

## **Job Satisfaction among Government High School Teachers of the Province of Sindh, Pakistan**

Saleha Parveen<sup>\*</sup>, Zafarullah Sahito<sup>\*\*</sup>, Abdul Sattar Gopang<sup>\*\*\*</sup>  
& Muhammad Aslam Khamboh<sup>\*\*\*\*</sup>

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### **Abstract**

This research study was designed to investigate the Job Satisfaction levels among the teachers of government high schools of the province of Sindh. Government schools have great significance and influence on education in any developed and developing country of the world. Likewise government schools in Pakistan also play very important role in the development of majority of population of the country. The main aim of this study is to look into the matter that the teachers and the heads of the government schools are contented with their job and try to know about the level of their job satisfaction. Quality education is directly and indirectly related to the growth and development of any institution and the job satisfaction of its employees. So, it was to see if the definition of job satisfaction is same for the institution and employee. The collected data of this study reveal that 55% high school teachers are highly satisfied with their job. Others are continuing their job due to drawing handsome market salary packages in their respective areas. The more satisfied teachers were found among those teachers who are engaged in teacher unions and their each and every work, needs and requirement such as personal and professional, are fulfilled at their door steps.

**Keywords:** Job satisfaction, motivation, Government high schools, Government high school teachers, quality education, teacher unions, engaged in teacher unions, personal needs, professional needs.

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\* Professor and Chairperson, Department of Curriculum Development and Special Education, Faculty of Education, University of Sindh, Elsa Kazi Campus, Hyderabad.

Email: dr\_saleha\_parveen@yahoo.com

\*\*Assistant Professor, Department of Education Management, IBA, Sukkur, Sindh, Pakistan,

Email: zafarullah.sahito@iba-suk.edu.pk

\*\*\*Assistant Professor, Department of Curriculum Development & Special Education,

Faculty of Education, University of Sindh, ElsaKazi campus, Hyderabad. Email: a.s.gopang@gmail.com

\*\*\*\* Assistant Professor, Department of Curriculum Development & Special Education, Faculty of Education, University of Sindh, ElsaKazi campus, Hyderabad Email: maslam2k7@yahoo.com

## Introduction

There are different point of views for job satisfaction which put emphasis on the conditions of people or employees, organizations, their policies, rules and regulations and on the labor laws of any country are whether properly implemented or not. In fact job satisfaction is a psychological condition of mind or happiness which any employee feels, enjoys and takes motivation for living a peaceful life by doing and fulfilling his duties and responsibilities to play a role in the growth and development of his country. Individuals are connected with their homes, organizations, and finally to their country. So, a country's development is basically the development of the individuals and the future generations.

Job satisfaction is the combination of psychological, physiological and environmental circumstances that cause a person truthfully to say I am satisfied with my job (Hoppok, 1935) views are directly and indirectly connected with the internal and external feelings of the employees. Here it is taken the teachers of the government high schools. As said in Sindhi language that if a person is happy and satisfied internally then each part of the world and person would be seen happy and satisfied to that particular person in particular situation. Otherwise nothing can make any person happy. Job satisfaction is an affective orientation for the individuals towards their work roles (Vroom, 1964), here Vroom focused the acknowledgement and the respect of the employee that if the employee should deal and realize him as a respectable and responsible person. There may be great chances to satisfy the employees or teachers in any organization. Job satisfaction is closely linked to that individual's behavior in the work (Davis & Nestrom, 1985). It is the key ingredient that leads to recognition, income, promotion and the achievement of the goals that leads to a feeling of fulfillment (Kaliskhi, 2007) and is content with the rewards to the employees to get on job particularly the intrinsic motivation (Statt, 2004). Positive and favorable attitudes towards the job indicate job satisfaction (Armstrong, 2006).

Furthermore, job satisfaction is the collection of feelings and beliefs that people have about their current job and their level of job satisfaction that can range from extreme satisfaction to extreme dissatisfaction because of their kind of work, co-workers, supervisors, sub-ordinates and the pay (George & Jones, 2008). It is usually linked with motivation, personal feelings of achievement and internal state (Mullins, 2005) which represents the feelings that appear to be a result of a perception that the job enables material and psychological needs (Aziri, 2008).

Teachers and students are the prominent characters of any society to live a peaceful, secure, healthy, full of fun and quality life on the surface of the earth because students are the future citizens who will hold, enjoy and implement the roles and responsibilities to lead the society towards the success and development in the world. On the other hand teachers are the king makers who polish the characteristics and skills of the students and prepare them for future success. If students are very important for the future it means teachers are also important for the present and future of the students as well as nation. The teachers' role is extremely important in any society since teachers up lift their students through knowledge and skills development to touch the highest levels of success in this world for themselves and the nation too for the reason that teachers are the source of guidance in all the crucial steps in the academic life of the students. Good teachers always remain interested to work in the institutions as well as in the services where they feel they are satisfied. But in reality how far such job satisfaction is ensured in a teacher's job is an important issue in recent times. When teachers are satisfied with their job they can perform their responsibilities with more concentration and devotion. Job satisfaction fulfills or allows the fulfillment of job values, providing the degree of acceptance that the values are congruent with one's needs (Locke, 1976).

The education and literacy department government of Sindh, Pakistan is the department which holds the responsibility of education of the common and poor people of the province. It is the department which recruits, deposes, monitors and evaluates the high school teachers through its sub office established at each district. At district level the EDEO, DEO, ADEO, other officers and staff members have been appointed to deal with the day to day routine matters of students, teachers, staff and heads of the all schools.

In this regard, some matters were discussed by concerned persons and students who are working as HSTs at Govt. High Schools. Exactly from that time it came under the authors' observation that whether teacher is satisfied with his work. After this it was decided to create a research group to collect data from the said group of teachers from six districts of Sindh province to know about their job satisfaction. Six districts were selected on the basis of availability of resources to collect data easily.

Thus, keeping in view all the above facts, the group of researchers chose and conducted the research on the issue.

### **Statement of the Problem**

It has been recognized by different international, national social organizations and the ministries of education that basic or school education is compulsory for every child. In this regard many debates were conducted and listened at different levels in Sindh, Pakistan to improve the quality of education at gross root levels to produce a strong foundation to university education for securing the future of the nation and social change in the society.

Schools play a pivotal role in shaping the personality and skills among student and it places all responsibilities on their teachers. Government school teachers are the main individuals who cover the majority of the population of the students in their schools because the government spends billions of rupees on the salaries of the teachers and school buildings too. The government is highly concerned to provide quality education at school level. But unfortunately the performance of the teachers and students are not up to the mark that's why most of the educational circles discuss the performance, salaries and satisfaction of the teachers and relate them with the quality of education. Therefore, job satisfaction seemed directly related to the promotion of quality education because quality of instructions may be impacted by the level of job satisfaction (Perie & Baker, 1997).

### **Significance of the Study**

The main aim of the study is to identify the factors impacting job satisfaction among high school teachers in Sindh province of Pakistan. This type of research on teachers' job satisfaction is not done in the past on a large scale. So, the results of this study will be advantageous for government, policy makers, administrative heads, principals or headmasters and even for the teachers to improve and enhance their working capabilities.

### ***Objectives of the Study***

The objectives of the study are as under:

1. To identify and define the definition of Job Satisfaction perceived by the high school teachers.
2. To identify the factors of their job satisfaction.
3. To identify the level of Job satisfaction among high school teachers.

### ***Research Questions***

- Q.1: What are different perceptions about job satisfaction among different group of teachers?
- Q.2: What are different factors that impact on the job satisfaction among teachers?
- Q.3: What are the levels of satisfaction?
- Q.4: What are different levels of job satisfaction among high school teachers?

### **Research Methodology**

This research is descriptive survey type of study which aims to describe events and facts as they exist (Karasar, 2008).

### **Population**

The all government high school teachers of the district of Hyderabad, Tando Allahyar, Tando Muhammad Khan, Jamshoro, Naushahro Feroze, Khairpur Mirs and Sukkur were taken as the population of the study.

### **Sample**

20 teachers were selected through random sampling technique for the study from 05 schools of each district. In this connection 35 schools were visited during the data collection process in the time of one year. n=140 teachers were given the questionnaire after a verbal agreement to participate in the data collection about Job satisfaction to fill in on the basis of their observation, experience and reality.

**Table 1**

*Sample of the study*

S.No	District	Sample size (Teachers)
01	Hyderabad	20
02	Tando Allahyar	20
03	Tando Muhammad Khan	20
04	Jamshoro	20
05	NaushahroFeroze	20
06	KhairpurMirs	20
07	Sukkur	20
	n =	140

## Research tools

The questionnaire was designed with the help of literature review, Teaching Satisfaction Survey (TSS) developed by (Ho & Au, 2006), and Revised School-Level Environment Questionnaire (SLEQ) developed by (Johnson & Joseph, 2001). The modified questionnaire consisted of 10 items with reason for the question. The five point Likert scale was used with Strongly Agreed (SA), Agree (A), Just Agreed (JA), Disagreed (DA) and Strongly Disagreed (SDA) options.

The Likert Scale is as follows:

Strongly Agree (SA)	Agree (A)	Just Agree (JA)	Disagree (DA)	Strongly Disagree (SDA)
05	04	03	02	01

The data was analyzed through percentages, mean and standard deviation methods.

## Analysis and Interpretation of Data

After applying the research tools on the sample, data were collected and analyzed under the following headings. The interpretations of data were also given under each table.

**Table 2**

*Job Security (JS)*

S.No.	District	N	Mean	Std. Deviation
01	Hyderabad		4.15	1.53
02	Tando Allahyar		4.5	1.14
03	Tando Muhammad Khan		3.95	1.63
04	Jamshoro	20 Each	4.25	1.11
05	Naushahro Feroze		4.05	1.14
06	Khairpur Mirs		4.4	0.99
07	Sukkur		3.9	1.65
Total (5.00) & Average Mean		140	4.17	1.31

(Source: Primary Data)

84% of the total population was found highly satisfied and enjoying their high job security in their organization. 83%, 90%, 79%, 85%, 81%, 88% and 78% teachers were found highly satisfied with their job security in Hyderabad, Tando Allahyar, Tando Muhammad Khan, Jamshoro, Naushahro Feroze, Khairpur Mirs and Sukkur respectively

**Table 3***Salary (SA)*

S.No.	District	N	Mean	Std. Deviation
01	Hyderabad		4.35	1.49
02	Tando Allahyar		4.25	1.51
03	Tando Muhammad Khan		4.2	1.57
04	Jamshoro	20	4.1	1.77
05	Naushahro Feroze	Each	3.95	1.82
06	Khairpur Mirs		4.00	1.71
07	Sukkur		4.2	1.43
Total (5.00) & Average Mean		140	4.15	1.61

*(Source: Primary Data)*

83% of the total population was found highly satisfied and enjoying their attractive market based salaries in their organization. 87%, 85%, 84%, 82%, 79%, 80% and 84% teachers were found highly satisfied with their salaries in Hyderabad, Tando Allahyar, Tando Muhammad Khan, Jamshoro, Naushahro Feroze, Khairpur Mirs and Sukkur respectively.

**Table 4***Working Conditions (WC)*

S.No.	District	N	Mean	Std. Deviation
01	Hyderabad		3.75	1.58
02	Tando Allahyar		2.00	1.68
03	Tando Muhammad Khan		1.8	1.54
04	Jamshoro	20	2.25	1.74
05	Naushahro Feroze	Each	2.65	1.87
06	Khairpur Mirs		3.35	1.72
07	Sukkur		2.05	1.63
Total (5.00) & Average Mean		140	2.55	1.68

*(Source: Primary Data)*

51% of the total population was found highly satisfied and enjoying the working conditions in their organization. 75%, 40%, 36%, 45%, 53%, 67% and 41% teachers were found highly satisfied with the working conditions in the high schools of Hyderabad, Tando Allahyar, Tando Muhammad Khan, Jamshoro, Naushahro Feroze, Khairpur Mirs and Sukkur respectively.

**Table5***Supervision (SUP)*

S.No.	District	N	Mean	Std. Deviation
01	Hyderabad		1.8	1.54
02	Tando Allahyar		1.75	1.44
03	Tando Muhammad Khan		1.7	1.34
04	Jamshoro	20 Each	1.75	1.29
05	Naushahro Feroze		1.8	1.23
06	Khairpur Mirs		1.75	1.06
07	Sukkur		1.8	1.05
Total (5.00) & Average Mean		140	1.76	1.27

(Source: Primary Data)

36% of the total population was found highly satisfied and enjoying the instructions from their supervisors / heads in a proper manner in their organization. 36%, 35%, 34%, 35%, 36%, 35% and 36% teachers were found highly satisfied with their supervisors / heads in the high schools of Hyderabad, Tando Allahyar, Tando Muhammad Khan, Jamshoro, Naushahro Feroze, Khairpur Mirs and Sukkur respectively

**Table6***Colleagues & Working Relations (CWR)*

S.No.	District	N	Mean	Std. Deviation
01	Hyderabad		2.05	1.19
02	Tando Allahyar		2.00	1.25
03	Tando Muhammad Khan		1.95	1.14
04	Jamshoro	20	1.9	1.07
05	Naushahro Feroze	Each	2.1	1.11
06	Khairpur Mirs		2.15	1.08
07	Sukkur		1.9	1.02
Total (5.00) & Average Mean		140	2.00	1.12

(Source: Primary Data)

40% of the total population was found highly satisfied and enjoying with colleagues & the working relations in a proper manner in their organization. 41%, 40%, 39%, 38%, 42%, 43% and 38% teachers were found highly satisfied with their colleagues and the working relations in the high schools of Hyderabad, Tando Allahyar, Tando Muhammad Khan, Jamshoro, Naushahro Feroze, Khairpur Mirs and Sukkur respectively.



**Table 7***Concerned Work /Appropriate work for appropriate person (CW)*

S.No.	District	N	Mean	Std. Deviation
01	Hyderabad		1.75	0.91
02	Tando Allahyar		1.7	0.92
03	Tando Muhammad Khan	20	1.6	0.75
04	Jamshoro	Each	1.55	0.68
05	Naushahro Feroze		1.75	0.91
06	Khairpur Mirs		1.65	0.58
07	Sukkur		1.7	0.57
Total (5.00) & Average Mean		140	1.67	0.76

*(Source: Primary Data)*

34% of the total population was found highly satisfied and enjoying the concerned work given by their supervisors / heads in their organization. 35%, 34%, 32%, 31%, 35%, 33% and 34% teachers were found highly satisfied with their concerned work given by their supervisors / heads in the high schools of Hyderabad, Tando Allahyar, Tando Muhammad Khan, Jamshoro, Naushahro Feroze, Khairpur Mirs and Sukkur respectively.

**Table 8***Recognition, Acknowledgement and Respect (RAR)*

S.No.	District	N	Mean	Std. Deviation
01	Hyderabad		2.1	1.11
02	Tando Allahyar		2.05	0.99
03	Tando Muhammad Khan		1.9	0.91
04	Jamshoro	20	2.00	0.72
05	Naushahro Feroze	Each	2.15	0.98
06	Khairpur Mirs		2.1	0.71
07	Sukkur		2.2	0.83
Total (5.00) & Average Mean		140	2.07	0.89

*(Source: Primary Data)*

42% of the total population was found highly satisfied and enjoying recognition, acknowledgement & respect given by their supervisors/heads in their organization. 42%, 41%, 38%, 40%, 43%, 42% and 44% teachers were found highly satisfied with their recognition, acknowledgement and respect given by their supervisors / heads in the high schools of Hyderabad, Tando Allahyar, Tando Muhammad Khan, Jamshoro, Naushahro Feroze, Khairpur Mirs and Sukkur respectively.

**Table 9***Career Development & Promotion Opportunities (CDP)*

S.No.	District	N	Mean	Std. Deviation
01	Hyderabad		2.25	0.85
02	Tando Allahyar		2.3	0.86
03	Tando Muhammad Khan	20	2.2	0.76
04	Jamshoro	Each	2.25	0.78
05	Naushahro Feroze		2.2	0.83
06	Khairpur Mirs		2.3	0.80
07	Sukkur		2.2	0.76
Total (5.00) & Average Mean		140	2.24	0.80

(Source: Primary Data)

45% of the total population was found highly satisfied and enjoying the career development & promotion opportunities in their organization. 45%, 46%, 44%, 45%, 44%, 46% and 44% teachers were found highly satisfied with their career development & promotion opportunities in the high schools of Hyderabad, Tando Allahyar, Tando Muhammad Khan, Jamshoro, Naushahro Feroze, Khairpur Mirs and Sukkur respectively.

**Table 10***Fringe and Other Benefits (FOB)*

S.No.	District	N	Mean	Std. Deviation
01	Hyderabad		3.5	1.23
02	Tando Allahyar		2.55	1.09
03	Tando Muhammad Khan		2.7	1.21
04	Jamshoro	20	2.8	1.32
05	Naushahro Feroze	Each	2.95	1.39
06	Khairpur Mirs		3.35	1.34
07	Sukkur		3.15	1.38
Total (5.00) & Average Mean		140	3.00	1.28

(Source: Primary Data)

60% of the total population was found highly satisfied and enjoying the fringe and other benefits in their organization. 70%, 51%, 54%, 56%, 59%, 67% and 63% teachers were found highly satisfied with the fringe and other benefits in the high schools of Hyderabad, Tando Allahyar, Tando Muhammad Khan, Jamshoro, Naushahro Feroze, Khairpur Mirs and Sukkur respectively.

**Table 11***Professional Growth, Development and Training (PGDT)*

S.No.	District	N	Mean	Std. Deviation
01	Hyderabad		3.6	1.18
02	Tando Allahyar		3.45	1.19
03	Tando Muhammad Khan		3.4	1.09
04	Jamshoro	20	3.45	1.05
05	Naushahro Feroze	Each	3.5	1.14
06	Khairpur Mirs		3.6	1.27
07	Sukkur		3.55	1.23
Total (5.00) & Average Mean		140	3.5	1.16

(Source: Primary Data)

70% of the total population was found highly satisfied and enjoying the professional growth, development and training opportunities in their organization. 72%, 69%, 68%, 69%, 70%, 72% and 71% teachers were found highly satisfied with the professional growth, development and training opportunities in the high schools of Hyderabad, Tando Allahyar, Tando Muhammad Khan, Jamshoro, Naushahro Feroze, Khairpur Mirs and Sukkur respectively.

**Table 12***Comparison: Overall Job Satisfaction among teachers of all Districts*

Sr.	District	JS	SA	WC	SUP	CWR	CW	RAR	CDP	FOB	PGDT	Total
01	Hyderabad	4.15	4.35	3.75	1.8	2.05	1.75	2.1	2.25	3.5	3.6	2.93
02	Tando Allahyar	4.5	4.25	2.00	1.75	2.00	1.7	2.05	2.3	2.55	3.45	2.65
03	Tando Muhammad Khan	3.95	4.2	1.8	1.7	1.95	1.6	1.9	2.2	2.7	3.4	2.54
04	Jamshoro	4.25	4.1	2.25	1.75	1.9	1.55	2.00	2.25	2.8	3.45	2.63
05	Naushahro Feroze	4.05	3.95	2.65	1.8	2.1	1.75	2.15	2.2	2.95	3.5	2.71
06	Khairpur Mirs	4.4	4.00	3.35	1.75	2.15	1.65	2.1	2.3	3.35	3.6	2.86
07	Sukkur	3.9	4.2	2.05	1.8	1.9	1.7	2.2	2.2	3.15	3.55	2.66
Total Mean Average of the group												2.71

(Source: Primary Data)

The teachers of Hyderabad district remained the most satisfied among all sampled districts with 2.93 mean average and the teachers of Tando Muhammad Khan district remained least satisfied with 2.54 mean average.

## Conclusions

On the basis of collected data it is concluded that 55% of the teachers of government high schools in the province of Sindh are highly satisfied with their job on the basis of job security (84%), salary (83%), professional growth, development and training (70%) and fringe and other benefits (60%). The descriptive data also revealed that the job satisfaction of the majority of the teachers also leads towards minimum workload, flexibility in timing, attendance, regularity, punctuality, relationship and attachment with teacher unions, political parties and other pressure groups in the majority of the schools.

The teachers of Hyderabad were found to be highly satisfied and the teachers of Tando Muhammad Khan were second least satisfied. Job Satisfaction is a process to hold and enjoy the powers and authority and may or may not be concerned with the performance and fulfillment of duties and responsibilities in school, is the definition revealed from the descriptive questions of the filled in questionnaire by teachers.

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