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Job Satisfaction of Teachers at Secondary School Level

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Abstract

Teaching is a dignified, splendid, distinguished and noble profession. No doubt that the effectiveness and success in the teaching-learning process can be influenced by the satisfaction level of teachers.

This study investigates the satisfaction level of secondary school teachers in Pakistan. Two-hundred secondary school teachers were selected through stratified proportionate random sampling technique as the sample of the study.

A questionnaire consisting of seventeen questions was developed by the researchers. Data analysis was done by using SPSS version 15. Mean and t-test were used for this purpose. It was concluded that the teachers are not satisfied with their salaries, grades and promotion procedure but they feel satisfied with the job security and are satisfied that they have adopted a noble profession.

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Job Satisfaction of Teachers at Secondary School Level

Keywords: Job Satisfaction, Secondary School Teachers, noble profession, job security.

Introduction

Satisfaction in life plays a crucial role for a happy, blooming and successful life. Hartog and Oosterbeek (1998) concluded that highly educated people bear low level of overall satisfaction in life as compared to the people having intermediate level of education.

Job satisfaction is a combination of all the encouraging and/or inauspicious impressions of an employee about his/her works/job. Satisfied employees have optimistic, constructive and encouraging opinion and mind-set about their job (Rocca & Konstanski, 2001; Dessler, 2005).

Gary (1996) has highlighted two different features of job satisfaction “facet satisfaction and overall satisfaction”. Here facets include promotion, recognition, etc., and the overall job satisfaction is the computed degree of satisfaction obtained by the collection of different components.

Tsigilis et al., (2006) said that job satisfaction of employees helps to manipulate a variety of features about their work that may include competency and output.

Several factors play their role to generate satisfaction: salary, work places, leadership and management styles, promotion, and other colleagues (Williams and Sandler, 1995; DeVane and Sandy, 2003). Lise & Judge (2004) predict that accomplishment of organizational objectives largely depends on the contentment and satisfaction of their labor force. Saiyadain (1998) has reported that age, gender, qualification, income and job experience play a crucial role in the job satisfaction of workers.

Din, Zaman & Nawaz (2010) have conducted a research on academicians in the universities of Khyber Pakhtoonkha, Pakistan to assess the impact of demographic variables on their job-satisfaction and have observed that senior teachers are more satisfied as compared to the junior teachers. Academicians in private sector were seen to be more satisfied than the academicians of the public sector. Male teachers were more satisfied as compared to female teachers. Clark, 1997 reported that women have better and significantly higher degree of job satisfaction as compared to men.

Clark, Oswald and Warr (1996) reported that married workers have better job satisfaction as compared to unmarried workers. Ubom (2001) wrote that inducements such as pay and rewards have no effect upon teacher job satisfaction. Whawo (1993) states that inherent factors develop

higher level of needs among teachers. That gives teachers greater prospects, accountability, power to influence as well as make them self-sufficient.

The Focus of This Study

The main aim of the present study is to explore the level of job satisfaction among the teachers at the secondary school level in Pakistan.

Population and Sampling

All the teachers at the secondary school level in district Gujrat, Pakistan were considered as the population for the study. 200 teachers were selected from the entire population through stratified proportionate random sampling technique as the sample of the current study.

Tool of the Study and Pilot Study

A questionnaire consisting seventeen questions constructed on five point Likert scale (Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree) was developed by the researchers to test the degree of job satisfaction of teachers. Pilot testing was done on a small scale of population.

To check the validity of the tool, experts' opinion was sought out. Modifications and amendments were made according to their suggestions. The reliability of the research tool was checked with the help of Cronbach's Alpha on SPSS version 15.0. The Degree of reliability was 0.89.

After this, data was collected by the personal visit to the schools by the first mentioned researcher of this article.

With the completion of data collection, process data was coded as 1= Strongly Disagree, 2= Disagree, 3= Undecided, 4= Agree and 5= Strongly Agree and a SPSS data sheet was prepared.

Data Analysis and Discussion

Table 1: Overall Analysis of Teachers' Job Satisfaction

| Variables | N | Mean | Standard Deviation | Std. Error Mean |
|---------------------|----------|-------------|---------------------------|------------------------|
| Salary satisfaction | 200 | 1.81 | 1.468 | .104 |

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| | | | | |
|--|-----|------|-------|-------|
| Interested in doing Job with more income | 200 | 3.79 | 1.303 | .092 |
| Satisfaction about physical facilities | 200 | 1.95 | 1.219 | .086 |
| Job timings | 200 | 3.60 | 1.134 | .080 |
| Job Security | 200 | 3.57 | 1.007 | .071 |
| Grad Satisfaction | 200 | 2.43 | 1.365 | .097 |
| Satisfaction about Promotion procedure | 200 | 2.29 | .990 | .070 |
| Good terms with Colleagues | 200 | 2.96 | 1.414 | .100 |
| Behavior of Administration | 200 | 1.68 | .807 | .057 |
| Free Communication with Higher Authorities | 200 | 1.75 | .880 | .062 |
| Cooperation by the People Ready to Learn | 200 | 3.40 | 1.070 | .076 |
| Social status within the group | 200 | 3.26 | 1.521 | .108 |
| Satisfaction as Adopted a Noble Profession | 200 | 3.83 | 3.100 | .219 |
| Feel Happy to introduce him/herself as a Teacher in Public Gathering | 200 | 3.15 | 1.458 | .103 |
| Joined This Profession because you Love the profession | 200 | 3.28 | 1.464 | .103 |
| Do Justice with the profession | 200 | 4.24 | .595 | .042* |
| Love for professional development | 200 | 2.73 | 1.418 | .100 |

*p<.05

Table 1 shows the analysis of teachers' job satisfaction under certain variables. The results showed that teachers are not satisfied with their salary status, grades, and facilities available at work places, promotion procedure and behavior of administration. They claim that they do not

feel easy to communicate with the higher authorities. They are interested in getting some other job with higher income. They, however, feel that they have job security and are satisfied with their work schedules. Teachers remained undecided about certain variables such as social status within the group, introduction as a teacher in public gathering. They state that they joined the profession because they love to be teachers.

Table 2: Gender Based Analysis of Teachers' Job Satisfaction

| Variables | Gender | N | Mean | Std. Deviation | t. value | p. value |
|--|--------|-----|------|----------------|----------|----------|
| Salary Satisfaction | Male | 100 | 1.92 | 1.390 | -3.202 | .112 |
| | Female | 100 | 2.47 | 1.479 | | |
| Interested in doing Job with more income | Male | 100 | 3.64 | 1.375 | -1.580 | .116 |
| | Female | 100 | 3.93 | 1.217 | | |
| Satisfaction about physical facilities | Male | 100 | 2.01 | 1.275 | .695 | .488 |
| | Female | 100 | 1.89 | 1.163 | | |
| Job timings | Male | 100 | 3.36 | 1.159 | -3.054 | .003** |
| | Female | 100 | 3.84 | 1.061 | | |
| Job Security | Male | 100 | 3.43 | 1.018 | -.491 | .624 |
| | Female | 100 | 3.49 | 1.000 | | |
| Grad Satisfaction | Male | 100 | 2.30 | 1.040 | -1.297 | .196 |
| | Female | 100 | 2.45 | 1.623 | | |
| Promotion Satisfaction | Male | 100 | 2.12 | .795 | -2.458 | .015* |
| | Female | 100 | 2.46 | 1.132 | | |
| Terms with Colleagues | Male | 100 | 2.82 | 1.410 | -1.404 | .162 |
| | Female | 100 | 3.10 | 1.411 | | |
| Behavior of Administration | Male | 100 | 1.70 | .823 | .350 | .727 |
| | Female | 100 | 1.66 | .794 | | |

| | | | | | | |
|--|--------|-----|------|-------|--------|----------|
| Free communication with Authorities | Male | 100 | 1.81 | .950 | 1.045 | .297 |
| | Female | 100 | 1.68 | .803 | | |
| Cooperation by the people ready to learn | Male | 100 | 3.30 | 1.078 | -1.324 | .187 |
| | Female | 100 | 3.50 | 1.059 | | |
| Social status within the group | Male | 100 | 2.59 | 1.450 | -6.925 | .0001*** |
| | Female | 100 | 3.93 | 1.281 | | |
| Satisfaction as adopted a noble profession | Male | 100 | 3.86 | .853 | .159 | .874 |
| | Female | 100 | 3.79 | 4.312 | | |
| Feel happy to Introduce as a teacher | Male | 100 | 2.94 | 1.340 | -2.004 | .046* |
| | Female | 100 | 3.35 | 1.546 | | |
| Joined because Love the profession | Male | 100 | 3.06 | 1.462 | 2.145 | .033* |
| | Female | 100 | 3.50 | 1.439 | | |
| Justice with the profession | Male | 100 | 4.26 | .597 | .474 | .636 |
| | Female | 100 | 4.22 | .596 | | |
| Love for professional development | Male | 100 | 2.78 | 1.418 | .548 | .584 |
| | Female | 100 | 2.67 | 1.433 | | |

***p<.001, **p<.01, *p<.05

Table 2 shows gender based analysis of the variables of job satisfaction of the teachers. Results show that females are more satisfied with the job timings, more cooperative with the people, ready to learn, more satisfied with their social status within the group as compared to the male teachers and they claim that they have joined the profession because they love the profession. Other than these, there is no significant difference observed in the opinions of male and female teachers.

Table 3: Analysis of Teachers' Job Satisfaction Based upon Marital Status

| Variables | Marital Status | N | Mean | Std. Deviation | t. value | p. value |
|-----------------------------------|----------------|-----|------|----------------|----------|----------|
| Salary Satisfaction | Married | 106 | 2.15 | 1.459 | -.961 | .337 |
| | Unmarried | 94 | 2.35 | 1.479 | | |
| Interested in doing Job with more | Married | 106 | 3.71 | 1.359 | -.892 | .373 |

| | | | | | | |
|--|-----------|-----|------|-------|--------|-------|
| income | Unmarried | 94 | 3.87 | 1.238 | | |
| Satisfaction about physical facilities | Married | 106 | 1.88 | 1.160 | -.895 | .372 |
| | Unmarried | 94 | 2.03 | 1.282 | | |
| Job timings | Married | 106 | 3.46 | 1.148 | -1.835 | .068* |
| | Unmarried | 94 | 3.76 | 1.104 | | |
| Job Security | Married | 106 | 3.45 | 1.043 | -.181 | .856 |
| | Unmarried | 94 | 3.48 | .970 | | |
| Grade Satisfaction | Married | 106 | 2.48 | 1.382 | .824 | .411 |
| | Unmarried | 94 | 2.34 | 1.348 | | |
| Promotion Satisfaction | Married | 106 | 2.25 | .964 | -.677 | .499 |
| | Unmarried | 94 | 2.34 | 1.022 | | |
| Terms with Colleagues | Married | 106 | 2.99 | 1.464 | .324 | .746 |
| | Unmarried | 94 | 2.93 | 1.362 | | |
| Behavior of Administration | Married | 106 | 1.66 | .827 | -.364 | .716 |
| | Unmarried | 94 | 1.70 | .787 | | |
| Free communication with Authorities | Married | 106 | 1.81 | .906 | 1.133 | .259 |
| | Unmarried | 94 | 1.67 | .847 | | |
| Cooperation by the people ready to learn | Married | 106 | 3.39 | 1.065 | -.185 | .854 |
| | Unmarried | 94 | 3.41 | 1.082 | | |
| Social status within the group | Married | 106 | 3.07 | 1.520 | -1.928 | .055 |
| | Unmarried | 94 | 3.48 | 1.501 | | |
| Satisfaction as adopted a noble profession | Married | 106 | 3.99 | 4.148 | .801 | .424 |
| | Unmarried | 94 | 3.64 | 1.148 | | |
| feel happy to Introduce as a teacher | Married | 106 | 3.14 | 1.463 | -.036 | .971 |
| | | 94 | 3.15 | 1.459 | | |
| joined because Love the profession | Married | 106 | 3.42 | 1.407 | 1.487 | .138 |
| | Unmarried | 94 | 3.12 | 1.516 | | |

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|-----------------------------------|-----------|-----|------|-------|-------|------|
| Justice with the profession | Married | 106 | 4.24 | .561 | -.104 | .917 |
| | Unmarried | 94 | 4.24 | .634 | | |
| Love for professional development | Married | 106 | 2.85 | 1.399 | 1.317 | .189 |
| | Unmarried | 94 | 2.59 | 1.432 | | |

*p<.05

Table 3 shows the analysis of the variables of job satisfaction of teachers relating to their marital status (married and unmarried). Unmarried teachers claimed more satisfaction about job timings. Other than that, no significant difference was observed between married and unmarried teachers.

Conclusions

Following were the conclusions based on data analysis.

1. Teachers are not satisfied with their salary status.
2. Teachers are not satisfied with their grades and physical facilities available to them at work places.
3. Teachers feel that the procedure of their promotion is not smooth.
4. Teachers are not satisfied with the behavior of higher administration and they claim that they do not feel easy to communicate with the higher authorities on the affairs related to their job.
5. Teachers are interested to do some other job which will bring higher income.
6. Majority of the teachers feel job security and are satisfied with their schedule of working hours.
7. They are satisfied that they are doing justice to their profession and they feel good and satisfied that they have adopted teaching profession.
8. Teachers remained unsure about certain variables such as their social standing within the group, and introduction as a teacher in public gathering. They love to be teachers, seek professional development and cooperate with the attitude of willingness to learn.
9. Female teachers are more satisfied with the job timings, show more cooperation with the people, ready to learn, more satisfied with their social status within the group as compared to the male teachers and claimed that they have joined the profession because they love the profession.
10. Unmarried teachers are more satisfied with their job timings as compared to married teachers.

Recommendations

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The salary and pay grades of secondary school teachers should be revised. The procedure of in-service promotion of teachers should be smooth and transparent and the higher administration should maintain constructive, positive and practical relationship with the teachers and must involve them in the affairs related to their jobs.

By implementing these suggestions it would be possible to improve the satisfaction level and the morale of the teachers to make them more effective and good teachers in the field.

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