

An Investigation Into The Level Of Job Satisfaction Among The Teachers Of Azad Jammu And Kashmir

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ABSTRACT

Teachers occupy a central position for the development of any country. It is moral responsibility of the teachers to do hard work for the sustainability of their country. For doing this great work, the teachers require satisfaction in their jobs. The success and failure mostly depends upon the human resource of the organization. If these human resources are satisfied and well-adjusted in their jobs, then chances for success enhances and vice versa. Instructors usually allocate a big amount of time to the learners and for this reason they leave a significant impact upon the learners and their achievements. This is quantitative survey design study and a survey questionnaire is used to collect data. It is found through the research that internal factors are more influential than external factors. Teachers showed distinct response to some extent on the basis of internal factors. This study will be helpful for the teachers, students, heads of the institutions and officials of the education department to design such policies and procedure which can lead towards the higher level of job satisfaction of teachers of both the public and private sectors and this thing will also make the teaching learning process much more worthy, effective and fruitful.

INTRODUCTION

According to Hongying (2008), the natural and regular attitude of a teacher with respect to his occupation and working environment is called as job satisfaction. Teachers act as the most important resources in any educational institute. They are recognized as the central positioner to bring any kind of changes whether these are educational reforms needed by the institute or societal and country based development. Only the high quality teacher can provide inclusive and quality education (Jyoti & Sharma, 2009).

The administrative area of Pakistan, Azad Jammu and Kashmir, with a population of 4,09 million and 5,134 square miles. The struggle of 1947, Government of the AJ&K led to its creation. The AJ&K's administrative form features centralization and authoritarian characteristics. In AJ&K, scholarship is often provided in public schools and, due to the lack of facilities, AJ&K usually has a poor infrastructure. Although a relatively little proportion of funding is spent on schooling, which is just 28% (AJK ASER, 2012).

However, private education is also an essential element of AJ&K's educational system by way of the public-regional schools. Nearly 37 percent of school enrollment is supported by non-public schools. Private schools in particular in remote areas are not well recorded (The National Report 2013 of the AJK Planning & Development 2013). The primary schools in middle, high and high schools contain primary schools but whether primary schools are treated as distinct primary schools or not is no longer observed.

Government instructors have to face criticism via media for their carelessness, laziness, purposeful lethargy, lack of devotion, enthusiasm to work and absenteeism (Shabbir et al., 2014). Moreover, teachers organizations frequently disagree for existing pay structure, advantages and working conditions. On the other side, private school instructors are passing via the identical scenario of decreased salary, lengthy working hours, and disturbing work conditions (Farooq, 1994).

Teaching is one of the most powerful tools to build the nations. It is known as the vital and state constructing occupation because in this profession teachers are the personalities who strengthen and guide the whole instructional system (Akhtar et al., 2010). In this respect, it is important to take great care for the satisfaction of the teachers. Teacher's job satisfaction is fundamental for the success of the whole training system whether he belongs to public or non-public institution (Akhtar et al., 2010).

According to Colakoglu and Odabas (2013), public school teachers have a higher job delight than the ones working at private schools in terms of capacity to self-study, to function distinctive activities, having a higher job security as well as higher working stipulations whereas instructors working in private schools are extra satisfied in terms of the freedom to function on their very own wills, admire and social status, the acts of their superiors, the match between their skills and their duties, social interactions, promotional possibilities and ultimately the feeling of success.

LITERATURE REVIEW

According to Stemple (2004) job satisfaction means a lot for a worker in an organization in which he or she gets nice and favorable environment and strong emotions to work while on the other side, Brenya, Weijun, & Kipkemboi (2018) have given some other dimension, by the way of defining job pleasure as being the high-quality emotional response and attitude humans can show with respect to their job.

Job pleasure describe as a pleasant emotional feeling that affects upon the overall performance (Nakiranda, 2017). Employees do their work at distinctive stages of job delight. Individuals who ensure up level of work pleasure can obligate their strength, all of their best efforts, hard work and consequently receive high level of productiveness as well (French et al., 2004). With the same concept by Schmidt (2007), job pleasure is an individual's perception of the degree of elegance about his or her job if both good and bad consequences are weighed up. It is the effective response regarding their job which is the consequence of contrast between desired or deserved outcomes and the real or received outcome on part of the worker (Okpara, 2006).

The responsive element is related to emotions like excitement, disinterest, and enthusiasm. Emotions can be positive or negative and it totally depends upon the working situations. The cognitive aspect of job pleasure refers to beliefs that concern with the feeling of stress and challenge one can have in his or her job. Cognitive aspects directly influence upon the quality of work. If cognition is positive and stress free then result will be good enough and if not then it can neither meet the desires of the employee nor the objectives of the organization. The behavioral aspect leads towards the person's actions and moves which can be made

by him or her during the work like, becoming a late comer, behave like a sick and ill for keeping himself/herself away from the work (Rothmann, 2008).

The Situational Models

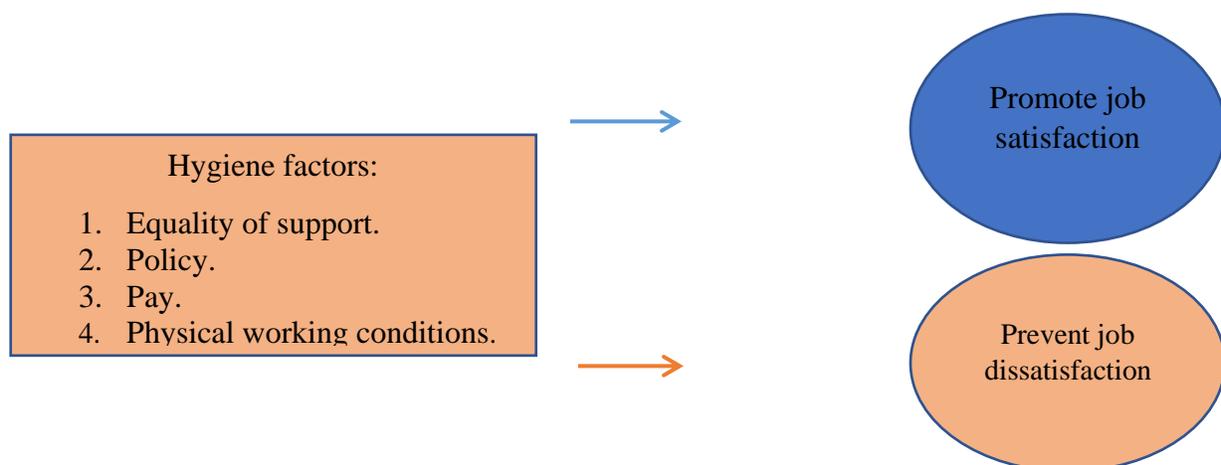
In theoretical framework, the situational models (Glassman, McAfee, and Quarstein, 1992; Durick & Glisson, 1988), expect that the interplay of different variables like profession traits (the nature of the work), administrative traits (the substructure of the institute, headship, elevation, and physical accommodations), and person traits (gender, age, and education) have an impact on job pleasure.

The situational occurrences are of two types; one is positive and second is negative (Glassman, et al., 1992). Rewarding the employee in a good way, giving praise, giving the employee respect, tapping on the shoulder for doing good work, all these actions fall into the category of positive situational occurrences. While in the negative situational occurrences, opposite of above mentioned actions are performed such as negative and rude remarks from colleagues and administration, no provision of assistance from colleagues and management whenever it is needed, no praise for good work done, confusing memoranda and insult in front of co-workers. Before accepting a job, the employee is interested to know about the situational characteristics such as promotional procedure and opportunities, working conditions and salary schedule and it is also the right of the employee. While on the other side, the situational occurrences come, once an individual accepted the job and started to work with the organization.

Herzberg Two- Factor Theory

Herzberg's (2005), has given two factor theory which discusses about the phenomenon of motivation and job satisfaction it has been broadly used in the circles of job satisfaction. In a study, Hewstone and Stroebe (2001) found that the theory of Herzberg indicates about different factors through which satisfaction and dissatisfaction pushes and arises. Satisfaction comes through the motivational factors and dissatisfaction comes through the hygiene factors. Motivation factors and hygiene factors are two main components described by the Herzberg in his theory upon which level of satisfaction and dissatisfaction depends. Motivation factor are regarded as a factors which pushes the person to do a good job (e.g., working itself, personal growth and development, success and achievements, sense of responsibility, and recognition). Furthermore, psychologically, socially and physically good and effective environment in the classroom and school can only be provided by highly satisfied and motivated teachers.

Figure-1: Herzberg's two factor theory



As Herzberg stated in his theory that internal factors or satisfying factors are related to the top level of needs. Therefore, these involve personal growth options, some kind of challenging and hard tasks to do, success, recognition for the successful completion of a task, responsibility and interesting work (Habib et al., 2017). As internal factors have high significance in the occupation of teaching thus, these factors encourage the persons to join this occupation (Jyoti & Sharma, 2009).

Importance Of Job Satisfaction For Teachers

The most essential working field approaches of the individuals and organization are job satisfaction. Reproducing ‘the resemblance between what staffs wants from their work and what personnel feels they receive’ (Wright and Kim 2004), job delight refers to the sentimental condition which comes from the appraisals of job experiences. Therefore, job delight makes improvements in the performance of employees and organization and with the help of enhancing job motivation and behavior. According to Smith (2007), a job is not solely a principal supply of income but additionally, it is a necessary existence area in different ways. “Work occupies a massive part of each worker’s day, is one’s essential supply of social standing, helps to outline who an individual is, and affects one’s health both bodily and mentally. Because of work’s central function in many people’s lives, pride with one’s job is an important thing in average well-being”.

Factors For Job Satisfaction Of Teachers

Job delight covers multiple aspects therefore; it is observed that many researchers and scholars inculcate distinct factors which affect the phenomenon of job satisfaction.

These are shortly described below.

1. Need Fulfillment

Kreitner & Kinicki (1998) correctly argues that determination of satisfaction is done through the characteristics of the work and tasks that permit the worker to accomplish his or her wants.

2. Discrepancy

It is identified that when wants are bigger than the expected output in the shape of reward then the worker comes to dissatisfaction phase. Theories that discuss about the phenomenon of wants and values with regard to persons are; the hierarchy of need theory given by Maslow, Herzberg’s two- factor theory, and McClelland’s theory of needs (Taleb, 2013)

3. Value Attainment

The worker possesses distinct values while working in an organization. Thus, relying on this concept, the level of satisfaction of each worker will also seem different.

4. Equity

This model indicates that satisfaction is a degree which is experienced by the person in which he or she realizes that how much equally they are treated as compared to other employees. When the workers get the feeling of not being treated equally as compared to other workers then they become dissatisfied with their jobs. Thus, because of this dissatisfaction, they also become demotivated within their jobs (Spector, & Park, 2017).

5. Trait/Genetic Components

This component of job satisfaction attempts to identify that why some of the employees are satisfied within broad pattern of difficult situations related to their jobs while other number of employees seem in the phase of dissatisfaction.

Factors Influencing Teachers' Job Satisfaction

According to Buitendach and De Witte (2005), job satisfaction is a complicated phenomenon which is affected through the features of working conditions and tendency of a person. The arrangement of these factors has been done by two proportions named as; extrinsic factors and intrinsic factors.

Extrinsic Factors of Job Satisfaction

Extrinsic aspects of job delight are defined with the aid of prerequisites that are not under the control of member (Atchison, 1999). These features will be elaborated and named as; organizational policy and administration, salary, promotion opportunities, supervision, work relationship, working conditions, job security, status and the troubles of fairness in the organization.

1. Organizational Policy and Administration
2. Salary
3. Promotion Opportunities
4. Supervision
5. Work Relationship
6. Working Conditions
7. Fairness
8. Job security
9. Social Status

Intrinsic Factors of Job Satisfaction

Intrinsic factors are associated to (emotional rewards). Intrinsic factors involve the probability to use capability, a feel of venture and accomplishments being appreciated, nice focus and being dealt in a gentle and thoughtful mode. The psychosomatic rewards are the rewards that can be explained as the act and conduct of man or woman. The intrinsic factors are also referred as the motivation and personal enjoyment in the task by the individual. These are identified within the person and affected by the person himself, rather influenced by external factors (Kondalkar, 2020).

Following intrinsic features were derivative from this concept and are as follow:

1. Achievement
2. Recognition
3. Challenging Work
4. Responsibility
5. Advancement
6. Growth and Development

Statement Of The Problem

The important pillar for efficiency of educational institutions is teacher thus; steps should be taken out for their support and development. There are many international research studies have been done discussing about the phenomenon of job satisfaction for teachers. These research studies show distinct results. Some studies come up with the result that teachers are satisfied with their job and other studies come up with opposite results. Due to the increased interest of the researcher in current research problem and also getting attached professionally to the department of education, the researcher has endeavored to figure out those elements/factors which effect upon the job pleasure of teachers. This arises a questions into the researcher's mind that why the level of job satisfaction of teachers differ from other teachers instead of belonging to the same field and profession? Is there any difference in satisfaction level of teachers' job? Is there any difference in the level of teachers' job satisfaction from area to area? To address these purposes, the researcher has formulated the following question.

Are there any significant discriminant factors that are responsible for difference in job pleasure of private and public school teachers?

Objectives Of The Study

1. To study the level of job satisfaction of private and public schools teachers.
2. To recommend strategies to enhance job satisfaction among the teachers of public and private sectors schools.

Research Questions

This research study comprises upon the following question:

Are there any significant discriminant factors that are responsible for difference in job satisfaction of private and public school teachers'?

Significance Of The Study

This study helps to create awareness of the elements that have an effect on teachers' job pleasure for public and private schools in district Mirpur so that faculty leaders, training offices and experts of education department can take actions on the elements that have an effect on teachers' job pleasure and commitment in public and private schools. This study may also aid as to enrich the instructing also studying manner via enlightening educators' profession pleasure and their pledges by taking benefits from the findings of this study.

Delimitations Of The Study

The study remained bounded to the public and private secondary schools of district Mirpur to make the study extra practicable. This research focused on instructors' work amusement with certain emphasis on recognizing internal factors like job, qualified development, gratitude, accomplishment, and accountability and external factors like upgrading opportunity, administrative strategy and supervision, teacher's salary, work connection, and working condition factors that affect teachers' work pleasure and educators' pledge such as effective commitment, continuance committment, and normative commitment.

Research Methodology

The current study aimed to explore the level of job satisfaction among the private and public school teachers. This research work is an effort to create awareness about the factors those are involved in teachers' job satisfaction among public and private school teachers in district Mirpur AJ&K. The objectives of this study are supposed to be achieved by collecting the perspectives of private and public school teachers about their job pleasure.

The investigator used survey design to gather the opinion of private and public sector schools about the current phenomena.

Sampling Of The Research

The research chose as a representation of the population, both governmental and private school instructors from district Mirpur Azad Jammu and Kashmir. The Mirpur district public and private high school teachers were considered the target group as all instructors had the same job and features. The researchers were allowed to conduct it inside the target demographic by instructors and directors of institutions. District Mirpur high school teachers are the participants of this study who engaged willingly and contributed their precious thoughts, insights, ideas and views. In this study, the researcher used a random sample approach to choose 30 public and private schools in Mirpur district. As a sample specified and representative for this study, 250 private school instructors and 250 public school teachers were taken.

Data Collection Tool

In this study, a single questionnaire was used to understand the degree of job satisfaction and the factors that have a strong impact on teacher satisfaction. In a five-point Likert scale, the researcher designed the questionnaire. The questionnaire is subdivided into two sections. Part A, which addresses demographic and personal data, and part B that covers questions relating to the component of job satisfaction.

Validity And Reliability

The researchers employed software SPSS and pilot tests to confirm that the research instrument was reliable. The internal reliability of the research instrument during the pilot test phase was demonstrated by the Cronbach alpha coefficient. 0,7 is regarded a trustworthy value for each Research Instrument as Cronbach alpha coefficient (Creswell, 2002). In the current study, the Cronbach test result was 0.89, which was deemed reliable by reference to this idea and so the current research instrument was conducted.

Analysis Of The Data

In current study, the researcher has been used descriptive statistics like mean, standard deviation and frequency distribution. These procedures are used by the researchers to find the overall difference in the level of job satisfaction of private and public school teachers.

Internal (Hygiene) Factors Of Teachers Job Satisfaction

School Policies and Administration

Comparative analysis of the level of job satisfaction of private and public school teachers with reference to the factor (school policies and administration) is as follow:

Table-1: Private and public school teachers' job satisfaction upon factor (school policies and administration)

Statements	Organization	N	Mean	Std. deviation
1.I am satisfied with the policies and practices towards teachers of this school	Public	235	3.79	1.02809
	Private	240	3.78	.97428
2. I am satisfied with the way teachers are informed about school policy.	Public	235	3.73	.92063
	Private	240	3.80	.93876
3.I am satisfied with the way school policies are administered	Public	235	4.11	.80569
	Private	240	4.00	.96928
4.I am satisfied with the way school policies are put into practice.	Public	235	3.90	1.11091
	Private	240	2.84	1.30484
Overall scores of public and private school teachers	Public	235	3.88	
	Private	240	3.59	

Scales: ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree. This scale was used by the Desta Ayele (2014) while doing his M.A thesis in Jimma University, Ethiopia. In this study, the researcher is using this scale as per to the demand of the research.

This table depicts that there is no significant difference in the level of job satisfaction of public and private school teachers as shown by the mean. By using the scale and measuring the mean of both the groups on this scale (public, 3.88/ private 3.59 and scale 3.5-4.49= agree), it is concluded that the teachers of private and public schools are agreed and satisfied with the school policies, administration and their implementation. But regarding the last statement which is relevant to the implementation of policies, the teachers of private schools seem undecided as per to description of the scale.

Teachers Job Satisfaction on Interpersonal Relationship with Principal

The comparison of job satisfaction level of public and private school teachers is described in the table below through descriptive statistics.

Table-2: Private and public school teachers job satisfaction (interpersonal relationship with principal)

Statements	Organization	N	Mean	Std. deviation
1. Administration avoids giving stressful situations.	Public	235	3.87	.88906
	Private	240	3.74	1.03478
2. I am satisfied with the way my principal and I understand each other.	Public	235	3.74	.92081
	Private	240	3.65	1.00924
3. I am supervised in a supportive and democratic manner.	Public	235	3.32	1.13788
	Private	240	3.37	1.19138

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4. The principal lets staff members know what is expected from them.	Public	235	3.82	.94477
	Private	240	3.82	.99510
5. My principal enforces school rules and supports me when I need it.	Public	235	2.21	1.13069
	Private	240	2.09	1.25543
Overall score	Public	235	3.39	
	Private	240	3.31	

Scales: ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree.

In this table, by comparing the means of both groups (public, 3.39/ private, 3.31 and scale 2.5-3.49= undecided) it is analysed that the teachers of public and private schools are showing undecided response. They are not deciding whether they are satisfied with the (interpersonal relationship with principal) or not. But undecided response ultimately leads towards the disagree response (dissatisfaction). Hence, there is no significant difference in the level of job satisfaction of both the groups, and teachers of public and private schools seem dissatisfied with the factor (interpersonal relationship with principal)

Teachers Job Satisfaction on Factor (Salary)

Questions were given in the questionnaire relevant to this factor to identify the comparison of level of job satisfaction of public and private school teachers in district Mirpur.

Table-3: Public and private school teachers job satisfaction regarding factor (salary)

Statements	Organization	N	Mean	Std. deviation
10. My pay as compared to other sectors is satisfactory	Public	235	3.0280	1.15610
	Private	240	3.6546	1.39165
11. I am satisfied with timely payment of salary	Public	235	3.9520	.82487
	private	240	3.9960	.87758
12. Additional incentive is received for extra work.	Public	235	3.4960	1.01098
	Private	240	3.3333	1.13829
Overall scores	Public	235	3.48	
	Private	240	3.65	

Scales: ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree.

This table depicts that there is significant difference in the level of job satisfaction of public and private school teachers with reference to the factor (salary). The overall mean shows, that the teachers of private schools are more satisfied than the teachers of public schools. As per to the scale division, it is analysed that private teachers are agreed with pay packages given by the school (3.65 mean and scale division, 3.5-4.49= agree). On the other hand, public school teachers are undecided (3.48 means and scale division, 2.5-3.49= undecided). But both of the groups are not satisfied with the statement number two (I am satisfied with timely payment of salary). This shows no significant difference. Therefore, on the basis of this analysis,

it is concluded that the level of job satisfaction of private school teachers is high as compared to the public school teachers with reference to the factor (salary) which also reflects that handsome salary packages and time bound execution of pay can increase job satisfaction level of teachers

Teachers Job Satisfaction on Factor (work conditions)

Questions related to this factor are analysed through descriptive statistics as follow:

Table-4: Job satisfaction of teachers (work conditions)

Statements	Organization	N	Mean	Std. deviation
13. Working environment is pleasant.	Public	235	3.39	1.06300
	Private	240	3.15	1.28186
14. I am satisfied with the way that my school utilizes financial resources.	Public	235	3.92	.94328
	Private	240	3.10	3.89297
15. There is an environment full of learning for teachers and students.	Public	235	3.85	.80217
	Private	240	3.63	.95939
16. The physical facilities of the school fulfil the needs.	Public	235	3.94	.80405
	Private	240	4.00	.99797
17. There is too much violence at my school.	Public	235	3.62	.902215
	Private	240	3.55	1.16660
18. I feel challenged in my job as a teacher.	Public	235	3.56	1.04077
	Private	240	3.56	3.40735
19. I am satisfied with my class size.	Public	235	3.98	1.03345
	Private	240	4.00	.97756
20. The stress on my job reduces my confidence as a teacher.	Public	235	3.25	1.13120
	Private	240	3.62	1.18926
Overall scores	Public	235	3.68	
	Private	240	3.57	

Scales: ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, 4.49 = Agree, ≥ 4.5 = strongly agree.

This table reveals that overall mean score of the public school teachers (3.68) is greater than the overall mean score (3.57) of private school teacher. This shows that the level of job satisfaction of public school teachers is higher than the private school teachers. According to the scale (3.5-4.49=agree) therefore, it is analysed that both of the groups differ in their level of job satisfaction with reference to the factor (work conditions). The analysis shows that the teachers of public sector are more satisfied. Hence, the results show that good working environment can increase satisfaction level of teachers which also influences upon the learning of students.

Job Satisfaction of Teachers on Factor (Interpersonal Relationship with Colleagues)

This factor of job satisfaction is analysed by comparing the means of the data through descriptive statistics.

Table-5: Interpersonal relationship with colleagues

Statements	Organization	N	Mean	Std. deviation
21. I feel pressure to compete with my colleagues.	Public	235	3.72	.97938
	Private	240	3.88	1.00078
22. There is a spirit of cooperation among my co-workers.	Public	235	3.81	1.07950
	Private	240	3.02	1.27776
Overall scores	Public	235	3.76	
	Private	240	3.44	

Scales: ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree.

As this table describing that the overall mean score (3.76) of public school teachers is higher than the overall mean score (3.44) of private school teachers. Hence, it is analysed that the job satisfaction level of public school teachers is higher than the job satisfaction level of private school teachers regarding the factor (interpersonal relationship with colleagues). From the responses of private school teachers, it is analysed that they are undecided about this factor as ($2.5 - 3.49$ = Undecided and private school teachers mean score is 3.44. Therefore, the teachers of public schools are more satisfied than private school teachers and their level of job satisfaction is also high which keeps them motivated.

Job Satisfaction of Teachers on Factor (Job Security)

The job satisfaction of teachers on factor job security is analysed as follow:

Table-6: Job satisfaction of teachers on factor (job security)

Statements	Organization	N	Mean	Std. deviation
23. My job provides me security of profession.	Public	235	3.57	1.05157
	Private	240	3.31	1.13803
24. My job assures a secure future.	Public	235	2.64	1.34116
	Private	240	2.46	1.20798
Overall scores	Public	235	3.09	
	Private	240	2.88	

Scales: ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree.

As the overall mean score (3.09) of public school teachers and the private school (2.88) teachers falls in the category “undecided” hence, it is concluded that there is statistically significant difference between the two groups regarding the factor (job security).

Job Security of Teachers on Factor (Social Status)

This factor of job satisfaction is analyzed as follow:

Table-7: Job satisfaction on factor (social status)

Statements	Organization	N	Mean	Std. deviation
25. The social position in the community that goes with the job.	Public	235	2.80	1.27597
	private	240	2.59	1.33258

Scales: ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree.

This table shows that both of the groups are in the level of “undecided”, and not satisfied with the social status. Hence, the level of job satisfaction of public and private school teachers is low.

EXTERNAL (MOTIVATION) FACTORS FOR JOB SATISFACTION

Teacher’s job satisfaction on external factors is measured through questionnaire and analyzed by comparing means.

Job Satisfaction of Public and Private School Teachers on Factor (Achievement)

The table below is describing the comparison of public and private school teacher’s level of job satisfaction with reference to the factor “achievement”.

Table-8: Comparing job satisfactions of public and private school teachers on factor (achievement)

Statements	Organization	N	Mean	Std. deviation
26. I get the feeling of accomplishment from my job.	Public	235	2.80	1.27597
	Private	240	2.59	1.33258
27. I feel like I am making a difference in the lives of children.	Public	235	3.80	.91835
	Private	240	3.80	1.09352
28. I feel a strong commitment to the field of education.	Public	235	3.72	1.13788
	Private	240	4.05	2.77105
29. I feel joy in my job which keeps me motivated year after year.	Public	235	4.14	.68701
	Private	240	4.11	.75896
30. I am satisfied with the successes gained by my students.	Public	235	4.17	.82043
	Private	240	3.94	.94820
31. Students attitudes towards education in school enhanced my job satisfaction.	Public	235	3.71	.90794
	Private	240	3.55	1.04634
32. I am satisfied with my class size.	Public	235	4.04	.82973
	Private	240	4.19	2.68668
Overall scores	Public	235	3.76	
	Private	240	3.74	

Scales: ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree.

The above table depicts that there is no significant difference between the two groups as shown by the overall mean score of both the groups on factor “achievement.

Job Satisfaction of Public and Private School Teachers on Factor (Advancement)

The analysis of this factor of job satisfaction has been carried out as follow:

Table-9: Comparing job satisfaction of public and private school teachers on factor (advancement)

Statements	Organization	N	Mean	Std. deviation
33. There is much growth potential in the field of teaching.	Public	235	3.7960	.84691
	Private	240	3.7269	.95763
34. There is a fair promotion procedure in the institute.	Public	235	4.1040	.86265
	Private	240	3.8032	1.32190
35. I am satisfied with the training.	Public	235	3.0760	1.10049
	Private	240	3.0723	1.19929
Overall scores	Public	235	3.65	
	Private	240	3.53	

Scales: ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree.

This table shows that there is significant difference between the both groups and as mean score of public school teachers is higher than the private school teachers therefore it is proved that the level of job satisfaction of public school teachers, regarding the factor “advancement” is higher than the private school teachers.

Job Satisfaction of Teachers on Factor (Recognition)

This factor of job satisfaction has been analyzed by comparing means and applying t-test on the data. The table given below shows the comparison of level of job satisfaction through means and standard deviation of public and private school teachers upon which analysis is made.

Table-10: Comparison of level of job satisfaction of public and private school teachers on factor (recognition)

Statements	Organization	N	Mean	Std. deviation
36. The loyalty of my work is appreciated by the school.	Public	235	4.0160	.85948
	Private	240	3.8795	.98453
37. I get praise for doing a good job.	Public	235	3.8720	.93976
	Private	240	3.8072	.99342
38. Individual accomplishments are recognized at my school.	Public	235	3.8560	.97523
	Private	240	3.7149	.99344
Overall scores	Public	235	3.91	
	Private	240	3.79	

Scales: ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree.

This table shows that there is no significant difference between the two groups levels of job satisfaction. As the mean of both of the groups is statistically showing no significant difference. The teachers of both of the groups are agreed and satisfied with the factor (recognition) and its measures.

Comparison of Job Satisfaction of Teachers on Factor (Responsibility)

This factor of job satisfaction is analysed by implementing t-test and computing the mean score of both the groups.

Table-11: Job satisfaction level of public and private school teachers on factor (responsibility)

Statement	Organization	N	Mean	Std. deviation
39. Chances are given by school to make decisions on my own.	Public	235	3.8240	.81220
	Private	240	3.7711	.95873

Scales: ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree.

This table reveals that there is significant difference according to the mean score between two groups regarding their level of job satisfaction. The teachers of public schools have higher level of job satisfaction with reference to the factor “responsibility”.

Job Satisfaction of Teachers on Factor (the Possibility of Personal Growth)

Table-12: Job satisfaction of teachers on factor (the possibility of personal growth)

Statements	Organization	N	Mean	Std. deviation
40. I am satisfied with the current training provided.	Public	235	3.9480	.83190
	Private	240	3.9438	.90521
41. I am satisfied with the chance to get educational opportunities.	Public	235	3.4240	1.21413
	Private	240	3.5823	1.13337
42. The school provides opportunities that are well suited to my abilities.	Public	235	3.7080	.97701
	Private	240	3.4458	1.03472
Overall scores	Public	235	3.68	
	Private	240	3.65	

Scales: ≤ 1.49 = Strongly Disagree, $1.5 - 2.49$ = Disagree, $2.5 - 3.49$ = Undecided, $3.5 - 4.49$ = Agree, ≥ 4.5 = strongly agree.

This table describes that there is no statistically significant difference between the two groups. As the mean score of both the groups is significantly not differing. But in the last measure (The school provides

opportunities that are well suited to my abilities), there is significant difference as the mean score of public school teachers regarding job satisfaction is higher than the private school teachers.

Job Satisfaction of Teachers on Factor (work itself)

Analysis upon this factor of job satisfaction is concluded by the following statistical procedure:

Table-13: Comparison of public and private teachers level of job satisfaction on factor (work itself)

Statements	Organization	N	Mean	Std. deviation
43. The job requires me to use a number of complex high level skills.	Public	235	2.82	1.18819
	Private	240	2.87	1.14762
44. I feel joy in my job which keeps me motivated year after year.	Public	235	3.96	.87011
	Private	240	4.06	.78538
45. I feel strong commitment to the field of education.	Public	235	3.78	.90393
	Private	240	3.73	.94064
46. My students' poor behavior causes stress.	Public	235	3.80	.84549
	Private	240	3.65	.83013
47. My profession is a great deal of personal meaning for me.	Public	235	3.25	1.11781
	Private	240	3.47	1.21154
48. My students' poor behavior causes stress.	Public	235	3.75	1.06160
	Private	240	3.65	1.15808
Overall scores	Public	3.55		
	Private	3.56		

Scales: ≤ 1.49 = Strongly Disagree, 1.5 – 2.49 = Disagree, 2.5 – 3.49 = Undecided, 3.5– 4.49 = Agree, ≥ 4.5 = strongly agree.

This table depicts that as the mean score of both the groups is same, therefore, the level of job satisfaction of both the groups is same.

Table-14: Comparative analysis of job satisfaction level of public and private school teachers with reference to the internal and external factors

Variable	Organization	N	Mean
Internal factors (Hygiene factor)	Public	250	24.08
	Private	250	23.02
External factors (Motivation factor)	Public	250	22.37

	Private	250	22.04
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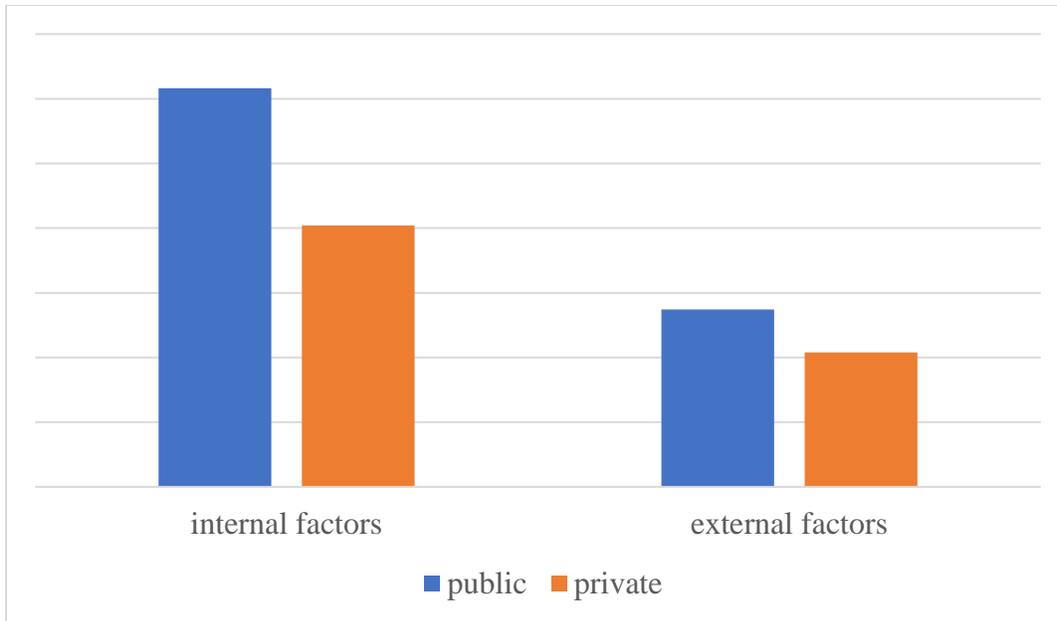


Figure-1: Job satisfaction level with reference to internal and external factors

The table 4.42 and figure 4.29 depicts that with reference to the internal factors (Hygiene factors) the level of job satisfaction of both the groups (public and private school teachers) is almost same, therefore, there is no significant difference between both of the groups as the mean value show no significant distinction. The same results are depicting regarding external factors (motivation factor). There is no significant distinction between both of the groups with reference to these external factors as the mean value is same. As there is very little difference in the mean values of internal and external variables between both of the groups to identify and compare the job satisfaction level, therefore, it is not considered as significant difference as shown by above table.

DISCUSSION

This study was conducted to compare the level of job satisfaction of private and government school teachers. For this purpose, two main factors that are motivation factor (intrinsic or internal factors) and hygiene factors (extrinsic or external factors) from the Two-factor theory given by Herzberg (1959) have been used. A questionnaire was developed on the basis of these factors.

It is found through the research that internal factors are more influential than external factors. Teachers showed distinct response to some extent on the basis of internal factors. And there is great role required to be played by the heads of the institutes to encourage the teachers within their jobs. Those variables in which teachers of both public and private schools seem satisfied should be carried out in the department of education and the variable in which distinction of satisfaction is found should be improved as the teachers need satisfaction in their jobs to work in a more and more effective way. This research is not only very

helpful for the researcher herself as it increases the knowledge but also for the teachers, students, heads of the institutions and officials of the education department to design such policies and procedure which can lead towards the higher level of job satisfaction of teachers of both the public and private sectors and this thing will also make the teaching learning process much more worthy, effective and fruitful.

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