

Job Satisfaction among the Primary Public and Private School Teachers of Karachi

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Abstract: *This research set out to explore the relationship between teacher job satisfaction and institutional undertakings within the context of schools located in Karachi Pakistan. 345 questionnaire were completed by teachers from both public as well as private schools. The data collected was analyzed through factor and regression analysis. The variables examined include working conditions, principle's leadership style, workload, collegial support, monetary rewards and career advancement and teacher autonomy. It was identified that all variables except for work load and autonomy were deemed significantly as well as positively related to teacher's job satisfaction.*

Keywords: Job Satisfaction, Leadership style, Rewards and Career Advancement

1 Introduction

Job satisfaction can be described as a, "pleasurable or positive emotional state" that results from evaluation of one's work or experiences at work (Saari & Judge, 2004; Bohlander & Snell, 2006). The discourse of job satisfaction revolve around the idea that if an employee is happy or derives pleasure from his/her work and working environment, he/she is bound to perform better, enjoy a stronger bond with the job and organization and thus is sustained for a longer time period (Dessler, 2012) This becomes particularly relevant in service sector where the employee is directly in contact with the beneficiaries of the service. If the service provider is in the positive state of mind, happy about what he/she does there is a better chance that the receiving end of the service would come out more satisfied and content as well. Customer satisfaction is tied in this case with the service provider (Rogers, Clow, & Kash, 1994) This idea becomes further relevant within the realm of education, as now the relationship between the provider and receiver of the service is not a material one. A teacher plays fundamental role in pupils' development. Their sphere of influence stretches over various aspects of a student's life and therefore their ability to be motivated and emotionally content with their job may directly impact their ability to impart learning (Sargent & Hannum, 2005) as well as the environment within which it is disseminated.

The focus of this research in light of the above will be on determining influence of some of the institutional factors on the satisfaction teachers derive from their work. The paper will first attempt to examine the importance of job satisfaction within educational domain particularly teaching with the help of relevant literature. It will

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then identify some organizational factors that may influence the level of satisfaction teachers derive from their work and evaluate their significance within the researcher's context.

Setting the Context

The educational context of Pakistan is very diverse and comprises of school models that are disparate in terms of their philosophy as well as their undertakings. Parents of a child old enough to enroll in school face various school systems to choose from, while a number of factors may decide where they wish to send their child finances are often the prime deciding factor. Government schools operate throughout the country, however they lack in terms of facilities, teacher quality and sometimes even lack of teacher's presence (Barber, 2010). The inability of state schools to provide quality education overtime has led to a wide spectrum of private schools operating within the country. These schools vary in terms of quality of education they impart and represent roughly 33% of total student intake within the country (Memon, 2007) The schools are bifurcated in terms of the curriculum and examination boards they correspond to, consequently creating disparity with regards to teacher and student recruitment, class sizes, salary, workload and other administrative variables.

Barber (2010) notes that despite the number of available school systems the current educational quality and access are not adequate. Pakistan seems quite behind in comparison with other nations with similar economic development in terms of its access to and quality of education. This challenge prompts one to ponder upon ways in which access as well as quality of education could be improved. This research will attempt to contribute to the later by drawing a connection between teacher job satisfaction to teaching quality.

2 Review of Relevant Literature

Job satisfaction

A fairly straightforward and widely accepted definition of job satisfaction has been presented earlier in this paper. According to which, one is satisfied with his/her job when work and working environment are associated with "positive" and "Pleasurable" emotions. Saari and Judge (2004) identify three areas of around which studies with regards to job satisfaction may revolve. These areas, "knowledge gaps" as per the authors (p 395), question what causes job satisfaction, what are the effects of positive/negative job satisfaction and finally how may one measure extent of impact of the two.

This section would attempt to examine the first two questions with respect to the context of this research paving way for the rest of the paper to contemplate on the later.

Happy Employees, High Performance

The idea that job satisfaction impacts employee performance is a well explored and conflicted one within literature. While the classic studies undermined the relationship (Saari & Judge, 2004) it seems that various later authors correlate aspects of

performance to job satisfaction See (Yammarino & Dubinsky, 1987; Organ, 1988), connection between happiness in general and employees ability to perform are also drawn (Fisher, 2003) to indicate relationship between the two. On similar note connections between job dissatisfaction/unhappiness and counterproductive behavior are also made (Moretti, 1986). Moreover the idea of cognition verses feeling happy and satisfied is also explored within the context of this relationship (Schleicher, Watt, & Greguras, 2004) cautioning the fact that attitudes are a complex mix of nuances posing difficulty in terms of its measurement. While most studies included here question the extent to which performance is impacted by job satisfaction they seem resolved that there exists a connection.

This connection may become further accentuated within the service framework where customer satisfaction and service quality are prime indicators of employee performance. (Culbertson, 2009) note that based on 28 studies conducted by fellow researches it is evident that customer satisfaction and perception of service quality is highly tied with employee satisfaction, moreover he adds that this becomes further relevant in industries where services are performed on the customer. Similar results were found by (Koys, 2001) who examined the impact of employee satisfaction, turnover and organizational citizenship building on organizational efficiency and customer satisfaction. It is therefore safe to assert that while relationship between employee performance and job satisfaction is unsatisfactorily established it seems that within service sector this relationship is strong.

Job Satisfaction and Organizational Citizenship

Organ (1988) defines organizational citizenship behavior, OCB, as, “individual behavior that is discretionary, not directly or explicitly recognized by the formal reward system, and in the aggregate promotes the efficient and effective functioning of the organization” (Neuman & Kickul, 1998; Organ, 1988). In essence organizational citizenship represents an idea that employees of an organization take ownership and feel responsible for the wellbeing of their organization. In order to confirm to the citizenship their role within the organization and its functioning moves beyond what their job description entails. The theory later incorporated the analogy of political citizenship, comparing citizens of a polis, to that of an organizational employees (Van Dyne, Graham, & Dienesch, 1994). As with the citizens of a city, employee’s citizenship behavior would stand on the pedestal of obedience, loyalty and participation. Obedience in this context would include respect for policy, structures and job requirements, while loyalty representing an attitude of “transcending from parochial interest of the individual.” (Van Dyne et al., 1994) for the sake of organizational and community within organization development. Participation incorporate ideas of acting including the motor domain to above and also virtuous conduct.

It is within the context of organizational citizenship that job satisfaction is seen making its highest impact. Various studies conducted (Organ, 1988; Organ & Konovsky, 1989; Organ & Lingl, 1995) highlight significant relationship between OCB and job satisfaction. It is suggested that employees that are satisfied with their work and environment experience higher degree of citizenship behavior as opposed to those with unsatisfactory affective connection with their jobs. Swaminathan and Jawahar (2013) also observe similar results within the Indian corporate context. While the connection between performance and job satisfaction may not be driven directly it seems that OCB draws much from satisfaction of an employee consequently making an indirect contribution towards performance. It is nevertheless connected very much so with the

value an employee can give the organization and therefore remain significant.

Job Satisfaction and Teacher

Job satisfaction is an important element for teachers and their work (Hariri, Monypenny, & Prideaux, 2012) As explored earlier in service sector there seems to be a stronger bond between employee job satisfaction and service quality as well as customer satisfaction. Viewing this from classroom perspective means that teachers that are happy and content with their work are more likely to create more vivid learning experiences and help students relate better with their enthusiasm and effort (Cerit, 2009). According to Sargent and Hannum (2005) teachers that are satisfied with their job may perform better within school setting. Moreover, it is noted that teacher's job satisfaction is related closely with organizational citizenship as well as organizational commitment (Sesen & Basim, 2012).

In this context it becomes relevant to examine factors that impact job satisfaction within teachers. What are those factors working on which can bring about a positive and pleasurable experience for employee? Saari and Judge (2004) indicated three distinct realms from which an employee may derive job satisfaction. These distinct influences come from personality, culture and working situation. Along the same lines Sargent and Hannum (2005) come up with three influencers that may impact teacher's and their job satisfaction i.e. Community influence, school environment and teacher's personal characteristics. Navigating within the focus of this research Lester (1987) factor analysis of determinants of job satisfaction in teachers provides us with 9 institutional factors that may contribute towards the way they feel about their job. These factors are supervision, colleagues, working conditions, pay, work itself, advancement, security and recognition. Similar variables were identified by (Titus, 1997) including pay, administration, supervision, promotion, co-worker behavior and working conditions. Although there is little literature with regards to teacher job satisfaction is available from developing world (Garrett, 1999; Danish & Usman, 2010) findings may yield relevance within this context. The researchers examined impact of ten variables closely related to Lester (1987). Their finding however indicated that work itself, operating procedures and recognition were insignificant in terms of their influence on job satisfaction for the sample selected. Similar study conducted on university teachers with work itself, compensation, supervision, coworkers, promotion and commitment as variables concluded positive and significant relationship of all variables on job satisfaction. On the otherhand (Nadeem et al., 2011) identified various variables absence of which impact teacher's job satisfaction and performance within the rural-urban context of Bhawalpur. While the above studies indicate presence of literature around factors that affect job satisfaction within the larger Pakistani context, considering the population as well as the complexity of Pakistani education system there is need for much work within this domain. Moreover, it seemed very difficult to find studies of similar nature conducted within the context of Karachi, Pakistan. It is hoped that this research will contribute in a humble manner towards the gap that exists in this area within the context talked about.

3 Methodology

Quantitative method has been applied to collect data and examine the relationship between job satisfaction and independent variables used within this research.

Participants

Primary data was collected in order to create findings for this research. The questionnaire was distributed amongst 345 teachers from both private and public school domains. Convenient sampling was used where access to school and its administration played a role in selection of the participants.

Instrument

In order to collect the data a questionnaire has been put together on 5 point Likert-scale based on 7 variables in all. These variables are job satisfaction, working conditions, principal's leadership style, work load, collegial support, material rewards and career advancement and autonomy. Job satisfaction is the dependent variables where as the rest of them are independent. The questionnaire is adopted from two sources, items corresponding to job satisfaction, working conditions, principal's leadership style, collegial support and autonomy are from Rodgers-Jenkinson and Chapman (1990) where as workload and material rewards and career advancement are adopted from Kloep and Tarifa (1994).

Measures

The study used factor and regression analysis as statistical tool in this research. Factor analysis was used in order to confirm the variables based on the similarity of items used in the questionnaire. Moreover regression allowed us to not only evaluate the significance of those variables on job satisfaction but also examine the degree to which their influence persists. Below is regression equation of the model this research wishes to pursue.

$$JS = \alpha_o + \beta_1(WCOND) + \beta_2(PLS) + \beta_3(WL) + \beta_4(CS) + \beta_5(MR\&CA) + \beta_6(AUT) + \epsilon \quad (1)$$

Where, *JS* represents Job Satisfaction, *WCOND* represents Working Condition, *WL* represents Workload, *PLS* represents Principals Leadership Style, *CS* represents Collegial Support, *MR&CA* represents Material Rewards and Career Advancement, *AUT* represents Autonomy and ϵ represents error.

4 Data Analysis

Reliability

Cronbach's Alpha is used to analyze the reliability of questionnaire items for each variable. The overall questionnaire scores .879 whereas table individual variables and their Cronbach scores are presented in Table 1. As all these values are closer to 1, one may assert that the data is reliable (Gliem & Gliem, 2003)

Table 1: Reliability Analysis

Variables	No. Of Items	Cronbach Alpha
Job Satisfaction	3	0.735
Working Condition	3	0.643
Principals Leadership Style	3	0.815
Work Load	4	0.534
Colleague Support	2	0.799
Material, Reward & Career Advancement	5	0.835
Autonomy	3	0.705
Over all	23	0.879

Factor Analysis

Table 2 represents the factors that were extracted as a result of factor analysis. While running the analysis outliers were removed as well as in and out activity was conducted. The following results were achieved after elimination of 7 items from the questionnaire.

Table 2: Factor Analysis

Variables	Correlation						
	1	2	3	4	5	6	7
JS1	0.595						
JS2	0.557						
JS3	0.678						
WCOND1		0.568					
WCOND2		0.801					
WCOND3		0.621					
PLS1			0.737				
PLS2			0.715				
PLS3			0.762				
WL1				0.696			
WL2				0.613			
WL3				0.595			
WL4				0.637			
CS1					0.821		
CS2					0.887		
MR&CA1						0.832	
MR&CA2						0.804	
MR&CA3						0.498	
MR&CA4						0.648	
MR&CA5						0.825	
AUT1							0.609
AUT2							0.839
AUT3							0.545

Regression

Table 3 illustrates the results of regression analysis. It indicates beta value, co-linearity value, significance value of each independent variable with respect to the dependent variable.

Table 3 : Regression Analysis

Model	Coefficient	t-Statistics	P-Value	VIF
(Constant)	0.315	1.649	0.101	-
WCOND	0.138	2.403	0.017	1.492
PLS	0.146	2.509	0.013	1.471
WL	0.118	1.622	0.106	1.565
CS	0.194	3.171	0.002	1.066
MR&CA	0.138	2.470	0.014	1.596
AUT	-0.032	-0.551	0.582	1.374
Adjusted R-Square	0.282	F-Statistics 14.844 (Prob.) 0.000		

As per the data overall model is deemed significant as the prob value is less than 0.05. Moreover the adjusted R-square indicates that only 28.2% of the variance can be predicted through variables selected above. This indicates that in order for one to holistically understand what constitutes a teacher's job satisfaction one may have to look for more variables. This however seem in line with what (Saari & Judge, 2004) and also (Sargent & Hannum, 2005) highlighted about factors other than institutional having a role to play in the way a teacher feels about his/her job. In addition it was also evident from literature that there could be more institutional factors also that would impact teacher's job satisfaction.

The individual variable analysis indicates that working condition, principle leader style, collegial support, material rewards and career advancement enjoy a significant and positive relationship with job satisfaction. On the other hand work load as well as autonomy seem to be insignificant in terms of the impact on the contentment teachers derive from their work. One may assume it implausible that workload would not impact one's perception of work, while this relationship may not always be positive (Sargent & Hannum, 2005) there seems to be a strong connection between the two variables (Smith & Bourke, 1992; Liu & Ramsey, 2008). Moreover Klassen and Anderson (2009) note that throughout past 45 years, 1962-2007, teaching load has been the 4th most important factor impacting a teacher's job satisfaction. In light of this the results acquired seem intriguing and one may wonder as to why teachers within the context of this study would consider work load to be not so important determinant of how they feel about their job. One possible explanation of this could be inferred from Memon (2007) as well as Barber (2010) as they talk about quality of teaching within the public schools in Pakistan. The variation in amount of work load given to public vs private teachers as well as the presence or lack of accountability among the different kinds of schools could lead to unsatisfactory results in the way teachers responded to this particular variable. Perhaps if the design incorporated a demographic element and could have been able to separate the results of the two segments this phenomenon could be further explained. While the researcher acknowledges that there is very little that can be done with regards to shedding light on this with current data at hand, perhaps this could become an indication for future research where pondering

upon workload and its relationship with job satisfaction could be further explored.

The second independent variable that deemed insignificant was of autonomy, various studies indicate that autonomy is significantly related to teacher job satisfaction (Pearson & Moomaw, 2005; Bogler & Nir, 2012; Shen, Leslie, Spybrook, & Ma, 2012). However, similar to our finding Dee (2004) pointed out in his context autonomy did not correlate with teacher job satisfaction as well. It is also interesting to note that Klassen and Anderson (2009) do not include autonomy within their survey of most important factors to job satisfaction either. Moreover, one could also explain the lack of significance of autonomy for job satisfaction within cultural context. A relationship could be drawn between power distance and collectivist cultural traits with lack of need for autonomy within Pakistani society. However once again there is a need to establish this connection and thus a need to further research on it.

5 Conclusion and Research Implications

The aim of this research was to examine factors that affect teacher's job satisfaction situated in Karachi Pakistan. The educational context within Pakistan is highly diversified with one being able to witness various school systems that follow disparate curriculums, examination boards, pedagogical practices, and administrative world views. Along with that it is observable that access to education as well as the quality of education being disseminated are not comparable even to the standards of other developing countries with similar economic and social circumstances. It is in this context that this study finds its relevance. While job satisfaction may not indicate teacher proficiency and therefore confirm quality out right, its relationship with teacher performance, motivation and willingness to stay within an organization is evident. This research attempted to examine variables related to institution and teacher environment that can impact teacher's job satisfaction. These variables included working conditions, principal's leadership style, collegial support, monetary rewards and career advancement, work load and autonomy. A Likert-scale questionnaire was distributed to 345 teachers and data collected was analyzed through factor and regression analysis. The results indicated that while the first four variables mentioned positively and significantly impact job satisfaction, no significant relationship could be drawn between work load and autonomy. The policy recommendations for schools would be to work around factors that positively impact job satisfaction in order to allow teachers to derive more satisfaction with their work ultimately having them develop organizational citizenship behavior towards school and to help them be more receptive towards students and their needs.

For future research it would be intriguing to explore further the relationship between work load and job satisfaction amongst teachers. The study could explore various aspects of work stressors and how they impact teacher's job satisfaction a model such as Houston, Meyer, and Paewai (2006) could be followed to organize the study. Moreover, a similar research could also be conducted with varied sample and their demographic details in order for a closer examination of how teachers from different school system respond. On the other hand how teachers perceive the notion of autonomy within Pakistani context could also be explored both quantitative as well as qualitatively. It would be interesting to contextually apply Bogler and Nir (2012) study and explore its implications. However cultural factors and their impact of how teachers perceive and value the ideas of teacher autonomy could be problematized and studied in depth through qualitative means.

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