

Job Satisfaction Level of Teachers' Working in Private

Institutes of Rahim Yar Khan (Pakistan)

Muhammad Rizwan

Lecturer, Department of Management Sciences,

The Islamia University of Bahawalpur, Pakistan

Email: rizwan.arshad@iub.edu.pk

Kashif Sagheer Rao

MS Scholar, Department of Business Administration

NCBA&E, Bahawalpur, Pakistan

Muhammad Hassan

MS Scholar, Department of Business Administration

NCBA&E, Bahawalpur, Pakistan

Abdul Majid

MS Scholar, Department of Business Administration

NCBA&E, Bahawalpur, Pakistan

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Abstract

The objective of present study was to analyze the job satisfaction level of teachers working in private institutions in Rahim Yar Khan Pakistan. For this purpose researchers build a conceptual model taking peer support, family insight, Intrinsic rewards, training and development as independent variables.

For the data collection researchers developed five liker scale questionnaires which have been distributed to the teachers working in private institutions. Total 145 questionnaire was distributed from which 122 questionnaire returned to us. From the filled questionnaires 14 were incomplete and rejects from analysis.

Researchers use linear regression to analyze the impact of independent variables on the

dependent variable job satisfaction. The results shows that intrinsic reward and leadership support have positive significant relationship with job satisfaction, but the family insights show negative significant relationship. Peer support training and development have positive insignificant relationship with our dependent variable job satisfaction.

The researchers concludes that the teachers working in private institutions in Rahim yar Khan (Pakistan) demand respect from their head of institutes which are consider more valuable instead of monitory rewards. The insignificant impact of Peer support, training and development on our dependent variable job satisfaction which means that peer cannot support in the best interest of institution. The results proves as like experienced by the researchers working as a teacher in private institutes in Rahim Yar Khan (Pakistan).

Keywords: Job Satisfaction, Peer Support, Family Insight, Regression

Introduction

This study is based on Teachers. They are known as nation builder. He put the nation on the stairs gone towards sky by providing a bunch of his knowledge from his wide spread endless garden. He contributes a lot in the development of society at the cost of his basic need only. He doesn't need any financial resources: he demands only the new born and developing minds with the commitment of learning.

Before the last decade of the 19th century teaching was considered most respectable profession in the most countries. But after that economic war starts between the countries which increase the poverty level in the world and the persons minds developed in a way to earn more in the financial terms. This thinking mostly effected to the service provider sectors especially to the teaching profession. In present situation teacher become needier person of the society and he cannot satisfy from his profession. Most of the studies conducting to find out the causes of dissatisfaction of teachers and argued that some teachers are not satisfied with internal environment of the institution (i.e. relationship with coworkers and head of institution behavior, assessment criteria, designation), rewards system, students interests towards study and there behavior. They suggest that to provide the good rewards and better environment to the teachers, give training through which they can develop their existing knowledge.

Today's in Pakistan; with the growth of private educational institutions in the country teaching profession become stream of earnings for those who cannot find job in any other field and those industrialists who cannot finds huge profits in any other sector of the industry. So they do not concern about the skills of teachers which are necessary for the proper communication of knowledge, as well as future of the students. That's why a large numbers of educational institutions are working in the country but education level is decreasing day by day.

Teaching is not an art it's a skill. One person has knowledge but don't have technique to transfer this in the minds of students. This knowledge gives benefit to him but not to others and vice versa.

Significance

This study provides guidelines to the owners and managers of private institution for the selecting and retaining teachers in the organization for longer period of time. Its also explore the importance of training and development, and create learning environment in which seniors feels the responsibility as a mentor for the juniors and juniors gives respect them as a learner, by making strong and positive relationship between them. This type of learning environment is better for informal training session which is contributing in achievement of organizational specific and general goals. This study is also give directions for the managers and researchers to not focus only on pay, financial status or social identity in job satisfaction there are lot more factors which can create dissatisfaction

Problem Statement:

Working as a lecturer in private institutes of different cities with different organizational structure (i.e. single owned and groups owned) organizations; I observed that junior as well as the senior teachers are not satisfied from their job. Most of the senior teachers gets handsome salaries and takes many other benefits but still they are dissatisfied.

Teachers working in private institutions are not satisfied from their present jobs

Objectives

The objectives of this study are

- To identify the factors that leads towards dissatisfaction among teachers of private institutions
- To identify the balanced reward system for teachers in private institutions
- To recommend the measures for private institutions that can be taken to increase satisfaction of teachers

Research Questions:

- Are training and development creating the job satisfaction among teachers working in private institutions?
- Teaching as a family profession creates the job satisfaction?
- Are the organizational head and peer support creating the job satisfaction?
- Are the Better rewards (intrinsic and extrinsic) system create job satisfaction

Literature review

Job satisfaction among employees of an organization is very important to achieve its goal. Absenteeism, late coming, delays in work, less productivity and finally turnover of employee, all these situations face by an organization due to dissatisfaction of employees. There are a large number of factors can contributing towards job satisfaction and dissatisfaction in different demographic area. **Ghazi, shazad, shahzada, & Giliany, (2011)** finds out most

common factors are salary, possibility of growth, interpersonal relations (subordinates), status, interpersonal relations (superior), interpersonal relations (peer), supervision- technical, company policy and administration, working conditions personal life, job security . Job dissatisfaction is very high in services industries because of role ambiguity and job stress which become a cause of turn over (**Calisir, Gumussoy, & Iskin, 2011**), specially when a person going to performs the services in other countries was more dissatisfied due to change in ethics, values and culture (**Cunningham & Sagas, 2004**). The same case with the employees of pakistan working in public or private sector are not satisfied with there job, but the factors are different. In public sector the employees are feel comfortable with job security but not satisfied with the rewards and facilities provided by the private sector to its employees. Private sector employees are satisfied with rewards and designations but not satisfied with the nature of work and behavoir of immediate boos.

It is very difficult to identify a person is satisfied from his job or not. A person is more satisfied from his designation but not satisfied with his revenue level. The case with the doctors working in Bahawal Victoria hospital is more satisfied with environment but dissatisfy from clerical work (**Ghazali, Shah, Zaidi, & Tahir, 2007**). Job satisfaction is predicted by two ways situational occurance (possitive e.g Coffee and Tea breaks negative e.g. in sufficent sitting place in staff room), and situational characteristics which are pay and working conditions, than either situation alone(**Oshagbemi, 1997**). Job satisfaction increase by getting more experience, tenure, job security and higher income (**John.o.Okpara, 2006**). A person doing a job with an intend to fulfill his daily need. So a large number of factors can satisfy or dissatisfy an employee which are directly shows from his positive or negative attitude about work (**Ghazi, shazad, shahzada, & Giliany, 2011**).

Now a days, knowledge war started among countries and knowledge can developed by the favorable education system. The favorable education system means where the teachers have sufficent time to cover the course contents and feel comfortable at the end of session about the preparation of his students for exams. The success of an education system is mainly depends on teachers educational capabilities and methods of deliverinf Knowledge to the students (**Joolideh & Yeshodhara, 2009**), but the retention of a good teacher in an organizaton is not an easy job enless he is satisfied with his monetary rewards school envirement, and principal behavior (**Sharma & Jyoti, 2006**).

The teacher is a most important actor of the scoiety. Teachers are by birth,training and development is necessary to performs his job. Training is for job means to perform the assigned work effectively and effeciently, but the development is a broader concept which can not be defined in two lines, its related with the person only (**McDowall & Saunders, 2010**). Through training we can polish the ability of teachers about how to daliver the knowledge to the student relatig to differents age group, different genders, at differnts levels for the development we can provides latest research, periodicals and other support material related to his subject. Teacher have two fold effect on society. His job not only to clear the concepts of knowledge but also have strong influence on the precenality and character of the students (**Siddique, Malik, & Abbas, 2002**). He or she is playing with the new born or developing minds in this regard they build or destroyed the nation. So it is very important to

protect the teacher from all worries relating to his daily needs and provide all the means through which he or she can clear subject concepts to get command on the subject (Siddique et al., 2002).

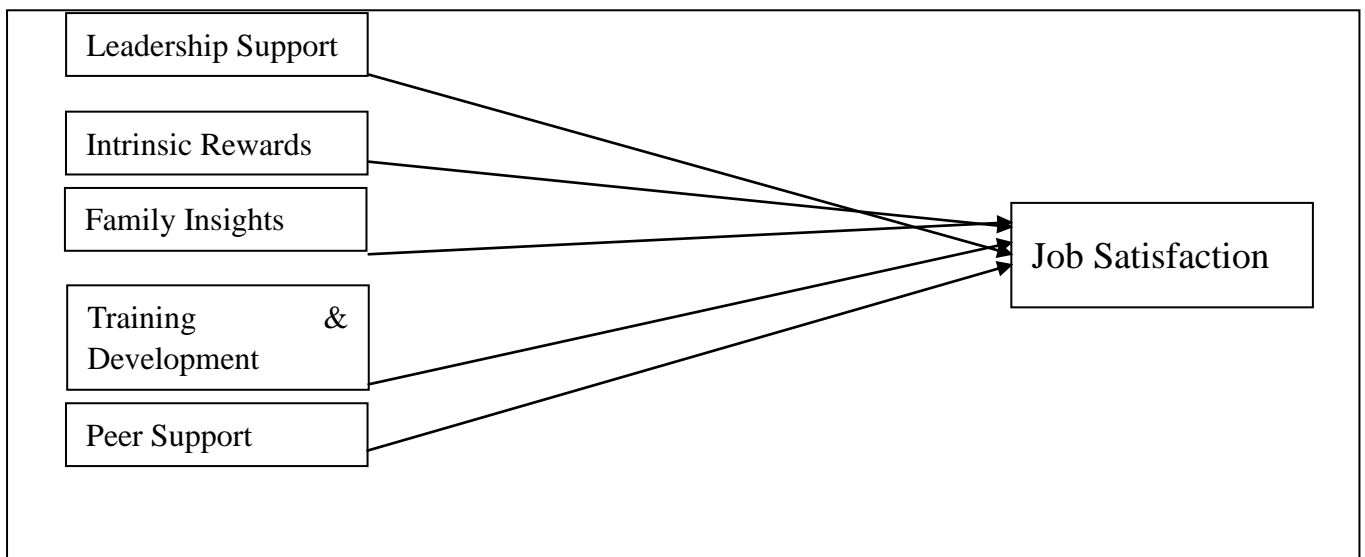
Some studies have made on the teachers working in higher education and find that those who are professors are more satisfied instead of instructor or lecturers. Age, experience, and higher education are also contributing towards job satisfaction but marital status and gender were not have significant effect (Toker, 2011). Teachers who are working in university level either in academic staff or as a researcher have the same percentage of teachers are satisfied or dissatisfied, because of involvement in the job. Those who are involved in their jobs are more satisfied and those who are not involved are dissatisfied (Oshagbemi, 1997). salary, promotion, perceived support from co-worker, interest of students toward study, class control, access to school resources, training and development are not only the factors contributing to the satisfaction of teachers but also social status and respect are the dominant factors specially for females working in private institution (Sharma & Jyoti, 2006). In an other study dissatisfaction getting in positive sense by the female principals working in public and private sector in Israel argued that they are dissatisfied from his daily work and finds the ways to improve the quality of teaching staff by adding new methods of teaching for them which are contributing in getting more results from the students, and get satisfaction in negative sense, If they find her self satisfied than the creativity for the staff members and students is stopped which is effected badly to the future of organization as well as to students (OPLATKA & MIMON, 2008). An other study concluded that Interest in the job, family profession, inspiration from own teachers, proper knowledge of field, training and development, certifications to teaching profession are the factors which are increased job involvement and satisfaction (Mau, Ellsworth, & Hawley, 2008). A study made in Turkey finds that rewards and recognition, participation, relationship among co-worker as well as with higher management, training and development is more contributing variables towards satisfaction and loyalty which leads to completion of goals effectively and efficiently (Turkyilmaz, Ozkan, Akman, & Pastuszak, 2011). There are lot of factors which can be effected towards job satisfaction and dissatisfaction in a different demographic areas, gender, age and experiences.

A study conducted in Greece on job satisfaction and burnout of early educators finds that job dissatisfaction created by the differences of pay, immediate boss behavior, nature of job and working conditions effect badly to the un experience teachers (tsigilis, Zachopoulou, & Vasilios, 2006). Those who join the teaching profession by choice and teach the subject of their interests find more satisfied (Sharma et al., 2006). A comparative study made between Indian and Iranian teachers finds that there organizational commitment level should not influenced by age group and subject thought by the teachers (Joolideh & Yeshodhara, 2009). An other study made in Ethiopia in which they find the reasons of dissatisfaction among early teachers and quit the job. One of the reason is that they are younger and have less family responsibilities, and another is that idealism. in the past teaching was considering more respectable high social status job but now a days there is an adverse situation. They are young and have more opportunities in the market with high pay and social status, so they quit

the teaching profession (Pamu, 2010).

The above literature based on only the material facts relating to satisfaction and dissatisfaction of teachers like required rewards (both financial and non financial) they required comforts, but give little bit consideration on finding real problems like he or she is able to do work which we can assign. The person have academic qualifications but do't have practical knowledge about how the specific organization performs the specific activities. Its facts same sort of activities performed in different ways. When an organization hired an employees first it's the responsibility of head of institute provides all necessary information relating to his job and conduct in the organization. Secondly give proper training before actual performance of work and then seniors are introduced the organization cultures. After that rewards can improve the quality of his work and organization commitment level. Employees background (family insight) is also generate satisfaction and dissatisfaction through inspiration. Otherwise employees stress level is increased and make the situation of burn out or finally turnover.

This study is contributes towards satisfaction of employees by taking consideration on the factors like training and development, family insight, peer as well as head of institute support with taking pay a moderating factor to check the teachers satisfaction levels of teachers working in private institution.



Job Satisfaction:

academicians are deriving only a modest degree of job satisfaction and there seems to be a growing discontentment among the teachers towards their job working in Faisalabad Pakistan despite the government of Pakistan continue plans and programmes for their benefit. Consequently the standard of education is falling.

job satisfaction leads to enhancement of employee knowledge which helpful in performing its job responsibilities through proper training and developments and also family insight, peer support, supervisory support, rewards training and development can

contributes towards satisfaction or not.

Family insight:

Family insights means that persons capacity to take keen interest understanding from parents job(Mau, Ellsworth, & Hawley, 2008). its first come up with the stable socio economic status of the parents. Secondly the parents expectation their childerns join teaching as a profession (Mau, et al., 2008).

H₁ the family insight have positive rationship with job satisfaction.

Training and development:

Employee training provides opportunities to employees widen their knowledge and abilities for more efficient teamwork and achieve individual development (Jun et al., 2006). When workers receive self-development training, the level of their job satisfaction is higher than those without such training (Saks,

1996). Also, Martensen and Gronholdt (2001) found that the development of individual competencies through various training programs has a positive influence on employee satisfaction. When employees attended to training programs, they gain self-confidence of making their jobs, they perceive career development opportunities and they think that their companies make investment in them (Jun et al., 2006). As result of this positive situations, employee satisfaction increases. Thus, following hypothesis is developed:

H₂. There is a positive and strong relationship between training and individual development and teachers satisfaction.

Peer Support:

Dwivedi reported that friends and co-workers exercise influence on an individual and affect his job satisfaction, which was further confirmed by Ramakrishanaiah who found that 93 percent of college teachers who were highly satisfied with their job expressed cordial relations with their colleagues. This leads to the next hypothesis:

H₃. There is a positive relationship between co-workers attitude and job satisfaction.

Leadership support:

One of the frequently cited reasons given by former teachers for leaving the job was dissatisfaction with their principals. Ahuja (1976) reported that dissatisfaction increases when one has to work under an incapable, inefficient and indifferent head or boss. Foles et al. (2000) revealed that there is a significant but small tendency for the groups experiencing democratic leadership to be more satisfied than those experiencing autocratic leadership. The role played by the superior towards the JS of an employee as indicated in the literature leads to setting of the second hypothesis:

H₄ There is a strong relationship between JS of a teacher and behavior of leader (H.O.D.).

Reward and Recognition.

Reward and recognition could be recognized as one of the key factors related to employee satisfaction. Maurer (2001) suggests that rewards and recognition should be linked to organizational success as a result of employee job satisfaction and they are frequently considered as one of the key factors influencing employee satisfaction (Jun et al., 2006). The research of Pascoe et al. (2002) indicates that the lack of recognition and external reward for someone's work is mainly in virtue of the system because rules and regulations mainly anticipate supervisors from offering "encouragement rewards" in recognition of a job well done. In other words, lack of proper recognition and rewarding decreases job satisfaction of employees. Therefore, management of organizations institutions should develop the systems for providing rewards and recognition for jobs well done to increase employee job satisfaction.

H₅ There is a positive and strong relationship between rewards and recognition and employee satisfaction.

Research Methodology

In this study researchers used liner regression to analyze the impact of independent variables on the dependent variable job satisfaction.

Sample selection:

For this study researcher can use convenient sample selection techniques.

Population frame:

For this study researcher can not find out the exact number of lecturer working because organizations cannot provide this figure.

Unit of analysis:

The entire Population consisting of teachers is working in private colleges of distric Rahim Yar Khan Pakistan.

Instrument development/selection

For the purpose of data collection researcher can adopt the survey questionnaire which contains the Index for Organizational Reactions (IOR) scale; this scale has a five-point response format, and involves a person's feelings about a job and not the descriptions about the job Randall et al. (1977).

Results and discussion

In the results and discussion researcher can make inferences of his study by using different statistical techniques for the analysis of data. In this section researcher can shows the

following empirical tables of reliability of instrument used in present study, descriptive statistics, correlation amongst the variables and regression coefficient.

Reliability of Instrument

Sr.No.	Name of Variable	No. of Items	Reliability
1	Job Satisfaction	4	.664
2	Peer Support	8	.603
3	Intrinsic Reward	7	.710
4	Leadership Support	7	.740
5	Family Insight	8	.682
6	Training & Development	10	.704
Overall Scale		51	.678

the reliability tables shows that all the variables reliability acceptable according to literature but family insights shows .382 figure which is very low because in literature family insights was not taken by most of the researchers for the analysis of job satisfaction.

Descriptive Statistics

The descriptive statistics is used to present the quantitative analysis in a suitable manner. A large sample of data can be easily described by the descriptive statistics. The descriptive statistics includes, mean, median, standard deviation minimum and maximum. The means of variables are almost exist between 3 to 4 which shows that data is normal which are given as follows.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
JobSatisfaction	108	1.20	4.20	2.4704	.80990
PeerSupport	108	1.40	4.80	2.9333	.70724

IntrinsicRewards	108	1.14	4.14	2.3730	.71624
Leadershipsupport	108	1.00	4.13	2.4907	.78160
familyinsight	108	2.00	4.25	2.8866	.55391
Traininganddevelopement	108	1.80	4.30	3.0426	.67785
Valid N (listwise)	108				

CORRELATIONS:

	Job Satisfaction	Peer Support	Intrinsic Rewards	Leadership support	Family insight	Training and development
JobSatisfaction	1					
PeerSupport	.256**	1				
IntrinsicRewards	.555**	.196*	1			
Leadershipsupport	.609**	.230*	.554**	1		
familyinsight	.294**	.295**	.467**	.617**	1	
traininganddevelopement	.412**	.322**	.283**	.477**	.332**	1

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The above table containing the correlation matrix, shows the important relationship between all the variables which are the part of the model under consideration [job satisfaction, intrinsic rewards, leadership support, peer support, family insights, training and development].it apparent from the matrix that the relationship between variables is accordance with the theory. It expresses no strong correlation between variables. The

researchers assume that there is no issue of multi-corrilnearity exist between variables

Model summery:

In model summery table R values is .702 shows that the model is 70% accurate results and the value of Durbin Waston is 1.696 represents the model model fitness is good.

Model Summary

Model	R	R Square	Adjusted Square	RStd. Error of the Estimate	ofDurbin-Watson
1	.702 ^a	.493	.468	.59076	1.994

a. Predictors: (Constant), training and development, Intrinsic Rewards, Peer Support, family insight, Leadership support

b. Dependent Variable: Job Satisfaction

ANNOVA TABLE

Model		Sum Squares	of Df	Mean Square	F	Sig.
1	Regression	34.587	5	6.917	19.821	.000 ^a
	Residual	35.598	102	.349		
	Total	70.185	107			

a. Predictors: (Constant), training and development, Intrinsic Rewards, Peer Support, family insight, Leadership support

b. Dependent Variable: Job Satisfaction

The annova table shows F significance of model. The above table is shows F statis 8.471 and 95% significance.

Co-efficient

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	.480	.375		1.278	.204
	Peer Support	.122	.087	.106	1.393	.167
	Intrinsic Rewards	.387	.098	.342	3.963	.000
	Leadership support	.495	.107	.478	4.635	.000
	Family insight	-.345	.136	-.236	-2.537	.013
	Training and development	.157	.099	.131	1.584	.116

a. Dependent Variable: Job Satisfaction

The results of above table shows the impact and significance of independent variables with dependent variables. The results rejects our first hypothesis because family insights show -0.240 impact in job satisfaction but insignificant relationship exists. All the other variables are accepted because peer support, intrinsic rewards, leadership support, training and development have positive impact on the dependent variable job satisfaction. But the peer support and training and development shows insignificant results.

CONCLUSION

The above results shows that teachers which are working in private institution in Rahim yar khan Pakistan are satisfied from intrinsic rewards like annual prizes on results and designations. Peer support have positive impact on job satisfaction but have insignificant relationship with dependent variable job satisfaction which means that peer can not support to the teachers as per required by the coworker, training and development have positive impact on job satisfaction of teachers but insignificant relationship shows that organizations can not get desired results from training and development. Leadership support have positive significant impact on job satisfaction means that teachers required support from their head of institutions. Family insights have negative insignificant impact on job satisfaction which shows that those teachers who starts their career getting inspiration from their family like

father mother or any other family members required ideal environment they are seen before starting its career are more dissatisfied as compared with others who do't have family insights. The results are shown are per observed by the researcher working as a lecturer in private insitute of distric Rahim yar Khan.

Delimitations /Limitations:

- This study delimited unit of analysis only the teachers of private institutions (especially colleges) and also demographic area Rahim Yar Khan.
- This study has four limitations such as time, single source of data, examined limited factors, and small sample of population.

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