The Job Satisfaction Among Government School Teachers

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Abstract

Job satisfaction of teachers lead to quality teaching which produce talented scholars, researcher, scientist. As a result, the country grows in term of GDP and other economic terms. In the present paper, job satisfaction among the primary school teachers is investigated. The study area is Chakdara and its nearby villages, Khyber Pakhtunkhwa. The data is analysis by Minitab version 19. Total of 39% teachers were found highly satisfied, 29% teachers are moderate satisfied, 11% are low satisfied, 14% are un-satisfied, and 7% are highly un-satisfied. In order to assess the factors significantly associated with level of satisfaction of teachers, ordinal logistic regression model is used. The model produces that teacher cooperation, teacher workload, and teacher [1]perceptions of student discipline in school are the factors most closely related to teacher job satisfaction. The workload of the teachers can be deal by appointment of new teachers, teachers' cooperation can be ensuring by developing friendly environment, and discipling among students can be ensure by awareness, and by parent's support.

Keywords; job satisfaction, workload, teacher cooperation, discipline among students.

Introduction

Job satisfaction play a vital role in every organization as it influences the performance of employee. Moreover, it affects the productivity of an organization. The job satisfaction is defined as "a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences" (Locke,1976). Job satisfaction is feeling of pleasure of an employee, as a result they perform well on the job. It is actually workplace satisfaction and not the person satisfaction or pleasure (Suri & Chhabra,2009). Given that teachers shortage is a major problem worldwide, teacher job satisfaction is focused. The advantages of job satisfaction are teacher's retention, their well-being. In addition, due to job satisfaction of teachers, they work in unity, and status of teaching profession is enhancing (). Moreover, the job satisfaction of teachers leads to well-being of students. It depends on several factors like salary, workload, supervision, and school climate (Haq and Hasnain, 2014). Other factors include, cooperation, gender, professional developed and more efficacious teachers, promotion, work itself and supervision,

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independency and recognition (Toropova et al., 2021; Shah and Jumani, 2015; Shabbir and Wei, 2015).

Wolomasi, Asaloei & Werang, (2019) investigated the described job satisfaction of school teachers and its impact on job performance. They used questionnaire to collect the information from the selected teachers, for data analysis, simple linear regression model was used. Their analysis showed that job satisfaction is strongly correlated with performance of school teachers. Sultana, Sarker & Prodhan, (2017) described the workplace satisfaction measures among public and private primary school teachers. They selected 40 primary school teachers randomly and determine the job satisfaction among them. Their study reveals that both public and private primary school teachers perform same, and no significant difference of level of satisfaction found among them.

Alam & Farid (2011) described the factors which motivate the teachers for better performance. They found that the teachers were dissatisfied with their socio-economic profile, selection of profession, behavior of students and pressure of examinations. Adequate teacher training, respect and salary as per qualifications were some of the suggestions given to positively motivate teachers.

Khan, Haq and Ali (2022) conducted study on job satisfaction among university teachers. In their study, two stage cluster random sampling method is used for selection of individuals for data collection. They used ordinal logistic regression model and identified that salary, workload, and facilities are significantly affecting the job satisfaction of the teachers. Khan et al. (2022) investigated job satisfaction among private school teacher in Tehsil Adenzai, District Lower Dir. They used Logistic regression model and found that salary, job security, and workload are significantly correlated with satisfaction level of teachers.

Human development in education sectors is strongly correlated to role of teachers. Their role become better when they are satisfying from their job. This study assesses the satisfaction level of teachers from their job in government primary schools of Chakdara town, Khyber Pakhtunkhwa.

This study is conducted with the following aims and objectives,

a. To estimate the proportion of satisfied and unsatisfied faculty at primary schools in Chakdara, Khyber Pakhtunkhwa.
b. To investigate the teachers satisfaction level age wise.
c. To identify significant factors responsible for job satisfaction level of the teachers.

Methodology

This cross-sectional study is conducted in Chakdara and its nearby schools. Ten schools are selected using cluster random sampling method. Each school is considered cluster, then clusters are selected randomly. Data were collected from the selected teacher by a structure questionnaire. The data are presented in tables and figures. The software used for data analysis is Minitab version 17. The dependent variable of the study is level of job satisfaction of school teachers. These levels are distributed into five categories, highly satisfied, moderated satisfied, satisfied, un-satisfied, highly un-satisfied. Codes are assigned to the satisfaction level accordingly. The ordinal logistic regression model is suitable for this data as the depended variable is ordinal in nature, that is, from highly unsatisfied level to highly satisfied level. The logistic regression model is effective when the response variable is categorical (Akhtar et al., 2016; Khan, Hussain and Ijaz, 2022; Khan et al. 2022a; Khan et al. 2022b; Khan, ul Haq and Amin, 2022; Haq et al., 2024; Haq et al, 2022; Khan and Ali, 2022).

Result and Discussion

The satisfaction level of the teachers is presented in Table 1 which indicates that 11(39%) of the teachers are highly satisfied from their job, 8(29%) are moderate satisfied, 3(11%) are low satisfied, 4(14%) are un-satisfied, while 2(7%) are highly un-satisfied. The reason of highly un-satisfaction is their high qualification. They are high qualified, they search for college or university job. The Table shows that 32% of the teachers are low satisfied, un-satisfied, highly un-satisfied. Thus, 32% of the respondents are not satisfied from their job, this figure is not negligible. One in three teachers is found un-satisfied from their job. This figure shows alarming situation which effect the performance of the teachers negatively.

Table 1 Job Satisfaction Level of Teachers

Satisfaction Level	Number of Teachers	Percentage
Highly Satisfied	11	39
Moderate Satisfied	8	29
Low Satisfied	3	11
Un- Satisfied	4	14
Highly Un- Satisfied	2	7

Figure 1 shows the age of the school teachers. The Figure reveals that 4(14%) of the respondents have age range 25 to 29 years, 8(29%) have age from 30 to 34 years, 11(39%) have age range 35 to 39, while 5(17%) have age 40 years and above. The Figure shows that most of the teachers are from 35 to 39 years old. This age rang is consider younger and energetic and can perform well. But, at the same time the shortage of the higher experience teachers exists.
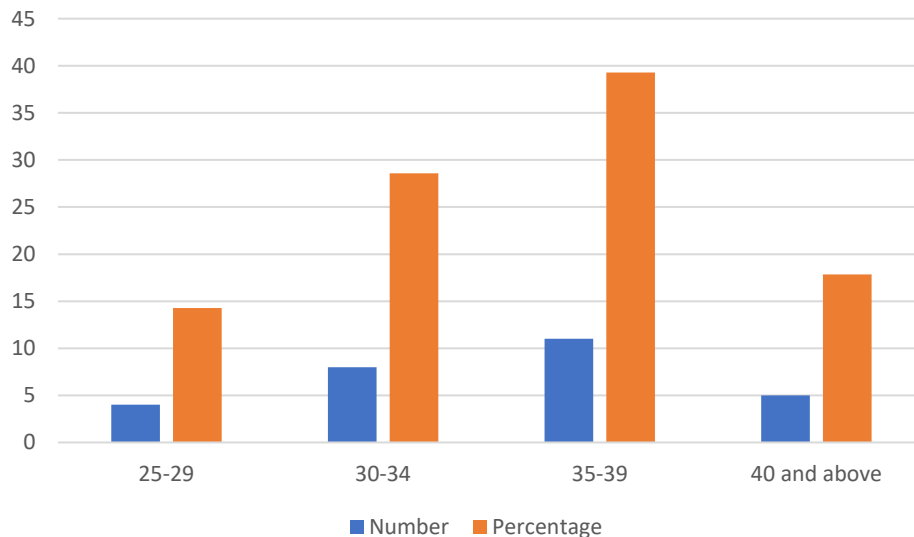

Figure 1 Age of the respondents

The result of ordinal regression model is presented in Table 2. The Table indicates that workload, discipline in school, and teacher's cooperation are significantly related ($p<0.05$) to the level of satisfaction of teachers from their job. Moreover, the coefficient of determination

R is equal to 0.43 which shows that 43% of variation in dependent variable is explained by the independent variables.

Table 2 Result of ordinal Logistic Regression Model

	Coefficient	SE of Co-efficient	P Value
Constant	-2.06	1.9000	
Workload	1.1138	0.0535	0.004
Discipline	1.206	0.9850	0.030
Teachers cooperation	2.210	0.8340	0.007

R-square = 0.43

The workload of the teachers is found major issue. Most of the teacher are busy full time in classes and found no time for relaxation. In the present study is factor is found significantly related with job satisfaction of school teachers. This result is similar to (Haq and Hasnain, 2014; Khan et al., 2022). Another important factor contributing to the job satisfaction of teacher is teacher's cooperation with each other. Teacher often take help in subject and other academic matter from each other. If this type of cooperation exists in school then teacher feel satisfied from their job. This factor is found significant in our study. The same relations is investigated in other study (Toropova et al., 2021). School discipline in regard of students as well as administration is important indicator of teacher satisfaction. The school where students create panic and disturb the peaceful environment lead to dis-satisfaction of teachers. In our study this factor is found significant.

Conclusion

This study intended to assess the proportion of teachers having satisfied from their job and vice versa. In addition, the associated factors contributing to the job satisfaction level are investigated. The finding reveals that 39% teachers are highly satisfied, 29% teachers are moderate satisfied, 11% are low satisfied, 14% are un-satisfied, and 7% are highly un-satisfied. The ordinal logistic regression model is applied which shows that teacher cooperation, teacher workload, and teacher perceptions of student discipline in school are the factors most closely related to teacher job satisfaction.

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