

# Level of Job Satisfaction of School Teacher in private sector of Bahawalpur (Pakistan).

Waheed ul haq

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## Abstract

**Purpose:** The purpose of this study is to measure the level of job satisfaction of teachers in private sector of Bahawalpur (Pakistan) by discussing variables such as job satisfaction, Salary, Supervision, work load and School climate.

**Design/methodology/approach:** Being descriptive study, survey method was adopted for data collection to find out the factors. A sample of 105 private school teachers of Bahawalpur was selected for the survey. Data was analyzed by using Cronbach's Alpha, correlation and regression in SPSS software.

**Findings:** The independent variable salary and workload was largely correlated with dependent variable job satisfaction of teachers and supervision also correlated with dependent variable. While School climate have less influence on job satisfaction of teachers.

**Originality/value** – The paper reveals there is exist relationship between the job satisfaction of teachers and factors affecting in the private schools in Bahawalpur.

**Keywords:** level of job satisfaction of teachers, salary, supervision, workload, and school climate.

**Paper type:** Research paper

## 1. Introduction

Teachers are the most important group of professional for our nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their job. There is evidence indicating that most teachers in most school systems are not satisfied with their jobs, moreover, there is high turnover among the teachers. It is also evident that people join the teaching profession as the last resort when all efforts to get into other profession have failed. However, because of the central position teachers occupy in the educational system, the National Policy on Education throughout the world admits that no education system can rise above the quality of its teachers. The Policy, therefore, recommends some steps towards the enhancement of an efficient teaching profession. These include training and recruitment of more efficient teachers at primary, secondary and high school levels (Adepoju, 2001; Adeyoju,).

International research literature shows that the extent to which teachers are satisfied with their jobs and working conditions is likely to have significant consequences for the retention of teachers within the profession, for their approach to teaching, for the creation of collegial relations within a school, and for student outcomes (Crossman & Harris, 2006; Chaplain, 1995). There is now extensive international research in the area focussing on second-level as well as primary schools. The majority of articles explore the factors influencing the job satisfaction of teachers, with fewer focusing on school principals. Studies on teacher stress also abound (see Kyriacou, 2001). Existing studies on the job satisfaction and occupational stress of teachers focus on teacher background characteristics (age, gender, years of service, etc.) as well as workplace conditions (organisational culture, pupil behaviour, work-load, etc.). Higher levels of dissatisfaction with work and occupational stress have been associated with teacher performance, absenteeism and leaving the job (see Kyriacou, Kunc, Stephens & Hultgren, 2003)1999; Ajayi, 1999).

With regards to this, teachers feel frustrated and depressed and they also experience a feeling of lack of motivation and dissatisfaction (DeBruyne, 2001). Consequently, some teachers either quit the teaching profession for greener pastures while others consider this situation as part of their fate (DeBruyne, 2001). They remain in the teaching profession, but however, they demonstrate a lack of interest in their job, which can ultimately have adverse effects on student performance (DeBruyne, 2001). High rate of absenteeism among teachers also results which is a serious impediment to the delivery of education and learning (Tella et al., 2007). There are numerous factors which account for why primary school teachers are not satisfied with their job and what causes them to lack motivation. As per Norton and Kelly (1997) and Shann (1998), they include low salary,

no promotion, lack of communication, poor working environments and many more. Since teachers occupy a fundamental position in the primary education system, therefore, it is of utmost importance to cater for the needs of primary teachers and improve certain aspects of the teaching profession.

Teachers have a control on student's education (Oddenet *al*, 2004). Research conducted by Sanders (2000) uses diverse models to examine the student's success that depend upon type of school, strength of class and of teachers. This study shows that teachers are the most significant factor affecting the learning of individuals at school level. Sanders (2000) assured that value of teacher is the main reason influencing the educational development of student. Similarly, Teachers play an important role on students learning (Oddenet *al*, 2004). Griffiths, Gore, and Ladwig (2006) state that conviction has a large impact on teacher performance as compared to the knowledge of teacher and social and economic framework of school. The conception of teacher regarding the education and students affect the evaluation practices and satisfaction of student creates the greater opportunities for teachers (Remesal, 2011).

It is important to note that maintaining the provision of effective education at school requires a coordinated effort from all the bodies concerned. Among others, it demands the devotion of policy makers, administrators, teachers' associations, the parents, the students themselves, as well as members of the wider community. It requires the provision of effective facilities and spaces, and the training and assignment of qualified administrative and other support staff. However, while each of the mentioned groups has important contributions to make, providing effective learning environments in schools depends in particular on the skills, morale, knowledge and commitment of the teachers (Tekleselassie, 2005:618). Teachers are the most important resources in a school. They are the key figures for any changes (e.g., educational reforms) needed in schools. The provision of a high quality education system depends on high quality teachers (Jyoti & Sharma, 2009:52; Perie, Baker & The American Institute for Research, 1997). A high teacher morale, relevant subject knowledge, and the teachers' specialized teaching skills (pedagogical knowledge) are central to quality teaching and learning (Bolin, 2007:48).

High expectations from the various stakeholders of education, including students, parents, school and society at large and the various challenges that teachers have to face worsen the situation (Lumsden, 1998, quoted in DeBruyne, 2001).

## **2. Objective of the study**

The objective of this study is to measure the Job Satisfaction of School Teacher in private sector of Bahawalpur Pakistan by discussing variables such as job satisfaction, school climate, salary, supervision, work load.

## **3. Literature review**

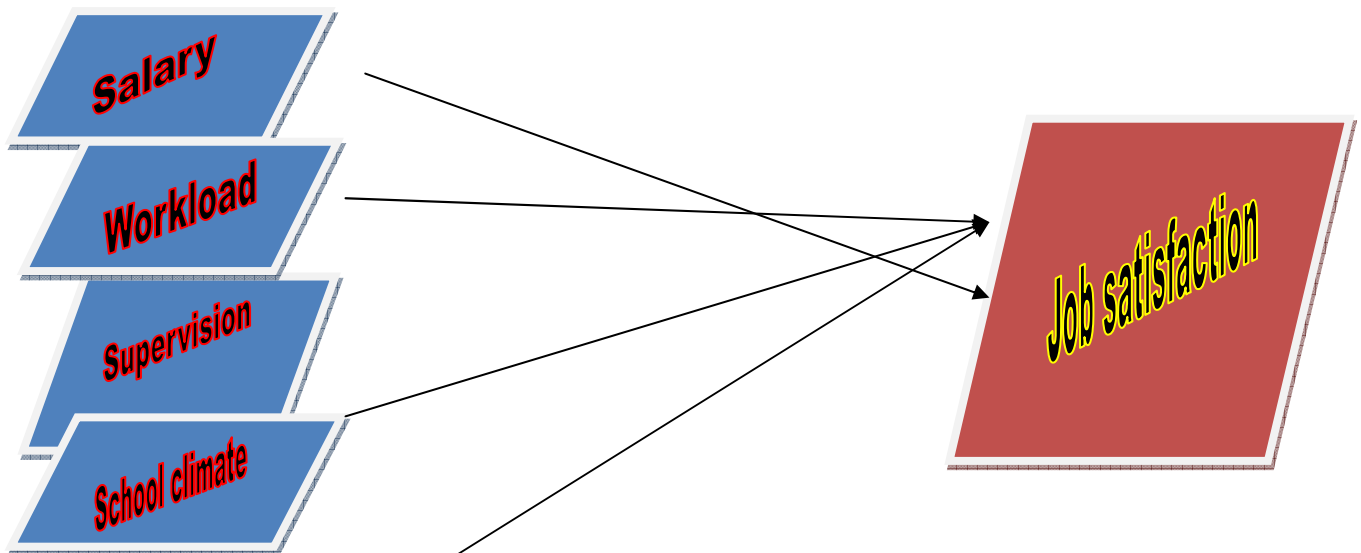
### **Job Satisfaction**

As with teachers, levels of job satisfaction are high among principals in Bahawalpur schools. Here we focus on identifying the factors associated with principals being 'very satisfied' with their job. In contrast to teachers, job satisfaction does not vary by gender among principals (Table 10). Job satisfaction does not vary by age but does vary by the length of time in the school. Satisfaction levels are highest among recently appointed principals, decline after three years but recover somewhat thereafter. While having previous experience as a school principal reduces stress levels, it is associated with lower levels of job satisfaction.

Teaching principals are much less satisfied with their job than administrative principals, being less than half as likely to describe them as 'very satisfied'. Having better administrative support significantly enhances job satisfaction. Job satisfaction does not vary by location or school size. However, it is influenced by school facilities, with lower levels of job satisfaction among principals who describe these facilities as 'poor' or only 'fair'. Again the disciplinary climate of the school emerges as important, with lower levels of job satisfaction among those in schools with more discipline problems. Principals are also less satisfied with their jobs where teachers are seen as less open to new developments and where teachers provide less help and support to their colleagues. Job satisfaction has been defined in various complimentary ways. According to Spector (1985, p. 693) job satisfaction is "employee attitudes, including pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, coworkers, nature of work, and communication". For the purposes of the current study, job satisfaction will be considered as the definition by Spector. According to Bavendam Research Incorporated (2000), job opportunities, stress, leadership, work standards, fair rewards, and adequate authority were contributing factors to teacher job satisfaction. Furthermore, Arani (2003) carried out a comparative study of secondary school teachers' job satisfaction in relation to their value orientation and school organizational climate in Iran and India. Of the variables selected for the study, teacher's job satisfaction is dependent variable

and teacher's value orientation, school organizational climate, gender, and age, subject of teaching, teaching experience, salary and type of school are independent variables. Findings of the study revealed that there is significant difference between government and private school teachers in their job satisfaction in both the countries. The study found that the most important values for Iranian teachers are health, knowledge, and family prestige and for Indian teachers are religion, democracy, and knowledge. Job satisfaction refers to the individual matching of personal needs to the perceived potential of the occupation for satisfying those needs (Kuhlen, 1963) while Price (2001) defined it in terms of the affective orientation that an employee has towards his or her work (Price, 2001). Extensive research has been conducted to measure and predict Job satisfaction (Okpara, 2004). However, recent focus is towards the dimension of job satisfaction now (George et al., 2008). According to different researches organizational commitment, which is the prime area of interest for many researchers, can be influenced affirmatively by job satisfaction (Ho et al., 2009).

#### 4. Theoretical Framework



The relationship between pay and job satisfaction seems to be dynamic in the field of school psychology, and the existing literature is inconsistent. Initially, satisfaction levels were thought to be positively correlated with pay (South, 1990). However, other studies have found no relationship between salary and job satisfaction (Brown et al., 1998). It must be emphasized that these results are from studies in America, where some SPs are placed on teacher pay scales and others are on administrative salary schedules. More recently, Corbin (2011) found that EPs were quite satisfied with the salary in the UK in LAs in England. While pay is an important source of motivation it is often downplayed in a teachers self-report of job satisfaction, extrinsic rewards are important for their symbolic value according to Bloom (2005).

##### **Workload**

Workload is a common problem for teacher to leave their jobs. Teachers are unable to pay attention on their job when they are involved in some extra school activities (Deakin, 2010). Work overload also consist of school duties performed outside the classroom, many teachers work more than 40 hours a week. Part-time agenda are more common among school teachers. Most teachers work during the summer. During the vacation break, those on the teacher may teach in summer classes, take other jobs, travel, or pursue personal interests (Ballet& Kelchtermans, 2008).

##### **Supervision**

The other factor assumed to be having impact on job satisfaction is effective supervision. There are proofs that supervisors do not judge the subordinates justifiably and impose personal liking and disliking in the rewards and punishments (Prendergast, 2002). The caliber of the leaders and supervisors has an effect on the working environment of the school (Sargent & Hannum, 2005). It is necessary to fetch professional and

competent persons in state of uncertainty to pool up the correct applier and they must be paid at supervisors'' judgment. On the other hand, in many jobs the judgment of supervisor is not the only yard stick to reward or punish the employees (Prendergast, 2002).

According to Bloom's model, the director's understanding of what supervisor relations appears to look like to their staff is also related to job satisfaction. Supervisor relations as defined by Bloom (2010) as, "Perceived quality and quantity of feedback, encouragement, and helpful support from a supervisor" (p. 18). Brook (2007) found a significant connection between a director's leadership styles as it relates to structure and task orientation and teacher's overall job satisfaction. Brook noted that when supervisors initiate structure, set goals, assist with problem solving, and provide social and mental support their teachers feel a lower amount of ambiguity and uncertainty and greater satisfaction with their jobs.

### **School climate**

School climate was found to have a strong impact on teacher and principal job satisfaction and occupational stress. In particular, the nature of the student intake (notably, behavior difficulties among pupils) was seen to pose challenges for teachers as well as principals. This pattern points to the need to provide teachers with behavior management skills through initial and continuing teacher education and to provide principals with appropriate professional development support in fostering a whole-school approach to dealing with pupil misbehavior. Previous research has shown that the quality of relations in the school has a significant impact on a range of student outcomes; including engagement; retention and performance (see Smyth et al., 2007).

This study highlights the importance of day-to-day interaction among the school partners – teachers, pupils, parents – in shaping teachers' own experiences. Promoting a positive school climate should therefore be considered a fundamental part of school development planning. Various researchers concluded that the concept is important and meaningful for understanding the employees' organizational behavior (Kallestad et al., 1998). Flynn and Tannenbaum (1993) stated that focusing on the organizational aspects of the climate would be helpful to get a better understanding of differences and similarities in the behavior of employees in public and private schools. School climate can be defined and conceptualized in many ways (compare Griffith, 1999; Kallestad et al., 1998).

The conceptualization of school climate that we use in this study is narrow and focuses on teachers' interactions with colleagues and middle managers, the managerial support they perceive, and their participation in decision making. Ingersoll (1996) has stated that cohesion and cooperation of teachers and managers in schools should not be seen as organizational conditions, but as outcomes [2]. Measuring the extent to which teachers perceive support and are involved in each-others' work sheds light on the quality of the school as well as on teachers' organizational behavior. To get a better understanding of the organizational behavior of teachers, we think that the following aspects of school climate are important: teachers' involvement with colleagues, the support teachers receive from middle managers, and the extent to which teachers participate in decision-making processes. Concerning the up-scaling operations that have taken place in senior secondary vocational education in The Netherlands, it is important to understand the extent to which teachers are involved in each-others' work. As publicly and privately funded schools differ in the manner and extent of contact between teachers, it is important to measure to what extent teachers are involved with each other. A second important aspect of school climate is how much support teachers receive from management. Perceived organizational support is the extent to which employees feel that the organization values their contribution and considers their wellbeing to be important (Wiesenberger et al., 1986).

By treating employees fairly, allowing them to contribute ideas and giving them support, employees get the feeling that they are making a difference. Finally, we measured teachers' participation in decision making. Participation of teachers in decision making is relevant as it may affect the educational quality and the relationships within schools. Teachers who are involved in decision making in the school perform better (Ingersoll, 1996). In addition, participating in decision making also contributes to the development of relationships within the organization and reduces the risk of tension. This risk especially reduced when teachers are given enough scope to contribute ideas and make decisions about educational content, the selection of students, whether students stay or transfer, about the socialization of students, and student behavior (Ingersoll, 1996).

### **5. Hypothesis**

*H1: there is positive relationship between supervision and job satisfaction of teacher.*

*H2: there is positive relationship between work load and job satisfaction of teacher.*

*H3: there is positive relationship between salary and job satisfaction of teacher.*

*H4: there is positive relationship between school climate and job satisfaction of teacher.*

### **6. Research Methodology**

### 6.1 Data collection

The respondents of the study are the private school teacher in Bahawalpur district (Pakistan). Conventionally, study (Nadeem et al, 2011) was conducted to evaluate the performance of teacher so teachers are selected as respondents due to convenience and get better results.

### 6.2 Sample size determination

In this research our sample size is 105. Simple random sampling was used to collect the data. Out of which 120 questionnaire, 105 questionnaires were received and are finally used for data analysis.

### 6.3 Research instrument

Data was collected by using questionnaire adopted from the study of (Nadeem et al, 2011). The questionnaire consists of 20 questions related to variables. The respondent of this study were asked to rate on five point Likert scale 1 being strongly agree and 5 being strongly disagree.

### 6.4 Data analysis

Data was entered, edited and analyze by using software SPSS version 16 and Microsoft excel by applying the following techniques; correlation and Regression etc.

#### Reliability

To check the internal reliability of the instrument, Cronbach's alpha was run. The value of Cronbach's Alpha comes to 0.813 which is above the standard value proposed by (Nunnally, 1978) of 0.70 this shows that our instrument is reliable and we can confidently apply different statistical tests and interpret the results with confidence.

### Correlation Analysis

	Job satisfaction of teacher (DV)	Salary (IV1)	Work load (IV2)	Supervision (IV3)	School climate (IV4)
Job satisfaction of teacher (DV)	1	.697**	.688**	.623**	.415**
	105	.000	.000	.000	.000
		105	105	105	105

Pearson correlation was run to check the relationship of variables with each other and whether any observed variable has perfect covariance with any other variables, which are observed in the study. From the table it is observed that all relationships were found significant. The correlation value of salary is .697 which shows that salary has large impact on job satisfaction of teacher. There is strong relationship between workload and job satisfaction of teachers with the correlation value 0.688 which is above 0.5 it shows that work load has great impact on performance of teachers as the work load increases teacher's performance decreases. Then come supervision having the correlation value 0.623 which shows that relationship exist between supervision and job satisfaction of teacher's. Supervision has impact on job satisfaction of teachers. School climate has correlation value 0.415 which shows that there is less influence of school climate on job satisfaction of teachers.

### Regression analysis

	R	R Square	Adjusted Square	Std. Error of the Estimate
1	.757 <sup>a</sup>	.673	.634	.43423

a. Predictors: (Constant), SAL, WRL, SPV, SCL

b. Dependent Variable: JOB\_SAT

As the table shows the model summary of in which the value of R is .757 which shows that there is strong correlation between independent and dependent variable. The value of R square is 0.673 which shows that model is good fit. Therefore our all alternative hypothesis are accepted with the significance value less than 0.05 which shows that all independent variables have great influence on dependent variable performance of teachers.

### ANOVA<sup>b</sup>



Model		Sum of Squares	Df	Mean Square	Mean Square	Sig.
1	Regression	158.783	5	31.557	128.092	.000 <sup>a</sup>
	Residual	55.187	231	.226		
	Total	213.970	223			

a. Predictors: (Constant), SAL, WRL, SPV, SCL

b. Dependent Variable: JOB\_SAT

The table shows that F significance is 0.000 which is less than 0.05 which shows all independent variables do a good job in explaining the dependent variable.

### Findings

The findings of this study indicate that there are various different factors that affect the job satisfaction of teachers'. Here the job satisfaction of teacher is measured in terms that how effectively and efficiently they perform their duties and responsibilities. So the first aspect of job satisfaction of teacher is salary that teachers receive as a result of providing their services. The study discovers that less the salary teachers receive less would be their job satisfaction. They would not be motivated enough to provide their services. So the salaries must be according to their duties and responsibilities which motivates or satisfy them, similar results were displayed by Kingdon and Teal (2006). The workload that has the negative impact on job satisfaction of teachers. As the workload increases the performance of teacher's decreases accordingly. The relationship between School climate and job satisfaction of teachers also positive.

### Conclusion

This study helps in understanding that how the salary, supervision, workload, and school climate affect the job satisfaction of teachers. The focus of the study was to examine the job satisfaction of teachers that is based on salary, supervision, workload, and school climate. The data was collected by the teachers of private school by adopted the questionnaire.

Three tests were applied Cronbach's Alpha, correlation and regression. Cronbach's Alpha shows that questionnaire is reliable. From the regression analysis it indicates that model is a good fit. By applying correlation technique all relationships were found significant. There is strong relationship between workload; supervision and salary with job satisfaction of teacher's .School climate have less influence on job satisfaction of teachers.

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