A Gender Based Study on Job Satisfaction among Higher Secondary School Heads in Khyber Pakhtunkhwa, (Pakistan)

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Abstract
The purpose of the study was to analyze and compare the job satisfaction with twenty dimensions of male and female higher secondary school heads in Khyber Pakhtunkhwa. A total of 108 higher secondary school heads were selected from eleven districts as sample through multi-stage sampling technique in which 66 were male and 42 were female. The study was descriptive in nature and therefore, quantitative and survey research design was used. A modified version of standardized tool "*Minnesota Satisfaction Questionnaire (MSQ)*" was used for data collection. Raw data was collected, organized, classified, tabulated, coded and analyzed. For statistical analysis, proper descriptive statistics i.e., mean, standard deviation, percentage and inferential statistics i.e., t-test were employed through statistical software SPSS version 17. The findings showed that on the whole, higher secondary school heads were found satisfied intrinsically and extrinsically with their job position except five dimensions i.e. ability utilization, supervision (HR), supervision (technical), school policies and working conditions. Furthermore, no significant difference was found between male and female higher secondary school heads' satisfaction with regard to intrinsic and extrinsic dimensions of their job position except ability utilization and compensation. Based on findings, it was suggested that Ministry of Education should formulate effective and productive policies favorable to the workforce of education department. Constructive and productive steps should be taken by the Ministry of Education, Government of Khyber Pakhtunkhwa and school administrators to ensure conducive working conditions by providing basic facilities and special budget. Technically supervision on the behalf of the district education officers may be conducted by ADEOs etc. who may properly train for dealing with public and handling the issues wisely.
Keywords: Gender Based Study, Job Satisfaction, Higher Secondary School Heads, Khyber Pakhtunkhwa

Introduction

The progress or downfall of the institutions is closely linked with the performance of the heads and employees of the institution. They can take the institutions towards prosperity with their hard work and determination or towards the downfall if their needs are not being identified and satisfied. Relevant Literature has identified various human resource management practices which are considered to be the best practices for retaining and motivating human capital in an institution. Besides rewards and recognition, there are some other facets which make the employees satisfied with their job. The head of an institute plays a vital role in the progress and development of an institution and truly proves themselves as good leader. The role of a leader in an organization is indeed very essential by keeping a vigilant eye on the performance of each and every individual. Good performance leads towards satisfaction, while problems like absenteeism and burnout show blunt demonstration of dissatisfaction. Ghazi (2012) commented in his research article that education system in Pakistan is undergoing a process of reforms. The government is concerned with improvement in the quality of education, increasing efficiency in the organizational structure, quality control and assurance (Jaffer, 2010). If educational reforms are successfully carried out then resultantly, the productive links between head teachers and the rest of the school community would be positively considered. In such a changing scenario, the school leaders would have to adapt themselves in getting the desired goals achieved. Similarly, they would have to prove themselves as productive agents of educational reforms initiated by the government. Further, they would enhance the level of their motivation with the tasks they are charged with if they are to survive a better professional life. In this way, they would get entire job satisfaction as well. As they are the first and major link between the government's policy reforms and its onward implementation and are, therefore, leading figures in the transformation process, therefore, it is imperative for them to be highly committed and satisfied.

The level of job satisfaction of an individual can be investigated and known by the structure of

organization of the entire education system. The structure of education system in Pakistan has become very amazing as it has been left neither fully centralized nor completely decentralized after passing the 18th amendment in July, 2011. Although the structure has totally been changed, yet, no research study has so far been found after the 18th amendment and change of educational organizational structure in Pakistan has become unclear. That is why, the researchers are always making efforts to analyze the research evidence on the job satisfaction level of the heads. As they are working in semi-centralized system of education in Pakistan in order to provide some scientific proof to the policy makers for the formulation of policies regarding levels of job satisfaction of the schools' educational heads, so that the educational institutions may get development in near future. A research study of Lambert, Paoline and Hogan (2006) disclosed that in highly centralized organization, the working people usually tend to be dissatisfied and uncommitted however, as per research study of Organ and Greene (1982) the case is totally the reverse/opposite with results.

A number of research studies have been conducted on job satisfaction in different context i.e., in education, engineering, medical, commerce, banking etc. In Pakistan, several studies have carried out on job satisfaction at secondary level but very few research work has been done on the level of job satisfaction of the schools' heads, particularly in Khyber Pakhtunkhwa. So the researcher developed and showed great interest to analyze and compare the levels of heads' job satisfaction at higher secondary level. In addition, the most convincing reason for conducting this research study was the principal researcher's self-interest in the problem because, being a school's head and facing the job satisfaction problem practically, to be carried out so that to identify the reasons of satisfaction and dissatisfaction of a job. As a head of the institute, the principal researcher is satisfied with some facets of the job related work while dissatisfied with some facets.

Review of Related Literature
Generally, Job Satisfaction is considered as the workers' positive attitude towards their jobs. The attitude of the workers towards their job is usually maintained by them with due respect for diversity in features of their job, social status and finally, their experiences in the same environment of their jobs. Although, sometimes this attitude can be negative towards work, yet this negativity is easily removed when the economic benefits, the social status, the job's own specific characteristics and the job expectations that the employees usually hope, are appropriate according to the desires of the employees. Positive attitudes of employees towards their job which lead them towards their experiences of a convenient and conducive work-environment is known as job satisfaction (Man, Modrak, Dima and Pachura, 2011). According to Ali, et al (2011), job satisfaction is taken to be a point of hot discussion by the researchers and scholars since long throughout the world. Further, this issue has critically got an enthusiastic attention of the researchers especially after the beginning of industrialization all around the world. Keeping its value in mind, it is applied by each and every organization these days. The education system all around the world has also been turned into a massive organization, where most of the population is adjusted with proper jobs. In the field of education, job satisfaction of teachers has been focused as a prime issue by the researchers who stress on making it a dynamic and efficient job. The job satisfaction of teachers particularly head teachers at secondary level is indeed of high significance. Like other levels of education, the value of secondary education cannot be underestimated. It is indeed essential to provide teachers with the all sorts of facilities so that they could get satisfaction with the status of their job.

Job satisfaction has been defined by different scholars. According to Spector (1997), job satisfaction is "the extent to which people like (satisfaction) or dislike (dissatisfaction) of their jobs". Worrell (2004) defines job satisfaction as "job satisfaction is work related positive affective reaction". Yunus (2008) states that "the job satisfaction is all a workers' emotional responses towards his organization and his job, when his expectations and realizations of these expectations are considered". Newstrom (2007), who interprets that "job satisfaction is a set of favorable or unfavorable feelings and emotions with which employees". Marczely and Marczely (2002) comments that although hygiene factors such as salary, fringe benefits, supervision style, working conditions, workplace climate, and policies are not in themselves motivators leading to job satisfaction, rather they are a prerequisite to motivational factors that lead to job satisfaction and good performance. In simple words, hygiene factors can be regarded as the ingredients of job satisfaction and therefore have to be taken care of in order to avoid dissatisfaction on behalf of the employees. Wage, salary or pay is considered a significant reward to motivate the workers and their behavior towards the goals of employer (Oshagbemi, 2000). Similarly, incentives are useful tools and mechanisms to generate positive attitude and motivate the employees towards working for the benefit of their employer (Robins et al., 2003).

Khalid and Irshad (2012) cited Oshagbemi (2000) that he found a statistically significant relationship between pay, rank of employees and their level of job satisfaction. The study of Grace and Khasla (2003), at Massachusetts higher education institution identified professional development and salary packages as the most important factors regarding job satisfaction. However, conversely, a survey conducted by Young et al., (1998) in the public sector failed to identify any significant relationship between pay and satisfaction. The meta-analysis study of Piccolo et al., (2010) concluded that in organizational psychology, less attention has been focused on

the relationship between salary level and job satisfaction. Judge et al. (2010) in their meta-analysis research, they suggest that within-studies level of pay bears a positive, but quite modest relationship to job and pay satisfaction. There is a little relationship between average pay in a sample and the average level of job or pay satisfaction. Job satisfaction is strongly related to opportunities for promotion (Peterson et al., 2003). This view is supported in the study conducted by Ellickson and Logsdon (2001) where satisfaction with promotional opportunities was found to be positively and significantly related to the job satisfaction of employees. The study of David and Wesson (2001) suggested that limited opportunities for promotion were common in public sector organizations thereby discouraging the qualified employees from remaining in the job. In Pakistan the job satisfaction at secondary school level was conducted by Mahmood (2004) and results show that secondary school teachers were not satisfied with compensation, advancement, and policies of education.

Abdullah, Uli and Parasuraman (2009) have argued that failure to obtain promotion is a blow to a man's self-respect from which it will arouse and cause dissatisfaction and also frustration in work. This study reveals that teachers in general are dissatisfied because of having no opportunities for promotion in teaching. Ayele (2014) stated that organizational policy and its administration have sound relation with the effectiveness of organization as well as employees' performance. As Bennell and Akyeampong (2007) noted lack of clear rules tend to generate conflict, power vacuum, and overlap and duplication of efforts. Therefore, organization policy and administration is focused on the feelings about the adequacy or inadequacy of organization's management. Khalid and Irshad (2010) revealed that employees of public sector organizations are more satisfied with job security as compared to their counterpart (Private sector organizations). Morris et al., (1993) reported that increases in job security will result in greater organizational commitment. Iverson (1996) also reached similar conclusion. Likewise, Rosenblatt and Ruvio (1996) also studied the effect of job insecurity on work attitudes of employees and found that job insecurity had adverse effect on organizational commitment and employee's performance. Furthermore, Ashford et al., (1989) examined the impact of job insecurity on job satisfaction, organizational commitment, and job performance and found that job insecurity leads to reduce job satisfaction in organizational commitment, but it has no significant impact on job performance. Volkwein and Parmley (2000) found that job insecurity had significant negative impact on job satisfaction while advancement had significant positive impact on job satisfaction. High relationship behavior of supervisors strongly influences and leave strong impact on job satisfaction (Graham and Messner, 1998). Packard and Kauppi (1999) found that employees with supervisors having democratic management styles experienced higher level of satisfaction as compared with autocratic leadership style. Working condition has sensible impact on an employee's job satisfaction because the employees prefer physical surroundings that are safe, clean, and comfortable for works (Robbins, 2005). Working condition is the factor that involve the physical environment of the job, amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place. If the working conditions of an institution/organization are conducive, its performance will improve dramatically (Leithwood, 2006). Aziz (2013) cited Luthans (2005) in her thesis that five factors of job satisfactions have been identified since long to represent the most important characteristics of a job about which employees have effective responses are, work, pay, promotion, supervision and coworkers.

Intrinsic factors are related to the psychological rewards which includes the opportunity and caliber to utilize one's ability, a sense of accepting and facing the challenges and achievement, receiving appreciation, positive recognition and caring treatment in a suitable manner. The psychological rewards can usually be determined by the actions and behavior of individual managers. It also refers to the motivation that is driven by an interest or enjoyment in the task itself and exists within the individual rather than relying on any external pressure (Kondalkar, 2007). Intrinsic satisfaction is usually based on receiving pleasure in an activity rather than working to expect an external reward. It is positively valued work outcomes that the individual receives directly as a result of task performance; they do not require the participation of another person or sources (Schermerhorn, et al., 2011). A number of authors strongly agreed on the phenomenon that having friendly and supportive colleagues contribute more to increase job satisfaction (Kreitner and Kinicki, 2001). According to Berta (2005), participants having lack of support from their fellow workers are likely to suffer more from job dissatisfaction. Another survey found that positive relationships with fellow workers enhance job satisfaction and high level of motivation on the one hand and pride for the job on the other. Empirical evidences indicate that good and friendly relationships with co-workers have consistently yielding significant effects on job satisfaction (Ting, 1997). Bad interpersonal relationships with coworkers are another reason of job dissatisfaction. Poor or unsupportive relationships and conflicts with colleagues and supervisors lead to negative psychological intensions resulting in job dissatisfaction (Belias and Koustelios, 2014).

According to Fisher and Ackerman (1998), recognition is a public expression of appreciation given by a group to individuals who undertake desired behaviors. Ali and Ahmed (2009) also confirmed the strong positive effects of rewards and recognition on job motivation and satisfaction. The same were applied with the findings of Katou (2008) who stated that motivation and job performance of employees can be increased considerably if more attention is given on employees' reward and their recognition, which means that lack of

appreciation and reward directly leads towards lack of job satisfaction and achieving of the desired goals. Volkewein and Zhou (2003) found that recognition, advancement, feelings of independence, and social and professional relationships with colleagues and supervisors had a significant positive role in leading the employees towards job satisfaction. It has also been pointed out by Saari and Judge (2004) that satisfaction with the nature of the work itself— which includes job challenge, autonomy, variety, and scope—best predicts the overall job satisfaction, as well as other important outcomes like employee retention. Raza, et al. (2015) found positive relationship of the four intrinsic facets of a job that is creativity, job security, responsibility and achievement with the job satisfaction of the employees. Tella, Ayeni and Popoola (2007) pointed out that job satisfaction is having a core relationship with several attitudes including attitudes about the job characteristics, compensation and benefits, status in society, social security, promotion opportunities, technological challenges and respect. Ali, et al. (2012) show that most of the elementary head teachers were slightly satisfied with respect to their promotion opportunity, formulation, awareness and implementation of education policy and salary packages. Further they found that they were satisfied with respect to the factors of the job i.e. ability utilization, achievement from their job, administrative activities, authority in the school, creativity in their profession, coworkers relations, independence in administration and teaching, moral values, recognition by the department, responsibility of job, security of job, social service, social status as head teacher, supervision regarding human relations, supervision regarding technical aspects, variety in tasks and working conditions of the institution.

Ghazi and Khan (2008) found in their research article that moral values and activity were the two aspects of job for which the head teachers showed the higher satisfaction while compensation, working conditions, social status, and school practices and policies were the facets of job which contributed to low satisfaction. Nguyen et al. (2013) found that significantly positive relationship between reward and recognition, satisfaction with supervision and the job characteristics. The empirical results of Anna and Konstantinos (2012) study revealed that remuneration/pay and recognition factors of the schools' heads scored 33.27 percent of the total sample, which leads towards dissatisfaction. Siddique, et al. (2002), while conducting a research study on job satisfaction level among the college teachers and found that the job satisfaction level of lecturers of public colleges in the Faisalabad city, Pakistan is absolutely not very encouraging. The results show that they were not fully satisfied with the aspects of job like existing pay scales, security of service, advancement, fringe benefits, and social status. Malik (2010) pointed out that faculty members of university of Baluchistan were generally satisfied with their jobs. Female faculty was, however, more satisfied than their male counterpart. The whole faculty was more satisfied with "work itself" and least satisfied with the "working condition" at their place of work. Aziz (2013) conducted a comparative study on public and private universities' teachers at Nowshera (KPK) and found that teachers, especially the male teachers of public sector universities were found highly satisfied with the facets of policies, advancement, social status, working conditions, compensation, security component, recognition, achievement and more academic freedom in designing policies and practices as compared to those working in the private sector universities. Similarly, Toker (2011) carried out an empirical study on job satisfaction in Turkey to evaluate the job satisfaction and found out that academicians showed the highest-level of overall job satisfaction in the country with the intrinsic factor of job like social status, social service, and ability utilization facets; whereas, within the extrinsic factor like compensation, supervision-technical, and supervision-human relations noted the lowest level of satisfaction. Resultantly, the academicians' job satisfaction should come from intrinsic factors to the work. At the same time, academicians would be expected to be extrinsically motivated by the factors such as salary, fringe benefits, and administrative features.

Statement of the Problem
The Level of job satisfaction of the employees working in any organization leads towards progress on the basis of their performance. The performance can either be satisfactory or unsatisfactory. The employees equally include even the heads of those organizations. Low level of job satisfaction of heads leads to the problems of unsatisfactory performance, inclination towards turnover, absenteeism and burnout of the heads of institutes if the intrinsic and extrinsic aspects of job satisfaction are not satisfactory. The present study, being a gender based in nature, focused on identifying the levels of job satisfaction amongst male and female heads of Government Higher Secondary Schools of Khyber Pakhtunkhwa in respect of two dimensions: i.e. intrinsic and extrinsic aspects of job satisfaction. These two dimensions of the job satisfaction were investigated through Minnesota Satisfaction Questionnaire (MSQ). So, the statement of the problem was designed as *"A Gender Based Study on Job Satisfaction among Higher Secondary School Heads in Khyber Pakhtunkhwa, Pakistan"*.

Purpose of the Study
The purpose of the study was to analyze and compare the intrinsic and extrinsic levels of job satisfaction of the heads working in Government Higher Secondary Schools of Khyber Pakhtunkhwa.

Hypotheses of the Study
The following null hypotheses were tested to achieve the objectives of the study.
H_o 1:   There might be no significant difference between male and female higher secondary school heads regarding intrinsic factors of job satisfaction.
H_o 3:   There might be no significant difference between male and female higher secondary school heads regarding extrinsic factors of job satisfaction.

Research Methodology
All the heads (Principals or Acting Principals) working in public higher secondary schools of Khyber Pakhtunkhwa constituted the population of the study. There were total 406 higher secondary schools, in which 265 were boys and 141 were girls' schools (EMIS, 2015). Due to financial constraints of the researchers and culture barriers, the study was delimited to only eleven districts out of 25 districts (44% of the total) of Khyber Pakhtunkhwa namely, Peshawar, Kohat, Bannu, Karak, D. I. Khan, Nowshera, Mardan, Swabi, Lakki Marwat, Tank and Haripur. In the current research study, multistage sampling technique was used for selecting sample. In educational research, multi-stage sampling technique is widely used all over the world as it is more convenient and authentic. In current study, the population was large and widely scattered and it was not possible for the researchers to draw sample through simple random sampling technique. Furthermore, the population was heterogeneous due to gender i.e., male and female respondents. That's why the researchers adopted multi-stage sampling technique for selecting sample. For this purpose, at first stage eleven districts out of 25 districts of Khyber Pakhtunkhwa were selected randomly as a primary sampling unit. At second stage, 75% of male and 75% of female higher secondary schools were selected from each district through stratified sampling technique as secondary sampling unit. At third stage, 65% male and 65% female higher secondary school heads were selected from each district as tertiary sampling unit. The total number of the sample was 108 in which 66 were male and 42 were female.

According to Zikmund, et. al, (2010), a survey is a research technique in which responses is collected through structured instrument from sample in some form or the behaviour of respondents is observed and described in some way. Similarly, Zikmund (2003) explained that surveys are usually used to collect quantifiable data from the respondents to measure, examine, analyze and generalize the findings and has become accepted as a scientific and accurate way of collecting data, even though some aspects of the survey might be qualitative. In the current study, quantitative and descriptive or survey research design was used. A modified version of standardized tool "Minnesota Satisfaction Questionnaire (MSQ)" developed by Weiss, Dawis, England, and Lofquist (1977) was used for data collection after formal permission from the author. Modifications in the standardized tool were made in the light of culture and social context of the population area. Minnesota Satisfaction Questionnaire (MSQ) is the most reputed tool for measuring job satisfaction and widely used to measure the employees' satisfaction with twenty different dimensions. According to Minnesota Satisfaction Questionnaire (MSQ), intrinsic facets of job satisfactions consist of thirteen in number namely: Authority, Ability Utilization, Activeness, Achievements, Co-workers, Creativity, Independence, Moral values, Recognition, Responsibility, Social Services, Social status and Variety; Whereas the extrinsic aspects of job satisfaction include seven areas namely: Advancement, School Policy, Compensation, Security, Supervision (HR), Supervision (Tech) and Working Condition. Obtaining both the extrinsic as well as intrinsic aspects of job satisfaction shall lead towards general job satisfaction. There were total 100 items in the original version of MSQ and each dimension had five items. But each dimension was reduced to only three items which were the most relevant in educational environment. Some wordings were changed i.e., "Activity" was changed to "Activeness", "Co-workers" were changed to "Colleagues", "Company" was changed to "School System", "boss" and "supervisor" were changed to "DEO/Director". Similarly, structure of the whole statement was rephrased to make it more understandable for the participants. The instrument has been designed on five Point Likert Scale i.e., Very Dissatisfied, Dissatisfied, Neutral, Satisfied, and Very Satisfied and were rated as 1, 2, 3, 4, and 5 respectively.
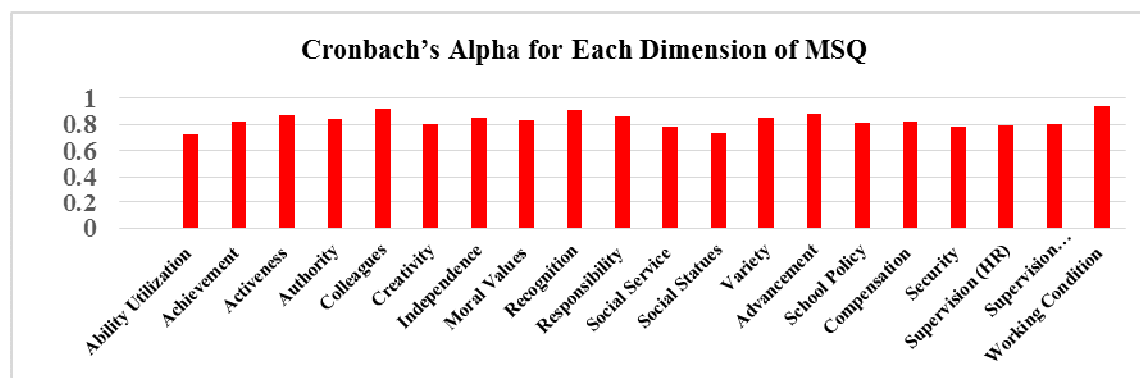
Original version of Minnesota Satisfaction Questionnaire (MSQ) is standardized tool having highly validity and reliability which is widely used by the researchers all over the world. But the researchers thought it better to modify MSQ based on social and culture context of the population area. So, after modifying the MSQ by the researchers, pilot study was conducted in 15 government higher secondary schools which were not included in the sample to remove the misconceptions and ambiguities of the items in modified Minnesota Satisfaction Questionnaire (MSQ). The researchers distributed Modified MSQ among 15 higher secondary school heads and their responses were gathered. Then final version of the modified questionnaire was developed in the light of suggestions given by the experts. Validity and reliability are the most crucial aspects of research instrument. Although Minnesota Satisfaction Questionnaire (MSQ) is highly validated and reliable tool but the researchers made some modifications in MSQ in the light of social and culture context of the population area so it was imperative to check again its validity

and reliability. Validity of the modified version of the questionnaire was checked by the panel of six experts having doctorate degrees in the relevant area. Further reliability of the modified questionnaire was checked by using Cronbach Alpha based on the information obtained through pilot testing. The average Reliability Coefficient of Modified MSQ was found to be 0.92. The individual Reliability Coefficient of twenty dimensions is given in the following table.

Table 01:

Average Internal Consistency Reliability (Cronbach's Alpha) of the Intrinsic and Extrinsic Factors of the Modified Minnesota Satisfaction Questionnaire (MSQ)

	Factors of Job Satisfaction	Number of Items	Cronbach's Alpha	Factor Number
Intrinsic Factors	Ability Utilization	03	0.901	Factor 01
	Achievement	03	0.931	Factor 02
	Activeness	03	0.917	Factor 03
	Authority	03	0.899	Factor 04
	Colleagues	03	0.932	Factor 05
	Creativity	03	0.896	Factor 06
	Independence	03	0.915	Factor 07
	Moral Values	03	0.923	Factor 08
	Recognition	03	0.906	Factor 09
	Responsibility	03	0.912	Factor 10
	Social Service	03	0.923	Factor 11
	Social Statues	03	0.933	Factor 12
	Variety	03	0.929	Factor 13
Extrinsic Factors	Advancement	03	0.932	Factor 14
	School Policy	03	0.923	Factor 15
	Compensation	03	0.927	Factor 16
	Security	03	0.912	Factor 17
	Supervision (HR)	03	0.924	Factor 18
	Supervision (Technical)	03	0.928	Factor 19
	Working Condition	03	0.938	Factor 20
Total		**60**	**0.920**	

Fig.1: Showing the Cronbach's Alpha for each Dimension of Minnesota Satisfaction Questionnaire

Data collection process was started in the month of April, 2016 and completed in the month of May, 2016. The researchers personally visited the respective samples higher secondary schools for data collection. Due to culture barriers, questionnaires were also emailed to some schools where the access of the researchers was not possible. Before data collection process, proper permission was sought from the participants of concerned schools and then they were explained the nature and purpose of the study. The researchers distributed 108 questionnaires among the participants and 98 responses were received. Thus response rate was 90.74%. For statistical analysis, proper descriptive statistics i.e., mean, standard deviation, percentage and inferential statistics i.e., t-test were employed through statistical software SPSS version 17. In addition, responses of the respondents were elaborated graphically for better understanding.

Results and Interpretation of Data

The purpose of the study was to analyze and compare the job satisfaction with twenty dimensions of male and female higher secondary school heads in Khyber Pakhtunkhwa (Pakistan). The study was descriptive in nature and survey research design was used. A modified version of standardized tool "Minnesota Satisfaction Questionnaire (MSQ)" developed by Weiss, Dawis, England, and Lofquist (1977) was used for data collection as research instrument. Raw data was collected, organized, classified, tabulated, coded, analyzed and interpreted. For statistical analysis, proper descriptive statistics i.e., mean, standard deviation, percentage and inferential statistics i.e., independent samples t-test were employed through statistical software SPSS version 17. The whole process is explained as under:
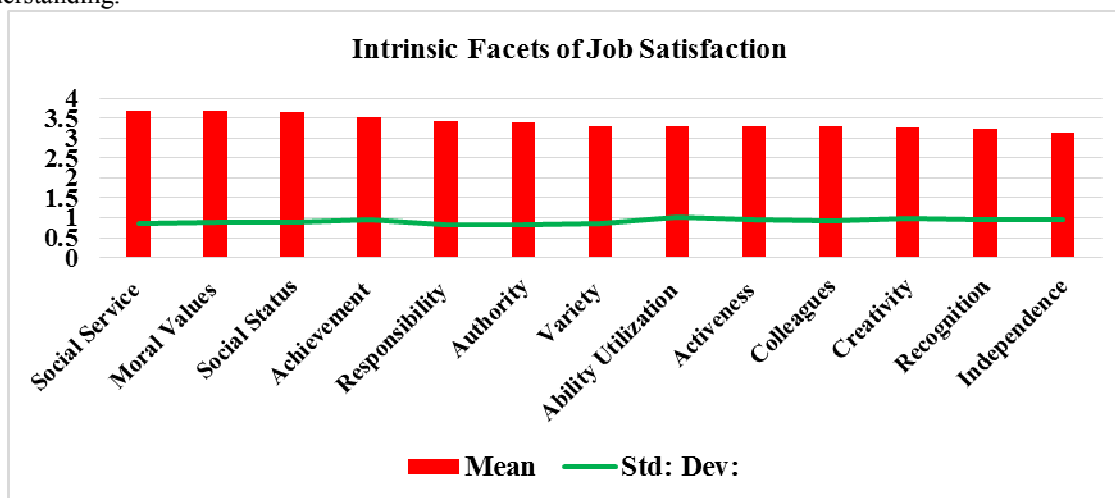
Results based on Descriptive Analysis of the Responses of Male Respondents
Table 02:
Cumulative Descriptive Analysis of Intrinsic Facets of Job Satisfaction of Male Sample

S. #	Intrinsic Facets of Job Satisfaction	n	Mean	Std: Dev:	Rank Order
1.	Social Service	61	3.68	0.87	1
2.	Moral Values	61	3.67	0.88	2
3.	Social Status	61	3.66	0.89	3
4.	Achievement	61	3.53	0.94	4
5.	Responsibility	61	3.43	0.81	5
6.	Authority	61	3.40	0.84	6
7.	Variety	61	3.31	0.87	7
8.	Ability Utilization	61	3.28	1.01	8
9.	Activeness	61	3.28	0.96	9
10	Colleagues	61	3.28	0.93	10
11.	Creativity	61	3.25	0.97	11
12.	Recognition	61	3.23	0.95	12
13.	Independence	61	3.14	0.94	13
Average		**61**	**3.40**	**0.91**	

Based on descriptive analysis, the table 2 indicates that overall male higher secondary school heads were satisfied with intrinsic dimensions of their job positon. The mean scores clearly indicate that all the male heads showed satisfaction with all the twenty dimensions of their job i.e., social service (mean=3.68, SD=0.87), moral values (mean=3.67, SD=0.88), social status (mean=3.66, SD=0.89), achievement (mean=3.53, SD=0.94), responsibility (mean=3.43, SD=0.81), authority (mean=3.40, SD=0.84), variety (mean=3.31, SD=0.87), ability utilization (mean=3.28, SD=1.01), activeness (mean=3.28, SD=0.96), colleagues (mean=3.28, SD=0.93), creativity (mean=3.25, SD=0.97), recognition (mean=3.23, SD=0.95), independence (mean=3.14, SD=0.94). The overall mean score (mean=3.40, SD=0.91) undoubtedly depicts that male higher secondary school heads were satisfied intrinsically with their job position. Further the results were described through bar graph for better understanding.
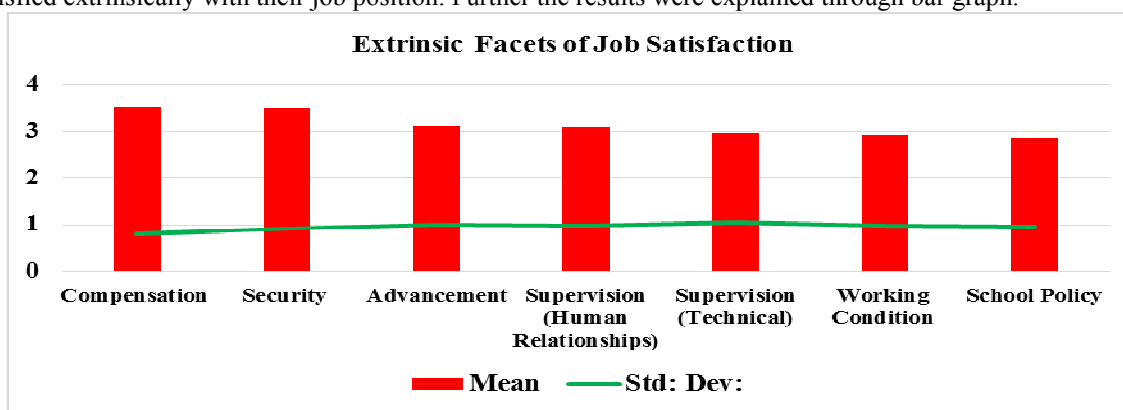

Fig. 2: Showing the mean and standard deviation of Intrinsic Facets of Job Satisfaction of Male respondents

Table 03:
Cumulative Descriptive Analysis of Extrinsic Facets of Job Satisfaction of Male Respondents

S. #	Extrinsic Facets of Job Satisfaction	n	Mean	Std: Dev:	Rank Order
1.	Compensation	61	3.52	0.80	1
2.	Security	61	3.50	0.90	2
3.	Advancement	61	3.12	1.00	3
4.	Supervision (Human Relationships)	61	3.10	0.97	4
5.	Supervision (Technical)	61	2.95	1.04	5
6.	Working Condition	61	2.92	0.97	6
7.	School Policy	61	2.85	0.96	7
Average		**61**	**3.14**	**0.95**	

Table 3 illustrates that on the whole male higher secondary school heads were satisfied with extrinsic dimensions of their job positon. In the light of descriptive analysis, it was found that all the male heads showed satisfaction with four extrinsic dimensions of their job i.e., compensation (mean=3.52, SD=0.80), security (mean=3.50, SD=0.90), advancement (mean=3.12, SD=1.00) and supervision (HR) (mean=3.10, SD=0.97) while they showed dissatisfaction with three dimensions i.e., supervision (technical) (mean=2.95, SD=1.04), school policy (mean=2.85, SD=0.96) and working condition (mean=2.92, SD=0.97). The overall mean score (mean=3.14, SD=0.95) unambiguously indicates that on the whole male higher secondary school heads were satisfied extrinsically with their job position. Further the results were explained through bar graph.

Fig. 3: Showing the mean and standard deviation of Extrinsic Facets of Job Satisfaction of Male respondents

Results based on Descriptive Analysis of the Responses of Female Respondents
Table 04:
Cumulative Descriptive Statistics of Intrinsic Facets of Job Satisfaction of Female Respondents

S. #	Intrinsic Facets of Job Satisfaction	n	Mean	Std: Dev:	Rank Order
1.	Social Service	37	3.99	0.79	1
2.	Social Status	37	3.89	0.82	2
3.	Colleagues	37	3.61	0.91	3
4.	Responsibility	37	3.57	0.75	4
5.	Authority	37	3.51	1.05	5
6.	Moral Values	37	3.50	0.88	6
7.	Activeness	37	3.39	0.98	7
8.	Achievement	37	3.34	1.18	8
9.	Creativity	37	3.30	0.92	9
10	Variety	37	3.15	0.96	10
11.	Independence	37	3.13	1.09	11
12.	Recognition	37	3.08	1.01	12
13.	Ability Utilization	37	2.83	0.90	13
Average		**37**	**3.41**	**0.94**	

In the light of descriptive analysis, the table 4 depicts that on the whole female higher secondary school heads were satisfied with intrinsic dimensions of their job positon. The mean scores clearly indicate that all the female heads showed satisfaction with twelve dimensions of their job i.e., social service (mean=3.99, SD=0.79), social status (mean=3.89, SD=0.82), colleagues (mean=3.61, SD=0.91), responsibility (mean=3.57, SD=0.75), authority (mean=3.51, SD=1.05), moral values (mean=3.50, SD=0.88), activeness (mean=3.39, SD=0.98), achievement (mean=3.34, SD=1.18), creativity (mean=3.30, SD=0.92),variety (mean=3.15,

SD=0.96), independence (mean=3.13, SD=1.09), recognition (mean=3.08, SD=1.01), and ability utilization (mean=2.83, SD=0.90). The overall average mean score (mean=3.41, SD=0.94) explicitly reveal that female higher secondary school heads were satisfied intrinsically with their job position. Moreover, the results were elaborated through bar graph for better understanding.
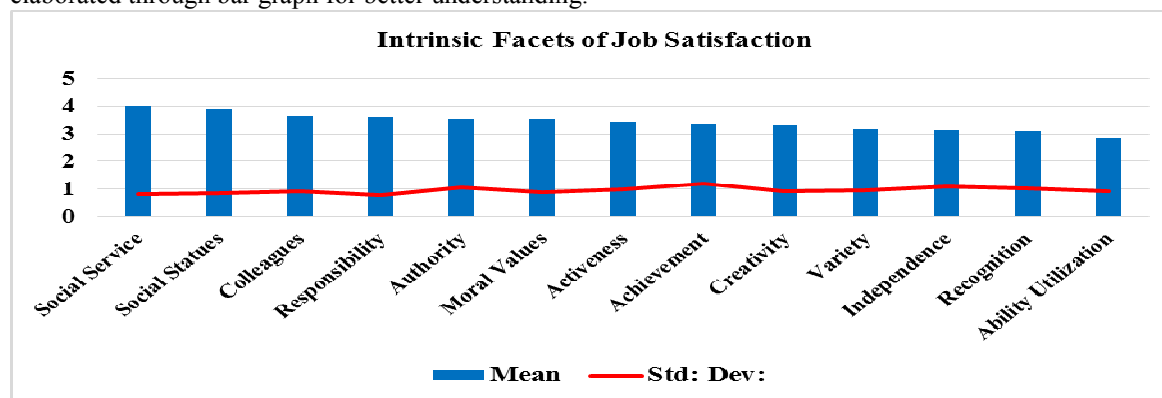

Fig. 4: Showing the mean and standard deviation of intrinsic Facets of Job Satisfaction of Female respondents

Table 05:
Cumulative Descriptive Statistics of Extrinsic Facets of Job Satisfaction of Female Respondents

S. #	Extrinsic Facets of Job Satisfaction	n	Mean	Std: Dev:	Rank Order
1.	Security	37	3.51	0.74	1
2.	Advancement	37	3.21	0.95	2
3.	School Policy	37	3.14	0.94	3
4.	Compensation	37	3.12	1.04	4
5.	Supervision (Technical)	37	3.08	0.89	5
6.	Supervision (Human Relationship)	37	2.90	1.10	6
7.	Working Condition	37	2.58	1.13	7
Average		**37**	**3.08**	**0.97**	

Table 5 indicates that on the whole female higher secondary school heads were satisfied with extrinsic dimensions of their job positon. In the light of descriptive analysis, it was found that all the female heads showed satisfaction with five extrinsic dimensions of their job i.e., security (mean=3.51, SD=0.74), advancement (mean=3.21, SD=0.95), school policy (mean=3.14, SD=0.94), compensation (mean=3.12, SD=1.04) and supervision (technical) (mean=3.08, SD=0.89) while they showed dissatisfaction with supervision (HR) (mean=2.90, SD=1.10) and working condition (mean=2.58, SD=1.13). The overall average mean score (mean=3.08, SD=0.97) clearly shows that on the whole female higher secondary school heads were satisfied extrinsically with their job position. Further the results were clarified through bar graph.
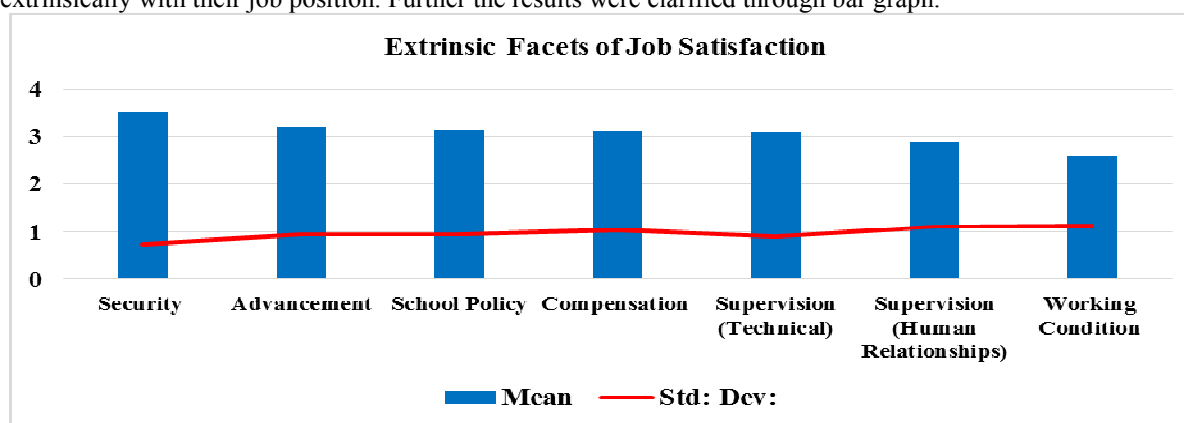

Fig. 5: Showing the mean and standard deviation of extrinsic Facets of Job Satisfaction of Female respondents

Table 06:
Cumulative Comparison of Descriptive and Inferential Analysis of Male and Female Respondents Regarding Job Satisfaction

S. #	Dimensions of Job Satisfaction	Gender	n	Mean	St. Dev.	t-test	p-value
1.	Ability Utilization	Male	61	3.28	1.01	**2.226***	**0.022**
		Female	37	2.83	0.90		
2.	Achievement	Male	61	3.53	0.94	**0.880**	**0.381**
		Female	37	3.34	1.18		
3.	Activeness	Male	61	3.28	0.96	**-0.546**	**0.587**
		Female	37	3.39	0.98		
4.	Authorities	Male	61	3.40	0.84	**-0.571**	**0.569**
		Female	37	3.51	1.05		
5.	Colleagues	Male	61	3.28	0.93	**-1.717**	**0.089**
		Female	37	3.61	0.91		
6.	Creativity	Male	61	3.25	0.97	**-0.252**	**0.806**
		Female	37	3.30	0.92		
7.	Independence	Male	61	3.14	0.94	**0.48**	**0.962**
		Female	37	3.13	1.09		
8.	Moral Values	Male	61	3.67	0.88	**0.927**	**0.356**
		Female	37	3.50	0.88		
9.	Recognition	Male	61	3.23	0.95	**0.740**	**0.461**
		Female	37	3.08	1.01		
10	Responsibility	Male	61	3.43	0.81	**-0.853**	**0.396**
		Female	37	3.57	0.75		
11.	Social Service	Male	61	3.68	0.87	**-1.769**	**0.080**
		Female	37	3.99	0.79		
12.	Social Statues	Male	61	3.66	0.89	**-1.277**	**0.205**
		Female	37	3.89	0.82		
13.	Variety	Male	61	3.31	0.87	**0.849**	**0.398**
		Female	37	3.15	0.96		
14.	Advancement	Male	61	3.12	1.00	**-0.440**	**0.661**
		Female	37	3.21	0.95		
15.	School Policy	Male	61	2.85	0.96	**-1.461**	**0.147**
		Female	37	3.14	0.94		
16.	Compensation	Male	61	3.52	0.80	**2.139***	**0.035**
		Female	37	3.12	1.04		
17.	Security	Male	61	3.50	0.90	**-0.057**	**0.955**
		Female	37	3.51	0.74		
18.	Supervision (HR)	Male	61	3.10	0.97	**0.940**	**0.349**
		Female	37	2.90	1.10		
19.	Supervision (Technical)	Male	61	2.95	1.04	**-0.632**	**0.529**
		Female	37	3.08	0.89		
20.	Working Condition	Male	61	2.92	0.97	**1.580**	**0.116**
		Female	37	2.58	1.13		

*Significant   df =96   table value of at 0.05= 1.985

Table 6 indicates that there is no significant difference between male and female higher secondary school heads' levels of job satisfaction except ability utilization (t=2.226, p=0.022) and compensation (t=2.139, p=0.035) dimensions in which male were found more satisfied as compared to female heads. In eighteen dimension of job satisfaction, both male and female showed equal satisfaction i.e., achievement (t=0.880, p=0.381), activeness (t=-0.546, p=0.587), authorities (t=-0.571, p=0.569), colleagues (t=-1.717, p=0.089), creativity (t=-0.252, p=0.806), independence (t=0.480, p=0.962), moral values (t=0.927, p=0.356), recognition (t=0.740, p=0.461), responsibility (t=-0.853, p=0.396), social service (t=-1.769, p=0.08), social status (t=-1.277, p=0.205), variety (t=0.849, p=0.398), advancement (t=-0.440, p=0.661), school policy (t=-1.461, p=0.147), security (t=-0.057, p=0.955), supervision human relation (t=0.940, p=0.349), supervision technical (t=-0.632, p=0.529) and working condition (t=1.580, p=0.116).

Results Based on Hypotheses Testing
H$_o$ 1:
There might be no significant difference between male and female higher secondary school heads' regarding intrinsic factors of job satisfaction.
Table 07:
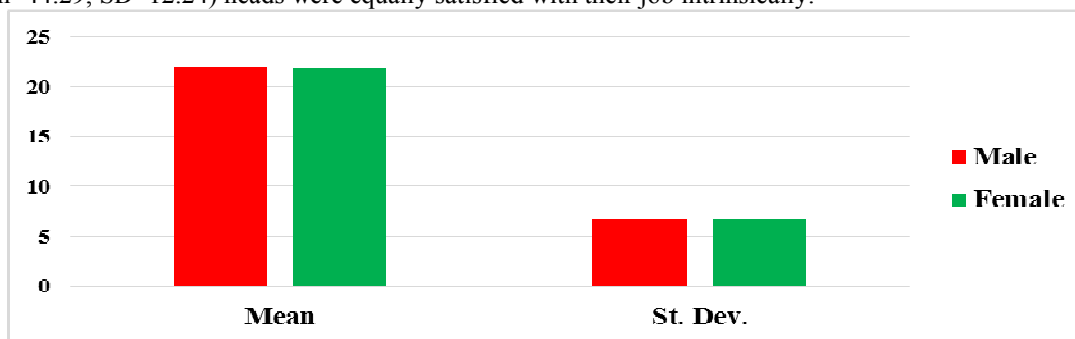**Showing the difference between intrinsic factors of job satisfaction of male and female Higher Secondary School Heads**

Gender	n	Mean	St. Dev.	SE	Mean Diff:	t-value	p-value
Male	61	44.14	11.86	2.50	-0.15	-0.060	0.952
Female	37	44.29	12.24				
Non-Significant		**df = 96**			**table value of t at 0.05 = 1.985**		

The statistical analysis of table 7 indicates that the calculated value of t was found to be -0.060 which is considered statistically non-significant (p>0.05) because this computed value of t is less than its tabulated value at 0.05 level of significance. Therefore, the null hypothesis "*There might be no significant difference between male and female higher secondary school heads regarding intrinsic factors of job satisfaction*" was accepted. Furthermore, descriptive analysis clearly reveals that male (mean=44.14, SD=11.86) and female (mean=44.29, SD=12.24) heads were equally satisfied with their job intrinsically.

Fig.6: Showing the mean and standard deviation of male and female higher secondary school heads' intrinsic level of Job Satisfaction

H$_o$ 2:
There might be no significant difference between male and female higher secondary school heads regarding extrinsic factors of job satisfaction.
Table 08:
Showing the difference between extrinsic factors of job satisfaction of male and female Higher Secondary School Heads

Gender	n	Mean	St. Dev.	SE	Mean Diff:	t-value	p-value
Male	61	21.96	6.64	1.40	0.42	0.301	0.764
Female	37	21.54	6.79				
Non-Significant		**df = 96**			**table value of t at 0.05 = 1.985**		

The statistical result of table 8 depicts that the calculated value of t was found to be 0.301 which is considered statistically non-significant (p>0.05) because this calculated value of t is less than its tabulated value at 0.05 level of significance. Therefore, the null hypothesis "*There might be no significant difference between male and female higher secondary school heads regarding extrinsic factors of job satisfaction*" was accepted. Further descriptive analysis indicates that male (mean=21.96, SD=6.64) and female (mean=21.54, SD=6.79) heads were equally satisfied with their job extrinsically.
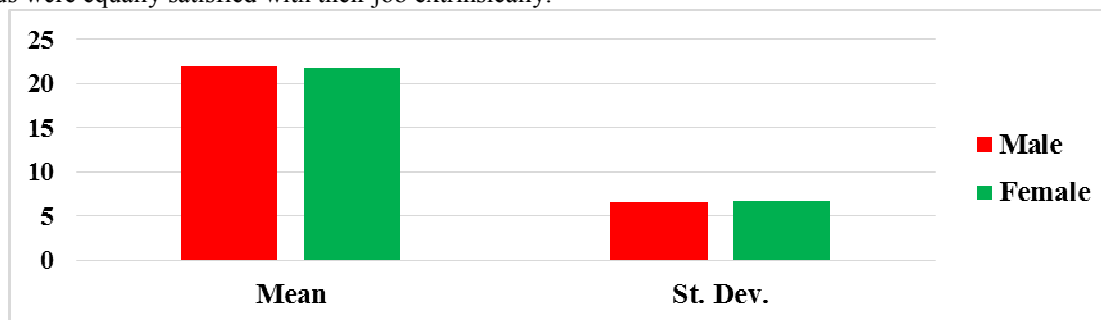
Fig.7: Showing the mean and standard deviation of male and female higher secondary school heads' extrinsic level of Job Satisfaction

Discussion

The current research study was conducted to investigate and analyze the intrinsic and extrinsic facets of job satisfaction of male and female heads working in government higher secondary schools of Khyber Pakhtunkhwa. In current research study, survey design was used for gathering the required information and responses from the respondents. A modified version of *Minnesota Satisfaction Questionnaire (MSQ)* was distributed among 108 heads working at higher secondary level in eleven districts of Khyber Pakhtunkhwa and 98 responses were received. Data was collected through personal visits and also through email. In order to get maximum responses from the respondents, the researchers tried their best and they conducted follow up study, contacted the respondents through telephone and email and thus succeeded in getting high response rate i.e., 90.74%. Data was analyzed on the basis of frequency distribution, percentage, mean, standard deviation and inferential statistical tool i.e., independent samples t-test.

The results of the current study revealed that on the whole higher secondary schools' heads were satisfied with their job position intrinsically and extrinsically. They were found satisfied with all thirteen intrinsic dimensions i.e., authority, ability utilization, activeness, achievements, co-workers, creativity, independence, moral values, recognition, responsibility, social services, social status and variety. Similarly, they were also found satisfied with four extrinsic dimensions i.e., security, compensation, advancement, supervision (HR) while they were found dissatisfied with three dimensions like supervision (technical), school policy and working conditions. While investigating job satisfaction of male heads, the study revealed that on the whole, they were found satisfied in intrinsically and extrinsically with their job position. They were found satisfied with all intrinsic dimensions of their job position. On the contrary, they showed satisfaction with four extrinsic dimensions i.e., compensation, security, advancement, supervision (HR) while they showed dissatisfaction with three extrinsic dimensions i.e., supervision (technical), school policy and working conditions. In the same way, female higher secondary school heads were found satisfied intrinsically and extrinsically with their job position. They showed satisfaction with all intrinsic dimensions of their job position except ability utilization. On the other hand, extrinsically, they were found satisfied with five dimensions i.e., compensation, security, advancement, supervision (technical) except supervision (HR) and working conditions.

Based on overall results of the current study, it was come to surface that respondents were dissatisfied with five dimensions out of twenty i.e., ability utilization, supervision (HR), supervision (technical), school or education polices and working conditions. Likewise, Ghazi (2004) and Mahmood (2004) reported that policies are least contributors to satisfaction level. Iqbal et al, (2011) concluded that the secondary school teachers showed slight satisfaction with the fundamental eight dimensions of a job i.e. ability utilization, advancement, education policies, independence, compensation, creativity, recognition and working condition. Ali (2011) found that the whole academic and administrative staff of elementary education shows satisfaction with the dimension's responsibility, security, authority, recognition, achievement and variety and low satisfaction with the dimensions of independence, creativity and ability utilization. Further he found that they were not satisfied with three dimensions of job i.e. advancement (promotion to higher level), education policies and compensation (salary package and other financial benefits). It clearly shows that the findings of these research studies conducted support the results of current study in many dimensions but it contradicts in some dimensions i.e., supervision (HR), supervision (technical), advancement, compensation and working condition.

In any organization, working conditions are the most crucial and have a positive effect on the job satisfaction of workforce. According to Robbins (2005), working condition has sensible impact on an employee's job satisfaction because the employees prefer physical surroundings that are safe, clean, and comfortable for works (Robbins, 2005). Working condition is the factor that involve the physical environment of the job: amount of work, facilities for performing work, light, tools, temperature, space, ventilation, and general appearance of the work place. If the working conditions of an organization are conducive, its performance will improve dramatically (Leithwood, 2006). The results of the current study indicate that higher secondary school heads were not satisfied with the working condition and have negative effects on their job positon and performance. Majority of the heads reported that there is lack of basis facilities which is an obstacle in smooth running of the school. The reasons of dissatisfaction with working condition may be insufficient facilities like, unavailability of electricity, lack of furniture, poor system of sanitation, lack of water facility, no boundary walls, lack of teaching staff, no advance library etc. The findings also support the results of Mahmood (2004) who found that respondents were not satisfied with the working condition. Similarly, Ali (2011) reported that whole academic and administrative staff of elementary education were dissatisfied with the working condition. Likewise, Green (2000) who found that the chairpersons experienced the least satisfaction with policies and working conditions.

Performance and productivity of the employees can be increased by paying due respect and attention to workers and their needs. The findings of the current study revealed that higher secondary school heads were dissatisfied with supervision (human relations) and supervisions (technical). The results are consistent with Toker (2011) who found that respondents showed lowest level of satisfaction with extrinsic factors like

Compensation, supervision-technical, and supervision-human relations. The findings contradict with the findings of (Ghazi, 2004 and Mahmood, 2004) who found that majority of the respondents showed satisfaction with supervision (human relations) and supervision (technical). On the other hand, Ghazi et al, (2010) reported that teachers were neutral with supervision (technical).

The development of an organization depends upon its effective planning and policies. According to Ayele (2014), organizational policy and its administration have sound relation with the effectiveness of organization as well as employees' performance. The findings of the current research study revealed that higher secondary school heads were not satisfied with school policies which have negative effects on teachers and school performance. The results support the findings of Mahmood (2004) who reported that secondary school teachers were less satisfied with educational policies. In the same way, the findings support the results of Green (2000) who found that the chairpersons experienced the least satisfaction with policies. Ghazi (2004) explored that government policies do not seem to be in the favor employees. Further he reported that freezing of house rent, stoppage of advance increments and move-over in service, appointments of non-departmental officers, scrutiny committees, army surveys, contract basis appointments, new dismissing rules, privatization of institutions, political involvement, change of curriculum and evaluation system without proper guidance were the man causes of low satisfaction.

According to Grace and Khala (2003), salary packages as the most important factor regarding job satisfaction. Wage, salary or pay is considered a significant reward to motivate the workers and their behavior towards the goals of employer (Oshagbemi, 2000). The results of current study revealed that higher secondary school heads were satisfied with the dimension of compensation of their job position. They were found satisfied with their salary packages and other remunerations. The findings contradict with Ali (2011) who found that academic and administrative staff were not satisfied with their advancement and compensation. Similarly, the study of David and Wesson (2001) reported that opportunities for promotion were common in public sector organizations thereby discouraging the qualified employees from remaining in the job.

Investigating difference between male and female higher school heads regarding levels of job satisfaction with respect to intrinsic and extrinsic dimensions, the finding revealed that male and female higher secondary school heads showed equal satisfaction with intrinsic and extrinsic facets of their job satisfaction except two dimensions i.e., ability utilization and compensation where male heads were found more satisfied as compared to female heads. The findings agree with the results of Oshagbemi (2000, 2003) who investigated that gender has no effects on job satisfaction of university teachers directly. Likewise, Koyuncu et al. (2006) also reported that there was no significant difference in job satisfaction of male and female professors. In the same way, Ali and Akhter (2009) reported that there was no significant difference between the views of male and female faculty members. On the other hand, Ghazi (2004) who found that female head teachers scored more than the male. Similarly, Mahmood (2004) found that female respondents were more satisfied with job as compared to male respondents. Ali et al. (2011) found that there was a significant difference of job satisfaction between male and female secondary school teachers. Likewise, investigating difference of job satisfaction between male and female principals, Brogan (2003) reported that there was a significance difference between the job satisfaction of male and female principals, male principals enjoyed a higher level of satisfaction than females. In the same way, Newby (1999) found that both male and female principals were satisfied with their jobs, however female principals were more satisfied than the male.

Conclusions
Based on statistical analysis, findings and discussion, the following conclusions were drawn:
1. On the whole, higher secondary school heads were found satisfied intrinsically and extrinsically with their job position. They were found satisfied with the all intrinsic dimensions of their job position. On the other hand, they were found satisfied with extrinsic dimensions i.e., security, compensation, advancement, supervision (HR) and found dissatisfied with two dimensions like school policy and working conditions while they didn't respond about supervision (technical).
2. On the whole, male higher secondary school heads were found satisfied intrinsically and extrinsically with their job position. They were found satisfied with all intrinsic dimensions of their job position. On the other hand, they were found satisfied with extrinsic dimensions i.e., compensation, security, advancement, supervision (HR) while they were found dissatisfied with three extrinsic dimensions i.e., supervision (technical), school policy and working conditions.
3. On the whole, female higher secondary school heads were found satisfied intrinsically and extrinsically with their job position. They were found satisfied with all intrinsic dimensions of their job position except ability utilization. On the other hand, they were found satisfied with five extrinsic dimensions i.e., compensation, security, advancement, supervision (technical) except supervision (HR) and working conditions.
4. On the whole, no significant difference was found between male and female higher secondary school

heads' satisfaction with regard to intrinsic and extrinsic dimensions of their job position. However, in case of ability utilization and compensation dimensions of job satisfaction, male higher secondary school heads were found more satisfied than female heads.

Recommendations

Based on findings and conclusions, the following recommendations were made:

1. Although the findings reveal that on the whole, the higher secondary school heads were satisfied intrinsically, extrinsically and generally with their job position. However, effective and productive actions should be taken by the Ministry of Education, Government of Khyber Pakhtunkhwa to maintain and enhance the level of satisfaction of all the workforce at each level.

2. Ministry of Education should formulate effective and productive policies favorable to the workforce of education department. Furthermore, all the stakeholders should be taken into confidence especially teachers, heads and administrators for recommendations purposes during the process of policy formulation.

3. Constructive and productive steps should be taken by the Ministry of Education, Government of Khyber Pakhtunkhwa and school administrators to ensure conducive working conditions by providing basic facilities i.e., electricity, clean drinking water, boundary wall, sanitation system, furniture, science laboratory, computer laboratory, library, competent teaching staff, playground etc. In addition, special financial budget should be reserved for the provision of basic facilities in order to improve the working conditions.

4. As it was come to light that higher secondary school heads were not satisfied with supervision (technical) therefore, it is recommended that a technical supervisory support should be provided on priority basis to enhance their level of satisfaction.

5. Although the outcomes of the study reveal that higher secondary school heads were satisfied with compensation and advancement, however, they should be given special salary package, incentives, fringe benefits, handsome DA/TA allowances to enhance their level of satisfaction. In addition, proper time scale should be announced and implemented immediately for their rapid promotion so that they may feel satisfaction and able to perform their duties effectively and successfully.

6. Lack of coordination between district education officers and heads of the schools has mostly been observed. In this connection, it is suggested that proper schedule of compulsory weekly or monthly meetings with the heads of schools may be issued by the district education officers in the beginning of each academic session. Minutes of all these meetings may be shared with all high ups and heads of the schools as stakeholders. Technically supervision on the behalf of the district education officers may be conducted by ADEOs etc. who may properly train for dealing with public and handling the issues wisely.

7. This study was carried out at higher secondary schools in Khyber Pakhtunkhwa. So, it is recommended that such type of study may be conducted at elementary, secondary and tertiary level in Khyber Pakhtunkhwa. Furthermore, such type of study may be conducted in other provinces of Pakistan.

8. As the current research study was carried out only in public sectors higher secondary schools, therefore, it is suggested that this type of study may be conducted in private sector higher secondary schools of Khyber Pakhtunkhwa to analyze the job satisfaction of private school heads to find out the difference in their level of job satisfaction.

9. Furthermore, a comparative study of public and private higher secondary school heads may be conducted to analyze and compare their level of job satisfaction in twenty dimensions in Khyber Pakhtunkhwa and other provinces of Pakistan.

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