The Impact of English as a Language of Instruction on Job Satisfaction of University Graduates[1]

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Abstract

The importance of job satisfaction is proven for both employee and employer sides. On employee side, being satisfied at work impacts many aspects of life including health, earnings and even relations with other people. On employer side, satisfied workers provide higher productivity and lower turnover which lead the firm to be more profitable. Bulk of the studies about job satisfaction aimed at exploring the determinants of job satisfaction. Yet, there is no study examining the impact of language of instruction at university on the job satisfaction of working graduates in the literature. This study, therefore, aims to explore the impact of non-mother tongue language of instruction, namely English, on the job satisfaction of economic and management graduates. For this purpose, a survey is conducted with a total number of 1305 of graduates of Anadolu University and Dokuz Eylul University in Turkey. According to both Logit and Probit estimation results, graduates from departments where the language of instruction is English are more likely to be satisfied compared to the graduates of Turkish language of instruction departments. Moreover, it is found that variables such as mismatch, wages, sex, working for public sector, and quality of life affect graduates' job satisfaction levels. Accordingly, mismatched graduates and women are less likely to be satisfied compared to adequately matched graduates and men, respectively. In addition, an increase in the wages and quality of life increases the satisfaction among graduates. Finally, it is found that people working in public sector are more likely to be satisfied compared to those working in other sectors.

Keywords: Language of instruction, job satisfaction, graduate education.

JEL Codes: A23, I21, J24, J28