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A Study of Primary School Teachers Job Satisfaction in District Rawalpindi (Punjab)

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Abstract



Study was conducted to analyze primary school teachers' job satisfaction. in the province of Punjab. The study was delimited to primary school teachers of three most populated tehsils Rawalpindi, Gujar Khan and Murree of district Rawalpindi the Researchers used survey method to collect data from each tehsil. There were 4279 PST in district Rawalpindi which categorized in seven tehsils. The total sample size was 355 PSTs. Teacher's job satisfaction questionnaire (TJSQ) was used in this research study Questionnaire got validated by Ph.D field experts. Value of cronbach's alpha for questionnaire (finding job satisfaction) was calculated as .815. Collected data through questionnaire were organized, tabulated and analyzed in the light of objectives of study. Descriptive statistic was used to analyze quantitative data It is clear from findings of this study that most of teachers 'response tends slightly above criterion mean. If supervision factor is used properly, job satisfaction of teachers can be increased that will enhance teachers' efficiency.

Keywords: Primary School Teachers, School Education Department, Employee, Performance

Introduction

Education is the backbone and foundation of every society and nation. Children are considered as human resource of the future development of nation. Development in a country is directly linked to quality education of human capital produced by the country. It requires both access to education by the whole population and its quality (Ali, 2015). Without access to quality education, it is not possible to produce quality human resource for sustainable development of the country. School education is basic instrument to stimulate cognitive, emotional and social development that empowers the children to contribute in national development (Shah, 2019). Education is the main source of bringing changes in human (students) lifestyle (Habib, 2015), absorbing the positive changes, generating capacity of thinking (Allen Jr., & Hunsaker, 2016), developing the strength of problem-solving (McNeil, 2013). Satisfaction with the job is marked as a psychological condition of mind that triggers happiness that an employee enjoys, and feels (Razaq et al., 2013). This condition motivates an employee towards a peaceful and better life by carrying out the job's responsibilities in such a way he observes at phase of the development and growth of the nation (David & Heather, 2014) The job satisfaction and rules and regulation are deeply linked with the long-term performance as well as the growth of any educational system around the world (Eamon, 2005).

Problem Statement

Job satisfaction of teacher is influenced by school environment, rules, supervision and policies (David & Heather). Teachers are the nation builders and teachers role in the early years of a child play very important. Primary level teachers are the stakeholders whose job satisfaction is key elements for good teaching there for it was necessary to find out teachers' job satisfaction as well as teachers job satisfaction level overall effect the productivity of any school organization, so this study was conducted to find out the teachers job satisfaction at primary level

Objective of the study

To analyze the level of teachers job satisfaction at primary school.

Research Question

1. What is the level of teacher job satisfaction at the primary level in district Rawalpindi?

Signification of Study

This study finds out PSTs job satisfaction in its different particulars i.e. supervision, working environment, pay, recognition, work and security. This study explores different factors, found to be significant for teacher's job satisfaction. This study also helps researcher to understand teachers' expectations from job. Findings of the research study will help policymakers and administrators to design such rules that may increase the level of teacher's job satisfaction at primary level.

Literature review

Teachers Job Satisfaction

Job satisfaction is a group of beliefs and emotions that individual experiences about their employment and the degree of job satisfaction extends from extremely satisfied to extremely dissatisfied reason being co-workers, supervisors, the type of work, monthly pay and the subordinates (George & Jones, 2008). Employment satisfaction is the emotional response of employees to their jobs which results from comparing the actual results of the employee with what they want. Though (Agho, 1993) defined job satisfaction as the degree to which workers are happy with their job. (Garboua, 2007) Described job satisfaction as "an indicator of expectations for accomplished employee vs. external prospects based on available information at the time."

Evidence has shown that teachers with a greater level of job satisfaction are more dedicated to the work and are less inclined to leave the field of education and take other career choices (Tehseen & Hadi, 2015). Job satisfaction of teachers always plays an important and significant role for achievement of objectives of institution for development of a nation. (Ali et al., 2015). Among the diverse professions that exist teaching is not only considered most reputable but also it signifies a role that impacts the development of societies. Teachers are termed as a pillar of society because they not only instill the love for knowledge in students but also helps them to learn and provide necessary information that leads nation towards progress (Ahsan et al., 2009). Teachers require independence, security, experiences, and recognition from the society. It is significant to meet the needs of teachers because if their needs are not met it can lead to unrest and lack of satisfaction among teachers, which indirectly affects students. Job is the source of income for everyone (George et al., 2008).

Different researches have shown there are no effects of gender on job satisfaction and organizational commitment (Suki 2011). whereas Zilli and Zahoor (2012) concluded that female teachers are highly committed to their institution as compare to male staff.

It usually comprises of the internal state of individuals, motivation, and sense of achievement. (Mullins, 2005) which shows feelings that individual experiences due to the perception that a job helps meeting the psychological and materialistic needs (Aziri, 2008). The job satisfaction and dissatisfaction rely mainly on what an individual receives and expects from one's job. Apart from the psychological factors and internal states job satisfaction or dissatisfaction is also related to a few external factors. Working environment, Supervisory support, Facilities available to employs, Permission, opportunities for individual's improvement, growth and development all these can result in lesser satisfaction among teachers (Sahito & Vaisanen., 2016). Punctuality, attendance, workload, timing, regularity, active participation in teacher unions, political parties, and other groups adversely affect job satisfaction teachers (Parveen in otherwise hardworking, committed and dedicated et al., 2015).

Factors of teachers job satisfaction

There are several factors that can contribute to the teachers' level of job satisfaction, such as pay and conditions, salary, staff relationships, pupil attitudes, parent involvement, and administration assistance. (Schwartz, 2017) In this study, teacher's job satisfaction is found by nine factors i.e. supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security and recognition.

It is important to determine the factors which influence teachers' happiness, because they are not influenced by the current and subsequent student education in order to motivate the teachers to continue their careers. Given that teacher shortage is an international issue, teacher satisfaction at work deserves more attention. Not only is job satisfaction closely related to the success of staff, but it also leads to the well-being of teachers and their pupils, the general unity of the school and the improved teaching profession. The factors that contribute to the frustration of teachers at their jobs make them not necessarily frustrated and give up on their chosen fields to find a new job. Researchers suggest schools should pay closer attention to that teachers' job satisfaction. Teachers who are not

happy with their job cannot do their best to stifle the on-going learner cycle of their pupils (Shabir et al., 2014). Supervision, Colleagues, Working condition, Pay, Responsibility work itself advancement, Security all are the major factors in teachers job satisfaction.

Methodology

This research was descriptive in nature. Quantitative research method was used. To achieve the objectives of this study survey method was used to collect data.

Population

Population of this research study was primary school teachers of district Punjab There are 4279 PST in district Rawalpindi which categorized in seven tehsils.

Sample Size

Sample Size was 355 primary school teachers. Primary school teachers were selected from three most populated tehsils, Rawalpindi, Gujar Khan, and Murree.

Delimitations of Study

There are seven tehsils in district Rawalpindi whereas researchers selected three most populated tehsils, Rawalpindi, Gujar Khan and Murree because of being most populated in schools.

Validity and Reliability of Research Tool

Questionnaires got validated by five experts' i.e. PhD field experts and educationists. Pilot testing was done before final data collection. Value of cronbach's alpha for questionnaire (finding job satisfaction) was calculated as .815.

Analysis and Interpretation of Data

Collected data through questionnaire were organized, tabulated and analyzed in the light of objectives of study. Statistical Package for Social Science (SPSS) was used for data analysis. Descriptive statistic was used to analyze quantitative data all analysis and results are presented using graphs and tables. Separate tables were made available for every statement and factor. Graphs were also included with brief descriptions to elaborate findings for the readers. Teacher's job satisfaction questionnaire (TJSQ) was used. TJSQ was used to measure job satisfaction in primary school teachers of district RWP. TJSQ instead it finds job satisfaction for each of nine factors separately. It only provides scores for each of nine factors. Mean score for each item (question) of nine factors was determined, indicating the level of job satisfaction related to that factor of job.

Table 1 Statistics for supervision

Item	Item#	Mean
My immediate supervisor praises good teaching	16	3.38
My immediate supervisor makes available the material i need to do my best	17	3.32
My immediate supervisor offers suggestions to improve my teaching	19	3.37

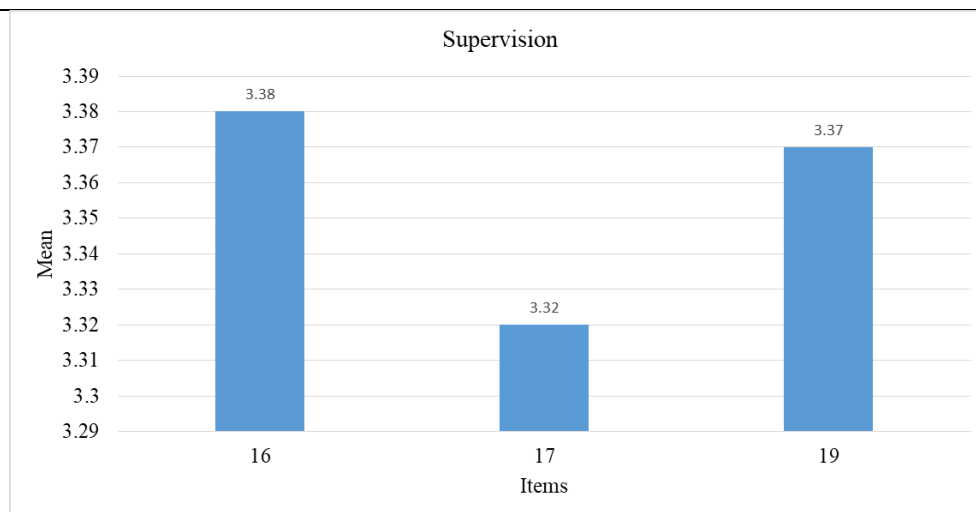


Figure 1 Supervision mean

Note. 1 =no satisfaction, 2 =very low satisfaction, 3 =average satisfaction, 4 =high satisfaction, 5 = very high satisfaction.

Figure 1 illustrates that the mean score for item 16, 17 and 19 of supervision factor of TJS is found to be 3.38, 3.32 and 3.37 respectively. As mean score for each of given statement is greater than criterion mean (3) three, so it is considered that teachers are satisfied with factor of supervision.

Table 2 *Statistics for pay factor*

Item	Item#	Mean
Teacher income is adequate for normal expenses	2	2.78
I am well paid in proportion to my ability	10	2.864
Teaching provides me with financial security.	15	3.24

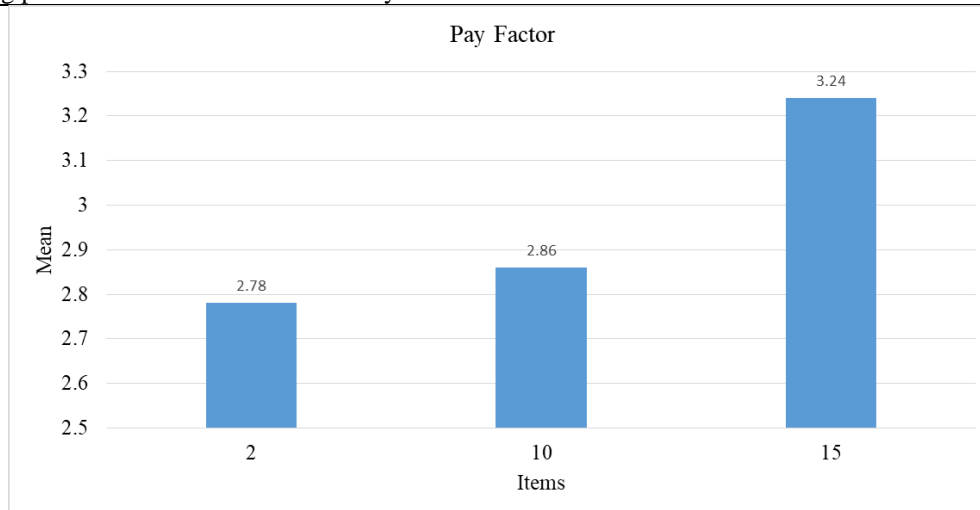


Figure 2 Pay factor mean

Figure 2 illustrates that the mean score for item 2, 10 and 15 of Pay factor of TJS is found to be 2.78, 2.864 and 3.24 respectively. As it is clear from table that mean score of related item is less than 3 so overall it shall be considered that teachers are not satisfied with pay factor of job satisfaction.

Table 3 *Statistics for Work Factor*

Item	Item#	Mean
Teaching provides an opportunity to use a variety of skills.	3	3.93
Teaching encourages me to be creative	12	4.07
The work of a teacher is very pleasant.	13	3.59

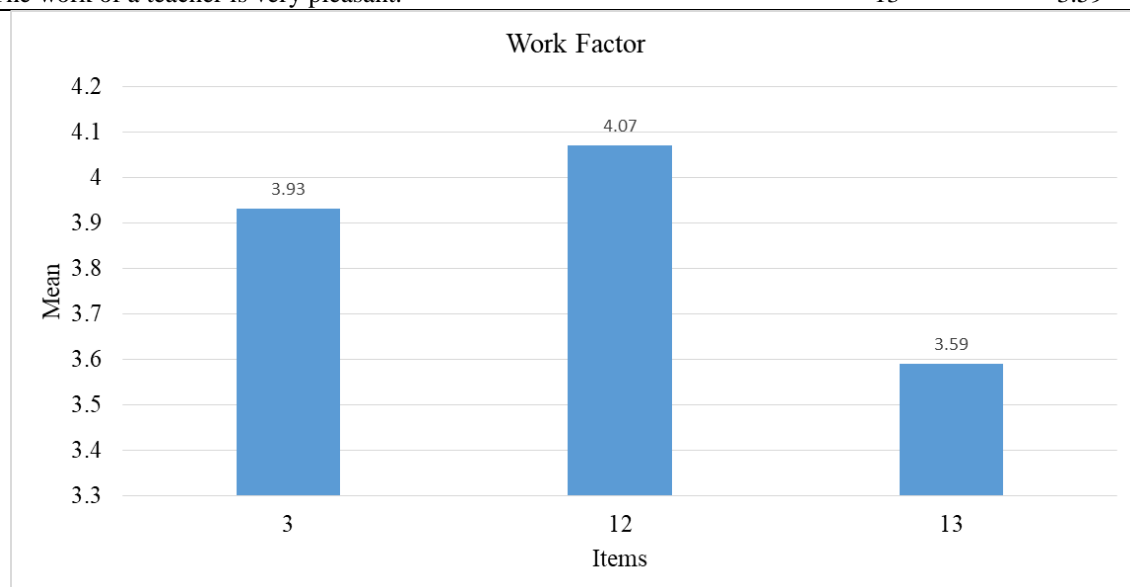


Figure 3 Work Factor Mean

Figure 3 illustrates that the mean score for item 3, 12 and 13 of Work factor of TJS is found to be 3.93, 4.07 and 3.59 respectively. High value of mean shows that teachers are satisfied with work factor of job satisfaction. It means teachers' job satisfaction regarding work factor is high.

Table 4Statistics for Security

Item	Item#	Mean
Teaching provides for a secure future.	4	2.97

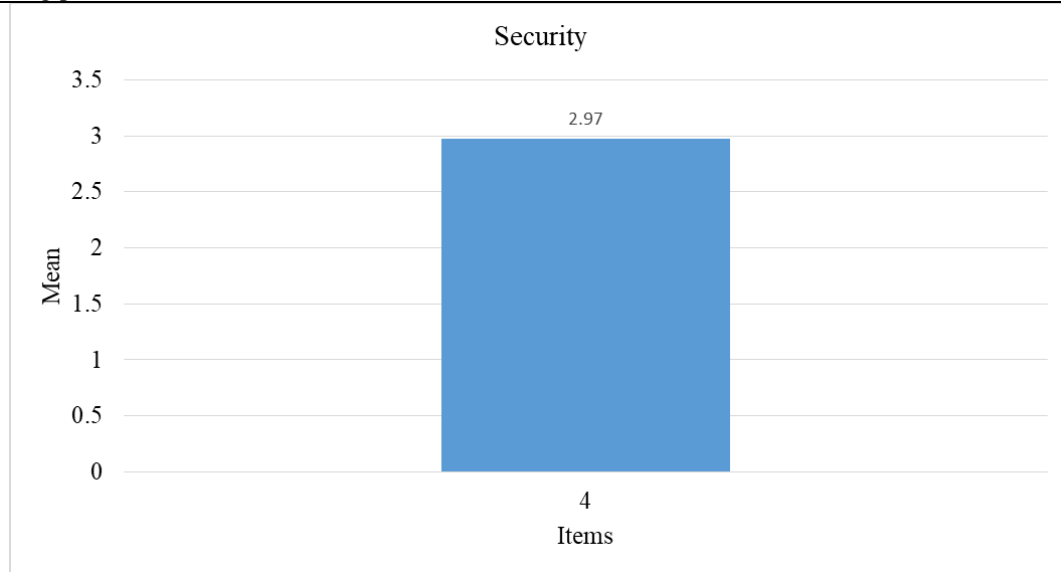


Figure 4 Security Mean

Figure 4 illustrates that the mean score for item 4 of security of TJSQ is found to be 2.97. As mean score is less than 3, that shows majority of teachers are not having job security.

Table 5Statistics for Recognition

Item	Item#	Mean
I receive full recognition for my successful teaching.	5	2.97

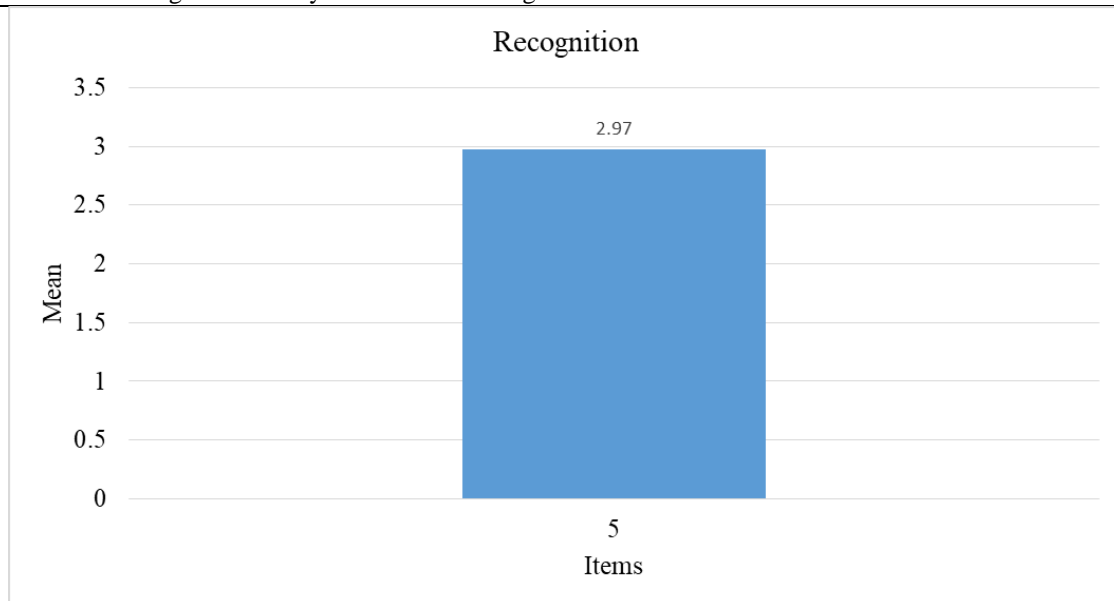


Figure 5 Recognition Mean

Figure 5 illustrates that the mean score for item 5 of Recognition factor of TJS is found to be 2.97. As mean value is less than 3, that shows most of teachers' are not satisfied with recognition factor of job. Again it is indicating that teachers are not recognized properly for their services.

Table 6Statistics for Responsibility

Item	Item#	Mean
Teaching provides me the opportunity to help my students learn.	6	4.02
I am responsible for planning my daily lessons.	7	3.99
I do have responsibility for my teaching	11	4.05
I try to be aware of the policies of my school.	14	3.96

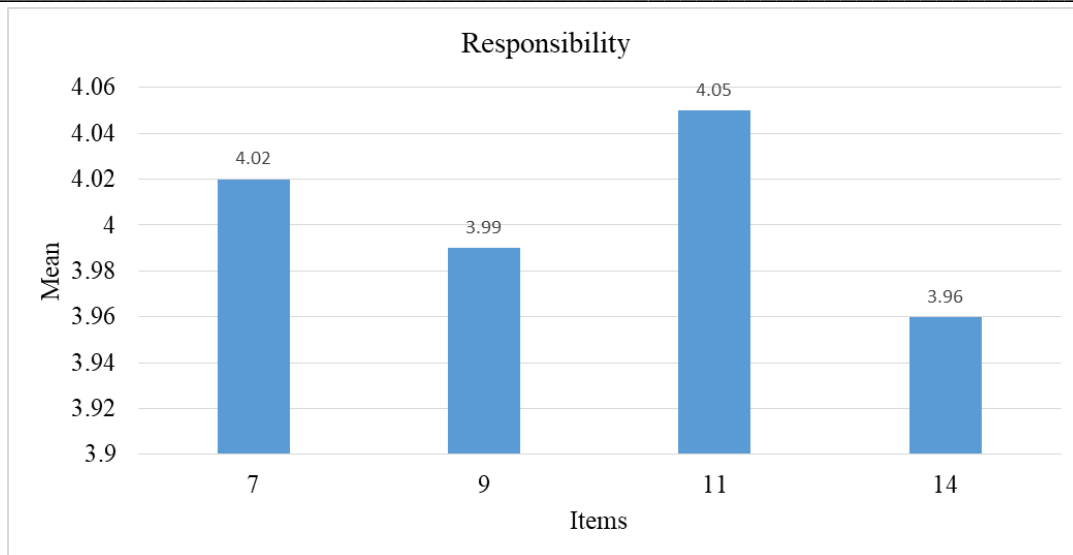


Figure 6 Responsibility Mean

Figure 6 illustrates that the mean score for item 7,9,11 and 14 of Responsibility factor of TJS is found to be 4.02, 3.99, 4.05 and 3.96 respectively. High value of mean score shows that majority of teachers are overall satisfied with responsibility factor. It shows job satisfaction level regarding responsibility factor is high. Teachers are given full responsibility of their work.

Table 7 Statistics for Advancement

Item	Item#	Mean
Teaching provides me with an opportunity to advance professionally		3.90
Teaching provides an opportunity for promotion	8	2.62

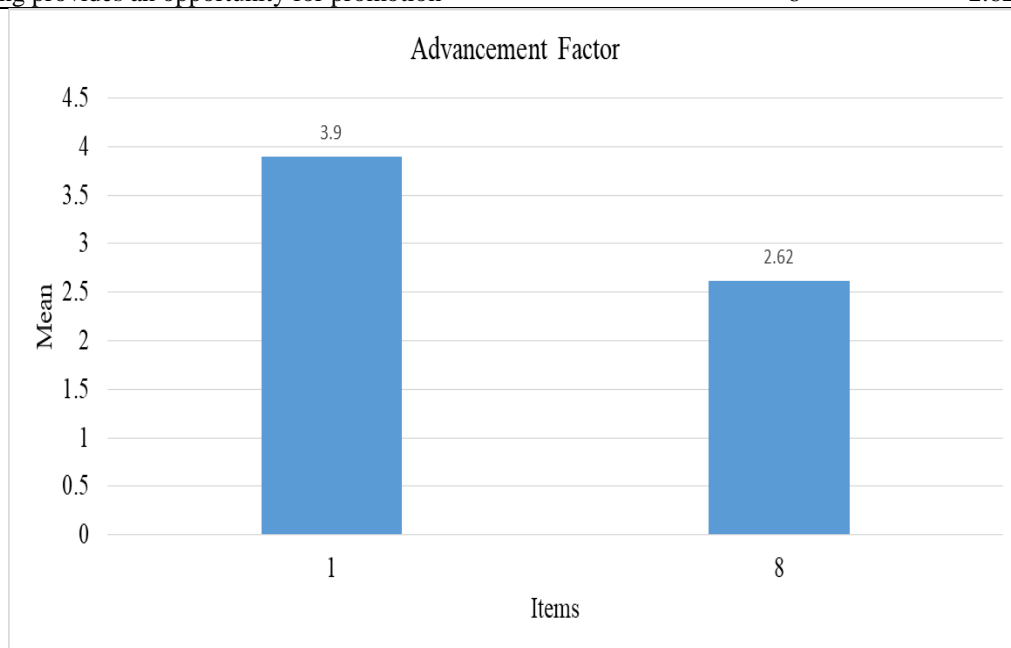


Figure 7 Advancement Factor Mean

Figure 7 illustrates that the mean score for item 1 and 8 of Advancement factor of TJS is found to be 3.9 and 2.62 respectively. High mean value for professionally advancement shows teachers are satisfied with job advancement factor. Whereas low mean score i.e. 2.62 for promotion statement shows that teachers are not satisfied with statement of promotion.

Table 8 Statistics for colleague

Item	Item#	Mean
My colleagues provide me with suggestions or feedback about my teaching	18	3.38
my colleagues stimulate me to do better work	21	3.31

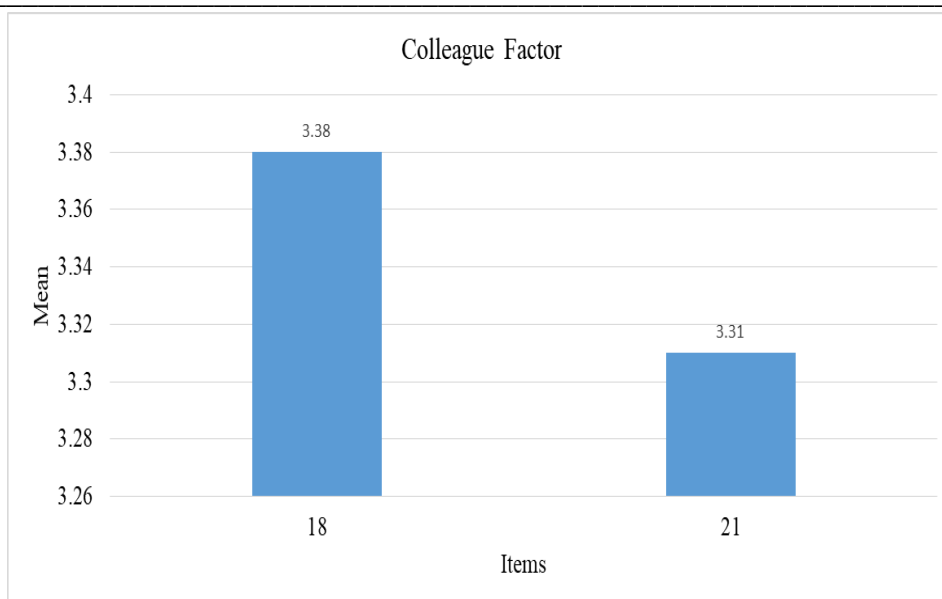


Figure 8 Colleague Factor Mean

Figure 8 illustrates that the mean score for item 18 and 21 of Colleague factor of TJS is found to be 3.38 and 3.31 respectively. As mean score for both statements of colleague factor is more than 3 that shows majority of teachers were satisfied regarding colleague factor.

Table 9 Statistics for Working Condition

Item	Item#	Mean
Working conditions in my school are comfortable	6	3.22
The administration in my school communicates its policies well	20	3.12

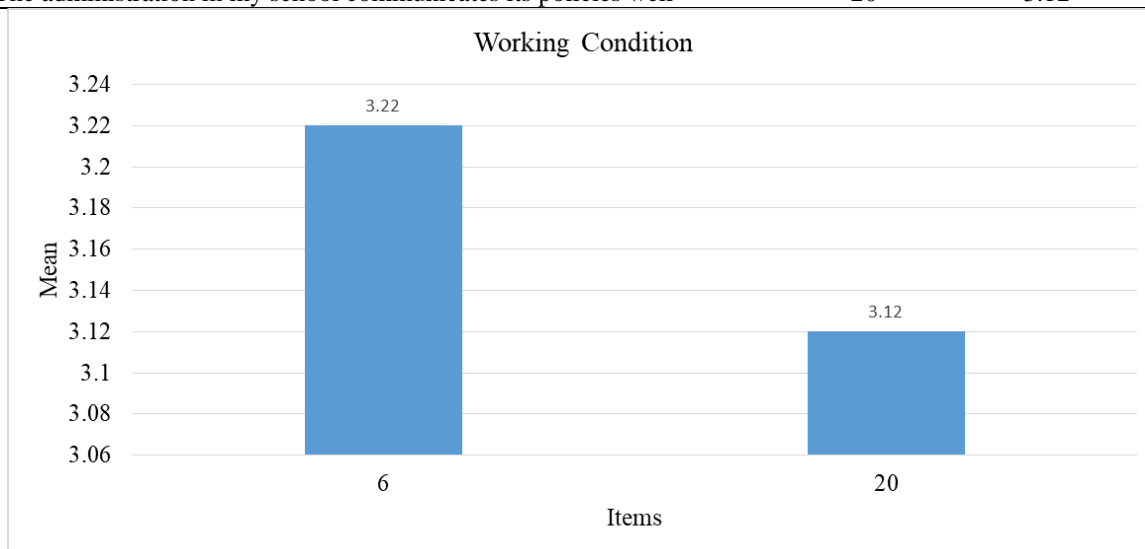


Figure 9 Working Condition Mean

Figure 9 illustrates that the mean score for item 6 and 20 of Working Condition factor of TJS is found to be 3.22 and 3.12 respectively. As mean score for both of given items of factors are more than 3 so teachers shall be considered satisfied with working factor.

Findings of TJSQ

1. Supervision

Supervision is control and regulation provided by administration. It refers to worker's perception of how supervisor assists in daily tasks. Positive response from supervisor motivates teachers. It is clear from findings of this study that most of teachers 'response tends slightly above criterion mean. If supervision factor is used properly, job satisfaction of teachers can be increased that will enhance teachers' efficiency.

2. Pay factor

Pay is monetary compensation for work performed. It includes teacher's salary. Income is also considered motivating agent and can enhance teacher's job satisfaction Income should be

sufficient for normal expenses and must provide financial security and must be paid well in proportion to its ability. It is found from study that responses of most of PSTs is not in favor of pay factor. That is they are not much satisfied with their pay. That clearly indicates that teachers are not contented with pay factor.

3. Colleague factor

Colleagues are co-workers; a teacher working in team normally tends to have high job satisfaction. Teacher's collaboration with other colleagues leads them to learn more professional skills that in turn enhance their confidence. Findings of study show that overall teachers are found satisfied with colleague factor. That shows that there is enough collaboration among staff members. If co-workers motivate spirit of working other staff members and give proper suggestions to improve, their job satisfaction may be enhanced as well as advantageous.

4. Working conditions

Working conditions include combination of school policies developed by school administration and overall physical facilities of work place. Findings of this study shows that majority of PSTs are satisfied regarding this factor of job satisfaction. That means, in order to further increase job satisfaction in this factor, teachers must be provided by comfortable and good hygienic environment with all physical facilities and policies should be communicated timely.

5. Work factor

It includes combination of all daily tasks, challenges, duties and routines of worker. According to this study teacher were found satisfied with work factor of job satisfaction. That means teachers are sufficiently satisfied with given assignments. It maintains their creativity and their skills

6. Security factor

Policies including job duration, tenure, seniority, pension, retirement and dismissal are all factors of job security. Safety is fundamental step is mallows (1954) hierarchy of needs. Findings of this study show that majority of teachers were found not satisfied with security factor. With job security teachers will pay their full attention in executing their responsibilities.

7. Responsibility

It is being accountable for one's work. For teachers, it also comprises proper working relationship with the students. It also includes active role of teachers in creating and following school policies. Findings of this study indicate that PSTs are satisfied with factor of responsibility. That means teachers are considered responsible for their own work. They are given enough authority and autonomy to maintain their work and classes.

8. Recognition

Recognition is considered as employee attention and appreciation. It is feedback on performance. Timely and well-phrased feedback increases efficiency of teachers. Findings of this study show that majority of respondents are not satisfied with this factor. It is therefore needed that teacher's services must be recognized by departments to make them satisfied with their job.

Conclusion

Primary school teachers are those who come direct into interaction with students at very initial stage. Primary teacher are who teaches a student, how to grip a pencil, how to behave to other children of class and how to start writing. PSTs are the 1st ones after parents who introduce manners and morals of school life to students. Logically they must be given most important place and value in education system but practically it is most neglected and ignorant category of teachers. They are not treated well by administration department (zafar, 2003). They are not well paid .Teachers are needed be given due respect to satisfy their self-respect and self-esteem. They can be rewarded with medals, certificates, increments and shields to acknowledge their achievements. Because they are one who are responsible for implementation of any rule or policy. If they will not be satisfied with any rule, how would they be able to implement it properly? Response of PSTs regarding their job satisfaction in this study is of vital importance. .Research study findings highlighted some areas that need improvements to achieve desired targets of improvement of educational standards. At last it is concluded that PSTs are the very first helpers of students at very initial stage. Students interact very first time to PST. They deserve extraordinary respect and honour. Whereas practically they are not appreciated by department.

Recommendations

Government should be responsible for ensuring basic infrastructural needs at all schools that include neat class rooms, library and laboratory furniture, basic washing hygienic facilities, clean drinking

water, and communication infrastructure. Promotions and bonuses are to be correlated with teacher's performance and Results. Competent Teachers must be acknowledged and rewarded on basis of their achievements in department. It will further motivate them to improve in their professional field. Higher qualifications should be allowed for promotion.. Fair pay should be given to teachers to fulfil physiological and safety requirements so that they can carry out their duties in a transparent and honest manner.

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