

Measuring Employees' Commitment through Job Satisfaction: Perception of Public Primary School Teachers

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Abstract

This study has investigated the job satisfaction of public primary school teachers in terms of intrinsic aspect of job life, interpersonal relations, attitude of the management, physical facilities, working conditions, and benefits/incentives as an indicator of their job commitment. Through a multi stage sampling, 258 public primary school teachers were selected to seek their opinion through an adapted version of job satisfaction scale (JSS). Both descriptive and inferential statistics were employed to calculate and compare the level of job satisfaction and determine the level of job commitment. Teachers have shown their highest level of job satisfaction over intrinsic aspect of job life followed by the interpersonal relations, attitude of the management, physical facilities, and working conditions and placed benefits/incentives at the lowest level. The overall level of job satisfaction of teachers was at a high to very high level that speaks of their strong job commitment and the intention of their majority to continue their current job supported this argument. Increasing the benefits/incentives and improving physical facilities at schools were the major recommendations.

Keywords: Public primary school teachers, Job satisfaction, Job commitment

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Introduction

Teacher is the pivot of all school activities and success of the educational system depends upon him being its major player (Ballantine & Spade, 2007). The progress of a nation is a reflection of the quality of its people modeled by teachers for being the source of inspiration and guidance in their academic life.

As primary education introduces the rudimentary facts and basic skills to the students as their first school experience (Weiss, 2002), primary school teachers need rigorous knowledge and training to understand and monitor different stages of students' development and socialization. Obviously, this would help them perform outstandingly but this performance is possible only if they are satisfied with their school jobs (Gilman, Peake & Parr, 2012; Ali, Zaman, Tabassum, & Iqbal 2011; Aziri, 2011; Griffin, 2010). Job satisfaction of primary school teachers is a state of mind regarding going to school and performing comfortably, being successful on the job and getting on time promotions and is a consequence of on the job achievements that affects both the employee and the organization positively (Mahmood, Nudrat, Asdeque, Nawaz, & Haider, 2011). Job satisfaction may also be described in terms of intrinsic aspect of job life, interpersonal relations, attitude of the management, physical facilities, working conditions, and benefits/incentives (Kumar & Singh, 2012; Drukpa, 2010).

If the teachers are satisfied, then they are largely committed to their jobs (Shah, Rehman, Akhtar, Zafar, & Riaz, 2012) causing system growth as a perpetual cycle.

Pakistani primary schools lack facilities (Ahmed, Rauf, Rashid, Rehman, & Salam, 2013) because of which teachers are facing problems in the discharge of their duties and are found as under pressure putting their academic proficiency at stake and the situation needs to be investigated. Therefore, this study was designed to explore the job satisfaction of public primary school teachers and consequently find their job commitment by answering the following three questions.

1. What is the level of job satisfaction of public primary school teachers in terms of intrinsic aspect of life, interpersonal relations, attitude of the management, physical facilities, working conditions, and benefits/incentives?
2. Is there any significant difference in the level of job satisfaction of public primary school teachers with reference to their gender, qualification, location and teaching experience?
3. Are the public primary school teachers willing to continue their present job?

Review of literature

Primary education caters the needs of students of five to eleven years age bracket and usually one teacher is responsible for their education and wellbeing (Khan, 2012). Being the first step in the academic progress, the primary education must be thought provoking (Toor & Parveen, 2004) and should be responsible for the development of human capital (Laghari, Abro & Jamali, 2013) needed for the development of humanity, language, imaginative power, social responsibility, and emotions of the students (Rashid & Mukhtar, 2012).

Job satisfactions of Teachers

Primary teaching positions are basic to all academic tiers that demand a reasonable level of interest of teachers in these jobs as they can perform better only when they are satisfied (Wani, Bhat & Ali, 2013) with their jobs. Job satisfaction is an achievement indicator (Aziri, 2011) and may have a positive attitude towards job (Chaudhari, 2012) and influences teaching and learning and vice versa.

Job satisfaction of employees lays its foundation over their motivation. A review of motivation literature reveals different typologies such as content verses process theories; need approach, cognitive approach and reinforcement theories; needs, beliefs, and goals theories etc. These theories describe different mechanisms of motivating employees but a common consensus shows that motivation does work.

A huge literature supports better performance of teachers from primary, elementary, and secondary layers based upon their motivation. These studies describe this relationship in terms of background variables of teachers as the level of job satisfaction perceived by different school teachers working in a similar working condition is often different (Ossai, 2012).

Gender

Studies on job satisfaction of teachers have reported mixed results in terms of gender. Studies like Laghari, Abro and Jamil (2013), Mahmood, et al. (2011), Bisika, Natatab and Konvani (2009), and Toor and Parveen (2004) have reported female teachers as more satisfied as compared with male teachers. However, Ali, Zaman, Tabassum, and Iqbal (2011), and Bogler (2001) have shown male teachers as more satisfied as compared with female teachers.

Location

Location of teachers also makes a difference in the level of job satisfaction of teachers. Studies like Gupta and Gehlawat (2013), Rauf, Akhtar, Iqbal, and Malik (2013), Wani, Bhat and Ali (2013), Malik, Nawab, Naeem and Danish (2010), and Tella, Ayeni and Popoola (2007) have reported rural teachers as more satisfied than urban teachers. However, Mahmood, et al. (2011) have reported urban teachers as more satisfied than rural teachers. But, interestingly, Iqbal, Ali, Akhtar and Ahmad (2013), and Ali, Zaman, Tabassum and Iqbal (2011) found no significant difference in the level of job satisfaction of urban and rural teachers. Primary public school teachers of urban areas have more chances for promotions and social interactions within the school and in the city (Huysman, 2007).

Qualification

Qualification of teachers is an important consideration in the discussion of job satisfaction of teachers and there is a strong relationship between qualification and job satisfaction (Drukpa, 2010).

Teaching experience

Teaching experience has also an impact on the job satisfaction of school teachers. Studies like Salma and Sajid (2012), Drukpa (2010), Alam (2009), and Mabekoje (2009), have reported that senior teachers with longer teaching experience were found more satisfied against those having short span of experience. Gupta and Gehlawat (2013) who have reported fresh graduates as unhappy with their teaching jobs confirm these findings.

Factors affecting Job Satisfaction

Both intrinsic and extrinsic factors affect the job satisfaction of teachers where intrinsic factors are attached to the job itself and extrinsic factors describe the job environment (Bogler, 2001; Dinham & Scott, 2000). Different studies have listed different such factors which have been summarized below in line with Kumar and Singh (2012).

Intrinsic aspect of job life

Teachers attach meanings to the activities they perform in schools. The type and depth of these meanings depend upon the intensity of their emotional attachment with these activities and they reflect these meanings in their behavior on the job that affect their on the job enthusiasm and satisfaction (Kumar & Singh, 2012; Shah et al., 2012). Arumugasamy (2012), Salma and Sajid (2012), and Ghazanfar, Chuanmin, and Khan (2011) have reported a positive link between intrinsic aspect of job life of teachers and their job satisfaction.

Interpersonal relations

Workers having friends at their working place are usually more satisfied with their work and those who lack social support and friendship at work place feel stress and dissatisfaction (Kumar & Singh, 2012; Koustelios, 2001). Teachers have their heads, colleagues, students, and parents of students with whom they need to interact. The relationship between teachers and principals indirectly affect the students learning outcomes (Weiss 2002) and favorableness of this relationship helps the teachers reduce the job related stress thereby increasing their job satisfaction. Relationship of a teacher with peers influences their job satisfaction as collegiality in the form of support meetings, mentoring, and shared leadership in the workplace is a strong contributor to the job satisfaction of teachers (Alemi, 2014). Similarly, a favorable teacher-parents partnership makes the job of a teacher more effective.

Attitude of the Management

School principals play an important role as school leaders by influencing various functions in the schools to achieve the school goals. Management may involve teachers in making decision in solving problems related to teaching-learning and other issues thereby enhancing their satisfaction level and vice versa (Kumar & Singh, 2012).

Physical facilities

According to Saeed and Wain (2011), from the very early beginning, a human being tries his best to give facilities to himself. Physical facilities play important role in the students' learning outcomes. The authors claimed that poor and insufficient facilities provided in the schools of under developed countries such as shortage of furniture; insufficient building; shortage of classrooms; inadequate light, and lack of drinking water and toilet facilities may be the reasons of low level of students' learning. Kumar and Singh (2012) have reported that better physical facilities at school are a key source of teachers' satisfaction.

Working Conditions

Working conditions of teachers have strong relation with their satisfaction (Kumar & Singh, 2012; Nasir, Irum, Ahmed & Sultana 2012). Bakotic and Babic (2013) have reported that external factors i.e. climate conditions; subjective factors i.e. employee demographics; and organizational factors i.e. work schedules etc., may make working conditions difficult and affect the job satisfaction negatively. The main reasons behind reduced satisfaction of teachers owing to their difficult work conditions are deficient work facilities (Alemi, 2014). Therefore, a conducive work environment at school is much needed for job satisfaction of primary teachers.

Benefits/ Incentives

All benefits including salary, promotions, study leave, etc have direct bearing on the level of satisfaction of primary teachers (Kumar & Singh, 2012; Drukpa, 2010) and they become more satisfied if school provides such benefits and incentives.

Measurement of Job Satisfaction

Job satisfaction measurement scales such as Job Descriptive Index, Minnesota Satisfaction Questionnaire, Job Diagnostic Survey, and Job Satisfaction Index are found in literature. Mabekoje (2009), Drukpa (2010), Bilal (2012), and Kumar and Singh (2012) have also used scales covering intrinsic aspect of job life, interpersonal relations, attitude of the management, physical facilities, working conditions, and benefits/incentives as described above.

As independent variables, these factors do influence the job satisfaction of public primary school teachers as dependent variable and leads to job commitment.

Teachers' Job Commitment

Job commitment is an emotional attachment to the job and organization. Jaros (2007) has described job commitment in three aspects. Firstly, affective commitment (love for the job) is a strong emotional attachment to job/organization that increases job satisfaction. Secondly, continuance commitment (fear of job loss) is a fear of loss that could be greater than the benefit one can get out of the new job. Thirdly, normative commitment (obligation to stay at job) is the state of mind where the employee feels that he should stay with the organization.

As discussed above in the job satisfaction of teachers section, their job satisfaction consequently leads towards their commitment for their jobs and school. Nguyen, Mai, and Nguyen (2014), Dery and Puopiel (2013), and Malik, Nawab, Naeem, and Danish (2010) conclude that job satisfaction leads to job commitment and both of these influence job turnover intention that is a part of the current study.

Procedure of the study

It was a descriptive survey, conducted to assess the job commitment among public primary school teachers through their job satisfaction.

A multi stage sampling technique was employed. At the outset, tehsil Arifwala was selected out of two tehsils of District Pakpattan of the Punjab province of Pakistan. In tehsil Arifwala, there were 380 public primary schools (176 for boys and 204 for girls). Then, 30% boys and girls schools and 50% teachers were selected (table 1).

Table 1
30% Schools and 50% Teachers' Sample

Tehsil Arifwala	Population			Sample		
	Boys	Girls	Total	Boys	Girls	Total
Schools	176	204	380	53	62	115
Teachers	244	258	502	115	143	258

Based on the review of literature; intrinsic aspect of job life, interpersonal relations, attitude of the management, physical facilities, working conditions, and benefits/ incentives were taken as factors to measure job satisfaction of teachers in line with Bilal (2012), Kumar and Singh (2012), Mabekoje (2009) and Drukpa (2010).

The adapted scale consisted of 30 items divided in six factors (05 items for intrinsic aspect of job life, 04 items for inter personnel relations of teachers, 05 items for attitude of the management, 05 items for physical facilities, 05 items for working conditions, and 06 items for benefits). At the end, 01 item was added to assess the teachers' commitment towards job as a counter measure to verify the level of their job satisfaction measured through the scale.

The responses of teachers collected by the second author, were quantified as strongly agree =5 and strongly disagree=01. The Cronbach's alpha coefficient of the instrument was found to be 0.840. Mean score 03 was taken as a cut-point and mean scores 03 and above were considered as reflecting acceptable level of job satisfaction whereas mean scores below 03 were considered an unacceptable level of job

satisfaction of public primary teachers (Raza, & Khawaja, 2013; Raza, 2012). Contrary to Raza, Majid, and Zia (2010) and Raza and Naqvi (2011), who went for an indirect relationship, the criterion to measure the degree of employees' job commitment through their job satisfaction was set on a direct relationship basis i.e. the higher the level of job satisfaction of employees, the higher the degree of their job commitment would be.

Independent samples *t*-test was used to compare the level of job satisfaction in terms of intrinsic aspect of job life, interpersonal relations, attitude of the management, physical facilities, working conditions, and benefits/incentives against gender, location, and qualification of respondents. Level of job satisfaction in terms of all the six sub-scales against teaching experience was compared through one-way ANOVA.

Results

Out of 258, 115 (44.6%) teachers were male and 143 (55.4%) teachers were female. In rural/urban split, 226 (87.6%) teachers belonged to rural schools whereas 32 (12.4%) teacher represented urban schools. The qualification distribution of the teachers revealed that 151 (58.5%) teachers were graduates and 107 (41.5%) teachers hold master degrees. None of them was MPhil or PhD. Majority of the public primary school teachers (119; 46%) possessed 16 years and above teaching experience. Only 50 (19.4%) teacher fell in 1-5 years teaching experience category.

The correlations given below (table 2) establish the convergent and discriminant validity of the instrument used in this study (Raza, 2014).

Table 2

Inter Sub-scale Correlations

Factors	Intrinsic	Benefits	Working	Facilities	Attitude	Relations
Total JS Scale	.490**	.687**	.717**	.724**	.588**	.499**
Intrinsic		.178**	.459**	.181**	.244**	.286**
Benefits			.223**	.270**	.176**	.065
Working				.465**	.426**	.392**
Facilities					.399**	.341**
Attitude						.312**

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

The highest level of job satisfaction of public primary teachers was in intrinsic aspect of job life (4.78), followed by the interpersonal relations (4.46),

attitude of the management (4.35), physical facilities (4.22) and working conditions (4.21). In benefits/incentives (4.09), teachers showed the lowest level of job satisfaction (table 3).

Table 3

Level of Job Satisfaction in Terms of Total Scale and Sub-Scales

Factors	Mean	SD	df	<i>t-values</i>
Intrinsic aspect of job life	4.78	0.28	257	76.42*
Interpersonal relations	4.46	0.33	257	42.86*
Attitude of the management	4.35	0.37	257	37.82*
Physical facilities	4.22	0.66	257	25.20*
Working conditions	4.21	0.52	257	32.09*
Benefits/incentives	4.09	0.81	257	21.56*
Total JS scale	4.34	0.33	257	45.70*
Job commitment	4.75	0.58	257	48.07*

* $p < 0.05$

The overall mean score (4.34) for job satisfaction and (4.75) for job commitment are above 04 but below 05 i.e. the maximum level, indicating a high to very high level of job satisfaction and job commitment of public primary school teachers.

Gender analysis revealed that the female teachers have shown a significant higher level of job satisfaction in intrinsic aspect of job life, physical facilities, working conditions, and benefits/incentives as compared with male public primary school teachers. However, there was no significant difference of opinion among male and female teachers on inter personal relations and attitude of the management factors of job satisfaction.

The location analysis reflected urban teachers showing a significant higher level of job satisfaction in intrinsic aspect of job life, physical facilities and benefits/incentives as compared with rural public primary school teachers. There was no significant difference found between urban and rural teachers on interpersonal relations, attitude of the management and working conditions factors of job satisfaction.

No significant difference was found among teachers in terms of their qualification and teaching experience regarding the sub-scales of job satisfaction.

Analysis of the last question revealed that the majority of respondents (97.2%) want to continue their current job. The mean score 4.75 is above the cut point 03 that accepts the statement.

Discussion

The arguments going to be made on the level of job satisfaction of the public primary teachers may be viewed in the light of their demographics, the majority of whom was female (55%); from rural (88%) schools; having graduate (59%) degrees; and with work experience of 16 years and above.

Results revealed that public primary school teachers showed highest level of job satisfaction with intrinsic aspect of job life dimension (4.78) of teachers' job satisfaction. It means that teachers are intrinsically motivated reflecting a healthy relationship of teachers' motivation with their job satisfaction (Arumugasamy, 2012; Salma & Sajid, 2012; Shah et al., 2012; Ghazanfar, Chuanmin & Khan, 2011; Alam, 2009).

Interpersonal relations of teachers were the second highest category (4.46) of job satisfaction of public primary teachers (Alemi, 2014).

The third highest-ranking factor was attitude of the management (4.35) reflecting a positive behavior of primary school management that has a direct impact on the job satisfaction of public primary school teachers (Iqbal, Ali, Akhtar & Ahmed, 2013).

The fourth highest-ranking factor was physical facilities (4.22) in public primary schools leading to the job satisfaction of teachers (Saeed & Wain, 2011). The fifth highest ranking goes for working conditions dimension (4.21) at public primary schools. The working conditions as described by public primary teachers are good that lead to their job satisfaction (Bakotic & Babic 2006).

One possible cause of the high job satisfaction of public primary school teachers in respect of physical facilities and working conditions may be a compromise of the majority of respondents (i.e. female rural teachers) despite the prevailing usual poor conditions (Ahmed et al., 2013; Salma & Sajid, 2012).

The sixth factor, benefits/incentives ranked by the respondents as the lowest factor (4.09), revealed that teachers though not fully satisfied, are highly satisfied with the benefits available to them that leads to their job satisfaction (Drukpa, 2010).

At the end, the level of overall job satisfaction of public primary teachers was found to be at 4.34 reflecting a high to very high level of job satisfaction. Whereas, the level of job commitment is at 4.75 that shows a strong commitment of 95% of teachers towards their job as they intend to continue their current job.

The gender analysis revealed that female teachers have shown a significant higher level of job satisfaction in intrinsic aspect of job life, physical facilities, working conditions, and benefits/incentives as compared with male public primary school teachers. One possible cause of this tendency may be the higher social and economic burden on the shoulders of male teachers demanding more social and economic support (Mahmood, et al., 2011; Malik, Nawab, Naeem, & Danish, 2010). In other factors, however, there was no significant difference in the opinion of female and male teachers.

Urban teachers have shown a significant higher level of job satisfaction in three factors i.e. intrinsic aspect of job life, physical facilities and benefits/incentives as compared with rural public primary school teachers. One possible cause for this trend could be the better facilities available in urban schools against those in rural areas as noted by Ahmed et al. (2013) and Salma and Sajid (2012). For other three factors, there was no significant difference in the opinion of urban and rural teachers.

The public primary school teachers reflected a consensus on the level of their job satisfaction regarding all the sub-scales against their qualification and teaching experience.

Conclusions

The demographics of respondents revealed that female in gender; rural in location; graduates in qualification; and 16 years and above in teaching experience categories of public primary teachers were found in majority.

Public primary school teachers have expressed their highest level of job satisfaction with intrinsic aspect of job life followed by the interpersonal relations, attitude of the management, physical facilities, and working conditions. They placed benefits/incentives at the lowest level of job satisfaction. The overall level of job satisfaction of these teachers in terms of all the six sub-scales was at a high to very high level of job satisfaction and the intention of majority of teachers to continue their current job, also supported this situation that speaks of their strong job commitment.

Female teachers for intrinsic aspect of job life, physical facilities, working conditions, and benefits/incentives and urban teachers for intrinsic aspect of job life, physical facilities and benefits/incentives were significantly more satisfied. Otherwise, there was no significant difference of opinion among the teachers regarding factors of job satisfaction.

Recommendations

The situation of job satisfaction of public primary school teachers is good. However, to make it the best, study recommends that

1. Measures should be taken to improve upon the situation of monetary and non-monetary benefits/incentives of public primary teachers to enhance their level of job satisfaction.
2. The humanistic aspect of public primary school teachers may be strengthened through improving the attitude of the management and interpersonal relations of teachers.
3. At the end, physical facilities and benefits/incentives should also be improved at rural public primary schools that would further enhance their intrinsic aspect of job life leading to the highest level of their job satisfaction.
4. All the above suggestions may raise the job commitment of public primary school teachers to its highest level.

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