

Job Satisfaction of Secondary School Teachers

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Abstract

The present study compares the level of job satisfaction between male and female secondary school teachers. Six facets of job satisfaction were developed to compare gender, age, teaching experience, and location of the school with teachers' job satisfaction. The population comprises all public sector secondary school teachers working in district Lahore, Pakistan. Data were collected personally. Job Satisfaction Scale for Teachers (JSST) was used for this purpose. One way ANOVA and t-test were applied. The results are interpreted in the context of Pakistan. Findings of the study suggested that female teachers were more satisfied with work and supervision aspects of job as compared with male teachers. No significant difference was found in the job satisfaction between science & arts and urban & rural school teachers. Age and work experience did not explore the job satisfaction difference in teachers.

Key words: Public sector, Job satisfaction, Secondary school level

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The study of job satisfaction is a major research activity throughout world in all walks of organizational life including education. More of the work is done in business and industry, however, a reasonable number of studies have also been conducted

in the field of education throughout world. Every individual needs job to fulfill basic needs. It shares in strengthening the financial basis for individuals' lifestyle. Therefore the job satisfaction is a most interesting field for many researchers to study work attitude in workers (Koustelios, 2001). Due to better performance shown by satisfied workers, it is the top priority of all organizations to achieve the desired goals by increasing their satisfaction (Chambers, 1999). It is also important due to its significance with the physical and mental wellbeing of workers. It is closely related to behaviors such as productivity, absenteeism, and turnover. Besides its humanitarian value it makes the economic basis to get maximum financial remuneration.

Research focusing specially on job satisfaction for secondary school teachers identified several indicators of satisfaction and dissatisfaction. Job satisfaction is also associated with teacher quality, organizational commitment and performance with reference to scholastic achievement, attitude of students, tutors turnover, and executive performance (Mathieu, 1991; Ostroff, 1992). It is assumed that job satisfaction has dual role as a contributing aspect to commitment and as a prevailing variable that mediates the demographic and organizational determinants with commitment (Mueller, Boyer, Price, & Iverson, 1994; Price, 1997).

Literature Review

Job satisfaction is a pleasurable state resulting from the judgment of workers' job experiences (Akhtar, 1994, 2000, 2010). Teacher's job satisfaction is the satisfaction of teachers while teaching and the perceived relationship between the wants and offering to a teacher (Zambylas & Papanastasiou, 2004). Job satisfaction has been the burning issue for the researchers throughout the research history. Today all over the world maximum researches have been conducted on this single topic. Improving the quality of work and quantity of products, efforts are

being made with minimum input to get maximum output by satisfying the employees on job. Mechanical tools and equipments are not a guarantee for better products. It is only the employees that make the significant difference. This study investigates only the specific variables. They are gender, age, teaching experience, and the location of school. So their brief empirical review is as under:

Gender

Gender has been the part and parcel of research studies conducted on job satisfaction. However, the association of gender and job satisfaction is inconsistent. Some studies report that women have higher level of job satisfaction than their male peers across most worksites (Lambert, Hogan, Barton, & Lubbock, 2001; Ma & MacMillan, 1999). As concerned with teaching profession, survey reveals that female employees and teachers showed higher level of job satisfaction than males (Watson, Hatton, Squires, & Soliman, 1991). Satisfied teachers always ready to extend extra effort in working with students and parents to provide positive results. A study conducted by Al-Mashaan (2003), male employees report higher level of job satisfaction than females due to better employment chances and promotion opportunities. Few studies claimed that men and women show parallel satisfaction (Clark, Oswald, & Warr, 1996). Women due to lower expectations tend to satisfied easily at work (Witt & Nye, 1992). Male teachers attach more importance to career than females hence they show less satisfaction (Kremer-Hayton & Goldstein, 1990).

Age

As revealed from several studies conducted in various organizations age has a positive relationship with job satisfaction (Chambers, 1999; Cramer, 1993; Robbins, 2001; Siu, Spector, Cooper, & Donald, 2001; Staw, 1995; Tolbert & Moen, 1998).

Also the studies of Blood, Ridenour, Thomas, Qualls, & Hammer (2002) found that job satisfaction increases with age and work experiences. Young teachers easily leave the profession than older ones (Ingersoll, 2001; Perie, Baker, & Whitener, 1997). Workers with long experience having low expectations to their jobs are more comfortable and tolerant (Spector, 1997). Many studies revealed (e.g., Begley & Czajka, 1993; Hodson, 1997; Oshagbemi, 2000; Spector, 1997) that older workers are more satisfied than younger ones. Literature further reveals that older workers tend to be happier with their jobs, have lower turnover rates, and miss fewer working days (Naceur & Fook, 2001).

Tenure

Tenure is experience of teachers spending in teaching profession. Teachers with greater experience in education show high satisfaction with their professional role than less experienced colleagues (Akhtar, 2000; Sari, 2004). Teachers' professional maturity and experience made them satisfied with students' interaction and resources than novice teachers. Experienced teachers become more confident in dealing with students and parents. Also, experienced teachers may enjoy the privilege of utilizing better facilities and more resources at school because of their seniority. Brown (2005) explored a positive relationship between tenure and job satisfaction.

Work location

Location is the place where the workers spend working hours. With regard to school location, rural teachers were found to be less satisfied (Haughey & Murphy, 1984) than suburban teachers (Ruhl- Smith, 1991). Teachers of urban schools found more responsible and sincere to their job and are more satisfied than the rural school teachers because of infrastructure (Tasnim, 2006). Researchers have investigated higher levels of job

satisfaction in urban educational professionals when compared with rural settings (Arnold, Seekins, & Nelson, 1997; Finley, 1991). In urban areas workers often have more job opportunities, better schools, conveyance facilities, better salary, higher prestige, and greater opportunities for spousal employment. On the other hand, rural settings and smaller communities can provide family-oriented settings, lower crime rates, recreational access and enhanced quality of life. The most commonly mentioned disadvantages to rural settings have been professional isolation and lack of opportunity for professional development. However, recent advancements in telecommunications and interactive networking through the internet will decrease feelings of isolation and improve rural job satisfaction levels in the future (Worrell, 2004). Overall job satisfaction of teachers who stayed in one institution improved significantly with teaching experience, unlike those who hopped from one institution to the other. Furthermore, the levels of overall job satisfaction of those who remain in one institution were, after the first ten years, consistently higher than the corresponding levels of job satisfaction of workers who changed their institutions (Oshagbemi, 2000).

School prestige and working conditions were found the best predictors for job satisfaction of teachers in Pakistan. Principals leadership style and peer relationships were the next significant predictors. Leadership style in schools is generally positive towards teachers. Pakistani teachers like teaching profession. Teachers are dissatisfied with school location and about two-third of teachers affirm that they have low status in the society (Saeed, 1997).

Objective of the present study

The major objective of the study was to explore teachers' satisfaction working in public sector secondary schools in Lahore district.

Null Hypotheses

Ho1: There is no significant difference between the job satisfaction of male and female secondary school teachers.

Ho2: There is no significant impact of teaching subjects on the job satisfaction level of male and female secondary school teachers.

Ho3: There is no significant impact of school location on the job satisfaction level of male and female secondary school teachers.

Ho4: There is no significant difference impact of age groups on the job satisfaction level between male and female secondary school teachers.

Ho5: There is no significant impact of teaching experience on the job satisfaction level of male and female secondary school teachers.

Methodology

The population for this study comprised of 272 public sector secondary schools of Lahore district in Pakistan. The list of schools was obtained from the District Education Officer (SE) Lahore. There are 2129 Secondary School Teachers (SSTs) of which 1250 male and 879 female teachers working in this District. Sixty (22%) schools were randomly selected as sample. Three hundred and twenty two teachers from sixty schools participated voluntarily in the research of which 170 were male teachers and 152 female teachers. A survey was conducted to collect the questionnaires personally by the researcher. Teachers were selected randomly. One way ANOVA and t-test were applied to analyze the data. The results were interpreted on the basis of findings.

Results

Ho1. There is no significant difference between the job satisfaction of male and female secondary school teachers.

Results of independent sample t-test that was implemented with the purpose of testing whether there are meaningful differences between male and female teachers in terms of pay, work, promotion, colleagues, work conditions, and supervision variables are given in table 1.

Table 1

The t-test results by Gender

Variables	Gender	N	X	SD	df	t-value	Sig.
Pay	Male	172	23.18	3.47	320	-	.220
	Female	150	23.94	3.26		2.015	
Work	Male	172	49.63	4.79	320	-	.011*
	Female	150	51.28	4.15		3.282	
Promotion	Male	172	24.18	3.21	320	-	.862
	Female	150	24.26	3.49		0.198	
Work Group	Male	172	22.03	2.46	320	-	.941
	Female	150	22.67	2.32		2.383	
Work Conditions	Male	172	47.11	5.92	320	-	.701
	Female	150	49.08	6.00		2.957	
Supervision	Male	172	38.98	6.15	320	-	.004*
	Female	150	41.36	4.79		3.814	

Note. * $p < .05$

Table 1 demonstrates that most of the variables did not show any significant difference with respect to gender. However, there is a meaningful difference exists in the averages in terms of work and supervision. On work and supervision factors female teachers show higher job satisfaction than males. So, it is said that female teachers were more satisfied in work and supervision aspects as compared with male teachers.

Ho2: There is no significant impact of teaching subjects on the job satisfaction level of male and female secondary school teachers.

Result of independent sample t-test that was implemented with the purpose of testing whether there are meaningful differences between averages of teaching subjects which are given in table 2.

Table 2
The t-test Results by Teacher Category

Variables	Category	N	X	SD	DF	t-value	Sig.
Pay	SST Science	119	23.46	3.32	320	-.316	.951
	SST Arts	203	23.58	3.44			
Work	SST Science	119	50.26	4.14	320	-.404	.340
	SST Arts	203	50.48	4.82			
Promotion	SST Science	119	24.19	3.09	320	-.112	.422
	SST Arts	203	24.23	3.48			
Work Group	SST Science	119	22.10	2.43	320	-	.540
	SST Arts	203	22.46	2.39			
Work Conditions	SST Science	119	47.75	4.92	320	-.618	.183
	SST Arts	203	48.18	6.60			
Supervision	SST Science	119	39.85	5.29	320	-.570	.523
	SST Arts	203	40.23	5.90			

Table 2 revealed no significant difference between average scores in terms of pay, work, promotion, work group, work conditions, and supervision variables.

Ho3: Result of independent sample t-test that was implemented with the purpose of testing whether there are meaningful differences between averages with respect to school location are given in table 3.

Table 3
The t-test Results by School Location

Variables	School	N	X	SD	DF	t-value	Sig.
Pay	Urban	217	23.76	3.38	320	1.747	.542
	Rural	105	23.06	3.38			
Work	Urban	217	50.48	4.68	320	.451	.141
	Rural	105	50.23	4.37			
Promotion	Urban	217	24.32	3.48	320	.824	.069
	Rural	105	24.00	3.02			
Work Group	Urban	217	22.39	2.46	320	.683	.292
	Rural	105	22.20	2.32			
Work Conditions	Urban	217	48.17	6.04	320	.609	.607
	Rural	105	47.73	6.01			
Supervision	Urban	217	40.09	5.88	320	.016	.220
	Rural	105	40.08	5.27			

According to table 3, there is no meaningful difference between average scores in terms of pay, work, promotion, work group, working conditions, and supervision variables. It is found that teachers working in urban and rural areas did not show any significant difference in their job satisfaction.

Ho4: There is no significant difference impact of age groups on the job satisfaction level between male and female secondary school teachers. Result of ANOVA that was implemented with the purpose of testing whether there are meaningful differences between averages regarding the age variables are given in table 4.

Table 4
The One Way ANOVA Results by Age

Variables	Source of variables	df	Mean Square	F	Sig.
Pay	Between Groups	3	13.538	1.176	.319
	With in Groups	318	11.507		
	Total	321			
Work	Between Groups	3	9.426	.448	.719
	With in Groups	318	21.054		
	Total	321			
Promotion	Between Groups	3	3.033	.270	.847
	With in Groups	318	11.233		
	Total	321			
Work Group	Between Groups	3	8.947	1.541	.204
	With in Groups	318	5.708		
	Total	321			
Work Condition	Between Groups	3	55.647	1.537	.205
	With in Groups	318	36.213		
	Total	321			
Supervision	Between Groups	3	17.674	.545	.652
	With in Groups	318	32.428		
	Total	321			

According to table 4, there is no meaningful difference between averages in terms of pay, work, promotion, work group, work conditions and supervision variables.

Ho5: There is no significant impact of teaching experience on the job satisfaction level of male and female secondary school teachers. Result of ANOVA that was implemented with the purpose of testing whether there are meaningful impact of teaching experience on job satisfaction are given in table 5.

Table 5

The One Way ANOVA Results by Experience

Variables	Source of variables	df	Mean Square	F	Sig.
Pay	Between Groups	2	19.971	1.741	.177
	With in Groups	319	11.473		
	Total	321			
Work	Between Groups	2	11.650	.555	.575
	With in Groups	319	21.004		
	Total	321			
Promotion	Between Groups	2	2.979	.266	.767
	With in Groups	319	11.208		
	Total	321			
Work Group	Between Groups	2	18.653	3.241	.040*
	With in Groups	319	5.756		
	Total	321			
Work Condition	Between Groups	2	70.538	1.950	.144
	With in Groups	319	36.181		
	Total	321			
Supervision	Between Groups	2	9.960	.307	.736
	With in Groups	319	32.430		
	Total	321			
Over all JS	Between Groups	2	256.030	1.069	.345
	With in Groups	319	239.555		
	Total	321			

*P<.05

According to table 5, there is no meaningful difference between averages in terms of pay, work, promotion, work conditions, and supervision variables. However, work group shows a significant difference.

Discussion

Male and female teachers did not show any significant difference of job satisfaction. However, there is meaningful difference exists in the averages in terms of work and supervision and female teachers were more satisfied. It may be justified that female teachers work with more devotion and obey their heads. Prior research evidences are in favour of women satisfaction than males across most worksites (Lambert, et al., 2001; Ma & MacMillan, 1999; Watson, et al., 1991). It is contrary to many studies that male workers satisfied toward their job while many studies did not found any difference (Al-Mashaan, 2003). Some studies report equal levels of satisfaction (Clark, et al., 1996). This finding also supports the study of Witt and Nye (1992) due to lower expectations and more satisfaction at work by females. The less satisfaction of male teachers may be justified with the study of Kremer-Hayton and Goldstein (1990) due to more importance to career by the male teachers.

Science and arts teachers show equal level of job satisfaction. The reason might be that once entering in the profession teaching subjects are not the matter of satisfaction and dissatisfaction. Teachers teaching science and arts subjects are not given proper credit monetarily. Both have to spent equal hours at school. There is no meaningful difference between average scores in terms of pay, work, promotion, work group, working conditions, and supervision variables. It is found that teachers working in urban and rural areas did not show any significant difference in their job satisfaction. Teachers prefer to enter in the profession regardless of work site location. It is contrary to many studies that

are in favor with teachers' satisfaction in urban areas (Ruhl- Smith, 1991; Tasnim, 2006; Arnold, et al., 1997; Finley, 1991).

Age has no impact on job satisfaction. It means that job satisfaction of teachers did not increase or decrease with the passage of time. While many studies show positive relationship between age and job satisfaction (Chambers, 1999; Cramer, 1993; Robbins, 2003; Siu, et al., 2001; Staw, 1995; Tolbert & Moen, 1998), and work experiences (Blood, et al., 2002). On the other hand, evidences show that it is easier for novice teachers to quit the profession than older ones (Ingersoll, 2001; Perie, et al., 1997). They gain experience with age and minimized their expectations, so they prefer to continue (Spector, 1997). Researches also favour the older workers satisfaction toward the job as compared with younger workers (Begley & Czajka, 1993; Hodson, 1997; Oshagbemi, 2000; Spector, 1997). Older workers find pleasure at work, show less turnover rates, and absenteeism (Naceur & Fook, 2001).

As is the case with work experience, no evidence was found that job satisfaction increases with experience. The reason is that in the context of Pakistan, seeking job is the most difficult task as employment prevails over the country. Years after years no vacancies are advertised in teaching profession. The teachers who entered the profession have to continue it even they are not willing to do so. Substitute employment is scarce. There is no meaningful impact of teaching experience on job satisfaction factors in terms of pay, work, promotion, work conditions, and supervision variables. However, work group shows a significant difference. These findings are contrary to (Oshagbemi, 2000), who claims that job satisfaction enhances with experience.

Conclusion

This study examines demographic variables related to gender in developing countries like Pakistan. Results of the study

indicate that female teachers were more satisfied with work and supervision aspects of work as compared with males. Age and experience has no effect on job satisfaction. Arts and science teachers both were equally satisfied.

Practical implications

The study offers practical suggestions to public sector educational institutions on how to recruit, pay, promote, and retain male and female teachers as well as to maintain gender equity in institutions. The government should provide more incentives to teachers, recruit teachers regularly and upgrade schools to balance with rapid growing of population.

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