation in which he/she is able to advance own skills and in his/her profession

*Policy and Administration.* The adequacy or inadequacy of company's organization and management.

*Supervision-technical.* Competence or incompetence, fairness or unfairness of the supervisor, his/her willingness or unwillingness to delegate responsibility or his/her willingness or unwillingness to guide.

*Salary.* Wage or salary increases, or unfulfilled expectation of salary increases.

*Interpersonal Relations with Superior, Subordinate, and Peers.* Interaction between the person and others.

*Working Conditions.* The physical conditions of work, the amount of work, or the facilities available for performing the work.

*Status.* Feelings about one's the job.

*Job Security.* Tenure and company stability or instability, which is reflected in some objective way on a person's job security.

*Factors in Personal Life.* A factor in the personal life of an individual is responsible for a period of good or bad feelings affecting the job." (Herzberg et al., 1959, pp.43-49).

In 1962, David McClelland proposed *acquired-needs theory*, where he posited that specific needs of an individual are acquired over time and are moulded by life experience. Most of these needs classified as achievement, affiliation, and power. These needs predominantly determines motivation. Achievement concerns aspiration to attain challenging goals, and advance in the job. Affiliation refers to relationships and significant interaction with other people. Power involves two types, personal and institutional. Personal power produces a need to direct others, while institutional concerns efforts put to further the goals of organization.

Unlike other content approaches, this theory suggests that factors related to one`s job depends on person`s predetermined motivational needs

(<http://www.netmba.com/mgmt/ob/motivation/mcclelland/>).

Generally, Maslow, Alderfer, Herzberg, and McClelland put forces to identify “what” motivated the individuals at work.

The main goal of the *process theories* is to identify the process of motivation whereby people choose one action instead of another. They analyze how personal factors are interrelated with each other that influence producing specific types of behavior (Ruthankoon & Ogunlana, 2003).

The *expectancy theory of Vroom* (1964) is is one well recognized example to these theories. It bounds the motivation (valence) or desired goal and the behavior (instrumentality) that may lead to achieve the goal through the expectancy or the probability that the behavior will lead to goal achievement. “Vroom`s instrumentality-valence theory of work motivation was stated in terms of expectancies, values, and perceptions of future consequences” (Gunn & Holdaway, 1986, p.43). According to Vroom, two types of conditions, effect the likelihood that people will work. As the main determinants of job satisfaction these are supervision, the work group, job content (achievement, recognition, advancement, responsibility, work itself), wages, promotional opportunities, and working hours (Vroom, 1964).

Another example for process theories is *Adam's Equity theory* (1963). According to this theory, motivation of a worker depends on the sense of fairness which is measured by a comparison between workers's efforts/rewards ratio and his/her colleagues. When these comparative relationships seems to be unfair, workers could get dissatisfied with their job and demotivated. When the ratio is seen fair, they are satisfied and continue inputting at the same level (Suwandee, 1994).

*Locke's goal-setting theory* (1968) is another major process theory which suggests that individuals have two cognitive determinants of behavior: goals and intentions. Individual cognitively committed to goals which he/she defined. This commitment will continue to impact the worker's behavior until the goal is achieved or until is changed. Researches showed that employee-accepted goals will lead to higher levels of performance (Werner&DeSimone, 2009).

The aim of explaining motivational theories was to give a light to deeply understand the relationship between motivation and job satisfaction. Motivation is the activation of goal-oriented behavior and has direct implications for the consequences of performance and satisfaction (Bat-Erdene, 2006).

### **2.1.1. Job Satisfaction Models**

Pioneer job satisfaction models are affect theory, dispositional, Frederick Herzberg's two-factor theory, job characteristics model.

#### ***2.1.1.1. Affect Theory***

One of the most agreed upon definition on job satisfaction is Locke's (1976) definition. He states that "job satisfaction is the pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Jaacks, 1999, p.17). His definition put a path to affective theory of job

satisfaction. The main logic of this theory is that job satisfaction is determined by how well outcome meet or exceed expectations (Tella, 2007).

When an individual gives an importance to particular facet of a job, his/her satisfaction is higher when expectations are met, and lower when expectations are not met compared to one who does not value a particular facet ([http://en.wikipedia.org/wiki/Job\\_satisfaction](http://en.wikipedia.org/wiki/Job_satisfaction)).

#### ***2.1.1.2. Dispositional Theory***

Staw and Ross (1985) were the first to suggest dispositional approach (Brown & Lent, 2005). According to this theory, there are a dispositional facets of job satisfaction or it is influenced by affective dispositions labeled as personality traits or temperaments. Innate dispositions cause people to have tendencies toward a certain level of job satisfaction. These traits are negative affectivity or neuroticism, and positive affectivity or extraversion. Negative affectivity is the tendency to experience negative mood state as hostility, distress, and depression, and positive affectivity is related to positive mood state as being confident, activen and cheerful. So, individual differences influence job satisfaction (Brief & Weiss, 2002).

In 1998, Judge and his associates presented a concept of core evaluations comprised self-esteem (the value one places on his/her self), general self-efficacy (the belief in one`s own competence), locus of control (the belief that one has control over his/her own life), and nonneuroticism. They found out that the core evaluations of the self have consistent effect on job satisfaction. When people described the attributes of their work (autonomy, task significance) their focus was not just external, but also internal. People who feel personally important (worthy, competent) see their work as important too (Judge, Locke, Durham, & Kluger, 1998; Erez & Judge, 1994). On the basis of their research Erez and Judge (1994), provided strong evidence that self-deception serves as an important dispositional variable that partly explains the dispositional source of job satisfaction. Employees who eager to deceive themselves may report high level of job satisfaction even when problems are present.

Dispositional variables as self-deception and affective disposition are not dependent on job events, but rather have within individual component.

### ***2.1.1.3. Job Characteristics Model***

The Job Characteristics Model introduced by Hackman and Oldham in 1976 focuses on five job characteristics to enrich one's job. Assumed job characteristics such as task identity, task significance, skill variety, autonomy, and feedback influence three psychological states as experienced meaningfulness of the work, experienced responsibility for outcomes of the work, and knowledge of the actual results, which in turn impact on work outcomes as growth satisfaction, internal work motivation, overall job satisfaction, work effectiveness, and absenteeism (Fried & Ferris, 1987).

## **2.1.2. Factors Effecting Job Satisfaction**

There are number of factors influencing on job satisfaction. From theories discusses above, the most important factors can be summarized along foregoing six factors.

### ***Work Itself***

Being a part of job content, work itself is a major source of satisfaction. It is a belief of an employee that the work he/she is doing is important. Studies demonstrated that most employees having high job satisfaction reported a work itself as a component of overall job satisfaction (Herzberg et al. 1959; Riggs & Beus, 1993; Syptak, Marsland, & Ulmer, 1999).

### ***Payment***

As a component of job context, payment is another major source of job satisfaction. Unfortunately, money is so important in our lives. Employees list salary as one of the top reasons they decided to work and continue to stay (Kerry, 2004). The higher the salary, the greater the number of satisfied employees (Waltham, 2009; Riggs & Beus, 1993). Money gives individuals an opportunity to satisfy primary needs as well as higher needs.



### ***Opportunity for Growth***

Opportunity for growth for employees is among the top reasons of job satisfaction after work itself and payment (Nielsen & Smith, 2008). Possibilities for growth gives a worker a chance to advance him/herself which afterwards could reflect the successful achievements made for the sake of organization as a whole. Some individuals work motivated by prestige and power that come with the job, while some work to deepen his/her knowledge and skills to be competitive.

### ***Supervision***

Relationships with supervision has an impact on job satisfaction. Because the ability of the supervisor to delegate responsibility, and his/her willingness to advice, and teach strongly effect the subordinates morale and consequently his/her job satisfaction (Herzberg, 1974). Workers more generally satisfied with their jobs, when they more satisfied with their supervision, and liked their supervision better when it matched their preferred style (Schroffel,1999; Harmer & Findley). The harmony between supervisor and subordinate depends on personal characteristics of both.

### ***Co-workers***

Among widespread factors effecting job satisfaction is relationship with co-workers. Many studies found out the positive relationship among co-worker relationships and job satisfaction (Erdil, Keskin, Imamoğlu, & Erat, 2004; Harmer & Findley; Abdel-Rahman, Halim, Allam, & Mekky, 2008).

During the working day, usually employee interacts with others. And support received from colleagues may significantly contribute to his/her job satisfaction. Person by his nature, needs some attention from others, and in the workplace it could be achieved through making relationships with co-workers as well with supervisors. Research indicates that employees who enjoy working with their supervisors and colleagues are more satisfied with their jobs (Aamodt, 2007).

### ***Working Conditions***

Physical environment is another factor effecting job satisfaction.If working environment is good, employees will find it easier to carry out their jobs. If the working conditions are poor, they will find it more difficult to get things done. Nowadays, due to increased diversity of the workforce, organizations have been

trying to make working conditions more nondiscriminatory and more supportive (Luthans, 2002).

Obviously, an individual can be satisfied with one facet of the job and at the same time dissatisfied with another. But people define general job satisfaction by choosing certain satisfiers (Kalleberg, 1977).

### **2.1.3. Outcomes of Job Satisfaction**

Job satisfaction concept is very important not just from employee's standpoint, but also from the organizational point of view. Because job satisfaction can effect job performance, employee turnover and absenteeism, which in turn, can be reflected on productivity and organization effectiveness.

#### ***2.1.3.1. Job Satisfaction and Performance***

Over decades scientists and researches have been working on relationship between job satisfaction and job performance. It is assumed that there is a positive relationship between two variables, but not as strong as one would expect (Vroom, 1964; Luthans, 2002).

Vroom's (1964) findings on the job satisfaction and performance correlation were the fundamental study in this sphere. Judge, Thoresen, Bono, and Patton's (2001) survey on job satisfaction-performance relationship found out the twice stronger correlation than Vroom's. The mean true correlation between overall job satisfaction and performance was estimated to be 0.30. From this, we can say, that there is a positive relationship between two variables.

So, employee's performance is important to individuals and organizations. For individuals, how their performance evaluated is often related to the outcomes they receive from work (future compensations, promotions, selection into training or other developmental programs). These outcomes are then related to employee's satisfaction with their work, which impacts their commitment to the job, absenteeism, turnover, and stress (Brown & Lent, 2005).

To sum up, performance is important for organizations since it is directly relate to the organization's profitability, competitivie advantage, and survival.

### ***2.1.3.2. Job Satisfaction and Absenteeism***

Absenteeism is a major problem for organizations. Due to the competitiveness of organizations and indirect costs, more strength is being put to reduce workplace absenteeism. Causes of absenteeism have personal and organizational roots. Job satisfaction has been thought as one of the influencing sources for absenteeism. Most studies has shown a weak correlation between these variables (Kelly & Clegg, 1982; Josias, 2005).

When the less people are satisfied with their jobs, the more likely they are to be absent. In order to predict absenteeism, organizations should increase employees` job satisfaction. When a worker is highly satisfied with his/her job, he/she will attend even on days with bad weather (Aamodt, 2007).

### ***2.1.3.3. Job Satisfaction and Turnover***

Turnover is another costly problem for organizations. It increases the direct costs of training and recruiting new employees and indirect costs as lost business to competitors, service quality, loss of human capital and technical knowledge, decreased morale, and increased turnover among remaining workers (Kreitner & Kinicki, 2004). There are negative associations between job satisfaction and turnover (Slattery & Selvarajan, 2005). Employees with low job satisfaction are more likely to quit their jobs than those with higher job satisfaction.

Turnover is quite strongly correlated with job satisfaction when there is high unemployment (Argyle, 1989).

According to Brough, and Frame (2004), intrinsic job satisfaction was the direct predictor of turnover intentions of operational staff within the police services. In Ali`s study all facets of job satisfaction were found to be significantly associated with turnover intention. Pay, promotion, fringe benefits, and contingent rewards had the highest correlation with turnover intention. Generally, overall job satisfaction had a negative association with turnover intention.

Turnover is caused by organizational and personal reasons. It is difficult to predict turnover if it is strongly related with employees private reasons, but if it is the matter

of work-related things, organizations should take into consideration job satisfaction concept. The higher the rate of job satisfied employees, the less the rate of turnover.

Employees who are unhappy with their jobs miss work, quit their jobs at higher rates than those who are satisfied with their jobs (Aamodt, 2007).

To conclude, I want to summarize studies on job satisfaction given above with a framework presented by Hoppock (1935) in exploring job satisfaction: Job satisfaction is the combination of psychological, physiological, and environmental circumstances that cause a person truthfully to say I am happy with my job (Lester, 1987, p.224).

## **2.2. PUBLIC AND PRIVATE ORGANIZATIONS**

Organizations are an integral part of society involving both public and private sectors. The term “public” is originated from the Latin word “for people”, this refers to matters pertaining to the people of a community, nation, or state. By contrast, the term “private” derives from the Latin for “set apart” or “deprived of” (Perry and Rainey, 1988, p.183). The public sector refers to governmental agencies. Public sector consists of all governmental levels, while the private sector is the portion of the economy which includes all for profit and non-profit businesses and corporations, or it refers to non-governmental organizations. Wamsley and Zald (1973) defines public organizations as those owned and funded by government and private organizations as those owned and funded through sales or private donations.

According to Bozeman (1987), organizations can be considered public, if it exerts political authority. And an organization is private, if it constrained by economic authority. The ability or inability of an organization to transfer the rights of ownership from one individual to another is the most significant distinction between these two sectors. If an organization can transfer rights of ownership to another, it is considered to be within the private sector; if it cannot, then it is considered to be a part of the public sector (Leasher, 2007). Organizations that overlap like public

ownership with private funding or private ownership with public funding, represent hybrid types, as government contractors, public utilities, and government corporations (Perry&Rainey, 1988). Based on these distinctions Fottler (1981) has attempted to classify organizations into four as displayed in *Table 1*:

**Table 1. Classification of Organizations**

<b>Class</b>	<b>Description</b>
Private, for profit	Organizations that depend on the external market economy for survival
Private, non-profit	Organizations contracted outside of government that depend on public goodwill for survival
Private, quasi-public	Organizations created by legislative authority and given a limited monopoly to provide particular goods/services to a population subgroup (e.g. public utilities)
Public	Government agencies constituted by law to collect taxes and provide services

*Source:* Leasher M.K.(2007). *Discrimination Across the Sectors: A Comparison of Discrimination Trends in Private and Public Organizations*, p.11.

He classified organizations as private, for profit, private, non-profit, private, quasi-public, and public. Private organizations in general contracted outside of government, while public organizations created by legislative authority and provide services.

On the other hand Downs (1967) highlights that private companies in the areas of regulatory and legal services face with government coercion. Thus, without the government`s support the private sector cannot successfully implement typical public services (Mo, 2001). In a similar vein Bozeman (1987) argues that “all organizations are public because political authority affects processes of all organizations. Whether considered as public or private it all organizations have responsibilities and socially accountable.

**Table 2. Accountability of Organizations**

	<b>Public Accountability</b>	<b>Business Accountability</b>
To Whom	Citizens, politicians, interest groups, public servants	Customers, shareholders, employees
For What	Public interest, Social-equity	Profit maximization, Cost-efficiency

*Source:* Mo C.(2001). Privatization and Public Accountability: A Comparison between Public and Private Bus Operations, p.31-32.

Regarding *Table 2* social responsibility in private sector or business concerns the firm's obligation to increase and maximize stakeholders satisfaction (Mo, 2001, pp.31-32). For private organizations community is considered as a core of business. Social responsibility in the face of private organizations is like a tool for obtaining long-term profits. Or, their efforts for social responsibility help them to increase profit maximization in the long-run. On the hand, citizens are considered by public organizations as their owners. Consequently, the social responsibility in the face of public organizations is a tool for serving such goals. While the goal of business is to maximize the profits for growth and existence, the goal of public organizations are public interest and social equity (Mo, 2001). Bozeman (1987), Murray (1975) argue that the public sector is more eager to public scrutiny and more accountable than private organizations, since every governmental decision has the ability to impact the "social good" or constituents that have the ability to vote them out of office. By contrast, private organizations experience public scrutiny due to the public trading and decisions made by board of directors (Leasher, 2007).

High accountability requirements mostly the reason for more bureaucracy in public sector. Formal procedures for decision making lead to the less flexibility and risk-averseness. As Fottler (1981) highlighted, these characteristics of public agencies reflect "the lack of rewards or incentives for successful innovations and the penalties for violation of established procedures". So "an unnecessary obsession with rules rather than results, with processes instead of outcomes" implies more red type in

public sector rather in private counterparts (Rocheleau & Wu, 2002, p.101). Due to the large amount of legal and procedural constraints to follow, the decision making in the public sector is less autonomous and focus on consensus. Consensus is how decisions and laws in the public sector are made and performed in order to benefit the social good. In contrast, decision making in the private sector is concentrated on profits, which are how private sector organizations stay alive and prosper (as cited in Leasher, 2007, p.10).

Considering the case of higher education most of these distinctions above also apply for public and private universities.

To sum up, public and private organizations differ from each other in terms of goals, fund allocations, accountability, and decision-making.

### **2.3. JOB SATISFACTION IN PUBLIC AND PRIVATE ORGANIZATIONS**

According to the current research , job satisfaction in public and private organizations varies. And usually when it is asked to give an opinions concerning the job satisfaction in these two different type of organizations, most think at once that job satisfaction is higher in private institutions. Actually, job satisfaction, as we have seen at the beginning of this chapter, includes intrinsic and extrinsic variables. Consequently, these facets of job satisfaction can differ between the sectors differently. According to Wright and Davis (2003) work context is the main key of sector difference in defining job satisfaction . Work contex is relates to organization`s goals, reward systems, or degree of formalization where employees are supposed to perform task to achieve goals. And procedural constraints could effect on job satisfaction of employees.

A wide range of research was conducted among public and private managers by Buchanan, 1974, Rainey, 1983, (Falcone,1991) Rhinehart, Barrek, DeWolfe, Griffin,and Spaner,1969 (Lachman,1985, p.673), and employees by Bogg & Copper,1995, Hackman & Oldham,1987, Cherniss&Kane,1980, McClelland,1961, Spann,1979, (Maidani,1991) ,Perry & Wise,1996 (Jurkiewicz, Massey&Brown, 1998).

Workers attitudes concerning job satisfaction have been found to be more negative in public rather than private organizations. Rainey (1983) and Buchanan (1974) established public managers to perceive more constraints on extrinsic rewards and Rainey concluded that public managers perceived lower job satisfaction. (Falcone,1991). As Volcker Commission report (1989) states, challenging work and personal growth is highly valued by the top graduates rather than pay and promotion. However, public service had not been seen as providing those intangible and important rewards. Consequently, the majority of the graduates sought their employment in the private sector (Choi, 2001).

Manolopoulos examined employee motivation in public sector in Greece by taking into account intrinsic and extrinsic motivators. According to the results of his survey, employees were intrinsically not satisfied. Job satisfaction in public organizations of Armenia is lower than in private organizations, because a lack of motivators such as reward systems and low salaries. Thus, non managers in public organizations are more eager to change their job than those in private and than managers in public organizations (Buniatyan). In a similar vein, private bank officers in Bangladesh are comparatively more satisfied than those from public sectors as they acquire better salary, better fringe benefits, more qualified supervision, good co-worker relation and which in turn yield higher work efficiency. Public bank officers, on the other hand, have inadequate benefits and facilities, resulting in comparatively lower level of job satisfaction (Islam & Saha).

According to Emmert and Taher (1992) the public sphere work has modest influence on job satisfaction. Desire to benefit the society should differentiate public sector from private sector employees.

Contrariwise, in the United Kingdom job satisfaction levels were significantly higher among public sector employees (Jurkiewicz,et al,1998).Results of the of Mirvis, 1992, Benz, 2005, Borzaga and Depedri, 2005, and Light, 2002 explores that in spite of the lower wages, job satisfaction in nonprofits is high. Benz (2005) tested the determinants of job satisfaction for United States and United Kingdom economies comparing profit and nonprofit employees' job satisfaction among nonprofit organizations employees was also high. The result of Maidani's (1991) study stated



that the intrinsic factors of the job motivate both public and private employees. Despite extrinsic facets are higher for employees in public sector than those in the private sphere. Findings of the Light (2002) were also similar, apart from the fact that pay was low, workloads were excessive, and there were shortages of resources and staff, employees in nonprofit organizations in United States had higher satisfaction and motivation. (Borzaga & Tortia, 2006).

Borzaga and Tortia (2006) evaluated the job satisfaction in public, for-profit, and nonprofit organizations in the social service sector in Italy in 1998. Nonprofit organizations were classified as religious nonprofits, nonreligious nonprofits, and social cooperatives. Economic motivations were found as peculiarly strong among workers in for-profit organizations and weak among workers in social cooperatives and nonreligious nonprofits. Career advancement and pay were the stressful factors among workers in religious nonprofits. They were more concerned with intrinsic reasons for choosing the organization and attached greater value to the interaction with users. While the intrinsic factors were more important for nonprofit organizations', particularly social cooperatives' workers. According to Linz (2002), Russian workers were generally satisfied with their own jobs. As two-thirds of the respondents pointed out, the worth of a person depends on how well he or she does his or her job, which indicates that intrinsic motivators or the work's centrality leads this view. In a study of Blunt and Spring (1991) there were no differences between private and public sector workers in terms of overall job satisfaction (Jurkiewicz et al., 1998).

Greek educators' job satisfaction mostly depended on the nature of the work, and supervisor, while the salary was the least satisfiable. Educators in the private sphere were less satisfied with immediate supervisor and compensation comparably to those from the public one. (Tsigilis, Zachopoulou, & Grammatikopoulos, 2006). In the study conducted by Sönmezer & Eryaman, (2008), private school teachers had a higher job satisfaction level. They also established that job satisfaction level for teachers who began to work at private schools after graduation and those who were transferred due to retirement or resignation differed. Ability utilization, recognition,

independence, working conditions, job security, administrator-employee relationship, and authority were factors reasoning this difference. Suwantee (1994) found out that faculty members in public universities in Thailand overall possess higher intrinsic job satisfaction, and general job satisfaction than faculty members in private universities. Also the type of university whether it public or private was more related to intrinsic job satisfaction than to extrinsic job satisfaction.

In conclusion, job satisfaction varies regarding sectors differently in developed and developing countries. In the majority of cases, job satisfaction in public organizations is high in developed countries. Specially, public sector employees are more satisfied with intrinsic facets of job satisfaction. Work itself is the leading facet among others. In developing countries job satisfaction is higher in private sphere, Lack of reward systems, and low salaries are the major reasons for low job satisfaction in public sector. So, job content and job context different in public and private sectors and job satisfaction may vary from sector to sector.

## CHAPTER III

Chapter III deals with the information about educational system in Kyrgyzstan.

### EDUCATIONAL SYSTEM IN KYRGYZSTAN

The history of this Central Asian country consisting of seven “obluses” (provinces or regions administered by appointed governors) with the capital Bishkek is full of key events. Ex-president of Kyrgyzstan Askar Akayev used to name it as small Switzerland in Central Asia, since it has geographical similarities with European beauty.

After the 1917 Bolshevik Revolution in 1924, the country was established as to Kara-Kyrgyz Autonomous Region and a constituent part of Soviet Union. In 1926 it was designated the Kyrgyz Autonomous Republic, and transformed to the status of full republic of the Soviet Union in 1936. In 1991 Kyrgyzstan or Kyrgyz Republic was declared an independent nation with its own constitution, and the capital Bishkek. The era of free market economy and democracy principles blew away the Soviet communist system.

Transforming to free market economy after 1991 has reinforced the privatization process. In *Table 3* figures explores this change for the period of 1996-2007.

**Table 3. State and Private Organizations**

<b>Organi zations</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Total</b>	125, 201	150, 690	175,854 (100%)	175,854 (100%)	195,213 (100%)	215,514 (100%)	430,222 (100%)	470,587 (100%)	538,354 (100%)	563,833 (100%)
<b>State</b>	6,06 4	6,19 0	5,896 (4.1%)	5,896 (3.4%)	5,864 (3%)	6,078 (2.8%)	4,073 (0.9%)	4,308 (0.9%)	4,543 (0.8%)	4,549 (0.8%)
<b>Private</b>	119, 137	144, 500	16,995 (95.9%)	169,958 (96.6%)	189,349 (97%)	209,436 (97.2%)	423,138 (98.4%)	459,396 (97.6%)	525,849 (97.7%)	550,726 (97.7%)

*Source:* Natsionalnyi Statisticheskii Komitet KR (2007). *Kyrgyzstan v Tsifrah*, Bishkek, p.12.

After the introduction of national currency Som, a rapid transition to market economy began. As seen in the *Table 3*, state-owned organizations started to curtail, while the tendency in private sphere was vice-versa. These are the results of transformation procedure to free market economy.

Changes in the system were also reflected in the educational system of the country. The 1993 Constitution stipulates the continuation of the Soviet free basic education at state institutions to all citizens regardless of nationality, language, sex, social status, religious or political belief. Free higher education, free education at the secondary specialized and vocational levels also continues to be offered to qualified students by the state. (Curtis, 1996). On a level with free education, it paved the way for paid education. Paid education for citizens at national and other educational institutions allowed on the basis of and in the procedure established by the legislation. Accordingly, private education institutions started to function.

The Ministry of Education is the main body responsible for the overall education policy. The 1992 Law on Education consists of state education policy, the basic conditions for functioning of the education system and the principles of education. Article 3 of the Law on Education stipulates the following basic principles of education in the Republic:

- all citizens of the Kyrgyz Republic have equal rights to education;
- education is provided free of charge in all state institutions within the framework of state standards;
- tuition fees can be charged for education and training, including at the state educational institutions;
- education shall be humanistic in character, placing priority on values common to all mankind;
- the focus is on scientific achievement and attaining international educational standards;
- education shall be systematic and have continuity;
- education shall be independent from political and religious institutions;
- education in state educational institutions is entirely secular in character;

- alternative educational institutions and non-state educational establishments will have the opportunity to function;
- institutions can be diversified in terms of legal ownership patterns, forms of training and education, and types of activities;
- conditions shall be created for selection of talented and gifted students.

As it can be understood from the above articles, the Law held in some guarantees from the old regime and added new ones.

Structure of the education system is described in *Table 4*. According to the Law on Education, as seen in *Table 4*, secondary education starts at the age 6 or 7 and is required to be completed minimum at age of 15. Pupils after completion of secondary education or grade nine may continue into primary vocational education in the form of professional lyceums, and vocational technical colleges.

**Table 4. Structure of the Education System**

<b>Duration of Study Age</b>		<b>Education Type</b>	
<b>23-</b>		<b>Postgraduate Education</b>	1.Aspirantura 2.Doctorantura
<b>17-22</b>		<b>Higher Education</b>	1. Mid- Level Vocational Education (Technicums: 3-4 years). 2. Basic Higher Education (Bachelor`s Degree). 3. Complete Higher Education (Master`s Degree, Speciality).
<b>16-17</b>	Grades X-XI	<b>Secondary Education</b>	Primary Vocational Education (professional lyceums and vocational technical colleges: 10 months, 2 years, 3 years).
<b>11-15</b>	Grades V-IX	<b>Incomplete Secondary Education</b>	
<b>6 or 7-10</b>	Grades I-IV	<b>Primary Education</b>	
<b>3-7</b>	Kindergartens	<b>Pre-School Education</b>	
<b>1,5-3</b>	Infant Schools		

*Source:* World Data on Education (2007), sixth edition, pp.5-6.

The duration of a school year is thirty-four weeks from the beginning of September till the end of May. After secondary education pupils may continue into mid-level vocational education or directly to higher education institutions as universities, institutes, or academies. After mid-level vocational training pupils also can apply for higher education institutions.

There are State standards established by the Ministry of Education which offers the curriculum and the educational plans which let the higher education institutions carry out their educational activities. There are three-level programmes at the universities

with two years for each level and sometimes one year for the last master's level. Also there is a classic education programme from the Soviet times leading to the specialists degree with higher education lasting not less than five years. Higher education is a two-semester system from September till the end of May. Postgraduate education consists of aspirantura and doctorantura programmes in order to train researchers and scientists. After graduation from aspirantura programmes the duration of which is three years for full-time students and four years for part-time students, the candidate of science degree adjudicated. These programmes cover 212 scientific specialities while doctorantura programmes have been offered in fifteen scientific fields. The doctor of science degree is given after the completion of doctorantura programmes.

Admission to and graduation from higher education institutions statistics are displayed in Table 5. As exhibited in *Table 5*, the number of students studying in HEIs, has increased from 2003 up to 1, 2%.

**Table 5. Admission to and Graduation from Higher Education Institutions (HEI)**

	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
<b>Total Accepted Students (thousands)</b>	48,9	62,9	63,3	53,9	55,4
<b>State-owned</b>	45,2	58,7	58,6	49,5	49,1
<b>Private</b>	3,6	4,1	4,7	4,4	6,3
<b>Graduated Students (thousands)</b>	31,6	33,3	32,9	30,8	26,4
<b>State-owned</b>	29,4	30,8	30,5	27,9	23,7
<b>Private</b>	2,2	2,5	2,4	2,9	2,7

Source: Natsionalnyi Statisticheskiy Komitet KR (2008). *Kyrgyzstan v Tsifrah*, Bishkek, pp.274-275.

Aspirantura and doctorantura programs are fundamental basis for scientific and pedagogical preparation of specialists who get an opportunity to raise their educational level. And the data on number of aspirantura and doctorantura programs from 2003 till 2007 is given below, in *Table 6*.

**Table 6. Aspiranturas and Doctoranturas**

	2003	2004	2005	2006	2007
<b>Aspiranturas</b>					
Total number of organizations offering aspirantura programmes	45	42	42	42	41
The Scientific-Research Institutes	18	17	17	17	15
HEI	27	25	25	25	26
Total number of aspirants	2,222	2,187	2,368	2,451	2,394
Dissertation-defended	21	36	32	43	33
<b>Doctoranturas</b>					
Total number of doctorants	66	60	63	64	74
Dissertation-defended	11	6	5	2	5

*Source:* Natsionalnyi Statisticheskii Komitet KR (2008). *Kyrgyzstan v Tsifrah*, Bishkek, p.48.

As *Table 6* highlights, over a period of time from 2003, the number of aspirants has increased to more than 1% and reached 2,394 people. The number of doctorants also has risen in 2007.

The Scientific Council headed by the rector is responsible for the management of higher education institution (World Data on Education, 2007). The financing of education comes from the State and local governments. General education is financed from district budgets, the college preparatory and higher education are financed by the national budget (The Library of Congress Country Studies & CIA World Factbook, 1996). But the private higher education institutions get financing from private contributions, tuition fees. After the collapse of the old regime, state-



owned higher educational institutions began to offer an education for tuition fee. So, they have state-supported and admission charged or contractual programmes. As I mentioned above, since higher education institutions are non-profit they spend the tuition fees for their infrastructure. But unfortunately, higher education turned to business. According to the statistics and structure of expenditures in higher education provided by the ex-minister of education of Kyrgyz Republic Kanybek Osmonaliev, 95.3 % of the university budgets spend for administrative purposes, and only 4.7% for education purposes. The 40-45% of the universities staff makes up the administration staff, which shows the poor and ineffective management systems (<http://kyrgyzstan.neweurasia.net/2007/11/09/education-business-in-kyrgyzstan/>).

Here, in *Table 7*, state education expenditures are given.

**Table 7. State Education Expenditure**

	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
<b>Million soms</b>	3753,6	4361,3	4917,7	6315,7	9176,5
<b>As % of GDP</b>	4.5	4.6	4.9	5.6	6.5
<b>As % of total expenditures</b>	22.2	23.1	24.4	25.0	25.6

*Source:* Natsionalnyi Statisticheskiiy Komitet KR (2008). *Kyrgyzstan v Tsifrah*, Bishkek, p.50.

As seen in *Table 7*, state expenditures on education had increased to 2.44% from 2003. However, the indicated GDP share divided for state education financing is small.

During the Soviet period there was one university in Kyrgyzstan and a number of institutes. But after the collapse of the old system most of the former institutes were transformed by title and courses into universities. Academician Akayev always stated that universities must become centers for preparing not only intellectual elite but also qualified specialists by taking into consideration the real market requirements (Ministry of Education and Culture of KR, et al, 2001). Here is the State license on University: “University: has the right to practice teaching activity in the sphere of

high professional education with a variety of majors, levels of education, duration according to the attachment of this license and on terms of considering all the basic requirements of this document and limited contingent of students” (<http://education.stateuniversity.com/pages/798/Kyrgyzstan-HIGHER-EDUCATION.html>).

**Table 8. Higher Education Institutions (HEI)**

	2003/2004	2004/2005	2005/2006	2006/2007	2007/2008
<b>Total Amount of HEI</b>	47	49	51	47	49
<b>State-owned</b>	31	33	33	32	33
<b>Private</b>	16	16	18	15	16
<b>Total Number of Students (thousands)</b>	203,0	218,3	231,1	236,9	250,5
<b>Students in State-owned (thousands)</b>	187,9	202,5	213,6	216,1	225,6
<b>Students in Private HEI</b>	15,1	15,8	17,5	20,8	24,9
<b>Professor-Instructor Personnel Number in HEI</b>	11,649	11,337	13,492	13,468	14,400

*Source:* Natsionalnyi Statisticheskiy Komitet KR (2008). *Kyrgyzstan v Tsifrah*, Bishkek, pp.273-274.

There are agreements as mutual acknowledgement of the academic documents, degrees and titles of equal rights of the citizens for admission to educational institutions in countries that are part of the Eurasian Economic Society. About fifty agreements with countries abroad and twenty institutional agreements with the Commonwealth of Independent States (Update on State of Affairs in Higher Education in Kyrgyzstan).

In spite of all aspirations of the state to improve the education system, in reality, as we see from the *Table 8*, the number of higher educational institutions is extremely high for such a small country with five million population. And if we compare the number of students in both sectors, private HEI students' number increased on a line with students in a state-owned HEI. Such tendency is appurtenant to the professor-instructor personnel in HEI. It is like the rule of market, there is no supply without demand; and the number of HEI personnel increased, since the number of students got higher than previous years.

The total number of students is higher in the capital as observed in *Table 9*.

**Table 9. Number of Students In Higher Education Institutions (2007/2008)**

	<b>Total number of students (thousands)</b>
<b>Batken Oblus</b>	15,6
<b>Jalalabat Oblus</b>	22,1
<b>Ysykkol Oblus</b>	8,5
<b>Naryn Oblus</b>	3,7
<b>Osh Oblus</b>	0,8
<b>Talas Oblus</b>	3,3
<b>Chui Oblus</b>	2,1
<b>Bishkek</b>	128,2
<b>Osh</b>	66,2

*Source:* Natsionalnyi Statisticheskiiy Komitet KR (2007). *Kyrgyzstan v Tsifrah*, Bishkek, p.325.

The reason for this is that the biggest part of total higher education institutions is located in Bishkek.

So, educational system in Kyrgyzstan has a multilevel system. And according to the 1992 Law on Education, private educational settings has a right to operate on a line with public educational settings the basis of and in the procedure established by the legislation.

According to Gross (1968), private universities are more concerned with protection of the academic freedom as a goal rather than state universities which are more interested in applied research, preparing students for useful jobs. Further more it is

possible to indicate that private universities should be considered as non-profit educational institutions which realizes its activity based on a complete tuition for education process by students, notwithstanding all profit must be spent on an enlargement of the educational basis, acquisition of the books, computers, etc. (Smirnov, 1998).

In the case of Kyrgyzstan, public universities can also offer an education for tuition fee. So, they have state-supported and admission charged or contractual programmes. Since higher education institutions are non-profit they must spend the tuition fees for their infrastructure.

Low staff salary at higher educational institutions leads to the expansion of corruption almostly in all former Soviet Republic. Kyrgyzstan is not exception. As a result the low-level candidates and doctors of sciences work in higher education institutions which decreases the quality of the education (Mambetaliev, 2008).

Does the Universitization process of higher education institutions effective? This is really important case to consider. It depends on many things. And as a result of the discussion held in this section, in this research, at least, it is possible to address one facet as a job satisfaction level of instructors in public and private organizations.

## CHAPTER IV

### METHODOLOGY

Chapter IV discusses the methodology part of the research. It deals with discussions of problem statement, hypotheses, design of the study, population and sample, data collection, instrumentation, and data analysis.

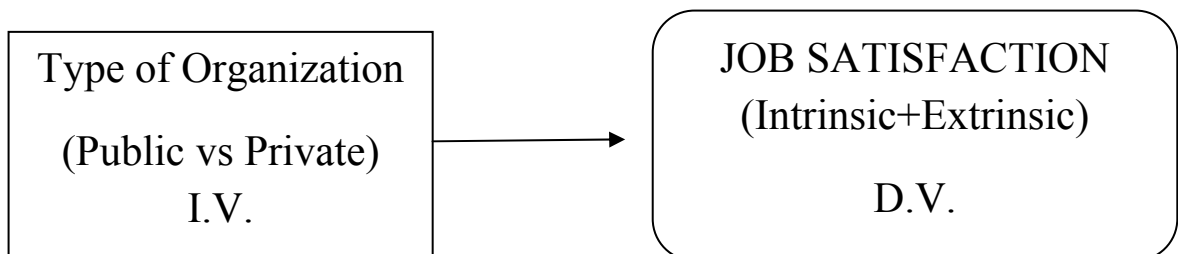
#### 4.1. PROBLEM STATEMENT AND HYPOTHESES

The main objective of this study is to assess the job satisfaction among public and private organizations in Kyrgyzstan, specifically among public and private university instructors.

Since most of the higher education institutions located in the capital, I will implement my survey in Bishkek. Instructors from public and private universities will be taken as a core for this research.

Based on the researches which investigate the concepts such as job satisfaction, public, private organizations, job satisfaction in public, and public organizations, and educational system in Kyrgyzstan, I propose the following model:

*Figure 1. Theoretical Framework of the Research Conducted*



It is expected that there is a difference in public and private university instructor's job satisfaction.

In order to meet the purpose the research conducted aims to

- a) Asses job satisfaction level in public universities
- b) Asses job satisfaction level in private universities
- c) To determine if type of organization is a source of job satisfaction differences in education sector for Kyrgyzstan.

Referring to the discussion in section two hypothesis were formulated:

*H1*: There is a difference among public and private university instructors in regard to their intrinsic (responsibility, work itself, advancement, and recognition) job satisfaction.

And

*H2*: There is a difference among public and private university instructors in regard to their extrinsic (supervision, colleagues, working conditions, pay, and security) job satisfaction.

## **4.2. DESIGN OF THE STUDY**

As mentioned earlier the purpose of the study is to to explore and explain the nature of relationships among job satisfaction and type of ownership in universities in Kyrgyzstan. Basic job satisfaction dimensions considered are responsibility, work itself, advancement, recognition, supervision, colleagues, working conditions, pay, security.

The type of investigation is seeks for *group differences* as it is aimed to delineate effects of ownership -the public private universities`- on job satisfaction. An extent of researcher interference is *minimal* as questionnaires were used to gather data. Thus, as the study seeks for group differences and it is going to be conducted in organizations or noncontrived setting, the study is a *field* where the universities in terms of instructors will be the unit of analysis. The time horizon of the study is *cross-sectional*.

### 4.3. POPULATION AND SAMPLE

The population comprises public and private organizations in the face of universities. Since most of the higher education institutions located in the capital of Kyrgyzstan, I will implement my survey in Bishkek. Thus, the sample of this study is represented by randomly selected full-time and part-time employed instructors from five public and five private universities located in Bishkek. Respondents who were elected to participate in the survey were assured of confidentiality and anonymity.

Five public and seven private universities were studied. As displayed in *Table 10*, 59.9% of the total questionnaires were completed by lecturers from public universities, while other 40.1% were represented by private higher educational institutions. In total, four hundred and fifteen instructors were surveyed for this study.

**Table 10. Sample Characteristics**

<b>Characteristic</b>	<b>N</b>	<b>%</b>
<b>UNIVERSITY TYPE (Type of Ownership)</b>		
Public	248	59.9
Private	166	40.1
<b>GENDER</b>		
Male	140	33.7
Female	275	66.3
<b>EDUCATION</b>		
Bachelor`s degree	1	0.2
Master`s degree	201	48.4
Aspirantura	172	41.4
Doctoral degree	41	9.9
<b>RANK</b>		
Assistant Instructor	22	5.3
Instructor	237	57.1
Senior Instructor	94	22.7
Associate Professor	47	11.3
Professor	15	3.6
<b>EMPLOYMENT STATUS</b>		
Part-Time	55	13.3
Full-Time	358	86.7

66.3% of the respondents were females, and 33.7% were male instructors. Of the 415 instructors one participant had just bachelor's degree, who worked as an assistant instructor. 48.4% of the lecturers had a master's degree. 41.4% of the lecturers had the Candidates of science degree, 9% of the lecturers had a doctoral degree.

According to the ranks of the respondents, the largest portion did belong to the instructors with a percentage of 57. 22.7% of the sample were senior instructors. The number of associate professors were 11.3%, while only 3.6% were professors. And the lecturers with the lowest rank were assistant instructors (5.3%).

Regarding employment status full-time time employment status had the highest rate with 86.7%, and 13.3% of the respondents were employed part-time.

*Table 11* displays the mean and standard deviations of age and numbers of years in the organization.

***Table 11. Descriptive Statistics for an Age and Number of Years in the Organization***

	<b>Mean</b>	<b>Std.Deviation</b>
Age	36.88	11.727
Numbers of Years in the Organization	8.38	8.085

The mean score for age of the respondents is 36.88 with a standard deviation of 11.727. The mean score for numbers of years in the organization is 8.38 with a standard deviation of 8.085.

The Survey was implemented in 32 departments, totally in 8 fields of study as: Linguistics, Faculty of Social Sciences, Education, Engineering, Communication, Medicine & Health, Law, and Theology (*Table 12*).



**Table 12. Frequency Distribution of Fields of Study**

<b>Fields of Study</b>	<b>N/Frequency</b>	<b>Percent</b>
<b>LINGUISTICS</b>		
Arabic	5	1.2
Chinese	10	2.4
English	45	10.8
German	21	5.1
Kyrgyz	21	5.1
Russian	18	4.3
Turkish	7	1.7
<b>TOTAL</b>	<b>127</b>	<b>30.6</b>
<b>SOCIAL SCIENCES</b>		
Business Administration	5	1.2
Economics	28	6.7
Finance	13	3.1
International Relations	12	2.9
Management	9	2.2
Philosophy	15	3.6
Sociology	26	6.3
Tourism	12	2.9
<b>TOTAL</b>	<b>120</b>	<b>28.9</b>
<b>EDUCATION</b>		
Biology	2	0.5
Chemistry	13	3.1
Geography	9	2.2
History	12	2.9
Mathematics	9	2.2
Physics	21	5.1
<b>TOTAL</b>	<b>66</b>	<b>16</b>

**Table 12. Frequency Distribution of Fields of Study (Continuation)**

<b>Fields of Study</b>	<b>N/Frequency</b>	<b>Percent</b>
<b>ENGINEERING</b>		
Architecture	9	2.2
Computer Engineering	12	2.9
Ecology	10	2.4
Geology	7	1.7
Machine Construction	13	3.1
Metallurgy	4	1
<b>TOTAL</b>	<b>55</b>	<b>13.3</b>
<b>COMMUNICATION</b>		
Journalism	16	3.9
Radio & TV	1	0.2
<b>TOTAL</b>	<b>17</b>	<b>4.1</b>
<b>MEDICINE&amp;HEALTH</b>	7	1.7
<b>TOTAL</b>	<b>7</b>	<b>1.7</b>
<b>LAW</b>	16	3.9
<b>TOTAL</b>	<b>16</b>	<b>3.9</b>
<b>THEOLOGY</b>	7	1.7
<b>TOTAL</b>	<b>7</b>	<b>1.7</b>

Most of the questionnaires were collected from the Linguistics with a percentage of 30. After follows Social Sciences with 28,9%, Education with 16%, Engineering with 13,3%, Communication with 4,1%, and Law with 3,9%. The Theology, and Medicine and Health studies` instructors were the least active groups in the survey with a percentage of %1,7.

#### **4.4. DATA COLLECTION**

To fulfill and enrich this research, data was obtained from primary and secondary sources. Approval for this research was obtained from the Dokuz Eylül University. The survey of instructors was conducted in February 2009 in the capital of Kyrgyzstan, Bishkek. In order to conduct the survey, firstly, permission was acquired from the rectors of each university. In most cases, the administration of universities did not give permission, while in one private university the situation was vice-versa:

the permission was given without any difficulties, but the instructors did not want to complete questionnaires by referring to lack of time. All questionnaires were personally administered except one private university. Questionnaires were sent to this university through electronic mails. Mail questionnaires reduced the cost of conducting the research comparably to those personally administered questionnaires, which required special time, paper, print, and transportation costs.

Totally 500 (100%) questionnaires were personally administered, where 419 (83.8%) of them were returned. Since 12 of the returned questionnaires were unusable, 407 questionnaires were coded and used for the study. Response rate for electronically mailed questionnaires were very low. Only 8 (7.47%) of 107 of the questionnaires were returned. Totally 415 questionnaires were used for this survey with a response rate of 68.37 percent. 167 of them were collected from five private universities; other 248 responses were represented by five public universities.

#### 4.5. INSTRUMENTATION

The questionnaire used consisted of three parts as Consent Form, Demographic Questionnaire, and Job Satisfaction Questionnaire.

The Consent Form (See Appendix A) was used to disclose the identity of the researcher and express the purpose of the study. The second part of the questionnaire (See Appendix B) was designed to gather a specific information about demographic characteristics of respondents. These variables were gender, age, education, department, job title, number of years in the organization and employment status.

**Gender:** referred to the sex of respondents. It is measured by selecting “male” or “female”.

**Age:** referred to the length of life for respondents. It was measured by asking them to write down their age.

**Education:** referred to the degree status which gained by completing a study. Education was measured by asking to choose from given list: Bachelor`s degree, Master`s degree, Doctoral degree and Other.

**Department:** referred to the division of university where the respondent works. Department was measured by asking to fill in the blank.

**Rank:** referred to the position or the job title of the respondent. It was measured by asking to complete the form.

**Numbers of Years in the Organization:** referred to the numbers of working years in the organization or university (tenure). This variable was measured by asking to note the numbers of working years.

**Employment Status:** referred to the type of working day. It was measured by asking to choose “Part Time” or “Full Time”.

#### **4.5.1. Measuring Job Satisfaction**

A variety of measurement instruments were used by researchers to determine the job satisfaction in different settings. This research used the Teacher Job Satisfaction Questionnaire, which was designed by Paula Lester in 1984 upon Maslow and Hersberg theories.

The 1987 developed version of the questionnaire was used in this survey with permission of Alev Turanlı who got the official written permission of Paula Lester. Lester developed this questionnaire among teachers within randomly selected elementary, junior high school, and a senior high schools in New York City, Nassau, Westchester, and Suffolk Counties. The author used factor analysis to discover underlying factors as an exploratory technique and as a psychometric case to develop Teacher Job Satisfaction Questionnaire. By using an orthogonal varimax solution nine factors were selected with Eigenvalues greater than or equal to 1.0 (Lester, 1987).

#### 4.5.1.1. Reliability and Validity

Scale coefficient alpha and the total score coefficient alpha (0.93) determines the internal consistency (*Table 13*) of the instrument (Lester, 1987).

**Table 13. Coefficients of Internal Consistency of the Teacher Job Satisfaction Questionnaire (Original)**

<b>Factor</b>	<b>V</b>	<b>X</b>	<b>Sd</b>	<b>Alpha</b>
<b>Supervision</b>	14	48.69	10.61	<b>0.92</b>
<b>Colleagues</b>	10	36.33	5.59	<b>0.82</b>
<b>Working conditions</b>	7	22.29	5.37	<b>0.83</b>
<b>Pay</b>	7	18.22	5.22	<b>0.80</b>
<b>Responsibility</b>	8	33.91	3.48	<b>0.73</b>
<b>Work itself</b>	9	33.29	5.56	<b>0.82</b>
<b>Advancement</b>	5	12.30	4.01	<b>0.81</b>
<b>Security</b>	3	10.50	2.76	<b>0.71</b>
<b>Recognition</b>	3	9.09	2.76	<b>0.74</b>
<b>Totals</b>	66	224.54	28.33	<b>0.93</b>

**Note N=526**

*Source:* Lester P.E. (1987). Development and Factor Analysis of the Teacher Job Satisfaction Questionnaire (TJSQ), *Educational and Psychological Measurement* 47,p.231.

The content validation of the instrument was examined by experts by using a modified Q sort technique. Statements with less than 80% of agreement were either rejected or rewritten. Items were prepared specifically for educational settings. The final questionnaire consisted of 66 items. Approximately 50% of them were written in a positive form, and the other 50% in a negative form to prevent response set bias (Lester, 1982). A 5-point Likert measurement scale was used. 1-Strongly Disagree, 2-Disagree, 3-Neutral (neither agree or disagree), 4-Agree, 5-Strongly Agree.

Teacher Job Satisfaction Questionnaire consists of nine subscales; four intrinsic and five extrinsic. Intrinsic job satisfaction subscales consists of responsibility, work itself, advancement, and recognition. Extrinsic subscales are supervision, colleagues, working conditions, pay, and security. In this survey four questions were added to the questionnaire regarding the study being conducted in a university setting. : 1. *Opportunities for doing academic work in my university can be improved*; 2. *Opportunities for doing academic work in my university are adequate*; 3. *I am responsible for planning my academic work*; 4. *Opportunities provided for academic advancement in my university are good*. Despite, to adopt the instrument to a university setting the following statements were changed: School into *University*; Teaching into *My Job, My Work*; Teacher Income into *My Salary, The Income I Receive from this Job*; The Work of a Teacher into *My Work, The Work I Do in this Job*; My Successful Teaching into *Being Successful*; Teaching Job into *Current Job*; My Teaching into *The Way I Perform*; Teach a Good Lesson into *Do a good Academic Work*; I am a Good Teacher into *How Good I Do My Job*; My Students into *Others*;

Validity was asserted positively due to the literature review and a review of the instrument. Each question in the questionnaire was designed to study nine specific areas of job satisfaction within the universities setting.

The measurement instrument adopted for this research consisted of 70 items 31 of which were negatively worded (*Table 14*) items (See Appendix C).

**Table 14. Coefficients of Internal Consistency of the Teacher Job Satisfaction Questionnaire**

<b>Job Satisfaction Dimension</b>	<b>Number of Items</b>	<b>Items</b>	<b>Alpha</b>
<b>Responsibility</b>	8	21,24,36,37,41,55*,62,67*	<b>0.60</b>
<b>Work Itself</b>	9	3,7*,12*,27,29*,32*,45,48*,49	<b>0.60</b>
<b>Advancement</b>	5	1,8*,23*,35,53	<b>0.726</b>
<b>Recognition</b>	3	6*,15,52*	<b>0.508</b>
<b>Supervision</b>	14	5*,11,13,18,26*,33,43,46*,50*,56,60*,63,64,66	<b>0.804</b>
<b>Colleagues</b>	11	16,22,34,40*,42,44*,51*,54,57,68,70*	<b>0.70</b>
<b>Working Conditions</b>	10	9*,10*,17*,19,20*,28*,30,38*,58,59	<b>0.70</b>
<b>Pay</b>	7	2,4*,39,47*,61*,65,69	<b>0.80</b>
<b>Security</b>	3	14,25*,31*	<b>0.20</b>
<b>Totals</b>	70		<b>0.63</b>

\* indicates negatively worded items

According to the reliability analysis, the alpha value for variables is 0.63, which is acceptable as a rule of thumb. As seen from the *Table 14*, because of the low internal consistency of *security* variable, the total internal consistency has also decreased. Otherwise, the alpha value for all variables, except security is 0.70 which is reliable.

#### **4.5.2. Translation Procedures for the Instrumentation**

All parts of the questionnaire were translated into Russian, since it is an official language in Kyrgyzstan along with a state Kyrgyz language. Translation of the Questionnaire was conducted by the researcher and one linguistics instructor who clarified and established reliability and interpretability of the measurement instrumentation-Questionnaire -Russian Versions (See Appendices D,E,F).

#### **4.6. DATA ANALYSIS**

SPSS 13.0 for Windows statistical software program was used to perform all procedures. All data was coded and entered into the SPSS worksheet.

The reliability of Teachers Job Satisfaction Questionnaire for the public and private university instructors in Kyrgyzstan was conducted by implementing reliability analyses through Cronbach`s Alpha value. Descriptive statistics including means, standard deviations, and frequency distributions were obtained for sample characteristics. Effects of demographics on job satisfaction were tested through One-Way ANOVA, Correlation, and T-tests. Implementation of inferential statistics as Pearson correlation was appropriate for ratio-scaled variables such as age and tenure. Crosstabs tests and T-test were used to test the difference regarding demographic variables in public and private universities. In order to test hypotheses Two-Way ANOVA analyses were used.



## CHAPTER V

### ASSESSING JOB SATISFACTION DIFFERENCES IN PUBLIC AND PRIVATE UNIVERSITIES IN KYRGYZSTAN

The findings of the data analysis are presented in this chapter. Especially, the results of hypothesis testing will be presented.

#### 5.1. EFFECTS OF DEMOGRAPHICS ON JOB SATISFACTION

In order to test the effects of demographic variables such as gender, education, age, tenure, employment status, and rank on intrinsic and extrinsic job satisfaction, One-Way ANOVA, Correlation, and T-tests were used. The criterion of significance for these tests was set at a  $\alpha=0.05$  level.

T-test was used to test the effects of gender. The analyses of the test are presented in *Table 15*.

**Table 15. Effects of Gender**

<b>Job Satisfaction Dimension</b>	<b>FEMALE</b>		<b>MALE</b>		<b>T</b>	<b>Sig.</b>
	<b>X</b>	<b>S</b>	<b>X</b>	<b>S</b>		
<i>Responsibility</i>	3.98	0.48	4.06	1.17	1.037	0.300
<i>Work Itself</i>	3.43	0.48	3.43	0.47	-0.116	0.908
<i>Advancement</i>	3.31	0.70	3.47	0.71	2.099	0.036
<i>Recognition</i>	3.58	0.71	3.64	0.70	0.837	0.403
<i>Supervision</i>	45.30	6.71	45.03	6.55	-0.368	0.713
<i>Colleagues</i>	3.64	0.46	3.61	0.44	-0.694	0.488
<i>Working Conditions</i>	3.20	0.46	3.30	0.51	1.962	0.051
<i>Pay</i>	2.47	0.73	2.81	0.74	4.637	0.000
<i>Security</i>	3.43	1.11	3.41	1.20	-0.125	0.900

**p<0.05**

According to the *Table 15*, advancement, and pay as a facets of job satisfaction are significantly effected by gender (the significance is less than 0.05). Male instructors paid more attention to advancement ( $t=2.099$ ,  $p=0.036$ ), and pay ( $t=4.637$ ,  $p=0.000$ ) as a part of overall job satisfaction than female colleagues. But there is no a significant difference between genders regarding the responsibility, work itself, recognition, supervision, colleagues, working conditions, and security.

Effects of Education on job satisfaction has been tested by one-way ANOVA. The results of the test are shown in *Table 16*.

**Table 16. Effects of Education**

Job Satisfaction Dimension	MASTER		ASPIRANT.		DOCTOR.		F	Sig.
	X	S	X	S	X	S		
<i>Responsibility</i>	4.00	1.00	3.99	0.52	4.09	0.42	0.267	0.766
<i>Work Itself</i>	3.40	0.49	3.42	0.46	3.61	0.45	3.523	0.030
<i>Advancement</i>	3.30	0.72	3.40	0.68	3.56	0.62	2.657	0.071
<i>Recognition</i>	3.57	0.72	3.60	0.68	3.76	0.73	1.316	0.269
<i>Supervision</i>	45.24	6.60	45.13	6.76	45.21	6.62	0.013	0.987
<i>Colleagues</i>	3.62	0.48	3.61	0.43	3.75	0.37	1.595	0.204
<i>Working Conditions</i>	3.18	0.46	3.19	0.48	3.39	0.50	3.542	0.030
<i>Pay</i>	2.45	0.75	2.63	0.67	3.00	0.84	10.566	0.000
<i>Security</i>	3.63	1.10	3.17	1.14	3.46	1.07	7.857	0.000

**F=3.00 p<0.05**

As shown in *Table 16* work itself, working conditions, pay, and security as a job satisfaction facets are significantly effected by education level of university instructors, since F obtained is greater than F critical=3.00, and significance levels are smaller than 0.05. Instructors' satisfaction with work itself, working conditions, pay, and security varies with their education level. But there is no a significant difference

between education levels regarding the responsibility, advancement, recognition, supervision, and colleagues.

Effects of Age on job satisfaction were tested through Correlation test. The results are shown in *Table 17*.

**Table 17. Effects of Age**

	<b>AGE</b>
<b>Job Satisfaction Dimension</b>	<b>R</b>
<i>Responsibility</i>	0.078
<i>Work Itself</i>	0.253**
<i>Advancement</i>	0.092
<i>Recognition</i>	0.027
<i>Supervision</i>	0.018
<i>Colleagues</i>	0.081
<i>Working Conditions</i>	0.057
<i>Pay</i>	0.062
<i>Security</i>	-0.126*

**\*\*p<0.01 \*p<0.05**

According to *Table 17*, there is a positive very weak correlation between university instructors' age and responsibility ( $r=0.078$ ), advancement ( $r=0.092$ ), recognition ( $r=0.027$ ), supervision ( $r=0.018$ ), colleagues ( $r=0.081$ ), working conditions ( $r=0.057$ ), and pay ( $r=0.062$ ). There is a positive weak correlation between university instructors' age and work itself ( $r=0.253$ ), and a negative very weak correlation between university instructors' age and security ( $r=-0.126$ ). As ages of instructors increase, the satisfaction with work itself increases, and the satisfaction with security decreases.

There is a correlation between university instructors' age and their intrinsic (responsibility, work itself, advancement, and recognition) and extrinsic (supervision, colleagues, working conditions, pay, and security) job satisfaction.

Effects of Tenure on job satisfaction were analysed through Correlation test. The results are given in *Table 18*.

**Table 18. Effects of Tenure**

	<b>TENURE</b>
<b>Job Satisfaction Dimension</b>	<b>R</b>
<i>Responsibility</i>	0.053
<i>Work Itself</i>	0.135**
<i>Advancement</i>	0.044
<i>Recognition</i>	-0.010
<i>Supervision</i>	0.052
<i>Colleagues</i>	0.048
<i>Working Conditions</i>	-0.073
<i>Pay</i>	-0.088
<i>Security</i>	-0.145**

**\*\*p<0.01 \*p<0.05**

As may be seen, there is a positive very weak correlation between university instructors' tenure and responsibility ( $r=0.053$ ), work itself ( $r=0.135$ ), advancement ( $r=0.044$ ), supervision ( $r=0.052$ ), and colleagues ( $r=0.048$ ). There is a negative very weak correlation between university instructors' tenure and recognition ( $r=-0.010$ ), working conditions ( $r=-0.073$ ), pay ( $r=-0.088$ ), and security ( $r=-0.145$ ). As number of years in the organisation increases, the satisfaction of instructors with recognition, working conditions, pay, and security decreases.

This implies that there is a correlation between university instructors' tenure and their intrinsic (responsibility, work itself, advancement, and recognition) and extrinsic (supervision, colleagues, working conditions, pay, and security) job satisfaction.

Effects of Employment Status were tested through T-test. The analyses of the test are presented in *Table 19*.

**Table 19. Effects of Employment Status**

<b>Job Satisfaction Dimension</b>	<b>PART-TIME</b>		<b>FULL-TIME</b>		<b>T</b>	<b>Sig.</b>
	<b>X</b>	<b>S</b>	<b>X</b>	<b>S</b>		
<i>Responsibility</i>	4.09	1.76	3.99	0.49	0.396	0.694
<i>Work Itself</i>	3.37	0.48	3.44	0.475	-1.070	0.285
<i>Advancement</i>	3.13	0.71	3.40	0.69	-2.751	0.006
<i>Recognition</i>	3.58	0.70	3.61	0.71	-0.245	0.807
<i>Supervision</i>	45.92	6.27	45.43	6.69	-1.568	0.118
<i>Colleagues</i>	3.57	0.48	3.64	0.45	-1.009	0.314
<i>Working Conditions</i>	3.15	0.44	3.22	0.485	-1.026	0.305
<i>Pay</i>	2.41	0.705	2.61	0.75	-1.815	0.070
<i>Security</i>	3.67	1.04	3.39	1.14	-1.703	0.089

**p<0.05**

Table 19 shows the effects of employment status for job satisfaction dimensions. According to it, advancement as a facet of job satisfaction is significantly effected by employment status (the significance is less than 0.05). Full-time employed instructors paid more attention to advancement ( $t=-2.751$ ,  $p=0.006$ ) as a part of overall job satisfaction than part-time employed colleagues. But there is no a significant difference between employment status of instructors regarding the responsibility, work itself, recognition, supervision, colleagues, working conditions, pay, and security.

Thus, there is no a significant difference between effects of employment status of university instructors on their intrinsic and extrinsic job satisfaction, except advancement.

Effects of Rank on job satisfaction has been tested by one-way ANOVA. The results of the test are shown in *Table 20*.

**Table 20. Effects of Rank**

Job Satisfaction Dimension	ASS.INST		INSTR		SEN.INST		ASS.PROF		PROF		F	Sig.
	X	S	X	S	X	S	X	S	X	S		
<i>Responsibility</i>	3.86	0.43	3.98	0.97	4.00	0.41	4.05	0.44	4.38	0.34	1.131	0.341
<i>Work Itself</i>	3.36	0.55	3.375	0.49	3.44	0.39 5	3.62	0.43	3.79	0.43	5.189	0.000
<i>Advancement</i>	3.41	0.61	3.30	0.72	3.39	0.68	3.54	0.64	3.64	0.73	1.892	0.111
<i>Recognition</i>	3.65	0.68	3.57	0.70	3.56	0.72	3.82	0.63	3.67	0.90	1.366	0.245
<i>Supervision</i>	45.62	7.59	44.85	6.53	44.8 3	6.35	46.1 6	7.33 0	44.5	6.40	1.357	0.248
<i>Colleagues</i>	3.81	0.42	3.55	0.48	3.70	0.38	3.74	0.41	3.81	0.22	4.483	0.001
<i>Working Conditions</i>	3.45	0.44	3.16	0.51	3.20	0.39	3.30	0.51	3.42	0.37	3.094	0.016
<i>Pay</i>	2.77	0.91	2.53	0.73	2.53	0.71	2.73	0.71	2.98	1.01	2.316	0.057
<i>Security</i>	3.86	1.04	3.43	1.12	3.37	1.18	3.38	1.15	3.20	1.15	1.036	0.388

**F=2.37 p<0.05**

As shown in *Table 20*, work itself, colleagues, and working conditions as a job satisfaction facets are significantly effected by university instructors` ranks, since F obtained is greater than F critical=2.37, and significance levels are smaller than 0.05. But there is no a significant difference between ranks regarding the responsibility, advancement, recognition, supervision, pay and security.

Thus, there is a difference between effects of university instructors`s ranks on their intrinsic (work itself) and extrinsic (colleagues, working conditions) job satisfaction.

## 5.2. DIFFERENCES REGARDING DEMOGRAPHIC VARIABLES IN PUBLIC AND PRIVATE UNIVERSITIES

Crosstabs tests and T-test were used to test the difference regarding demographic variables in public and private universities. Statistical significance for these tests was determined at  $\alpha=0.05$  level. The analyses of Crosstabs tests are presented in *Table 21*, *Table 22*, *Table 23*, *Table 24*, and T-test's results are shown in *Table 25*.

**Table 21. Gender Difference in Public and Private Universities**

		MALE	FEMALE
<b>PUBLIC</b>	<b>N</b>	74	174
	<b>%</b>	29.8	70.2
<b>PRIVATE</b>	<b>N</b>	66	100
	<b>%</b>	39.8	60.2
<b>Total</b>	<b>N</b>	140	274
	<b>%</b>	33.8	66.2

**Chi Square=4.373, df=1, p=0.037 p <0.05**

The results in *Table 21* indicate that there is a statistically significant difference between the type of university and gender (chi-square with one degree of freedom = 4.373,  $p = 0.037$ ). Female instructors dominate in both public and private universities, but in public female instructors are more than in private. Male instructors are more in private universities than in public.

**Table 22. Education Difference in Public and Private Universities**

		MASTER	ASPIRANTURA	DOCTORAL
<b>PUBLIC</b>	<b>N</b>	117	117	14
	<b>%</b>	47.2	47.2	5.6
<b>PRIVATE</b>	<b>N</b>	84	54	27
	<b>%</b>	50.6	32.5	16.3
<b>Total</b>	<b>N</b>	201	171	41
	<b>%</b>	48.6	41.3	9.9

**Chi Square=18.224, df=3, p=0.000 p<0.05**

According to the *Table 22*, there is a significantly difference between the university types and education level (chi-square with three degrees of freedom = 18.224,  $p = 0.000$ ) of instructors. Instructors with master and doctoral degrees dominate in private universities, while the number of lecturers with aspirantura degree is more in public universities.

**Table 23. Rank Difference in Public and Private Universities**

		ASS.INSTR	INSTR	SEN.INSTR	ASS.PROF	PROF
<b>PUBLIC</b>	<b>N</b>	9	143	60	30	6
	<b>%</b>	3.6	57.7	24.2	12.1	2.4
<b>PRIVATE</b>	<b>N</b>	13	93	34	17	9
	<b>%</b>	7.8	56.0	20.5	10.2	5.4
<b>Total</b>	<b>N</b>	22	236	94	47	15
	<b>%</b>	5.3	57.0	22.7	11.4	3.6

**Chi Square=6.730, df=4,  $p=0.151$   $p<0.05$**

The results in *Table 23* indicate that there is no statistically significant difference between the type of university and rank (chi-square with four degrees of freedom = 6.730,  $p = 0.151$ ) of instructors. Ranks of instructors such as assistant instructor, and professor dominates in private universities, while instructor, senior instructor, and associate professor ranks occurs as dominating in public universities.

**Table 24. Employment Status Difference in Public and Private Universities**

		PART-TIME	FULL-TIME
<b>PUBLIC</b>	<b>N</b>	40	207
	<b>%</b>	16.2	83.8
<b>PRIVATE</b>	<b>N</b>	15	150
	<b>%</b>	9.1	90.9
<b>Total</b>	<b>N</b>	55	357
	<b>%</b>	13.3	86.7

**Chi Square=4.315, df=1,  $p=0.038$   $p<0.05$**



According to the *Table 24*, there is a significantly difference between the university types and employment status (chi-square with one degree of freedom = 4.315,  $p = 0.038$ ) of instructors. Most of the instructors in both public and private universities are fully employed. If compare the part-time instructors, the biggest part of pie belongs to public university instructors. Thus, in private universities, the number of full-time instructors is more than in public universities.

**Table 25. Age and Tenure Differences in Public and Private Universities**

	PUBLIC		PRIVATE			
	X	S	X	S	T	Sig.
<b>Age</b>	37.93	11.42	35.31	12.06	2.234	0.026
<b>Tenure</b>	10.58	9.42	5.11	3.56	8.304	0.000

**$p < 0.05$**

As may be seen in *Table 25*, there is a significant difference between university types and instructors' age ( $t=2.234$ ,  $p=0.026$ ). The mean of the *Age* for Public universities is 37.93, which is statistically different from the Private universities' mean 35.31. There is a significant difference between instructors' tenure ( $t=8.304$ ,  $p=0.000$ ) and university types. The mean of the *Tenure* for Public Universities is 10.58, which is statistically different from the Private Universities' mean 5.11.

This implies that there is a difference regarding demographic variables (gender, education, employment status, age, and tenure), except rank in public and private universities.

### 5.3. ANALYSIS OF HYPOTHESIS TESTING

The hypotheses were tested by implementing Two-Way ANOVA analyses.

*Hypothesis 1: There is a difference among public and private university instructors in regard to their intrinsic (responsibility, work itself, advancement, and recognition) job satisfaction.*

Two-Way ANOVA was used to test the *Hypothesis 1*. The criterion of significance for these tests was set at  $\alpha=0.05$  level. The analyses of the tests are presented in *Table 26*.

**Table 26. Controlling for Demographics' Effects on Intrinsic Job Satisfaction**

INTRINSIC JOB SATISFACTION	PUBLIC		PRIVATE		Sig. (p<0.05)
	X	S	X	S	
RESPONSIBILITY	3.92	0.49	4.13	1.07	0.008
WORK ITSELF	3.37	0.45	3.52	0.50	0.001
			<b>PROFESSOR</b> 3.79	0.43	0.001
ADVANCEMENT	3.25	0.68	3.53	0.69	0.000
			<b>PART-TIME</b> 3.13 <b>FULL-TIME</b> 3.41	0.71 0.70	0.013
RECOGNITION	3.50	0.68	3.75	0.72	0.000
	<b>AGE (41-50)</b> 3.75	0.61			0.040

*a. Dependent Variables:* Responsibility, Work Itself, Advancement, Recognition.

*b. Fixed Factors:* University Type, Gender, Age, Education, Rank, Tenure, Employment Status.

According to the results given in *Table 26*, a significant main effect was obtained for university types, rank, employment status, and age ( $p$  values are  $< 0.05$ ). The private university instructors are satisfied with responsibility ( $X=4.13$ ,  $S=1.07$ ), work itself ( $X=3.52$ ,  $S=0.50$ ), advancement ( $X=3.53$ ,  $S=0.69$ ), and recognition ( $X=3.75$ ,  $S=0.72$ ), as a facet of job satisfaction more than public counterparts.

There is a significant difference among public and private university instructors' ranks regarding the work itself. Professors in private universities ( $X=3.79$ ,  $S=0.43$ ) are highly satisfied with the work itself than other rank holders.

Advancement as an intrinsic facet of job satisfaction significantly varies according to employment status. Full timer private instructors ( $X=3.41$ ,  $S=0.70$ ) are more satisfied with an advancement than part time private colleagues ( $X=3.13$ ,  $S=0.71$ ).

There is a significant difference among public and private university instructors' ages in regard to their intrinsic job satisfaction facet-recognition. Educators with an ages of 41-50 years old in public universities ( $X=3.75$ ,  $S=0.61$ ) pay more attention to the recognition than others.

The results of *Tables 26* imply that *Hypothesis 1* is substantiated. There is a difference among public and private university instructors in regard to their intrinsic (responsibility, work itself, advancement, and recognition) job satisfaction.

***Hypothesis 2:*** *There is a difference among public and private university instructors in regard to their extrinsic (supervision, colleagues, working conditions, pay, and security) job satisfaction.*

Two-Way ANOVA was used to test the *Hypothesis 2*. Statistical significance for these tests was determined at  $\alpha=0.05$  level. The analyses of the tests are presented in *Table 27*.

**Table 27. Controlling for Demographics' Effects on Extrinsic Job Satisfaction**

<b>EXTRINSIC JOB SATISFACTION</b>	<b>PUBLIC</b>		<b>PRIVATE</b>		<b>Sig. (p&lt;0.05)</b>
	<b>X</b>	<b>S</b>	<b>X</b>	<b>S</b>	
<b>SUPERVISION</b>	44.41	6.69	46.35	6.42	0.004
<b>COLLEAGUES</b>	3.56	0.45	3.73	0.44	0.001
	<b>PROFESSOR</b> 3.81	0.22			0.001
<b>WORKING CONDITIONS</b>	3.06	0.43	3.44	0.46	0.000
			<b>DOCTORAL</b> 3.39	0.50	0.033
<b>PAY</b>	2.33	0.63	2.96	0.76	0.000
			<b>MALE</b> 2.81	0.74	0.000
	<b>AGE(Over 60)</b> 2.97	0.41			0.001
			<b>DOCTORAL</b> 3.00	0.84	0.000
<b>SECURITY</b>	3.23	1.08	3.71	1.16	0.000
			<b>MASTER'S</b> 3.63	1.10	0.006

*a. Dependent Variables:* Responsibility, Work Itself, Advancement, Recognition.

*b. Fixed Factors:* University Type, Gender, Age, Education, Rank, Tenure, Employment Status.

As seen in *Table 27*, a significant main effect was obtained for university types, rank, educational level, gender, and age ( $p$  values are  $< 0.05$ ). The private university instructors are satisfied with supervision ( $X=46.35$ ,  $S=6.42$ ), colleagues ( $X=3.73$ ,  $S=0.44$ ), working conditions ( $X=3.44$ ,  $S=0.46$ ), pay ( $X=2.96$ ,  $S=0.76$ ), and security ( $X=3.71$ ,  $S=1.16$ ) as a facet of extrinsic job satisfaction more than public counterparts.

There is a significant difference among public and private university instructors's ranks in regard to their colleagues. Professors in public universities ( $X=3.81$ ,  $S=0.22$ ) are highly satisfied with their colleagues than other rank holders.

Education type has a significant effect for working conditions, since  $p$  value is  $< 0.05$ . Out of all education types the highest satisfaction with the working conditions belongs to private university instructors with a doctoral degrees ( $X=3.39$ ,  $S=0.50$ ).

Educators of both public and private universities are more dissatisfied with the pay as a facet of overall job satisfaction than other dimensions. Pay as a facet of extrinsic job satisfaction has been significantly effected along with the university type by gender, age, and education level of instructors. The dissatisfaction with the pay is more lower among private university mail instructors ( $X=2.81$ ,  $S=0.74$ ), public university instructors with an age over 60 years old ( $X=2.97$ ,  $S=0.41$ ), and private university instructors with a doctoral degrees ( $X=3.00$ ,  $S=0.84$ ).

Satisfaction with the security dimension is more higher among private university instructors with a master's degrees ( $X=3.63$ ,  $S=1.10$ ). Education type has a significant impact on security, since  $p$  value is smaller than 0.05.

The results of *Tables 27* indicate that *Hypothesis 2* is substantiated. There is a difference among public and private university instructors in regard to their extrinsic (supervision, colleagues, working conditions, pay, and security) job satisfaction.

## CHAPTER VI

### DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This chapter deals with discussion of findings, conclusions, and recommendations for further research.

#### 6.1. DISCUSSION AND CONCLUSION

The sample in this study with a response rate of 68.37 percent looks reasonably representative. Almostly the most part of the personally administered questionnaires were returned and used for the study. It shows that mail questionnaires' role in this research was so weak. In spite of technological improvements, instructors preferred "touchable" questionnaires. Visualization was important. The fear and unwillingness of instructors to fill in the questionnaires created obstacles in conducting the survey. The fear had different faces. Some instructors did fear that the results of the survey could affect their career. Therefore, most of them rejected to attend in the survey. Some did fear to lose a time. But there were also situations when instructors did hope that results of the survey could change their situation in a better way in terms of supervision, pay.

Public university teachers took active participation in the survey with 59.9% than private colleagues. The lack of time was the main reason for private university instructors' passive participation.

Females were dominant in this study with 66.3%. It is quite possible, if we take into account the population of Kyrgyzstan, where 50.64% women, and 49.36% men (<http://www.kg.spinform.ru/people.html>). In public universities female instructors are more than in private. Male instructors are more in private universities than in public.

Most of the educators in both public and private universities are fully employed. If compare the part-time instructors, the biggest part of pie belongs to public university instructors. Thus, in private universities, the number of full-time instructors is more than in public universities.

Of the 415 educators, 48.4% had earned a master's degree, and 57.1% held the rank of instructor. Instructors with master and doctoral degrees dominate in private universities, while the number of lecturers with aspirantura degree is more in public universities. Ranks of instructors such as assistant instructor, and professor dominates in private universities, while instructor, senior instructor, and associate professor ranks occurs as dominating in public universities.

According to Kamchybekov, Almanbetov, and Djaparova (2005), most of the educators in higher education institutions lack of academic titles. The main reason for such occurrence is- fresh graduates from universities are welcomed to work upon graduation. This is incorrect. Since, most graduates consider position of instructor as a mediator between another job.

There is a significant difference between university types and educators' age and tenure. The means of the age and tenure for public university instructors are higher than for private university counterparts. This is due to the fact that public universities have been functioning for a long period of time than private ones. Private higher education institutions have been functioning after the getting independence.

In spite of active participation, generally, intrinsic and extrinsic job satisfaction level of public university instructors was lower than private colleagues. There are many reasons for this. Let me start with dimensions of intrinsic and extrinsic job satisfaction to answer the problem statement of the study.

T-test, Correlation test, One-Way ANOVA, and Two-Way ANOVA tests gave almostly the same results on effects of demographics on intrinsic and extrinsic job satisfaction dimensions.

*Responsibility:* The private university ( $X=4.13$ ,  $S=1.07$ ) instructors are satisfied with responsibility as a facet of job satisfaction more than public ( $X=3.92$ ,  $S=0.49$ ) counterparts. The higher the tenure ( $r=0.053$ ), and age ( $r=0.078$ ) of educators, the higher the attention to responsibility.

Feeling of being responsible for own work, tasks, and behavior is one of the main sources for job satisfaction. If an employee feels that he/she is able to be responsible,

he/she will aspire to achieve the end result. But if he/she works just to do something and get paid, then it is indications of carelessness toward job, or dissatisfaction.

*Work Itself:* Private university instructors ( $X=3.52$ ,  $S=0.50$ ) are more satisfied with work itself than public colleagues ( $X=3.37$ ,  $S=0.45$ ) do. Professors in private universities ( $X=3.79$ ,  $S=0.43$ ) are highly satisfied with the work itself than other rank holders. As age ( $r=0.253$ ), and tenure ( $r=0.135$ ) of instructors increase, the satisfaction with the work itself increases.

Work itself is another major key for satisfaction. If job gives an employee opportunities for self-realization, learning, and generally, it is interesting, it means that employee will be productive.

*Advancement:* Satisfaction with an advancement is higher among private university educators ( $X=3.53$ ,  $S=0.69$ ) than public university colleagues ( $X=3.25$ ,  $S=0.68$ ). Full time private instructors ( $X=3.41$ ,  $S=0.70$ ) are highly satisfied with an advancement than part time private counterparts ( $X=3.13$ ,  $S=0.71$ ). Male instructors paid more attention to advancement ( $t=2.099$ ,  $p=0.036$ ) as a part of overall job satisfaction than female colleagues. Higher the tenure ( $r=0.044$ ) and age ( $r=0.092$ ) of educators, the higher the desire to advance in a work.

Advancement is another important item. If career advancement is possible in a work environment, it challenges employee to work harder and satisfy feelings toward his/her status or position.

*Recognition:* Private university educators ( $X=3.75$ ,  $S=0.72$ ) are more satisfied with recognition than public university colleagues ( $X=3.50$ ,  $S=0.68$ ). Educators with the higher tenure ( $r=-0.010$ ) are mostly dissatisfied with the recognition, while those with higher age ( $r=0.027$ ) are more satisfied. Educators with ages of 41-50 years old in public universities ( $X=3.75$ ,  $S=0.61$ ) pay more attention to the recognition than others.

Recognition from colleagues, supervisor, public, or students is a major psychological factor. It is difficult to aspire, but if an instructor gets it, better to do his/her utmost to preserve it. Being respected and recognized is a motive for internal realization.



Recognition as an intrinsic job satisfaction had more significance for educators with an ages of 41-50 years old ( $X=3.75$ ,  $S=0.61$ ) in public universities. Since, the salary of instructors in educational settings is very low, it is a natural phenomenon (Sivak, 2006).

*Supervision:* Supervision deals with supervisory behavior and interpersonal relationships of instructor with supervisor.

Private university instructors ( $X=46.35$ ,  $S=6.42$ ) are more satisfied with the supervision than public sphere colleagues ( $X=44.41$ ,  $S=6.69$ ). As the tenure ( $r=0.052$ ), and age ( $r=0.018$ ) of educators are higher, the satisfaction with the supervision is higher. This related with a personal characteristics of a staff.

*Colleagues:* As a facet of extrinsic job satisfaction, it refers to social interaction of instructors with each other. Instructors are more satisfied with their colleagues in private universities ( $X=3.73$ ,  $S=0.44$ ) than in public universities ( $X=3.56$ ,  $S=0.45$ ). Professors in public universities ( $X=3.81$ ,  $S=0.22$ ) are more satisfied with colleagues. The higher the age ( $r=0.081$ ), and the tenure of educators ( $r=0.048$ ), the better the social interaction of instructors with each other.

*Working Conditions:* The satisfaction with the working conditions is more higher among private university educators ( $X=3.44$ ,  $S=0.46$ ) than public counterparts ( $X=3.06$ ,  $S=0.43$ ). Out of all education types the highest satisfaction with the working conditions belongs to private university instructors with a doctoral degrees ( $X=3.39$ ,  $S=0.50$ ).

The higher the age ( $r=0.057$ ) of instructors, the higher the satisfaction with working conditions; but in the case of tenure ( $r=-0.073$ ), the satisfaction with working conditions gets lower.

Physical environment's impact on quality of education is huge. During educational process teachers use technical base equally with students As long as educational process requires new technologies, state budget's expenditures on state-based higher education institutions' equipments increased in 2007 for 10.5 times in comparison

with 1995 (Busurmanova, 2008, p.15). Despite this, working conditions level are quiet low in public universities.

*Pay:* The dissatisfaction with the pay is higher among public university instructors ( $X=2.33$ ,  $S=0.63$ ). The dissatisfaction with the pay is more lower among private university male instructors ( $X=2.81$ ,  $S=0.74$ ), public university instructors with an age over 60 ( $X=2.97$ ,  $S=0.41$ ), and private university instructors with a doctoral degrees ( $X=3.00$ ,  $S=0.84$ ). The higher the tenure ( $r=-0.088$ ), the lower the satisfaction with the pay, but higher the age of educator ( $r=0.062$ ), the satisfaction with the pay increases.

The salary, unfortunately, is one of the main motivators in all professions. But, there are some exceptions. And the profession of an educator in many cases at the top of this list. Specially, in former soviet countries including Kyrgyzstan, being an educator or teacher is a vocation. Because, many teachers work just by virtue to intrinsic job satisfiers.

Usually, most of the instructors work in many educational settings, since the payment is not satisfactory. From one point, it leads to increase of pay, and self-realization of educators among other working conditions. But, from another point of view, it could be a reason for weakening of relationships with supervision and colleagues. When educator works permanently in one place, he/she seems to be productive. Because he/she is concentrated on specific task, and job. So, due to low job satisfaction the turnover rate could be high, which leads to low performance.

*Security:* It refers to the stability or instability within the educational setting. Satisfaction with the security dimension is more higher among private university instructors ( $X=3.71$ ,  $S=1.16$ ), especially among private university instructors with a master`s degrees ( $X=3.63$ ,  $S=1.10$ ). As age ( $r=-0.126$ ), and the tenure ( $r=-0.145$ ) of instructors increase, the satisfaction with security decreases.

Proceed from the results, most private university educators thought their job as stable, while the public university educators more worried about it. This could be related with political situation in the country. Since, there is a rapid succession of

power, it has an effect on administration of all state-owned structures, including higher education institutions.

To sum up, the pay is the source for job dissatisfaction of both public and private university educators in spite of the fact that it is lower among private instructors.

After analyzing statistical data results, following conclusions were obtained:

1. There is a difference among public and private university instructors in regard to their intrinsic and extrinsic job satisfaction.
2. Private university instructors have significantly higher intrinsic and extrinsic job satisfaction than public university counterparts.
3. Generally, the type of organization is a source of job satisfaction differences in education sector for Kyrgyzstan.

## 6.2. RECOMMENDATIONS FOR FURTHER RESEARCH

On the basis of findings and discussions in the study the following recommendations for further research were made:

1. Although some useful findings have been presented, this study still had limitations. It is suggested to conduct further research including other public and private universities in Bishkek as well as those situated in other regions of Kyrgyzstan. The sample size needs to be enlarged.
2. Being an educator is not an ability of everyone, it is a vocation. Therefore, prior to choose this profession everyone must think deeply in order to increase the quality of profession itself and work hard to be able to give an appropriate knowledge to others.

Since many educators work due to their internal job satisfiers, in some cases these internal satisfiers are not sufficient to stay on in the academic path. For that reason, higher education settings must try to maintain favorable conditions for professional growth of educators.

4. If an educator is satisfied with his/her job, performance, and productivity will be high. It is suggested for further research to identify the relationship between public, private university setting, job satisfaction, performance, absenteeism, turnover, and productivity.
5. Based on observations during the survey, further research should use questionnaire consist of fewer items. As less as better, since most of the instructors found boring long questionnaires.
6. Also, would be better to use personally administered data collection procedure rather than mail questionnaires. Since, it could lead to a lack of time.

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## **APPENDIX A**

### **CONSENT FORM**

Faculty of Business

Master of Business Administration

Dokuz Eylul University, Izmir/Turkey

Dear Participant,

This questionnaire is designed to investigate job satisfaction among public and private organizations. The information you provide will help better understand the aspects of job satisfaction in both sectors. Because you are the one who can give a correct picture of how you experience your job, I request you to respond to the questions overtly and honestly.

Your response will be kept strictly confidential.

Thank you very much for your time and cooperation. I greatly appreciate your organization`s and your help in furthering this research endeavor.

Sincerely,

Kyial Moldokmatova





## APPENDIX C

### JOB SATISFACTION QUESTIONNAIRE

Directions: The following statements refer to organizational factors that can influence the way a teacher feels about his/her job. These factors are related to teaching and to the individual's perception of the job situation. When answering the following statements circle the numerical which represents the degree to which you agree or disagree with the statement. Please DO NOT identify yourself on this instrument.

- KEY:**
- 1 Strongly Disagree**
  - 2 Disagree**
  - 3 Neutral (neither agree nor disagree)**
  - 4 Agree**
  - 5 Strongly Agree**

1	My job provides me with an opportunity to advance professionally	1	2	3	4	5
2	My salary is adequate for normal expenses	1	2	3	4	5
3	My job provides an opportunity to use a variety of skills	1	2	3	4	5
4	Insufficient income keeps me from living the way I want to live	1	2	3	4	5
5	My immediate supervisor turns one teacher against another	1	2	3	4	5
6	No one tells me that how good I do my job.	1	2	3	4	5
7	My work at the university consists of routine activities	1	2	3	4	5
8	I am not getting ahead in my present position	1	2	3	4	5
9	Working conditions in my university can be improved	1	2	3	4	5
10	Opportunities for doing academic work in my university can be improved	1	2	3	4	5
11	I receive recognition from my immediate supervisor	1	2	3	4	5

12	I do not have the freedom to make my own decisions	1	2	3	4	5
13	My immediate supervisor offers suggestions to improve my work	1	2	3	4	5
14	My job provides for a secure future	1	2	3	4	5
15	I receive full recognition for being successful	1	2	3	4	5
16	I get along well with my colleagues	1	2	3	4	5
17	The administration in my university does not clearly define its policies	1	2	3	4	5
18	My immediate supervisor gives me assistance when I need help	1	2	3	4	5
19	Working conditions in my university are comfortable	1	2	3	4	5
20	Opportunities for doing academic work in my university are adequate.	1	2	3	4	5
21	My job provides me with the opportunity to help others learn	1	2	3	4	5
22	I like the people with whom I work	1	2	3	4	5
23	My job provides limited opportunities for advancement	1	2	3	4	5
24	My students respect me	1	2	3	4	5
25	I am afraid of losing my current job	1	2	3	4	5
26	My immediate supervisor does not back me up	1	2	3	4	5
27	My job is very interesting	1	2	3	4	5
28	Working conditions in my university could not be worse	1	2	3	4	5
29	My job discourages originality	1	2	3	4	5
30	The administration in my university communicates its policies well	1	2	3	4	5
31	I never feel secure in my job	1	2	3	4	5
32	This job does not provide me the chance to develop new methods	1	2	3	4	5
33	My immediate supervisor treats everyone equitably	1	2	3	4	5
34	My colleagues stimulate me to do better work	1	2	3	4	5
35	My job provides an opportunity for promotion	1	2	3	4	5
36	I am responsible for planning my daily lessons	1	2	3	4	5

37	I am responsible for planning my academic work	1	2	3	4	5
38	Physical surroundings in my university are unpleasant	1	2	3	4	5
39	I am well paid in proportion to my ability	1	2	3	4	5
40	My colleagues are highly critical of one another	1	2	3	4	5
41	I do have responsibility for my job	1	2	3	4	5
42	My colleagues provide me with suggestions or feedback about my the way I perform	1	2	3	4	5
43	My immediate supervisor provides me with assistance for improving	1	2	3	4	5
44	I do not get cooperation from the people with whom I work	1	2	3	4	5
45	My job encourages me to be creative	1	2	3	4	5
46	My immediate supervisor is not willing to listen to suggestions	1	2	3	4	5
47	The income I receive from this job is barely enough to live on	1	2	3	4	5
48	I am indifferent toward my job	1	2	3	4	5
49	The work I do in this job is very pleasant	1	2	3	4	5
50	I receive too many meaningless instructions from my immediate supervisor	1	2	3	4	5
51	I dislike the people with whom I work	1	2	3	4	5
52	I receive too little recognition	1	2	3	4	5
53	My job provides a good opportunity for advancement	1	2	3	4	5
54	My interests are similar to those of my colleagues	1	2	3	4	5
55	I am not responsible for my actions	1	2	3	4	5
56	My immediate supervisor makes available the materials I need to do my best	1	2	3	4	5
57	I have made lasting friendships among my colleagues	1	2	3	4	5
58	Working conditions in my university are good	1	2	3	4	5
59	Opportunities provided for academic advancement in my university are good	1	2	3	4	5

60	My immediate supervisor makes me feel uncomfortable	1	2	3	4	5
61	My income is less than I deserve	1	2	3	4	5
62	I try to be aware of the policies at my university	1	2	3	4	5
63	When I do a good academic work, my immediate supervisor notices	1	2	3	4	5
64	My immediate supervisor explains what is expected of me	1	2	3	4	5
65	My job provides me with financial security	1	2	3	4	5
66	My immediate supervisor praises good work	1	2	3	4	5
67	I am not interested in the policies of my university	1	2	3	4	5
68	I get along well with my students	1	2	3	4	5
69	Pay compares with similar jobs in other sphere (public/private)	1	2	3	4	5
70	My colleagues seem unreasonable to me	1	2	3	4	5

## **APPENDIX D**

### **CONSENT FORM (RUSSIAN VERSION)**

**Университет Докуз Эйлюль**

**Программа MBA**

**Измир, Турция**

Уважаемый Респондент,

Эта анкета разработана для исследования удовлетворенности работой преподавателей среди государственных и частных Высших Учебных Заведений. Данная Вами информация поможет лучше понять аспекты удовлетворенности работой в обеих сферах. Так как Вы единственный, кто может дать точное представление о вашем рабочем опыте, Я прошу Вас ответить на вопросы открыто и честно.

Гарантирую строгую конфиденциальность Ваших ответов.

Благодарю за выделенное Вами время и сотрудничество. Я высоко ценю Вашу помощь и личный вклад в содействии данного исследования.

Искренне,

Кыял Молдокматова

## APPENDIX E

### DEMOGRAPHIC QUESTIONNAIRE (RUSSIAN VERSION)

#### ДЕМОГРАФИЧЕСКИЙ ВОПРОСНИК

Пожалуйста, заполните следующие данные:

1. Род Мужской \_\_\_\_\_ Женский \_\_\_\_\_
2. Возраст \_\_\_\_\_
3. Образование Неполное Высшее (Бакалавриат) \_\_\_\_\_  
Полное Высшее (Магистратура) \_\_\_\_\_  
Аспирантура \_\_\_\_\_ Другое \_\_\_\_\_
4. Отделение (в учебном заведении) \_\_\_\_\_
5. Звание \_\_\_\_\_
6. Количество проработанных лет в учебном заведении \_\_\_\_\_
7. Вид рабочего дня Неполный рабочий день \_\_\_\_ Полный рабочий день \_\_\_\_\_

## APPENDIX F

### JOB SATISFACTION QUESTIONNAIRE (RUSSIAN VERSION)

#### АНКЕТА ПО ПОКАЗАТЕЛЮ УДОВЛЕТВОРЕННОСТИ РАБОТОЙ

Следующие утверждения относятся к организационным факторам, которые могут повлиять на удовлетворенность работой. Данные факторы относятся к преподаванию и индивидуальному восприятию положения на работе. При оценивании обведите в кружок цифру, которая соответствует степени вашего согласия или несогласия с данным утверждением. Пожалуйста, дайте полную оценку.

- КЛЮЧИ:**
- 1. Категорически Не Согласен / Не Согласна**
  - 2. Не Согласен / Не Согласна**
  - 3. Среднее Отношение**
  - 4. Согласен / Согласна**
  - 5. Полностью Согласен / Полностью Согласна**

1	Моя работа обеспечивает мне возможность профессионального продвижения	1	2	3	4	5
2	Моя зарплата соответствует среднему уровню расходов	1	2	3	4	5
3	Моя работа дает возможность применения различных умений	1	2	3	4	5
4	Незначительный доход не соответствует уровню жизни моих потребностей	1	2	3	4	5
5	Мой (я) начальник (ца) настраивает преподавателей друг против друга	1	2	3	4	5
6	Никто не ценит мою работу	1	2	3	4	5
7	Моя работа в университете состоит из рутинной работы	1	2	3	4	5
8	Я не продвигаюсь по служебной лестнице	1	2	3	4	5

9	Условия работы в университете должны улучшаться	1	2	3	4	5
10	Условия выполнения академической работы должны улучшаться	1	2	3	4	5
11	Мой (я) начальник (ца) ценит мою работу	1	2	3	4	5
12	Меня ограничивают в принятии собственных решений	1	2	3	4	5
13	Мой (я) начальник (ца) вносит предложения по улучшению моей работы	1	2	3	4	5
14	Моя работа обеспечивает мне безопасное будущее	1	2	3	4	5
15	Я уверен (а) в своем успехе	1	2	3	4	5
16	У меня хорошие отношения с коллективом	1	2	3	4	5
17	Администрация моего университета не четко определяет свои направления	1	2	3	4	5
18	Мой начальник (ца) поддерживает меня, когда я нуждаюсь в помощи	1	2	3	4	5
19	Условия работы в моем университете хорошие	1	2	3	4	5
20	Условия выполнения академической работы соответствуют нормам	1	2	3	4	5
21	Моя работа обеспечивает возможность помогать учиться другим	1	2	3	4	5
22	Мне нравятся люди, с которыми я работаю	1	2	3	4	5
23	Моя работа дает ограниченные возможности для продвижения	1	2	3	4	5
24	Мои студенты уважают меня	1	2	3	4	5
25	Я боюсь потерять свою текущую работу	1	2	3	4	5
26	Мой(я) начальник (ца) не поддерживает меня	1	2	3	4	5
27	Моя работа интересная	1	2	3	4	5
28	Условия работы в моем университете не могут быть хуже	1	2	3	4	5
29	Моя работа не поощряет оригинальности	1	2	3	4	5
30	Администрация моего университета вполне следует своим направлениям	1	2	3	4	5
31	Я никогда не чувствую себя в безопасности на работе	1	2	3	4	5
32	Моя работа не дает мне возможности внедрять новые методы	1	2	3	4	5
33	Мой(я) начальник (ца) обращается со всеми одинаково	1	2	3	4	5



34	Мои коллеги дают стимул для улучшения моей работы	1	2	3	4	5
35	Моя работа обеспечивает возможность продвижения	1	2	3	4	5
36	Я несу ответственность при планировании ежедневных уроков	1	2	3	4	5
37	Я несу ответственность при планировании моей академической работы	1	2	3	4	5
38	Физическое окружение на работе неблагоприятно	1	2	3	4	5
39	Моя работа оплачивается в соответствии с моими способностями	1	2	3	4	5
40	Мои коллеги критично относятся друг к другу	1	2	3	4	5
41	Я несу ответственность за мою работу	1	2	3	4	5
42	Мои коллеги поддерживают меня предложениями и отношением к моей работе	1	2	3	4	5
43	Мой (я) начальник (ца) оказывает мне помощь в улучшении моей работы	1	2	3	4	5
44	Я не сотрудничаю с людьми, с которыми я работаю	1	2	3	4	5
45	Моя работа вдохновляет меня на творчество	1	2	3	4	5
46	Мой(я) начальник (ца) не хочет слушать предложения	1	2	3	4	5
47	Доход, приносимый моей работой достаточен для проживания	1	2	3	4	5
48	Я равнодушен (на) к своей работе	1	2	3	4	5
49	Работа, которую я делаю, приносит мне удовлетворение	1	2	3	4	5
50	Я получаю слишком много ненужных инструкций от моего(ей) начальника(цы)	1	2	3	4	5
51	Мне не нравятся люди, с которыми я работаю	1	2	3	4	5
52	Моя работа оценивается в недостаточной степени	1	2	3	4	5
53	Моя работа обеспечивает хорошую возможность для продвижения	1	2	3	4	5
54	Мои интересы совпадают с интересами моих коллег	1	2	3	4	5
55	Я не несу ответственности за свои действия	1	2	3	4	5
56	Мой(я) начальник(ца) предоставляет необходимые материалы для улучшения работы	1	2	3	4	5
57	Я установил (а) длительные дружеские отношения с моими коллегами	1	2	3	4	5

58	Мой университет предоставляет хорошие условия для работы	1	2	3	4	5
59	Мой университет предоставляет хорошие условия для выполнения академической работы	1	2	3	4	5
60	Мой(я) начальник (ца) заставляет чувствовать меня некомфортно на работе	1	2	3	4	5
61	Мои доходы ниже, чем я заслуживаю	1	2	3	4	5
62	Я пытаюсь быть осведомленным (ой) о направлении моего университета	1	2	3	4	5
63	Хорошо выполненная мной академическая работа отмечается руководством	1	2	3	4	5
64	Мой(я) начальник (ца) объясняет мне, что от меня требуется	1	2	3	4	5
65	Моя работа обеспечивает мне финансовую стабильность	1	2	3	4	5
66	Мой(я) начальник (ца) поощряет хорошо выполненную работу	1	2	3	4	5
67	Я не заинтересован (а) в направленности моего университета	1	2	3	4	5
68	У меня хорошие отношения со студентами	1	2	3	4	5
69	Оплата моей работы идентична с оплатой такой же работы в другой (частной / государственной) сфере	1	2	3	4	5
70	Мои коллеги относятся ко мне предвзято	1	2	3	4	5