

# A COMPARATIVE STUDY OF THE JOB SATISFACTION OF TEACHERS OF DISTRICT BAHAWALPUR (PAKISTAN)

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## ABSTRACT

The main purpose of the study was to examine the job satisfaction level of the teachers of Bahawalpur, in order to achieve the desire end, 340 teachers were taken as sample out of these gender wise distribution was male (195) and female (145). A 32 items questionnaire (Likert scale) was constructed and divided into 9 dimensions namely (nature of work, administrative support, salary, atmosphere, promotion, decision making, and relation with colleagues, job security and over all job satisfaction). Questionnaire was pilot tested and the reliability of the questionnaire was found 0.789 (Cronbach's Alpha). After getting the data, the data was tabulated by using statistical package for social sciences (SPSS XII). Independent sample t-test and ANOVA were run in order to compare the different variables (gender, nature of job, designation, age and experience). The study reveals that female teachers are more satisfied than their male counter parts, permanent teachers are more satisfied than contractual teachers on different dimensions of the job satisfaction scale as well as on over all job satisfaction, designation wise secondary school teachers (SSTs) are more positive than elementary school teachers (ESTs) on atmosphere of the institutions. Age wise the group having the age group of 41-50 years is significantly positive than the age group of 20-30 years on relation with colleagues. Experience wise the group having experience of 16-20 years is more positive than group having experience of 1-5 years on relation with colleagues. The findings of the study lead to several recommendations.

*Key Words:* Job Satisfaction, Administrative Support, Salary, Promotion, Decision Making, Job Security.

## INTRODUCTION

Teachers are arguably the most important group of professionals for the nation's future. Therefore, it is disturbing to find that many of today's teachers are dissatisfied with their jobs. "The mean CES-D (depression scale) scores of a sample of 75 Los Angeles teachers was 15.6, a value about twice the mean scores obtained in community surveys" (Beer & Beer, 1992). A CES-D score of 16 or greater is considered significant because it is associated with increased risk of depression (Schonfeld, 1990). It is crucial that we determine what increases teacher motivation. Many factors have been examined in an attempt to find which ones promote teacher motivation. Pay incentives have been found to be unsuccessful in increasing motivation. In their study of 167 teachers, Sylvia & Hutchinson (1985) concluded: "Teacher motivation is based in the freedom to try new

ideas, achievement of appropriate responsibility levels, and intrinsic work elements.... Based upon their findings, schemes such as merit and pay were predicted to be counterproductive." They explain that true job satisfaction is derived from the gratification of higher-order needs, "social relations, esteem, and actualization" rather than lower-order needs. Indeed, Rothman (1981) contrasts the security and financial motives for entering teaching during the depression years with present-day idealistic and intellectual convictions, especially because other professions pay equally well or better. The conclusion of Greenwood & Soars (1973) that less lecturing by teachers and more classroom discussions relates positively to teacher morale further supports the importance of higher-order needs.

The challenges of education in Pakistan are immense, both in scale and complexity. About 5.5 million children

remain out-of-school and over one-half of the adult population are illiterate, especially among the female rural population. "The literacy rate of Pakistan is 49 per cent, male 61 per cent and female 37 per cent. Between 1999 and 2002, the total education budget as a percentage of GDP declined from 2.4 to around 2.1 per cent. Half of the 12 million children enrolled may drop out before completing primary education in government schools (Education Watch 2000)." Thus, the challenge to improve educational provision in Pakistan will require concerted effort from all key planners, especially teachers and school managers, who are at the frontline in the delivery of educational provision.

Teachers are expected to render a very high job performance, and the Ministry of Education is always curious regarding the job performance of its teachers. Also, the Ministry of Education demands a very high measure of loyalty, patriotism, dedication, hard work and commitment from its teachers (Ubom & Joshua, 2004). Similarly, the roles and contexts of education's motivational methods and tools cannot be underemphasized because high motivation enhances productivity which is naturally in the interests of all educational systems (Ololube 2004, 2005).

It is assumed that teachers' agitations and demands are beyond the resources of the Ministry of Education or the government. As a result, the government in Nigeria and the Nigerian Union of Teachers (NUT) are in a constant stand-off over the increase in salaries, benefits, and improvements in working conditions of teachers. The federal and state governments have argued that the present economic realities in the country cannot sustain the demanded increase in salaries, benefits, and improvements in working conditions. Specifically they argue that teachers' demands are beyond the government resources.

Another problem is the government's position concerning the job performance of the teachers; they accuse the teachers of negligence, laziness, purposeful lethargy, and lack of dedication and zeal to work. They further argue that teachers' level of efficiency and effectiveness does not necessitate the constant request for salary increase,

incentives and better working conditions. While teachers on their part argue that the existing salary structure, benefits and working conditions do not satisfy their basic needs in as much as other sectors of the economy have bigger salary structure, better motivation and enhanced working conditions. They feel Nigeria's economy is not properly balanced, hence, their demands. The teachers' argument is in line with Adams' (1963) equity theory of motivation. Adams' Equity Theory calls for a fair balance to be struck between employees' inputs (e.g., hard work, skill levels, tolerance, and enthusiasm) and employees' outputs (e.g., salary, benefits, and intangibles such as recognition). According to the theory's finding, a fair balance serves to ensure a strong and productive relationship with the employees, with the overall result being satisfied, thus motivated employees. The theory is built on the belief that employees become demotivated, both in relation to their job and their employer, if they feel as though their inputs are greater than the outputs. Employees can be expected to respond to this in different ways, including de-motivation (generally to the extent the employee perceives the disparity between the inputs and the outputs exist), reduced effort, becoming disgruntled, or, in more extreme cases, perhaps even disruptive ([http://www.mindtools.com/pages/article/newLDR\\_96.htm](http://www.mindtools.com/pages/article/newLDR_96.htm)).

Representatives from Ministry of Education, donors, NGOs, education researchers and teachers highlighted many problems facing school teachers, in particular, low levels of motivation during a National Conference on Teacher Education held in December 2004 organized by Academy for Education Development (AED), USAID and Ministry of Education (MOE). Similarly, a UNESCO report on the 'Status of teachers in Pakistan', published in October 2003, points out that non-transparent appointment practices, politicization, poor management, lack of transport and security are amongst the major problems that are faced by teachers. Policy makers and other stakeholders are well aware of the motivation crisis in teaching, but to date have been unable to take effective action to address teacher motivation and incentive needs. Teacher motivation is determined by both

pecuniary and non-pecuniary factors. Pay levels and other material benefits must be sufficient to meet basic human needs (food, housing, clothing, transport, healthcare, education and training). However, overall job satisfaction among teachers is also strongly determined by higher order emotional and social needs, most notably professional self-esteem, job security, interpersonal relations at work (between teachers, education managers, pupils and parents/communities), opportunities for career progression, the working environment, the workload and productivity/learning outcomes. Another key related issue is the level of accountability of teachers to their school managers, pupils, parents and wider community.

Job satisfaction has been described as favourable or positive feelings about work or the work environment (Furnham, 1997). Conversely, job dissatisfaction has been defined as unhappy or negative feelings about work or the work environment (Furnham, 1997). Job satisfaction of teachers has been the focus of considerable research in recent decades (De Nobile, 2003; Dinham & Scott, 1998). Given the links that have been established between job satisfaction and employee commitment, turnover, absenteeism, productivity and occupational stress (De Nobile & McCormick, 2005; Luthans, 2002; Spector, 2000), such interest is, perhaps, not surprising. It is evident that levels of job satisfaction felt by teachers in similar work environments can vary from one individual to another. Demographic factors may play a role in the level of job satisfaction perceived by teachers (Bedeian, Ferris & Kacmar, 1992; Bogler, 2002; Crossman & Harris, 2006; Niehoff, 1997). In particular, literature suggests four variables that may have significant interactions with teacher job satisfaction, namely; gender, age, experience/tenure and position (Bedeian et al, 1992; Dinham & Scott, 1996).

## Objectives of the Study

1. To study the job satisfaction of teachers of district Bahawalpur on different dimensions.
2. To compare the dimensions of job satisfaction on different variables.

## Methodology

This study was designed to compare the job satisfaction of teachers by comparing gender, nature of work, age, experience and designation on different dimensions of job satisfaction.

## Population

The population for this study comprised of all school teachers of public schools of district Bahawalpur (Pakistan) which was 1000.

## Sample

500 teachers from the district Bahawalpur was considered the sample of the study. Sample was selected randomly and 340 respondents returned the questionnaires.

## Research Instrument

A 30 items questionnaire on (Likert scale) was constructed and pilot tested, the reliability of the instrument was 0.789 (Cronbach's Alpha). The questionnaire was further divided into nine dimensions (nature of work, administrative support, salary, atmosphere, promotion, decision making, relation with colleagues, job security and over all job satisfaction).

## Data Analysis

The collected data was tabulated and fed into SPSS XII, independent sample 't'-test and ANOVA was run in order to compare the variables.

A 't'-test analysis to look into the differences in mean between the males and females was attempted. On the over all job satisfaction scale male and female did not significantly differ ( $t= 1.14$ ,  $p > 0.05$ ), although female's mean (82.75) was slightly higher than the male's mean (81.85).

The mean difference between males and females on job satisfaction sub scale for administrative support, relation with colleagues were not significantly different.

Table 1 shows that on the nature of work males' mean was greater ( $M=17.22$ ) than the females ( $M=16.26$ ). This difference was significant ( $p < 0.05$ ) and suggests that males are more satisfied with their nature of work.

Similarly on salary males' mean (6.85) is greater than females' mean (6.39). This difference was significant

Scale/sub-scale name	Sex	N	Mean	SD	SE <sub>m</sub>	t-value
1. Nature of work	Male	195	17.22	2.49	0.178	3.55*
	Female	145	16.26	2.36	0.192	
2. Administrative support	Male	195	7.18	1.60	0.115	1.102#
	Female	145	6.97	1.81	0.150	
3. Salary	Male	195	6.85	1.70	0.122	2.245*
	Female	145	6.39	2.95	0.170	
4. Atmosphere	Male	195	12.04	1.94	0.139	3.558*
	Female	145	12.74	1.55	0.128	
5. Promotion	Male	195	6.40	1.87	0.134	2.303*
	Female	145	6.86	1.83	0.152	
6. Decision making	Male	195	8.86	1.64	0.117	2.240*
	Female	145	9.26	1.62	0.122	
7. Relations with colleagues	Male	195	14.46	2.12	0.152	1.852#
	Female	145	14.90	2.18	0.181	
8. Job security	Male	195	8.81	1.62	0.116	3.188*
	Female	145	9.33	1.25	0.104	
9. Overall Job satisfaction	Male	195	81.85	7.88	0.565	1.142#
	Female	145	82.75	6.27	0.521	

\* = Significant at 0.05 level # = Not significant

**Table 1. Mean Scores, SDs, SE<sub>m</sub> and 't'-values of Job satisfaction of teachers in relation to their Gender.**

( $p < 0.05$ ) and suggests that males are more satisfied than females on salary.

On atmosphere, promotion, decision making and job security females' mean was greater than males. The difference was significant ( $p < 0.05$ ) and suggests that females are more satisfied on atmosphere, promotion, decision making and job security.

A 't'-test analysis to look into the differences in mean between the permanent and contractual teachers was attempted. On the over all job satisfaction scale permanent and contractual teachers significantly differ ( $t = 3.454$ ,  $p < 0.05$ ), permanent teachers' mean (83.29) was significantly higher than the contractual teachers' mean (80.54) (Table 2).

The mean difference between permanent and contractual teachers on job satisfaction sub scales for nature of work, administrative support, atmosphere and promotion were not significantly different.

On salary, decision making, relation with colleagues and job security permanent teachers' mean was greater than contractual teachers' mean. The difference was significant ( $p < 0.05$ ) and suggests that permanent teachers are more satisfied on salary, decision making, relation with colleagues and job security and as well as on over all job satisfaction scale.

Scale/sub-scale name	Nature of job	N	Mean	SD	SE <sub>m</sub>	t-value
1. Nature of work	Permanent	209	16.84	2.52	0.17	0.302#
	Contract	131	16.76	2.42	0.21	
2. Administrative support	Permanent	209	7.10	1.71	0.11	0.112#
	Contract	131	7.08	1.67	0.14	
3. Salary	Permanent	209	6.81	1.75	0.12	2.028*
	Contract	131	6.39	2.02	0.17	
4. Atmosphere	Permanent	209	12.45	1.82	0.12	1.476#
	Contract	131	12.16	1.80	0.15	
5. Promotion	Permanent	209	6.61	1.95	0.13	0.155#
	Contract	131	6.58	1.72	0.15	
6. Decision making	Permanent	209	9.24	1.54	0.10	2.94*
	Contract	131	8.70	1.75	0.15	
7. Relations with Colleagues	Permanent	209	15.00	2.24	0.15	3.820*
	Contract	131	14.09	1.89	0.16	
8. Job security	Permanent	209	9.21	1.27	0.88	2.757*
	Contract	131	8.75	1.76	0.15	
9. Overall Job satisfaction	Permanent	209	83.29	6.42	0.44	3.454*
	Contract	131	80.54	8.14	0.71	

\* = Significant at 0.05 level # = Not significant

**Table 2. Mean Scores, SDs, SE<sub>m</sub> and 't'-values of Job satisfaction of teachers in relation to their nature of job.**

ANOVA was done in order to see the differences among the groups designation wise. ANOVA results shows that there is no significant difference among the groups on over all job satisfaction scale and nature of work, administrative support, salary, promotion, decision making, relation with colleagues and job security subscales of job satisfaction scale.

On the subscale of atmosphere there is a significant difference among the groups ( $p < 0.05$ ) (Table 3). Secondary school teachers (SSTs) mean (12.72) is greater than elementary school teachers (ESTs) mean (12.03). It suggests that SSTs are more satisfied regarding atmosphere.

ANOVA was done in order to see the differences among the groups age wise. ANOVA results shows that there is no significant difference among the groups on over all job satisfaction scale and nature of work, administrative support, salary, atmosphere, promotion, decision making and job security subscales of job satisfaction scale.

On the subscale of decision making there is a significant difference among the groups ( $p < 0.05$ ) (Table 4). The mean of Group having age group 41-50 years is (9.22) is significantly better than the mean of groups having age group 21-30 years and 31-40 years and on the other hand group having age 51-60 years mean (9.21) is significantly

Scale/sub-scale name	Designation	N	Mean	SD	SEm	F-ratio	Mean differences
1. Nature of work	SST	107	16.48	2.54	0.24	2.713	
	EST	128	16.72	2.49	0.23		
	PTC	105	17.25	2.35	0.22		
2. Administrative support	SST	107	6.99	1.66	0.16	0.689	
	EST	128	7.23	1.68	0.14		
	PTC	105	7.03	1.75	0.17		
3. Salary	SST	107	6.83	1.91	0.18	2.566	
	EST	128	6.78	1.76	0.15		
	PTC	105	6.31	1.92	0.19		
4. Atmosphere	SST	107	12.72	1.93	0.19	4.363*	G1 G2*
	EST	128	12.03	1.90	0.17		
	PTC	105	12.33	1.41	0.15		
5. Promotion	SST	107	6.43	1.84	0.18	1.653	
	EST	128	6.83	1.84	0.16		
	PTC	105	6.47	1.80	0.17		
6. Decision making	SST	107	9.06	1.43	0.14	2.790	
	EST	128	8.79	1.77	0.16		
	PTC	105	9.30	1.65	0.16		
7. Relations with colleagues	SST	107	14.78	2.27	0.22	.818	
	EST	128	14.46	2.23	0.19		
	PTC	105	14.75	1.87	0.20		
8. Job security	SST	107	9.29	1.56	0.15	2.595	
	EST	128	8.86	1.48	0.13		
	PTC	105	8.97	1.40	0.14		
9. Overall Job satisfaction	SST	107	82.62	7.62	0.73	.495	
	EST	128	81.74	7.73	0.68		
	PTC	105	82.44	6.12	0.59		

\*\*\*\*Significant at 0.0001 level    \*\*\*Significant at 0.001 level    \*Significant at 0.05 level

**Table 3. Mean Scores, SDs, SE<sub>m</sub> and F-ratio of job satisfaction of teachers in relation to their designation**

better than age group 20-30 years. It suggests that the teachers having age 41-50 years and 51-60 years are involved in decision making and they are more satisfied.

ANOVA was done in order to see the differences among the groups age wise. ANOVA results shows that there is no significant difference among the groups on over all job satisfaction scale and nature of work, administrative support, salary, atmosphere, promotion, decision making and job security subscales of job satisfaction scale.

On the subscale of relation with colleagues there is a significant difference among the groups ( $p < 0.05$ ). Teachers having the experience 11-15 years mean is significantly better than the teachers having experience 1-5 years. The mean of the group having experience 16-20 years is significantly better than the mean of group having experience 1-5 years and 6-10 years (Table 5). The mean of the group having experience 21-25 years is significantly better than the mean of group having experience 1-5 years and 6-10 years. The mean of the group having experience 26-30 years is significantly better than the mean of group having experience 1-5 years. It suggests that teachers with older age are more

Scale/sub-scale name	Age	N	Mean	SD	SEm	F-ratio	Mean differences
1. Nature of work	20-30Years	91	16.81	2.19	0.22	0.836	
	31-40Years	125	17.05	2.46	0.22		
	41-50Years	101	16.61	2.82	0.28		
	51-60Years	23	16.39	2.06	0.42		
2. Administrative support	20-30Years	91	7.40	1.61	0.16	1.714	
	31-40Years	125	7.04	1.87	0.17		
	41-50Years	101	6.86	1.60	0.15		
	51-60Years	23	7.17	1.33	0.28		
3. Salary	20-30Years	91	6.46	2.23	0.23	0.717	
	31-40Years	125	6.64	1.56	0.14		
	41-50Years	101	6.77	1.83	0.18		
	51-60Years	23	7.00	2.02	0.42		
4. Atmosphere	20-30Years	91	12.24	1.62	0.17	0.684	
	31-40Years	125	12.24	2.06	0.18		
	41-50Years	101	12.55	1.69	0.17		
	51-60Years	23	12.39	1.67	0.35		
5. Promotion	20-30Years	91	6.87	1.65	0.17	1.542	
	31-40Years	125	6.64	1.99	0.17		
	41-50Years	101	6.62	1.85	0.18		
	51-60Years	23	6.04	1.96	0.41		
6. Decision making	20-30Years	91	8.91	1.49	0.16	0.849	G3 G1* G2* G4 G1*
	31-40Years	125	8.94	1.85	0.17		
	41-50Years	101	9.22	1.16	0.24		
	51-60Years	23	9.21	1.16	0.24		
7. Relations with colleagues	20-30Years	91	14.21	1.61	0.16	3.596*	
	31-40Years	125	14.49	2.35	0.21		
	41-50Years	101	15.08	2.26	0.23		
	51-60Years	23	15.30	2.07	0.43		
8. Job security	20-30Years	91	9.02	1.44	0.15	2.061	
	31-40Years	125	8.88	1.79	0.16		
	41-50Years	101	9.31	1.12	0.11		
	51-60Years	23	8.69	1.26	0.26		
9. Overall Job satisfaction	20-30Years	91	81.95	6.12	0.64	0.639	
	31-40Years	125	81.78	8.94	0.80		
	41-50Years	101	83.05	5.75	0.57		
	51-60Years	23	82.21	7.13	1.48		

\*\*\*\*Significant at 0.0001 level    \*\*\*Significant at 0.001 level    \*Significant at 0.05 level

**Table 4. Mean Scores, SDs, SE<sub>m</sub> and F-ratio of job satisfaction of teachers in relation to their age**

satisfied with the relation with colleagues subscale of job satisfaction scale.

## Discussion

When teachers were compared gender wise on job satisfaction scale. It was found that male teachers were more satisfied on nature of work and salary on the other hand female teachers were more satisfied on atmosphere, promotion, decision making and job security. Which shows that female teachers were more satisfied than their counter parts male teachers (Table 1).

When teachers were compared regarding their nature of job. It was found that those teachers who are having permanent job they were more satisfied on salary, decision making, relation with colleagues, job security and over all job satisfaction. Which shows that permanent teachers were more satisfied than their counter parts on contractual job (Table 2).

When teachers were compared designation wise by



Scale/sub-scale name	Age	N	Mean	SD	SEm	F-ratio	Meandifferences
1. Nature of work	1-5 Years	115	16.92	2.39	0.22	1.295	
	6-10 Years	44	16.29	1.94	0.29		
	11-15 Years	65	16.49	2.66	0.33		
	16-20 Years	77	17.05	2.51	0.28		
	21-25 Years	28	16.82	3.11	0.58		
2. Administrative support	1-5 Years	115	7.21	1.65	0.15	.488	
	6-10 Years	44	6.93	2.03	0.30		
	11-15 Years	65	7.20	1.67	0.20		
	16-20 Years	77	7.06	1.68	0.19		
	21-25 Years	28	6.75	1.66	0.31		
3. Salary	1-5 Years	115	6.31	2.10	0.19	1.688	
	6-10 Years	44	6.72	1.28	0.19		
	11-15 Years	65	6.70	1.69	0.20		
	16-20 Years	77	6.84	1.91	0.21		
	21-25 Years	28	6.92	1.46	0.27		
4. Atmosphere	1-5 Years	115	12.12	1.82	0.16	1.419	
	6-10 Years	44	12.43	1.57	0.23		
	11-15 Years	65	12.36	1.86	0.23		
	16-20 Years	77	12.64	1.89	0.21		
	21-25 Years	28	12.57	1.91	0.36		
5. Promotion	1-5 Years	115	6.54	1.71	0.15	1.675	
	6-10 Years	44	6.77	1.95	0.29		
	11-15 Years	65	6.96	1.95	0.24		
	16-20 Years	77	6.31	1.86	0.21		
	21-25 Years	28	6.85	2.17	0.41		
6. Decision making	1-5 Years	115	8.73	1.78	0.16	1.567	
	6-10 Years	44	9.22	1.58	0.23		
	11-15 Years	65	9.16	1.53	0.19		
	16-20 Years	77	9.20	1.62	0.18		
	21-25 Years	28	9.39	1.57	0.29		
7. Relations with colleagues	1-5 Years	115	14.12	1.79	0.16	3.845*	G3
	6-10 Years	44	14.18	2.01	0.30		G1*
	11-15 Years	65	14.86	2.40	0.29		G4
	16-20 Years	77	15.19	2.32	0.26		G1*
	21-25 Years	28	15.28	2.37	0.44		G2*
8. Job security	1-5 Years	115	8.77	1.79	0.16	2.188	G5
	6-10 Years	44	9.11	1.52	0.23		G1*
	11-15 Years	65	9.20	1.23	0.15		G2*
	16-20 Years	77	9.28	1.22	0.13		G1*
	21-25 Years	28	9.25	1.29	0.24		G6
9. Overall Job satisfaction	1-5 Years	115	80.74	8.36	0.78	2.019	
	6-10 Years	44	81.68	5.61	0.84		
	11-15 Years	65	82.96	6.80	0.84		
	16-20 Years	77	83.61	6.72	0.76		
	21-25 Years	28	83.85	6.71	1.26		
26-30 Years	11	82.00	5.86	1.76			

\*\*\*Significant at 0.0001 level    \*\*Significant at 0.001 level    \*Significant at 0.05 level

**Table 5. Mean Scores, SDs, SE<sub>m</sub> and F-ratio of job satisfaction of teachers in relation to their experience**

applying ANOVA. It was found that there is a significant difference only on the subscale of atmosphere of job satisfaction scale and (SSTs) secondary school teachers were more satisfied than (ESTs) elementary school teachers (Table 3).

When teachers were compared age wise by applying ANOVA. It was found that there was a significant difference on the subscales of decision making of job satisfaction scale. Teachers having age 41-50 years are

more satisfied than teachers having age 20-30 years and 31-40 years. On the other hand teachers having age 51-60 years are more satisfied than teachers having age 20-30 years. Which shows that teacher with old age were more satisfied with decision making (Table 4).

When teachers were compared regarding their experience by applying ANOVA. It was found that there is a significant difference among the groups of teacher regarding their experience on sub scale relation with colleagues of job satisfaction scale. Teachers having experience of 11-15 years were more satisfied than teachers having experience of 1-5 years. Teachers having experience of 16-20 years were more satisfied than teachers having experience 1-5 years and 6-10 years. Teachers having experience of 21-25 years were more satisfied than teachers having experience 1-5 years and 6-10 years. Teachers having experience of 26-30 years were more satisfied than teachers having experience 1-5 years (Table 5).

## Conclusions

- There is a significant difference between the opinions of male and female teachers on nature of work and salary. Male teachers are more satisfied with these two aspects of job satisfaction.
- Male teachers are more satisfied with the salary package and the atmosphere of the institution as compared to female teachers.
- Permanent teachers are more satisfied with their jobs and they are more confident as compared to contractual teachers.
- Designation wise all the faculty members are satisfied with their jobs if the difference exists, it is only between the elementary and secondary school teachers.
- Age wise all the teachers are satisfied with their jobs if the difference exists, it is only between 41-50 years and 20-30 years. 51-60 years age group is more satisfied.
- Experience wise all the teachers are satisfied with their jobs if the difference exists, it is only between 16-20 years and 1-5 years. Group having the experience of 16-20 years is more satisfied.

## Recommendations

- Teachers should be invited by the administration in making decisions about institution. It will increase their confidence and satisfaction.
- School atmosphere should be made appropriate for female teachers to work satisfactorily.
- They should have security of their job at the institution. Otherwise they will not be committed to their work.
- Contractual teachers should be given same status like permanent teachers. They should be considered the part of faculty. They should be involved in all types of activities as permanent teachers are.
- Administration should understand the problems of newly appointed teachers or the teachers having less experience.
- There should be no distinction among teachers regarding their designation. Elementary school teachers should also be satisfied as secondary school teachers.
- School administration should create an atmosphere in the institution in which all types of teachers may feel satisfaction and respect.

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