

Factors Influenced Job Satisfaction among Public Sector High School Teachers: A Quantitative Study

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Abstract: Teachers have very important and key role in education system. There are several educational reform activities carried by Sindh Education and literacy department through reform support unit. With other area of school improvement, teachers have central position in such reform from in-service training, selection through competitive examination, increase of salary, introduction of bio metric attendance, need based transferred etc. Teachers' satisfaction will have an impact in such reforms and leads good quality of education public sector schools in Sindh. This study aims to understand the level of job satisfaction and analyze the factors which influence towards satisfaction. Data were collected through questionnaire from 305 high school teachers and analyses was completed by using SPSS. Salary, work-life-balance, administrative support and teachers input as in dependent variable used to analysis influence on dependent variable job satisfaction. The study found that work-life-balance and administrators support has positive influence on teacher job satisfaction and salary and teacher input has not any influence on job satisfaction.

INTRODUCTION

Teachers have very important and key role in education system. Future of a nation depend on teachers. General perception about public sector schools is not good and quality of education in these schools is not satisfactory (Lynd 2007). A happy and satisfied teacher form his/her work and environment is bound to perform better and sustained for a longer period (Dessler,2012). There are several educational reform activities carried by Sindh Education and literacy department through reform support unit. With other area of school improvement, teachers have central position in such reform from in-service training, selection through competitive examination, increase of salary, introduction of bio metric attendance, need based transferred etc. Teachers' satisfaction will have an impact in such reforms and leads good quality of education public sector schools. In this research paper, we will share finding of our research on factors which influenced with teachers' job satisfaction which could leads to reform activities for improvement of teachers' performance and school improvement.

To improve quality education and achieve education aims, Education should cater teachers for; their motivation and commitment should be encouraged to put in their best. Teachers will be satisfied with their job, if their needs are fulfilled (Bishay, 1996). The purpose of this study is to investigate the influenced of teachers' job satisfaction variable like salary, administrative support, involvement in decision making process, work-life balance in leading secondary schools of selected district of Sindh.

Literature Review.

Theoretical Background

Job satisfaction is person's feeling about different factors of their jobs (Spector 1997). It is favorable or positive feelings about work or the work environment. It promotes close relationship between school and teachers. Specially teachers with job satisfaction are more efficient, productive and effective for achieving goals of quality teaching and learning in schools. It is overall evaluative judgment a person has about his job (Weiss, 2002). Therefore, teachers with higher sense of job satisfaction could be more committed with their teaching. Such teachers have firm believe that they could contribute to the success of students in achieving good grades and reflects their loyalty with their schools (Hammond & Shuayb, 2022).

It was a general perception that increase in teachers' salary will give us better teachers who will help us achieve the goal of quality education which we are struggling to get in Pakistan. As better pay satisfies one of Maslow's physiological needs (Maslow 1943). It is believed that salary increase leads towards job satisfaction which give motivated, efficient, and quality teachers in education department (Abdullah, 2023). It looks a logical idea to implement and in last six-year Government of Sindh has increase a sufficient percentage of salaries by revising pay scale and allowances. In view of above, the study examined the relationship between salary and job satisfaction among teachers who participated in survey.

Grady et al (2008) considered work-life balance is vital for individual's satisfaction, organizations' performance and a functioning society. Generally, Work-life balance covers all aspects of personal and work life (Hammond et al., 2021). So, it should be focused on individuals, families, workplaces, communities and society. Work-life balance is about effectively balancing between paid work and other activities that are equally important to us like spending time with family, volunteering social work, study, taking part in sport and recreation activities. It is one of main concern in boardrooms and government halls today (Bird 2006). It is essential to have balance between work and life. Work-life balance has been an important concern in current context of globalization where teachers are working with fast pace of changing knowledge base, use of technology, and pressure of meeting deadlines (Paccalin, 2021). Due to shortage of time limit, this study will focus on individuals, families and work and will present relationship of work-life balance towards job satisfaction.

Perie & Baker (1997) defined administrative support as degree which teachers get support from school administration and more directly from principal through encouragement on efforts,

recognition of job done, communication what is expected. Clear communication from administrators like principal (Headmaster in context of Sindh) is one key administrative support which facilitates teachers and learning process in schools (Shen et al, 2012). Such communication gives direction to teachers what is expected of them and where they want their school should reached. As wood (2008) found that supportive administration is a driving force towards job satisfaction for British employees. A communicative and consultative administrative make employees' content with their job (wood 2008).

When teachers have a say in setting performance standards, curriculum setting, school policy, utilization of budget and moving towards school vision, their commitment to a school and job satisfaction increase (Woods, & Weasmer 2002). Ingersoll (2001) described when teachers were part of school decision making process and they had autonomy over their classrooms, they were satisfied. On other hand Davis & Wilson (2000) draws attention that as teachers get opportunity to share a voice and give input in critical decisions making process like school policy, standards, budget expenses etc., there is a chance that their communication becomes complex and may cause de-motivation and job stress. In such situation, their involvement in decision making process will have a negative influence on them.

Empirical Background

Salary and Job Satisfaction

Gius (2016) examined teacher job satisfaction with salary paid in charter school. Data were collected from a large sample of chartered school teachers from the year 2011. The teachers are less willing to leave their jobs for better pay and are satisfied being teachers (Bazzi, 2022). It is also found that salary has direct impact on their job satisfaction (Khurma, 2023).

Marlow, Inman, & Betancourt (1996) examine their details for exit teaching profession. They analyzed teacher perceptions to have a clear understanding of the realities of the workplace and how they affect a teacher's decision to exit teaching profession. They identified working condition, students, administration, lack of respect, emotional aspect and salary as reasons of leaving teaching profession. They identified 54% participant who perceive 'teaching is important' as a factor of staying in teaching profession.

Menon, Papanastasiou & Zembylas (2008) investigated the relationship of organizational and teacher variable to satisfaction among teachers in Cyprus. Questionnaire 'Teacher 2000 Project' were for data collection. They used a logistic regression model to find the link between variables and job satisfaction. The study found weak link between salary and job satisfaction, but study found significant link between school climate and teacher job satisfaction.

Zembylas & Papanastasiou (2004) examined motivation and job satisfaction among teachers in Cyprus. Adopted questionnaire from "Teacher 2000 Project" were used to collected data from a sample of 461 K-12 teachers and administrators. The study found extrinsic that motivation like salary, working hours and holidays have association with teacher job satisfaction.

Mrosso (2014) assessed the factors that contributing to teacher job satisfaction among public primary school teachers at Temeke Municipal Council, Tanzania. The study collected data from sample of 105 teachers by using teachers job satisfaction survey instrument. The descriptive statistics techniques were used to analyzed data. The study found environmental factors like relationship with co-workers as factors of teacher job satisfaction. The study also indicated that teachers were dissatisfied with the job content factors like benefit, promotion, salary, rewards and training.

HO1: There is no significant relationship between teachers' salaries and job satisfaction in secondary schools

Work-life balance and job Satisfaction

Erdamar, & Demirel (2016) examine relation with job and life satisfaction and work-family and family-work conflict levels of teachers. The study was conducted with teachers of various level form pre-primary to high school in Ankara with using different scales. They study found that there is a negative and significant correlation between job satisfaction and work-family conflict and family-work conflict. By using hierarchic regression analysis, the study found life satisfaction and work-family conflict as best predictor for job satisfaction.

Padma, S. and Reddy, M. Sudhir, (2014) studied the impact of work-life balance on satisfaction of school teachers. They also studied demographic variables like age, experience and qualification of the school teachers to their job satisfaction. A survey questionnaire was distributed among 75 (54 responded) school teachers of Hyderabad, India. The study used statistical tools like percentage, one way ANOVA, independent sample t-test and linear regression for data analysis. The study found demographic variables supposed equally associated to job satisfaction and work-life balance is as a predictor of job satisfaction.

Arif & Farooqi (2014) explored the impact of work-life balance on job satisfaction and organizational commitment among 171 teachers of University of Gujrat, Pakistan. The study gathered data through questionnaire and analyzed with the help of SPSS. The study found a positive relationship between work-life balance and job satisfaction of university teachers.

HO2: There is no significant relationship between work-life balance and job satisfaction in secondary schools

Administrative support and Job satisfaction

Xin & MacMillan (1999) examine teaching competence, administration control and organizational culture effects on teacher professional satisfaction. They study analyzed data of 2202 teachers from New Brunswick elementary school by using multiple regression approach. The study found administrative control, teaching competence and organizational culture positively affect teacher professional satisfaction.

Lasseter (2013) determine factors which explain teachers job satisfaction. The study used data of 19130 teachers from the 2007-08 School and Staffing Survey (SASS) and used a two-level hierarchical linear modeling technique. They found that classroom autonomy, staff collegiality and administrative support had a significant effect on teachers' job satisfaction.

Haq & Hasnain (2014) measured the level of teacher job satisfaction by discussing variables such as salary, supervision, work load and school climate in private sector school of Bahawalpur Pakistan. Data was collected by using survey questionnaire from sample of 195 private school teachers. The study used Cronbach's Alpha, correlation and regression in SPSS to analyzed data. The study found salary and workload largely correlated with job satisfaction and school climate has less influence on job satisfaction.

HO3: There is no significant relationship between administrative support and job satisfaction in secondary schools

Teacher influence/input and job satisfaction

Cunningham (2015) identified and examined the factors associated with teacher attitudes and job satisfaction. The study used school and staffing survey questionnaire to measure five independent variable salary, administrative support, student discipline, faculty influence/input and teacher attitude and dependent variable teacher job satisfaction. They used descriptive statistics to calculate key independent and dependent variables. Finally, the study used hierarchical regression analysis. The study found salary, administrative support, and teachers enforces rules as positive and significant variable associated with teacher job satisfaction and student misbehavior and faculty input as negative and significant variable associated with job satisfaction.

Van (2016) examines the hypothesis that teachers' perception of participation in decision making may predict their teaching efficacy and job satisfaction. The researcher collected data from 197 secondary school teachers. By using correlation and multiple regression analysis, the study concluded that teachers' perception of participation in decision making may predict their sense of efficiency and job satisfaction. They finding recommended that an open environment should be created to promote the teachers' sense of professional efficiency and job satisfaction in Vietnamese secondary schools.

Davis & Wilson (2000) studied principals empower behaviors with teacher motivation and job satisfaction and stress. The study was conducted in public elementary schools located in Eastern Washington. 660 elementary school teachers and 44 principals responded on survey questionnaire. The study found that there is significant relationship between principal empowerment behavior and teacher's motivation. Principal empowerment behavior does not have link with either teacher job satisfaction or job stress.

HO4: There is no significant relationship between faculty influence and job satisfaction in secondary schools

METHOD

Sample and Data Collection

The study focus to determine the level of job satisfaction and analysis variables which influences to job satisfaction. For the study, data was collected from public sector high schools' teachers form selected districts of interior Sindh. Data was collected in April 2017 using printed questionnaire. The study collected data by using convenience sampling methods due to time and resources availability.

To minimize bias, Anderson and Gerbing (1984) suggested three or four indicators per factors usually be sufficient for convergence for a sample size of 100. A total of 305 questionnaires filled by High school teachers. The sample size of 300 or more is good enough (Hair et al 2006).

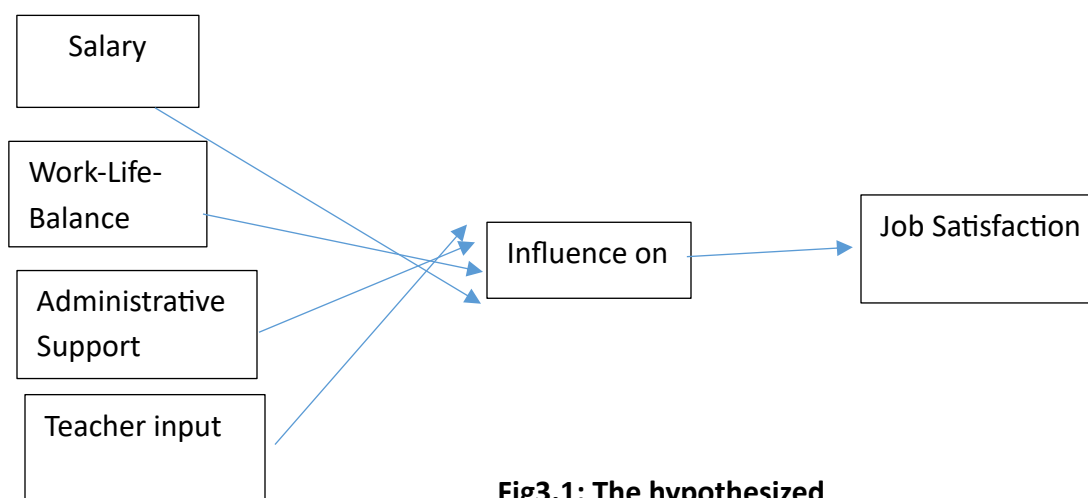


Fig3.1: The hypothesized

Measures

The questionnaire consisted of 5 variables for current study that include: Job Satisfaction (Jobsat), Administrative support (Admin), Teacher input (Tinput), Work-life-balance (WLB), Salary (Sa). The adapted questionnaire engages the attributes of above-mentioned variables and is designed through five levels of Likert scale from 1-strongly disagree to 5- Strongly agree. The appendix A shows the construction of adapted questionnaire with reference.

Ethical consideration

The study is free of biasness in reaching to conclusion. There is no discerned in identification of respondents. The participation of the respondents is voluntary. Objective of study is explained to each participant. The study is not sponsored by any public and private institution.

RESULT AND DISCUSSION

Reliability analysis

In 1951 Lee Cronbach developed Alpha. That is why it is called Cronbach's Alpha. It is a measure use to evaluate the reliability or internal consistency of a scale or test. It shows results numerically between 0 and 1. A minimum 0.5 to 0.8 or higher is acceptable (Mavakol & Dennick, 2011). The study used SPSS for calculation of Cronbach alpha. As following tables shows that the Cronbach

alpha value of this study is 0.742, which is within range of recommended values. So, the reliability of data is acceptable in this study.

Table 1: Reliability Statistics

Variable	No. Of Items	Cronbach's Alpha
Salary	3	0.527
Administrative support	4	0.734
Teacher input	4	0.659
Work-life balance	4	0.688
Job Satisfaction	4	0.67
Overall	19	0.742

Factor Analysis

The study used literatures excessively preferred principal components methods (Steiger, 1990, Schonemann 1990) to reduce its 19 Likert based questionnaire items into 5 proposed factors. To find out the adequacy of the sample, Kaiser-Meyer-Olkin (KMO) was referred which showed the value of 0.755 which is above the 0.7. It suggests that sample is sufficient to run factor analysis (Leech et al., 2005, Barkus et al., 2006). Bartlett's test of sphericity (Approx. Chi-square = 1371.38, df = 171, $p < .000$) that the correlation matrix is significantly different from the identity matrix and correlation among variables is not zero (Leech et al., 2005).

Table 2: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.755
Bartlett's Test of Sphericity	Approx. Chi-Square	1371.385
	df	171
	Sig.	.000

The below table 4.2.2, factor result reflects the independent variables accuracy of the data. Rotated component matrix explains the correlation in the variables to the dependent variable. The result showed in table 4.2 doesn't show any cross loading among the items, demonstrating no issues of discriminant validity.

Table 3: Rotated Component Matrix

	Component				
	Admin Support	Job Satisfaction	Work-life Balance	Teacher Input	Salary
The school administration's behavior toward the staff is supportive and encouraging.	.798				
My principal enforces school rules for student conduct and backs me up when I need it.	.742				

My principal enforces school rules for student conduct and backs me up when I need it.	.765			
In this school, staff members are recognized for a job well done.	.468			
I consider my job Pleasant		.546		
I feel satisfied with my job		.753		
I feel happier in my work than most other people		.644		
I like my job better than the average worker does		.715		
I get enough support from my family members.			.698	
I have enough time to spend with my family members.			.723	
I am satisfied with my family life			.689	
I am balancing my work and family responsibilities.			.694	
I am part of establishing curriculum			.702	
I have a say determining the content of in-service professional development programs.			.830	
I have a say setting discipline policy.			.736	
I am part of deciding how the school budget will be spent.			.431	
My monthly salary is sufficient to satisfy all important expenses.				.799
My salary enhanced job commitment.				.608
I entered the teaching profession because of its good pay.				.602

Regression Analysis

Table 4: Regression Coefficient (Job Satisfaction)

Variables	Coefficient (β)	Prob. P	V.I.F
(Constant) Job Satisfaction	2.32	0	
Admins Support	0.225	0	1.127
Teacher Input	-0.023	0.519	1.122
Work-life Balanced	0.248	0	1.11
Salary	0.035	0.312	1.137

Table 4.3 illustrate the statistics of all dependent and independent variables with their β value, co-linearity value, significant value. The value of β presents the nature of relationship between dependent and independent variables in data. If β value is positive means that there is positive relation between independent and dependent variable and in case of negative value means that there is negative relationship between independent and dependent variable. In above table, administrative support and work-life-balanced have positive impact on job satisfaction. β value is used to construct regression equation which is:

Teacher Job Satisfaction = $2.32 + 0.225$ (Administrative support) + 0.248 (work-life-balanced) P value shows significance of each variable. In above table values of administrative support and work-life-balance are less than 0.05. It means that administrative and work-life-balance has significant effect on job satisfaction. The value of P of teacher input and salary are greater than 0.05 which means these variables has insignificant effects on job satisfaction.

VIF in table shows the coefficient of multiple co-linearity. If the value of VIF is greater than 10, multi co-linearity exists. In above table the VIF value of all variables are less than 10. So, change in value of any variable does not effect on values other variables.

Table 5: Group Statistics				
Gender		N	Mean	Std. Deviation
Job satisfaction	Female	183	4.3798	.60438
	Male	122	4.3361	.56019

Group statistics of test provide basic descriptive statistics. There are 183 (60%) Female and 122 (40%) Male high school teachers. There is not much different in Means of their responses and very low different in standard deviation.

Table 6: Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Jobsat	Equal variances assumed	1.569	.211	.637	303	.525	.04372	.06862
	Equal variances not assumed			.647	272.543	.518	.04372	.06759

The p value of levene's test shows as 0.211. As a rule of thumb, if $p > 0.05$, we conclude that variance of Male and Female job satisfaction is equal and use the first line of t-test results. Out of T-test for equality of means shows that t value 0.637 and with 303 degree of freedom, it is significant at the 0.525 level. Thus, study could conclude that female and male teachers are significantly different with respect to job satisfaction. More specifically, by analyzing the group means and the mean different study could find that Female teachers satisfied with their jobs an average of 0.06862 more than male teachers.

The study was conducted to investigate factor that influenced job satisfaction among high school teachers in public sector schools of interior Sindh. The questionnaire was adopted for data collection and filled in from high schools' teachers of selected schools. Data was analyzed by using SPSS. Job Satisfaction was used as dependent variable and Work-life-balance, administrative support, teacher input and salary were used as independent variables. 305 filled in questionnaire were used as sample for analysis and interpreting of result.

The result of the study found that administrative support and work-life-balance have positive influence on job satisfaction of public sector high school teachers. In Sindh, public sectors schools run only for 6 hours a day single shift and 4 and half hours in case of double shift school. Teachers got more time for their hobbies and spend with their families. In High schools, there are good working relation between teachers and head teachers as most of time they are on same pay scale and grade. These two factors are found positive influence on job satisfaction.

There is not a culture of discussion and shared decision making on curriculum, syllabus designing school policy, and budget. Most of such decision was are taken by head teacher or taluka education officers and are imposed to teachers. Similarly, salaries are fixed and each teacher got same salary. There is no reward system of performance existed in public sectors schools and further it is increase on annual state budget on availability of funds. That is why, it could be assumed that the study finds different result on these variables and there is no influence of salary on job satisfaction.

CONCLUSION

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During current reform process, education department should take care of variable which influence teachers job satisfaction and make sure that teachers could get more support from administration. They should be part of at least school based decision-making process.

The study sampled teacher on convince of researcher and access due to self-finance study. It's finding could be consider to make sense phenomena and could not be generalized as study used the data of only 305 teachers out of around 38000 high schools of Sindh. Further study could be carried out in larger scale with increasing appropriate sample size and large number of variable associated with Job satisfaction. The study focus on quantitative approach of data collection. Further studies could include some qualitative data as secondary approach to elicit more in-depth responses as teachers' reflection may be captured which provides a more in-depth understanding of what make them satisfied and dissatisfied.

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