

## **Effect of Salary, Promotion, and Relationships with Colleagues on Secondary School Teachers' Job Satisfaction**

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### **KEY WORDS**

Job satisfaction, promotion, relationships with colleagues, salary, secondary school teachers

### **ABSTRACT**

The present study attempted to investigate the effect of salary, promotion, and relationships with colleagues on teachers' job satisfaction. This quantitative study was based on a descriptive survey design and was carried out by performing a cross-sectional survey. Through simple random sampling technique, 300 teachers were selected as research subjects from the public sector secondary schools of the district Faisalabad, Punjab, Pakistan. Two structured questionnaires were developed to explore the perceptions of respondents about the effect of salary, promotion, and relationships with colleagues on teachers' job satisfaction. All psychometric properties were ensured in the development of the final versions of the both instruments. Mean, standard deviation, simple linear regression and stepwise regression were used as statistical techniques for data analysis purpose. The results revealed that salary, promotion, and relationships with colleagues have significant effect on teachers' job satisfaction.

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## Introduction

Job satisfaction refers to the amount of pleasure or satisfaction that an employee has towards his/her job. Satisfaction is usually associated with employees' mental and physical welfare (Akhtar, Hashmi, & Naqvi, 2010; Klassen, Usher, & Bong, 2010). Therefore, job satisfaction may be very important for the fulfillment of overall welfare of the employees in any enterprise throughout the world (Rutebuka, 2000).

Job satisfaction is a positive and pleasurable psychological or emotional state resulting from the estimation of an employee's job and his/her job experiences (Locke, 1976). On the other hand, the lack of job satisfaction imposes serious implications for the teachers, as well as for the institution in which they are employed. A high job satisfaction level reveals that an individual really likes her/his job, and thinks well about it. It is the psychological outlook of workers in relation to their job and includes a set of several feelings or attitudes (Schultz & Schultz, 2000).

Several dimensions including job characteristics, salary, job status, social security, advancement opportunities, relations with colleagues or co-workers, recognition, and technological challenges help in estimating job satisfaction. The most widely used factors to measure a person's satisfaction towards his/her job are pay, work, supervision, promotion, and relations with colleagues or co-workers. A number of studies have been explored that major factors influencing an individual's job satisfaction are job believes and pleasant mood (Ilies & Judge, 2004); responsibility, flexibility, and job variety (Rhodes, Hollinshead, & Nevill, 2007); collegial relationships and participative job conditions (Houston, Meyer, & Paewai, 2006).

Satisfied, dedicated, and motivated teachers with higher morale are too important for the educational system. The failure or success of the educational system basically depends on its highly satisfied and dedicated teachers (Jyoti & Sharma, 2009). Correnti, Miller, and Rowan (2002) opine that in classroom setting, teachers have to spend a great amount of time with students, and thus they have a significant effect on students' academic achievement. Also, satisfied teachers are to be proved more effective and productive, and positively affect on students' achievement (Parker & Martin, 2009). Consequently, when teachers feel satisfaction in relation to their job, then their job performance level improves, the attrition rate is reduced, and collegiality is increased (Gligorovi , Terek, Glušac, Sajfert, & Adamovi , 2014; Woods & Weasmer, 2002).

A number of studies (Abdullah, Uli, & Parasuraman, 2009; Achoka, Poipoi, & Sirima, 2011; Al Tayyar, 2014; Usop, Askandar, Langguyuan-Kadtong, & Usop, 2013) have been conducted in different contexts regarding teachers' job satisfaction. It was found in these studies that salary, supervision, positive relationships with co-workers; promotional opportunities, principal's attitude, and principal's recognition and reward for good work are some of the major aspects that contribute to teachers' job

satisfaction. Several other studies have also determined the factors that influence employees' job satisfaction including pay, fringe benefits, collegial support, and administrative support (Ingersoll, 2001; Luekens, Lyter, & Fox, 2004).

It is commonly assumed that employees' salary and job satisfaction are positively associated with each other. Locke, Feren, Shaw, McCaleb, and Denny (1980) argue that there is "no more powerful motivator or incentive than money in respects to its instrumental value" (p. 379). Sharma and Bajpai (2011) reveal that salary is a type of periodic payment receives an employee from his/her employer that is particular in an employment agreement. Young, Milner, Edmunds, Pentsil, and Broman (2014) in a study explored the effect of teachers' pay on their job satisfaction. They investigated an inverse association between the salary of teachers and their job satisfaction level. Similarly, Korb and Akintunde (2013), Nair, Shah, and Zaman (2013) explored that pay is a significant forecaster of job satisfaction. Moreover, they explored a positive correlation between the salary of teachers and job satisfaction.

Malik, Danish, and Munir (2012, p. 3) found that "salary and promotional opportunities have significant effect on teachers' job satisfaction". Pay, advancement in their carrier, social status, utilization of abilities, good working conditions in the workplace, and relationships with co-workers are the key dimensions and significant predictors of job satisfaction (Sahito & Vaisanen, 2017; Sonmezer & Eryaman, 2008). Salary and opportunities for promotion are the key indicators and predictors of job satisfaction of teachers (Murad, Zayed, & Mukul, 2013). Similarly, Richardson, Kirchenheim, and Richardson (2006) also determined a direct relationship between the pay of teachers and their job satisfaction level.

McCausland, Pouliakas, and Theodossiou (2005) reveal that promotion refers to "the reassignment of an employee to a higher-rank of job". Teachers' promotion towards higher ranks is another significant dimension and indicator in exploring their job satisfaction level. Consequently, promotion assists in increasing and boosting up the teachers' morale; and motivates and encourages them to increase productivity, efficiency, and effectiveness of their work; and also helps in enhancing satisfaction level in relation to their job.

In a study, Demaki (2012) found a positive relationship between teachers' promotion and their job satisfaction. Promotional opportunities play an important role and have an effect on teachers' job satisfaction level (Robbins, 1998); and these opportunities help them in enhancing their personal and professional growth, job responsibility, and social status. On the other side, limited opportunities regarding teachers' promotion inversely influence on their personality, motivation, self-esteem, morale, the productivity of the organization, quality of education, and finally on educational outputs (Achoka, Poipoi, & Sirima, 2011).

Obineli (2013, p.4) argues that “promotion is beneficial to teachers because it has to do with the increase in salaries, taking up more responsibilities and boosting their social status”. On the other side of the picture, due to lack of promotional opportunities teachers perceive dissatisfaction towards their job (Nguni, Slegers, & Denesen, 2006). When such situation happens, they become frustrated, demoralized, and dissatisfied with their work (Zembylas & Papanastasiou, 2005). This state of mind leads them to a partial commitment to their work, resignation, or early retirement (Getahun, Tefera, & Burichew, 2016).

Relationships with colleagues also play an important role with regards to teachers’ job satisfaction. Friendly and encouraging relationships help in enhancing job satisfaction because they serve as a foundation for support, comfort, assistance, and advice to the workers. Employees who have a healthier interpersonal relationship with their colleagues lead higher job satisfaction level (Oshagbemi, 2001; Rhodes, Hollinshead, & Nevill, 2007). Liao, Hu, and Chung (2008), and Weng, Lai, and Li (2010) found that trust of colleagues affects the rate of job satisfaction. Kistin (2005) found a positive correlation between relationships with colleagues and job satisfaction level. Similarly, in another study, Lin and Lin (2009) found that relationships with colleagues keep significant effect on teachers’ job satisfaction.

Wall (2008) opines that good and supportive rapport with colleagues is a significant predictor of job satisfaction. Similarly, negative interpersonal relationships on workplace have an unfavorable effect on job satisfaction (Gesinde & Adejumo, 2012). Healthy and encouraging relationships among teachers act as a basis for job satisfaction; and this aspect generally appears as a satisfier (Abdullah, Uli, & Parasuraman, 2009; Gujjar, Quraishi, & Bushra, 2007; Usop, Askandar, Langguyuan-Kadtong, & Usop, 2013).

Maslow (1954) is a renowned personality in the field of Psychology. He presented his theory titled ‘Hierarchy of Needs’ in the form a pyramid regarding the five kinds of human needs, namely: physiological needs, safety needs, love or belonging needs, esteem needs, self-actualization needs of human beings which are essential for their survival and existence in the society. He perceived that individuals can only attain satisfaction when their needs are fulfilled. He assumed that human being needs never stop as it is a lifelong process when one need is accomplished, and they then enter into the next level to fulfill their further needs. This process continues until they entered into their final level of needs (self-actualization).



Figure 1. Maslow Hierarchy of Needs

Physiological needs are the first most basic needs (e.g., breath, water, food, clothing, sex, and other basic biological needs), which are required for an individual, for his/her existence on the earth (Daft, 1997). According to Maslow theory, human being wants to fulfill these needs before entering into the next level of needs. Because physiological or basic needs must be fulfilled before satisfying the security or protection needs.

Safety is the blanket term for the need of security, stability, and freedom from terror. Security or safety needs are the most second important needs for the human beings that include security or shelter of an individual. People mostly desire to feel safe and sound and want to get rid of fear. In this regard, people need order, structure, and stability. Fringe benefits and job security, free from violence, along with the environment conducive fulfill such needs of the employees in the workplace (Muhammad, 2014).

Social or belongings needs the third important needs of human beings. These needs include to give and take love, belongingness, care of someone, intimacy, and companionship/friendship. According to Daft (1997), social needs of an individual include the need of family, friends, and relationship for affection and social acceptance from his/her peers. This need can fulfill by taking part in work groups with healthy and good rapport and relations among employees and between employees and leaders in the workplace.

Esteem needs of human being consist of appreciation, status, self-esteem, self-reliance, self-respect, proficiency, power, achievement, and consideration, and a good self-image. People desire the esteem of other people and they perceived to be considered as important, competent, and useful for the society as a whole (Robbins, 2005). Self-Actualization need is the highest motivational level and most important need of the every individual is the fulfillment of self-actualization.; and includes mortality, creativity, lack of prejudice, personal growth and development, acceptance of facts, and self-contentment, etc. It involves an individual to actualize their

full potential or capabilities, in order to become what he/she is being capable of; and he/she seeks to achieve self-fulfillment. On the job, human beings satisfy such need by being novel, creative, and accepting the challenging job (Daft, 1997). Moreover, it is a notion of working towards reaching one's potential (Muhammad, 2014).

According to Ayele (2014, pp. 28-29),

Using Maslow's theory, managers can motivate and ensure job satisfaction in their employees by making sure that each individual need level is satisfied. Satisfaction of such needs can be done through offering suitable rewards. Similarly, employee security needs can be satisfied through ensuring that employees are given salaries, retirement annuity, and medical benefits. For social needs managers can ensure employees' job satisfaction by encouraging social interaction amongst employees. Managers can design challenging jobs, delegate responsibility and encourage participation in decision-making in order to satisfy employees' esteem needs. The needs for self-actualization can be satisfied through the provision of executive training, provision of challenges and encouraging creativity.

Above stated literature reveals that there are a number of factors that affect job satisfaction level of teachers, and have a significant influence on their attitude toward their job satisfaction. Some of them are strong predictors of their job satisfaction while others are low predictors. Therefore, the aim of conducting this survey study was to disclose the effect of salary, promotion, and relationships with colleagues on teachers' job satisfaction.

### **Statement of the Problem**

Effective teachers are generally considered as the bedrock of the education system all over the world; and the success or failure of the education system mostly depends on its teachers. But teachers can only perform their effective role in their professional activities when they are satisfied with their job. Any organization cannot reach its competitive level of quality if its employees do not feel satisfaction. There are several factors that can influence job satisfaction level; some of these dimensions include existing pay structure of an employee, working conditions within an enterprise, perceived fairness of the promotion system within an enterprise, the quality of individuals' relationship with their boss or supervisor, social relationships, promotion criteria, and the job itself. This empirical study was conducted to explore the individual and joint effect of secondary school teachers' salary, promotion, and relationships with colleagues on their job satisfaction.

### **Objectives of the Study**

1. To investigate the effect of teachers' salary on job satisfaction

2. To investigate the effect of teachers' promotion on job satisfaction
3. To determine the effect of teachers' relationships with their colleagues on job satisfaction
4. To determine the joint effect of teachers' salary, promotion, and relationships with colleagues on job satisfaction.

### **Delimitations**

Due to several factors (e.g., time, financial resources), the present study was delimited to:

1. Only secondary school teachers working in public sector in district Faisalabad
2. Only three variables (e.g., salary, promotion, and relationships with colleagues) were included to explore their individual and joint effect on job satisfaction of teachers.

### **Methodology**

This quantitative study was based on a descriptive survey design. The rationale for conducting this study was to investigate the effect of salary, promotion, and relationships with colleagues on secondary school teachers' job satisfaction. Moreover, a cross-sectional survey was employed to obtain the pertinent data from the research subjects.

### **Population and Sample**

All secondary school teachers of the public sector schools of Punjab province, Pakistan was the target population while all public sector secondary school teachers of district Faisalabad was the accessible/sampling population of this study.

The researcher selected a sample of 300 secondary school teachers working in various government schools of district Faisalabad.

### **Research Instruments and Validation Process**

After the intensive study of the pertinent literature regarding teachers' job satisfaction, two structured questionnaires were developed. One questionnaire was employed to estimate the teachers' overall job satisfaction level while other was used to estimate their perceptions regarding their salary, relationships with colleagues, and promotion. The researcher adopted a five-point type Likert rating scale (SA = 5 to SDA = 1) to estimate the research subjects' perceptions regarding every statement of both instruments.

All psychometric properties were ensured in the development of both scales. A panel of experts from the education department was invited to validate the items of both scales. According to their instructions, some items were modified and a few were eliminated from the both scales. After validation of the questionnaires, their pilot study was conducted on 30

secondary school teachers selected through convenience sampling technique. Through Cronbach's Alpha ( ), the internal consistency of both instruments was estimated. For this purpose, SPSS (Version 20) was used. The overall reliability of the teachers' job satisfaction scale was found .799 and the overall reliability of the scale regarding teachers' salary, relationships with colleagues, and promotion was found .821.

#### **Administration of the Research Instrument**

The researcher personally visited the selected schools to collect the pertinent data from the research subjects. After entering in the every school premises, the researcher visited the head teacher's office to obtain permission for the data collection. In this regard, the cooperation of the head teachers was appreciable. After acquiring permission, the researcher informed the selected teachers of the sampled schools about the purpose of his visit in their school and attained their consent for data collection. After acquiring teachers' consent, the researcher distributed the research instruments to the teachers. Mostly teachers filled up the scales on the spot but some teachers could not do so. Therefore, the researcher visited some schools twice or thrice to collect the questionnaires from the remaining respondents. The process of data collection continued for more than one month, from April 4<sup>th</sup> to May 13<sup>th</sup>, 2017.

#### **Data Analysis**

After data collection, the data were organized, summarized, and analyzed through a computer software SPSS (Version 20). In this regard, mean, standard deviation, simple linear regression and stepwise regression were used as statistics techniques for data analysis purpose in this empirical study.

#### **Results and Interpretations**

Table 1

*Mean and Standard Deviation of Teachers' Perception about Their Salary, Relationships with Colleagues and Promotion*

<i>Sr</i> #	Statements	<i>M</i>	<i>SD</i>
1	I am satisfied with my existing salary structure.	2.65	.843
2	My salary is enough to fulfill my family needs.	2.72	.671
3	I get satisfactory salary according to the work.	2.58	.793
4	Teachers lead unsatisfied lives due to having low salary.	4.21	.908
5	My colleagues are friendly and cooperative.	3.64	.910
6	My colleagues help in solving my personal matters.	3.70	.780



7	I have to face unnecessary professional jealousy from my colleagues.	3.81	.819
8	My colleagues provide me academic assistance.	3.53	.798
9	My colleagues offer assistance in performing my professional activities.	3.94	.675
10	I am satisfied with my chances of promotion.	2.36	1.023
11	There is little chance for job promotion.	4.39	.969
12	I have equal opportunities regarding my career development.	3.66	.993
13	I am not satisfied with promotion policy of the department.	4.43	.729

*N* = 300

The above table indicates that teachers were found to be agreed about the following statements: teachers lead unsatisfied lives due to having low salary, colleagues are friendly and cooperative, colleagues help in solving personal matters, teachers face unnecessary professional jealousy from their colleagues, colleagues provide academic assistance, colleagues offer assistance in performing professional activities, there is little chance for job promotion, teachers have equal opportunities regarding their career development, teachers are not satisfied with departmental promotion policy. While teachers were disagreed regarding their existing salary structure, salary is enough to fulfill their family needs, salary is according to the work, and they satisfied with chances of promotion. Therefore, it is inferred from the above table information that teachers keeps positive relationships with their colleagues, but they perceived negatively about different aspects of their salary and departmental promotion policy.

Table 2

*Mean and Standard Deviation of Teachers' Perception about Job Satisfaction*

<i>Sr #</i>	<i>Statements</i>	<i>M</i>	<i>SD</i>
1	Teaching is a respectable job	3.66	.965
2	I am proud of being a teacher	4.03	.874
3	I am satisfied with my head teacher's behavior	2.43	.993
4	Teachers have good social status in the society	3.60	1.029
5	Teaching is an enjoyable job	3.62	.849
6	I have necessary authority to perform my duties effectively	3.52	.895
7	Teachers have more time to spend with their family	4.34	.478
8	Teaching gives me recognition of my efforts and competencies in the form of personal satisfaction	3.55	.778

9	I feel I am an important part of the school	3.54	1.018
10	I am satisfied with the leave policy of the department	2.46	1.212
11	My administration gives incentives on better performance	2.12	.480
12	My head teacher appreciates me in my teaching activities	2.16	.716
13	My organization gives security to the rights of the teachers	2.11	.758
14	My working schedule is suitable for me	3.54	1.115
15	Fulfilling my responsibilities give me a sense of satisfaction and personal achievement	3.64	.890

$N = 300$

The above table indicates that majority of teachers revealed that they were agree about the following statements: teaching is a respectable job, teachers are proud of being teachers, teachers have good social status in the society, teaching is an enjoyable job, teachers have necessary authority to perform their duties effectively, teachers have more time to spend with their families, teaching gives them recognition of their efforts and competencies in the form of personal satisfaction, teachers feel they are an important part of the school, their working schedule is suitable for them, and fulfilling their responsibilities give them a sense of satisfaction and personal achievement. But they were disagree regarding their head teacher's behavior, leave policy of the department, administration gives incentives on better performance, head teachers appreciate them in teaching activities, and organization gives security to their rights. Therefore, it is inferred from the above table information that teachers are satisfied on two-third aspects of their job satisfaction.

Table 3

*Regression Model Summary Regarding the Effect of Salary on Job satisfaction*

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	<i>p</i>
1	.388 <sup>a</sup>	.151	.139	.001

a. Predictors: (Constant), Salary

Table 4  
*Regression Coefficients Regarding Salary and Job satisfaction*

Model	Un- standardized B	SE	Standardized	T	p
1 (Constant)	108.236	5.453		19.850	.000
Salary	1.655	.470	.388	3.526	.001

a. Dependent Variable: Job Satisfaction

According to Table 3, the magnitude of adjusted  $R^2$  indicates that 14% variation in job satisfaction was accounted for by variation in teachers' salary. Table 4 reveals information regarding the un-standardized coefficients for the salary and job satisfaction. Salary  $\hat{\beta} = 1.655$ ,  $t = 3.526$  at  $p < 0.01$  was significant with regards to job satisfaction of teachers. As a result, it is inferred that salary has significant effect on teachers' job satisfaction.

Table 5  
*Regression Model Summary Regarding the Effect of Promotion on Teachers' Job satisfaction*

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	p
1	.459 <sup>a</sup>	.210	.199	.000

a. Predictors: (Constant), Promotion

Table 6  
*Regression coefficients regarding Promotion and Job satisfaction*

Model	Un-standardized B	SE	Standardized	T	p
1 Constant	97.368	6.947		14.015	.000
Promotion	2.613	.605	.459	4.318	.000

Dependent Variable: Job Satisfaction

According to Table 5, the value of adjusted  $R^2$  reveals that 20% variability in job satisfaction was accounted for by variation in teachers' promotion. Moreover, Table 6 demonstrates information regarding the unstandardized coefficients for salary and job satisfaction. Promotion  $\hat{\beta} = 2.613$ ,  $t = 4.318$  at  $p < 0.001$  was significant with regard to teachers' job satisfaction. Therefore, it is inferred that teachers' promotion has significant effect on teachers' job satisfaction.

Table 7  
*Regression Model Summary Regarding the Effect of Teachers' Relationships with Colleagues on Job Satisfaction*

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	p
1	.454 <sup>a</sup>	.206	.194	.000

a. Predictors: (Constant), Relationships with Colleagues

Table 8  
*Regression Coefficients Regarding Relationships with Colleagues and Job satisfaction*

Model	Un-standardized B	SE	Standardized	T	p
1	Constant	79.479	11.182	7.108	.000
	Relationships with Colleagues	2.647	.622	.454	4.258 .000

a. Dependent Variable: Job Satisfaction

According to Table 7, the magnitude of adjusted R<sup>2</sup> reveals that 19% variability in job satisfaction was accounted for by the variation in relationships with colleagues. Table 8 reveals information about the unstandardized coefficients for relationships with colleagues and job satisfaction. Relationships with colleagues  $\hat{\beta} = 2.647$ ,  $t = 4.258$  at  $p < 0.001$  was significant pertaining to teachers' job satisfaction. Therefore, it is estimated that teachers' relationships with their colleagues have significant positive effect on their job satisfaction level.

Table 9  
*Stepwise Regression Analysis Regarding the Joint Effect of Promotion, Relationships with Colleagues, and Salary on teachers' Job Satisfaction*

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	p
1	.459 <sup>a</sup>	.210	.199	.000
2	.624 <sup>b</sup>	.389	.371	.000
3	.705 <sup>c</sup>	.497	.475	.000

a. Predictors: (Constant), Promotion

b. Predictors: (Constant), Promotion, Relationships with Colleagues

c. Predictors: (Constant), Promotion, Relationships with Colleagues, Salary

Table 10  
*Stepwise Regression Coefficients regarding the joint effect of Teachers' Promotion, Salary, and Relationships with Colleagues on Job satisfaction*

	Model	Un- standardized B	SE	Standardized	T	p
1	Constant	97.368	6.947		14.015	.000
	Promotion	2.613	.605	.459	4.318	.000
2	Constant	55.227	11.228		4.919	.000
	Promotion	2.443	.537	.429	4.546	.000
	Relationships with Colleagues	2.471	.551	.423	4.488	.000
3	Constant	41.298	10.881		3.796	.000
	Promotion	2.014	.504	.353	3.998	.000
	Relationships with Colleagues	2.622	.505	.449	5.197	.000
	Salary	1.444	.377	.339	3.834	.000

a. Dependent Variable: Job Satisfaction

Table 9 demonstrates that promotion alone accounted for the 20% variation in teachers' job satisfaction. When variable 'relationships with colleagues' included in promotion, the variation was increased and rose to 37%. The further inclusion of salary in previous two variables, the variation in job satisfaction was increased and rose to 48%. Therefore, it is concluded that promotion, relationships with colleagues, and salary have significant effect on teachers' job satisfaction.

Predicted Job Satisfaction = 41.298+2.014(Promotion)+2.622(Relationships with colleagues)+1.444(Salary)

### Discussion

Effective teachers are the key facilitators of disseminating and sharing information and skills with students and play a very important function in making their nation's future safe and strong. Moreover, such teachers are considered as the bedrock of the entire educational system all over the world, and the failure or success of the education system mostly relies on its teachers. Therefore, it is very important to explore how comfortable/uncomfortable perceive teachers at their workplace. In this regard, satisfied teachers can more successfully perform their duties and roles to facilitate all the stakeholders in delivering quality education to the students. There are several dimensions of job satisfaction (e.g., salary, job status, social security, relationships with colleagues or co-workers,

advancement opportunities, recognition) that directly affect teachers' job satisfaction level.

There is a direct relationship between employees' pay, promotion, relationships with colleagues and job satisfaction because these are the most powerful motivators and drivers that keep the workers on the track. The productivity and development of any enterprise basically depend on its employees. Highly satisfied employees do more and more for the honor, betterment, and progress of their organization. They dedicatedly utilize all their potential for the attainment of organization's goals.

The results of this empirical study demonstrated that pay is positively correlated with teachers' job satisfaction, and pay is an important predictor of job satisfaction. A significant variability in job satisfaction was noted due to the variation in teachers' salary which means that teachers' promotion had a significant effect on their job satisfaction. This finding is also in line with the findings of previous studies (Korb & Akintunde, 2013; Malik, Danish, & Munir, 2012; Murad, Zayed, & Mukul, 2013; Nair, Shah, & Zaman; 2013; Sahito & Vaisanen, 2017; Young, Milner, Edmunds, Pentsil, & Broman, 2014).

Promotion refers to the up gradation of employees during their service. Teachers' opportunities in relation to their promotion have a positive effect in relation to job satisfaction. Promotion facilitates in enhancing and boosting up the teachers' motivation, morale, and encourages them to increase productivity and efficiency of the organization; and helps in enhancing job satisfaction. Teachers' promotional opportunities provide personal growth, increased social status, and responsibility. Demaki (2012) found that teachers' promotion has a significant effect towards job satisfaction and both are positively related with each other.

Teacher' movement from lower to higher grades causes greater satisfaction. Promotion plays a significant role in boosting up the teachers' job satisfaction level; and thus, it can be used to estimate the job satisfaction level of teachers. Murad, Zayed, and Mukul (2013) found a moderate correlation between employees' job satisfaction level and their promotional opportunities.

The findings of prior studies (e.g., McCausland, Pouliakas, & Theodossiou, 2005; Obineli, 2013) also demonstrated that promotional opportunities are indicators of teachers' satisfaction with regards to their job and work performance. Furthermore, these studies revealed a significant effect of promotion on teachers' job satisfaction. The present study also supports the findings of above-mentioned studies that promotion and job satisfaction are positively correlated with each other. Moreover, this study is also aligned with above-mentioned studies that promotion has a statistically significant effect on teachers' job satisfaction at secondary level schools.

Supportive and friendly relationships with colleagues are a source of comfort, support, assistance, and advice for the other workers. Employees

having healthier interpersonal friendships with their colleagues lead higher job satisfaction level in the workplace (Oshagbemi, 2001). Colleagues' trust and support affect the rate of job satisfaction (Liao et al., 2008; Weng et al., 2010). Teachers' relationships with their colleagues are positively correlated with job satisfaction, and colleagues' relationships have a significant effect on job satisfaction level (Kristin, 2005; Lin & Lin (2009).

Supportive relations with colleagues are a significant predictor of job satisfaction (Wall, 2008). Healthy and encouraging interpersonal relationships act as a cause of teachers' higher job satisfaction level (Abdullah et al., 2009; Gujjar et al., 2007; Usop et al., 2013). The results of this study also supports the finding of Abdullah et al. (2009), Gujjar et al. (2007), Kistin (2005), Liao et al. (2008), Lin and Lin (2009), Oshagbemi (2001), and Usop et al. (2013), that teachers' relationships with their colleagues have significant positive effect on their job satisfaction.

This present study also found through stepwise regression that promotion, relationships with colleagues, and salary are strong indicators and have positive effect on teachers' job satisfaction. Moreover, it was observed that joint effect of the promotion, relationships with colleagues, and salary was higher than their individual effect on job satisfaction. Malik et al. (2012) also conducted a study to explore the impact of salary and promotional opportunities on job satisfaction of teachers in Pakistan. They found that pay and promotion have a significant impact on teachers' job satisfaction level.

### **Conclusion and Recommendations**

It is concluded that there is a positive relationship between teachers' salary and job satisfaction, promotion, and job satisfaction, and between relationships with peers and job satisfaction; and all of these variables (salary, promotion, and relationships with colleagues) individually have significant effect on teachers' job satisfaction. It is also concluded that there is a significant joint effect of salary, promotion, and relationships with colleagues on secondary school teachers' job satisfaction level. Therefore, it is recommended that:

1. The Government of Punjab should enhance the existing pay package of the teachers; so that they could lead a well-balanced, prosperous and satisfied life with their families and fulfill their family needs, and can attain a respectable status in the community. This incentive will surely enhance their morale, motivation, dedication, and commitment towards their job and organizational goals.
2. There should be proper, reasonable, and justified criteria for teachers' promotion in Punjab; so that they can move from lower to higher grades according to their qualification and seniority.

3. There should be healthy, friendly, and mutually respectful relationships among teachers.
4. Similar studies should also be conducted to explore the effect of other dimensions (e.g., organizational environment, facilities, nature of job, leadership, responsibilities) on teachers' job satisfaction of public sector schools in Punjab.

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