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Career Satisfaction of Public Secondary School Teachers in Pakistan

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Introduction

Organizations are ever-present feature of a modern society. We look toward organization for food, education, employment, entertainment, healthcare, transportation and protection of basic rights. Nearly every aspect of modern life is influenced in one way or another by organization. Organizations are social entities that enable people to work together to achieve objectives. Job satisfaction refers to certain experiences and qualities that are related to the ways a person thinks and feels. The feeling of worthwhileness, which an individual has in particular in an occupational position, can be called job satisfaction.

Job satisfaction can be viewed as an overall attitude, or it can apply to the various parts of an individual's job. If it is viewed only as an overall attitude, however managers may miss seeing some key hidden expectations as they assess an employee's overall satisfaction, for example, although a person's general job satisfaction may be high, it is important to discover that he likes his promotion and also that he is dissatisfied with his vacation schedule that year. Job satisfaction studies, therefore, often focus on the various parts that are believed to be very important, since these predispose an employee to behave in certain ways. Important aspects of job satisfaction include pay, one's supervisor, and the nature of task performed an employee's co-workers, and the immediate working conditions (Newstrom 1986).

According to Kuzmits (1985), job satisfaction is a complex subject. The same kind of work (e.g. typing) may be seen as satisfying to some workers and dissatisfying to others. In addition an employee will often be satisfied with the certain aspects of the job (e.g., supervisor, coworkers) and dissatisfied with others (e.g. pay, benefits, or working conditions). Finally an employee's attitude may change over time. A new professor, for example, may initially be satisfied with his or her colleagues; however, coworker relationships could conceivably erode over time to result in a dissatisfying work climate. For these reasons, it is important for managers and personal administrators to understand the dynamic nature of job satisfaction and not to be misled by the casual nature in which the term is often discussed. Spector (1956) defined job satisfaction as "how people feel about their jobs and different aspects of their jobs." According to Hugh (1983), job satisfaction will be defined as "the amount of overall positive affect (of feeling) that individuals have towards their jobs.

Review of Related Literature

The vast research done on job satisfaction reflects various factors that contribute to workers' satisfaction with their jobs. Locke (1976) categorized three different approaches that have been used to study job satisfaction. In the 1920s the focus was on physical working conditions, physical arrangement of the work, and pay. The human relations aspects of job satisfaction, which explored the social role of the work group and the impact of good supervisory relationship, were emphasized in the 1930s. The next trend emerged in the late 1950s and early 1960s and examined the features of the work itself that produce job satisfaction.

Job satisfaction studies in the United States have their roots in the early explorations of industry's concern with ways to improve productivity (Gruneberg, 1979). In the late 1920s another important study was conducted at the Hawthorne Works of the Western Electric Company in Chicago, what began in 1927 as an attempt to identify the relationship between working conditions and physical conditions at the plant, ended with the realization that social factors and workers expectations had the greatest impact on job satisfaction.

The Hawthorne studies gave way to extensive research on the multiplicity of factors involved in job satisfaction. Hoppock (1935) raised the notion that it may not be possible to dissociate job satisfaction with other satisfactions in life. In his famous monograph, *Job Satisfaction*, Hoppock (1935) states that "family relationship, health, relative social status in the community, and a multitude of other factors may be just as important as the job itself in determining what we tentatively choose to call satisfaction."

Hoppock summarized that job satisfaction could be a function of general satisfaction with life. Gruneberg (1979) asserts that Hoppock's approach to job satisfaction is typical of many studies conducted since the 1935 monograph. Gruneberg states that this approach assumes that "if the presence of a variable in the work situation leads to satisfaction, then its absence will lead to job dissatisfaction..." (p. 7). Bumundo and Kopelman (1980) studied the moderating effects of several variables related to occupation, age and urbanization. The researchers used a global measure of general life satisfaction, a global measure of job satisfaction, and a facet-specific measure of job satisfaction in their study of 911 heads of households to examine the relationship between job and life satisfaction and specific variables. The moderating variables chosen for the study were based on the findings of their positive relationship to occupation, age and urbanization in other research. They found evidence that the variables studied (which included occupational level, education, income, self-employment, age, job longevity, and residential city size) positively moderated the relationship between job satisfaction and life satisfaction. Although widely studied and discussed in the literature, some researchers believe that studies linking job satisfaction and life satisfaction are too simplistic.

The intrinsic features of the work, or how people feel about the nature of the job tasks, have been purported to be instrumental in producing job satisfaction (Hackman, 1971), Herzberg, Mausner, Peterson, & Capwell, (1957), Herzberg, Mausner, & Snyderman, (1959). Among the intrinsic factors frequently associated with job satisfaction are acquiring success and recognition, being able to apply or use skills, and feeling worthwhile and involved in the job (Gruneberg, 1979). In an extensive job satisfaction literature review, Herzberg, Mausner, Peterson, and Capwell (1957) found that the intrinsic nature of the job was cited most frequently as a longitudinal sample was conducted by Valentine and Dick to determine the association between job attitudes and various job motivators. Results from the study showed that intrinsic factors such as high involvement and enhanced self-esteem were a significant predictor of job attitudes among older workers. Demato (2001) wrote in his thesis, that other studies have found external factors, or features of the job that are external to the work, influence job satisfaction Hulin & Smith (1965), Pearson (1991), Lee & Wilbur (1985), Lobban, Husted, & Farewell (1998), Martin & Schinke (1998).

Harris et al (2006) reported in study that the factors affecting job satisfaction can be broadly categorized as environmental (the job itself or the working environment) psychological (personality, behaviour attitude) or demographic (age, gender). These have been the focus of numerous studies in the UK and elsewhere over a number of years (Halpin, 2001; Ma and MacMillan, 1999; Oshagbemi,

1998; Rhodes, 1983; Scott and Dinham, 2003; Spector, 1997). The effect of environmental constraints on job satisfaction has received considerable attention. Physical constraints include inadequate equipment lighting, which may not be relevant to teachers. However, systemic constraints include the inability to obtain relevant information or advice from colleagues or superiors, complex or inappropriate company policies (Nicholson and Miljus, 1972), incomplete or incomprehensible job descriptions (Good et al., 1988) or varied and, possibly incompatible, work demands from different managers (Spector, 1997). The job satisfaction of teachers can be affected by a number of different environmental, psychological and demographic factors. The most significant positive environmental factors are those related to the working environment and the nature of the job (Corwin, 2001; Scott and Dinham, 2003).

One of the most influential current conceptual schemata for vocational satisfaction has been proposed by Gruneberg (1979), who has identified three different types of satisfaction in work. First, there are the intrinsic satisfactions which come from two sources (1) the pleasure which is derived from engaging in work activity (function pleasure) and (2) the sense of accomplishment which is experienced from meeting social standards of success and personal realization of abilities through achievement, Second there are the concomitant satisfactions, which are associated with the physical and psychological conditions of a person's work. These would include working in a clean, air conditioned plant, having many fringe benefits, enjoying congenial coworkers, being employed by a company with a "worker orientation," etc. And, third there is the extrinsic satisfaction, which is the tangible rewards of work, i.e. pay and bonuses.

Methodology

Study was descriptive in nature and the population for this study was comprised of Government Secondary School teachers in one district. There were 192 Secondary Schools and 785 Secondary School Teachers. All the urban, rural, male and female secondary school teachers were selected. List of secondary schools and teachers was taken from District Education Officer who indicated that they are currently serving in Government Secondary Schools. Instrument used to collect data for this study was Minnesota Satisfaction Questionnaire. It consists of 20 scales and 100 items. The Minnesota Satisfaction Questionnaire yields a total of 20 scales with an overall satisfaction scale. Each scale has a total of 5 questions with 4 possible responses that range from very dissatisfied to very satisfied. Values are assigned to each of the response possibilities with very dissatisfied having an assigned value of 1 and very satisfied having as assigned value of 4. Summing the response weight for the 5 items that represent each scale derives Scales scores. The data for this study were collected by mail from teachers in all (192) Secondary Schools, using Minnesota Satisfaction Questionnaire to measure job satisfaction of teachers. 601 out of 785 teachers responded. The statistical package for social sciences (SPSS-X) software was used to analyze the data in this study.

Analysis

Means of job satisfaction factors are provided in table 1. The results were 2.9 for ability utilization, 3.1 for achievement, 2.9 for activity, 2.2 for advancement, 2.7 for authority, 2.6 for system policies, 2.2 for compensation, 2.9 for co-workers. 2.7 for creativity, 2.8 for independence, 2.9 for moral values, 3.0 for recognition, 2.7 for responsibility, 2.9 for security, 3.0 for social services, 2.6 for social status, 2.9 for supervision-human relations, 2.3 for supervision-technical, 2.8 for variety, and 2.3 for working conditions. Means of advancement, compensation, supervision human-relation and working conditions,

show less satisfaction, other means show satisfaction.

Discussions and Conclusions

Generally, teachers were less satisfied with advancement, compensation, supervision human-relation, and working conditions. These findings support the findings of Stephen and Fish (2010). They showed that most of the interviewees reported satisfaction with in their job, but noted excessive demands and lack of administrative support as contribution to job dissatisfaction. It becomes more important for principals to be aware of the importance of their supervisory styles in relation to teachers' job satisfaction and should adopt the supportive principal behavior such as criticism should be handled constructively, praise should be given genuinely, and principal should listen and accept teachers' suggestions. An atmosphere of trust, confidence and cooperation should be fostered, where teachers can interact with each other than disengage behavior.

The data clearly indicate that teachers derive less satisfaction from advancement, compensation, supervision human-relation, and working conditions, so government should take more interest in advancement, compensation, supervision human-relation and working conditions than other factors. One of the ways to ensure a high level of career satisfaction for these teachers is by enhanced salary. This is needed to satisfy the materialistic need of the teachers and also improve the public image and self-esteem of teachers. Better working conditions are also advocated

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Table 1: Means of job satisfactions factors

Sr.#	Variables	Means	Remarks
1	Ability utilization	2.9	S
2	Achievement	3.1	S
3	Activity	2.9	S
4	Advancement	2.2	D
5	Authority	2.7	S
6	System policies	2.6	S
7	Compensation	2.2	D
8	Co-workers	2.9	S
9	Creativity	2.7	S

10	Independence	2.8	S
11	Moral values	2.9	S
12	Recognition	3.0	S
13	Responsibility	2.7	S
14	Security	2.9	S
15	Social services	3.0	S
16	Social status	2.6	S
17	Supervision-Human relation	2.3	D
18	Supervision-Technical	2.9	S
19	Variety	2.8	S
20	Working conditions	2.3	D

VS: very satisfied S: satisfied D: dissatisfied VDS: very dissatisfied

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