

## **A Study of Teachers` Job Satisfaction at Provincial Government and Federal Government (Cantt/Garrison) Middle Schools.**

**\*Najam ul Hassan, \*\*Ms, Amir Bano**

**\*\*\*Dr, Saeeda Mengal**

**\*\*\*\*Ms, Palwasha Tareen**

### **Abstract**

*This study is basically about teachers` job satisfaction at middle school level. In this study, the researcher tried to find the key issues facing by the teachers at school level. In this regard a questionnaire of round about thirty questions was prepared. Questionnaire comprised of all main issues facing by the teachers. The population of my study comprised of all teachers working in middle schools at Quetta city. The key variables of this study are salary, working environment, workload, relations with colleagues and boss, social status etc. The researcher has selected fifty teachers from provincial schools and fifty teachers from federal schools. The researcher has used Minnesota teacher job satisfaction questionnaire for his study. Pre-testing was done from ten teachers from each department. Chi-square test was used for data analysis. Respondents from each school were selected randomly. Null hypothesis rejected which shows that there is no association between salary structure and teachers` job satisfaction.*

**Keywords:** job satisfaction, working environment, workload, stress, salary, relationship with colleagues and boss etc.

---

\* M.Phil Scholar Balochistan Study Center, University of Balochistan.

\*\* Assistant Professor, IER, University of Balochistan

\*\*\* Assistant Professor, History, Department University of Balochistan

\*\*\*\* M.Phil Scholar

## **Introduction**

The role of teacher in any society has a lot of importance. The teacher plays a vital role for the development of students` mental and educational backgrounds. Teachers work according to given curriculum to cope with educational needs. Teachers` satisfaction with their profession put a lot of impact on results. A satisfied teacher will automatically work hard to put his/her hand for the development of educational system. Anderson (2001) argued that satisfaction of occupation is a positive or pleasurable state occurring as a result of the motivation of one's work or business experience. Anderson (2001) distinguished that the definition fuses both comprehension and influences. Along these lines, Anderson accepts that employment fulfillment comes about because of transaction of comprehension, and influence, or put in an unexpected way; musings and sentiments.

Robbins (2005) and Anderson (2001) affirm each other by characterizing that employment fulfillment is an accumulation of sentiments of an individual towards his or her occupation. Abnormal state of employment fulfillment originates from positive sentiments towards the occupation and low level of occupation fulfillment originates from negative emotions towards it. In this manner work fulfillment is an aftereffect of the general reaction for an occupation. Hewstone and Stroebe (2001) expressed employment fulfillment as a viable response to an occupation that outcomes from the officeholder's correlation of genuine results with those that are coveted. In such manner, execution at work requires that an individual's desires and goals as far as reward contemplations and satisfaction needs be met. On the off chance that these necessities are satisfied, representatives will be happy with the result of the occupation and more prominent fulfillment would by and large persuade workers in playing out their assignments all the more proficiently, hence bringing about an expansion in the association's profitability.

In Pakistan as a whole, particularly in Balochistan, there is lack of interest in teachers toward their profession. Mostly young teachers are trying to leave this profession. They believe that there is no future for them in this profession. Mostly they blame government and lack of facilities in the profession. Schmidt (2007) stated that occupation satisfaction insinuates an individual's perception of the level of interest of a job if both positive

and negative results are weighed up against each other. It is a brimming with feeling reaction to a work that results from the individual's examination of the genuine results with those that are pined for, anticipated or justified. Luthans (2005) expressed that, work, pay, advancement, supervision and colleagues are the real determinants of occupation fulfillment. Work fulfillment is worried with a few demeanors including mentalities about the occupation attributes, remuneration and advantages, status, government managed savings, progression openings, innovative difficulties and regard.

Various studies completed by researchers have affirmed that reward and acknowledgment are rare with regards to the essential instructive part. Additionally, as a large portion of the educators' work is being completed inside the dividers of shut classrooms, instructors regularly get themselves segregated from others with no support from companions and bosses. Because of such authoritative structure, instructors don't get proper criticism from others and frequently think that it's difficult to cooperate in order to enhance their work. As per Frase (1992) numerous educators leave instructing inside the initial three years of work as a consequence of these conditions. Chiefs along these lines need to discover approaches to hold educators in the calling and keep them persuaded and in the meantime advance fulfillment. Concentrates on have indicated decently convincingly that instructors are inspired more by characteristic than by outward rewards. Minister and Erlandson (1982) Did a review which found that educators recognize their necessities and measure their occupation fulfillment by components, for example, support in basic leadership, utilization of esteemed aptitudes, flexibility and autonomy, challenge, articulation of innovativeness, and open door for learning. In a study directed by Brodinsky and Neill (1983), a larger part of school managers (and instructors) referred to three approaches that successfully enhanced spirit and propelled their staffs: shared administration, in-administration training, and orderly and steady assessment.

As a teacher, it can convey much fulfillment to see understudies grow new aptitudes and capabilities and make progress as far as learning. Be that as it may, it might disappoint when one is managing unmotivated or rude understudies. All the time, instructors must adapt to rowdy conduct and savagery in the schools. Instructors may encounter worry in managing vast

classes, overwhelming workloads, or old schools that are keep running down and need numerous cutting edge offices. Responsibility models additionally may build stretch levels, with educators anticipated that would deliver understudies who can display acceptable execution on government sanctioned tests in center subjects. Numerous instructors are likewise disappointed by the absence of control they have over what they are required to educate.

The qualities, states of mind, desires and conduct pretty much shared by the individuals from a school group are for the most part alluded to as school atmosphere. A positive school atmosphere assumes an imperative part in cultivating educators' execution, scholastic accomplishment of understudies and school inspiration. A positive school atmosphere supports an air of trust and common regard amongst each and everybody in the school. Educators might want to work in schools where they can feel great with their associates and the school authority. In this manner, making a solid school environment for everybody starts by supporting sound connections among the staff. Solid connections create an atmosphere helpful for trustworthiness, open correspondence, and hazard taking (Ames & Mill operator, 1994). In a genuine learning group, agreeable learning and common regard are anticipated from personnel and in addition understudies. Building up a steady school environment expands self-regard and accomplishment (Cantwell, 2003).

**Hypothesis:** The following hypotheses are used in this research.

**H1:**The poor salary structure makes both the provincial and federal government teachers dissatisfied with this profession.

**H2:**Heavy workload makes the teachers dissatisfied with this profession.

## **Literature Reviews**

Job satisfaction comes from many aspects like pay, working environment, relations with colleagues, facilities in the field etc. Farmer (1985) argued that job satisfaction is related to many factors like gender, race, ethnicity, age, ability, personal characteristics etc. personal characteristics mean academic qualification, self-esteem, values, and attitudes etc. beside all these there are some other factors like environmental factors which include relationship with boss, attitude of

colleagues, family relations etc. unlike others farmer established a framework that occupy both sexes. Farmer argued that background of any individual has a lot of impact on job satisfaction. In this regard independence has major impact. Farmer is highly impressed with gender factor. In this sense he concluded that females are more satisfied than males.

Ting (1997) founded that different characteristics like payment, use of skills, relationship with higher authorities, relationship with colleagues, task performance are most important on job satisfaction. Facilities at work also bring confident and motivational aspects in teachers.

Ahmad, Raheem and Jamal (2003) founded in their study that female teachers enjoy more satisfaction than male and married teachers enjoyed more satisfaction than unmarried ones. Similarly they founded that government teachers are more satisfied than private teachers.

Noll (2004) founded that school environment, teachers` relationship with their administration, working conditions and motivations are the key factors on job satisfaction.

Huang (2005) explained that job satisfaction is related to personal experience of a person in the profession. Experience may have different perspective. It may be positive, negative, specific or general. Personal values of a person are the mirror of job satisfaction. If personal judgments relate to departmental values and norms, there will is chance of maximum satisfaction. If the gap between personal values and rules of department is large, there is chance of maximum dissatisfaction. If we relate the work of Huang, we see that there are many cases in our school system. Every individual think according to his own socialization. Although they feel some pressure from the departmental norms and rules but at some extent. Where there rules and norms are strict, teachers mostly sees complaining against the system. They never try to indulge themselves in working environment of the department. They always try to escape from the system and never lose any chance to avail outside their system. But they forgot that every system has rules and regulations and they must have to accomplish them.

Shamima tasnim (2006) stated in her study that salary is the prominent aim of job and handsome salary is the prominent indicator of job satisfaction

Hansson, Hasanen, and Hellgren (2011) showed that giving hierarchical support (through a chief) and giving representatives a chance to take part in setting objectives influenced work fulfillment emphatically. Hansson likewise expressed that compensating representatives for enhanced execution, giving input and perceiving their execution, getting support from their chiefs, and having low levels of objective clash and objective anxiety have been observed to be decidedly identified with occupation fulfillment.

## **Methodology**

To know the impact of teachers` job satisfaction on students` academic achievement, an exploratory quantitative research design was chosen. Quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques

## **Universe/Population**

The aggregate of all units of investigation is known as the universe. The universe of the present study comprises of all the male and female teachers of provincial and federal government schools of the Quetta city.

## **Sampling technique and sample size**

Sampling is a vital part of the study as results and discoveries depend on the example. This technique spares time, cash and assets to expend. By following this philosophy, the researcher has selected fifty teachers from provincial schools and fifty teachers from federal government schools of the Quetta city by using simple random sampling technique. Participants were personally approached and the questionnaires were filled in the presence of the researcher.

## **Instruments for Data Collection**

There are the different tools for data collection. The researcher has selected "Minnesota Teacher job Satisfaction Questionnaire. In this questionnaire job satisfaction questions were asked like job security, the working conditions, the opportunities for advancement, salary, department

policies, physical surroundings, the cooperation among colleagues etc. it has 5 point likert scale labeled with the notations: very dissatisfied, dissatisfied, neutral, satisfied and very satisfied.

## **Pre-Testing**

Pre testing was done to check the validity of questionnaire from ten teachers each from provincial and federal government schools in the Quetta city. After pre-testing several questions were removed or changed.

## **Analysis and Results**

Chi-square test was used to analyze the data.

## **Statistical Test:**

$\chi^2 = \sum \frac{(O - E)^2}{E}$

## **Discussion**

This study is basically about teachers` job satisfaction. Key elements of job satisfaction, which were included in research, were salary, workload, working environment, relations with boss and colleagues, social status, departmental policies, promotion policies etc. If we look at overall results, we see that most of the respondents are satisfied with their present job position but the satisfaction percentage is only 62%. Salary is the most important variable of my research. Mostly individuals leave this profession due to average level of salary. They have right to do this because they work for money. Results show that most respondents are satisfied with their salary structure. In this regard 65% shows satisfaction to salary. It means the present scenario is changed. Now salary in this profession is satisfactory to fulfill the people`s needs. It means job satisfaction is highly related to salary. Salary satisfaction and job satisfaction results are almost nearly equal to each other. In this regard Cummins (2002) argued that salary has less impact on pleasure of an individual but Paauwe, and Jansen (2001) stated that pay must be a crucial instrument for improving performance.

Working conditions have significant importance in any profession. Without prior conditions, nobody can feel comfortable. Better results come in your part if there are better circumstances. Results show that most of the respondents are satisfied with the working environment. Only 37%

respondents show dissatisfaction in this regard while 58% respondents show satisfaction. In this regard Black and Steers (1994), argued that stem of job satisfaction is related with work and working environment. Relationship with boss has lot of significance to improve the results. Mostly it is seen that lack of proper communication between teachers and their heads creates embarrassment. Democratic type of administration provides fuel to teachers for advancement. Results show that the ratio of satisfaction is fifty fifty. 44% respondents show that they are not satisfied with the behavior of their boss while 47% respondents show satisfaction. 09% were neutral in this regard. It means lack of mutual understanding between teachers and heads is a key element for poor results. Social position in the community always matter. If you have no satisfactory relations with people or people not respect you then everything look meaningless. Profession determines your status in Pakistani society. In this regard, mostly it is seen that Pakistani society and state do not give prestige to teachers. It is a drawback of our society. Results show the different results than our perception. Results show that most of the respondents are satisfied with their social position in the community. Few respondents vote negatively. Training is necessary element. Within department training is common in every department. 48% respondents depicted that they never got any type of training or they are not satisfied with training system. 41% teachers argued that they got training while they were enrolled in the said department. This ratio is not satisfactory. Government should take necessary steps for the training of their employees. In this regard Jones (2009) argued that training is highly associated with job satisfaction. Highly trained staff shows positive results and performance.

Reward and punishment are necessary elements in any department. Rewards enhance the morale of teachers while punishment demoralizes the teachers. Necessary reward and punishment are the needs of time. 42% respondents argued that they are highly dissatisfied because they never received any reward from department. 30% respondents show slight satisfaction. 16% teachers depicted that they are satisfied because they received awards at some stage. Rose (2003) argued that five major factors affect job satisfaction. These are the terms and conditions of the employment contract, work hours, financial rewards, the work situation and the work orientation of the individual employee. Watson (2012) also argued



that satisfaction derives from factors intrinsic to or inherent in the work itself, whereas extrinsic rewards are more closely related to instrumental values. Results show that most of the respondents are not satisfied with departmental policies. 58% respondents show dissatisfaction. Only 38% respondents show satisfaction. Personal satisfaction comes with departmental policies. Policies should cope with mindset of employees for better results. There should be flexibility in norms. Willingness is not necessary to join any profession in Pakistani society. It is deprived society where basic needs are rarely fulfilled. In this regard when the researcher discover about willingness, most of the respondents show satisfaction. Nearly 60% respondents show that they join the said department willingly. 34% respondents show dissatisfaction. In this way, Cole, and Scott (2000) argued that focus on the influence of building up the individuals' self-esteem and the recognition results on Willingness to work.

## **Conclusion**

Results show that most of teachers have different mindset. 62% respondents show satisfaction with variables used in the research while 38% are not satisfied. Hypothesis testing shows that there is no relationship between salary structure and teachers' job satisfaction. Moreover hypotheses testing show that there is no relationship between workload and teachers' job satisfaction. They think that there is lot of difference between their salary and other departments. Results show that most of the teachers are not satisfied with working environment. In working environment relationship with colleagues and head, job facilities etc. are included. Most of the respondents show negative impression towards departmental policies. They are not satisfied with promotional policies, reward policies, curriculum policies etc.