

Perceptions of Stakeholders about Job Satisfaction of Secondary School Teachers: A Qualitative Study

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KEY WORDS

Perception, stakeholder, job satisfaction, secondary school, focus group, head teachers, SMC

ABSTRACT

The present study attempted to analyze perceptions of stakeholders i.e. SMC (school management committee) members, representatives of administration and senior head-teacher about teachers job satisfaction. The data collection strategy was a focus group discussion arranged in five tehsils of district Naushahero Feroze, Sindh, Pakistan. The main themes included to explore perceptions of stakeholders about job satisfaction were: Salary and allowances, relationship with parents, community members and colleagues, recognition of teachers' work, level of physical conditions, description of culture at school, initiatives to increase the satisfaction level of teachers of Interior Sindh, civil society, and performance of teachers. The respondents of focus group discussion identified the problems and issues in the school system that are hurdle in school improvement; Low level of physical facilities in secondary schools, political interference in teachers' transfer and posting, unacceptable behavior of their heads and senior teachers towards junior teachers, Nonexistent or insufficient teaching resources, lack of inspiration by the head-teacher and lack of opportunities for professional development. It was recommended that district administration should fulfill the role of monitoring the physical facilities of the schools. Remunerations and advance salary on higher educational background should be considered for the social and economic status of the teachers. School management committee should be made functional in order to improve relations between school, teacher and communities and political influence may be eliminated in posting and transfer of the teachers on merit.

Introduction

Job satisfaction (JS) has been the topic of research for many years. Several studies have been conducted to gauge the job satisfaction of employees. In these studies, an attempt has been made to identify a link between employee effectiveness and administrative usefulness. In education, teachers' job satisfaction is considered as significant in relation to committed and potential contributors to school effectiveness (Shann, 1998). In the decision-making process, the role of head-teacher leaves an effect on increasing teachers' interest in school activities and raising the level of job satisfaction. Principals and head-teacher are the main players who develop an effective and successful school. In order to discharge this responsibility effectively, teachers' cooperation is very important. The significance of job satisfaction in an educational system is very important than in any other organization. Education is not simply the transfer of information or knowledge but the overall development of human character and personality. This can only be possible if teachers are properly satisfied with their jobs. Satisfaction among school personnel leads to quality education. Quality education is an important aspect of educational background. Stockholders of an educational system like teachers, administrative staff, and supporting staff should be satisfied form their job. The increment, additional allowances, and other required facilities are important factors for job satisfaction.

In Pakistan, a comprehensive survey was conducted by Mahmood (2004, Cited in Ali, Zaman, Tabassum, Iqbal, 2011) in which the author analyzed that allowances, compensation, and advance salary are main factors which cause for the job dissatisfaction. Not only this but it can also main cause of[organizational degradation due to employees dissatisfaction. The reputation of the organization or any government institutes may rely on these important factors. It has also been concluded by the author of this study that secondary level teachers are influenced by these factors. The psychological studies describe that job place is directly related to job satisfaction and additional serving charges (Perie & Baker, 1997). The present study will help Education and Literacy Department, Govt. of Sindh, to raise the morale of teachers by taking certain actions. The present study attempted to analyze perceptions of different stack holders like school management committees, administration, head-teacher and representatives of government officials.

Literature Review

Pharm (2020) mentions, that job satisfaction denotes feelings and emotions of teachers about performance at school or institution. The motivation comes from job satisfaction. Shahinshah and Shaheen (2013) conducted a study to highlight teachers' opinion related to educational leadership's role in motivating teachers' work and efficiency during working hours. The sample for the study was 331 teachers, the sample divided into

three parts which actually represent three different categories of teachers. A questionnaire was used as instrument to know the opinion of the teachers. There was a significant difference among the groups on the total score of the role of educational leadership and leaderships' motivation for teachers. The significance of job satisfaction in an educational system is very important than in any other organization. Education is not simply the transfer of information or knowledge but the overall development of human character and personality. This can only be possible if teachers are properly satisfied with their jobs. Satisfactions among school personnel lead to quality education.

Mokhele (2013) as cited by Adil (2014) focused his study on analyzing the factors which directly effect on data. The most important parameters of interest were included in the study, which were teachers' professional improvement, co-ordination, personal involvement and growth.

From the study of Wasserman and Yehoshua (2016), it is evident that good relations with their colleagues and supervisors affect job satisfaction and it is related with employee's opportunities to interact with others at their workplaces. Furthermore this study focuses on low teachers' pressure can give better and positive feedback from the teacher as well student performance. Dinham and Scott (1998) developed and used eight factors of job satisfaction in Australia. The important factors which has effect on job satisfaction. As well as output-oriented learning can be obtained by focusing on leadership, the existing climate, the rapid and important decision making, the equality of hiring, infrastructure, school reputation, and image of a teacher in institutes.

The study of Dinham and Scott's (1998) suggested that respondents were most satisfied with their intrinsic rewards of their self-growth and facilitating students' achievement, but somehow ambivalent about school-based factors like leadership and decision-making processes and styles existing in their particular school, whereas respondents were most dissatisfied with extrinsic societal and system- based factors such as status and image of teachers and educational change. Therefore, Dinham and Scott's (1988) study supported Herzberg's two-factor theory of intrinsic factors as satisfiers and extrinsic factors as dissatisfies, but at the same time a third domain of factor also emerged from the study. Dinham and Scott (1998) stated "...third or middle band being included largely in school aspects such as school headship, environment and decision making, school status and school substructure" (pp. 375-376). It shows that the factors in Dinham and Scott's (1988) 'third domain' or 'middle domain' are very much school-based. The researchers argued that schools have most control over this domain. So teacher's satisfaction level can be enhanced in this domain.

Graham and Messner (1998) conducted a study in American Midwestern public schools and investigated principals' job satisfaction

through examining factors such as, level of responsibility, opportunity for promotion / advancement, pay, working conditions, fringe benefits, and supervisors. The findings of the study showed that the respondents were satisfied with their current job, co-workers and with the level of responsibilities (intrinsic/satisfiers) they had; however, the respondents were less satisfied with pay, opportunities for promotion and fringe benefits (extrinsic/dissatisfiers). From this study, Graham and Messner (1998) concluded that their respondents were more satisfied with intrinsic factors, whereas they were less satisfied with the extrinsic factors.

Wong (1989) in his study on Hong Kong secondary school teachers found that the teachers' satisfaction level was not high; they were slightly satisfied with income, relationship with colleagues and job nature while they were quite dissatisfied with promotion opportunities. The respondents were neither satisfied nor were they dissatisfied with social prestige, their school principal and with their students.

The review of above-mentioned studies reveals that universality of job satisfaction is a complex phenomenon. Hughes (2006) opined that the inconsistent findings of teacher job satisfaction may be, "... due to the different aspects of the teaching role and a myriad of differences in environments surrounding school communities" (p.68). From the aforementioned literature, it is also evident that researchers have used different factors to investigate job satisfaction of teachers. However, with regard to Pakistan, further research is required in versus provinces with different social, cultural and economic differences. In Wu's (1996) study of Hong Kong secondary school teachers, novice teachers were reported to be more satisfied with their job if they had one to two years' experience, but this satisfaction decreased for those with three to five years of experience. However, teacher satisfaction level increased again after three to five years, thus making a V-shaped pattern. Wu's explanation of this pattern of job satisfaction is that:

Novice teachers focus on expediting the achievement of job goals foremost to reporting moderately job contentment. The long term journey of teacher career helps teacher within few years to make aware of their ambitions and decrease the concert. After a few years on the job, teachers often become aware of their blocked aspirations, resulting in a decrease in satisfaction. After that, a long term, slow increase in job satisfaction may be partly explained the voluntary turnover of the more dissatisfied teachers and by the more realistic evaluation of the attainability of rewards, from the job on the part of those who continue their teaching career (pp. 39-40).

As Perie and Baker (1997) elucidated that the most satisfied secondary school teachers felt that they had more parental support and were less likely to have been threatened by students than the least satisfied secondary school teachers.

Methodology

The study was qualitative in nature. Within this paradigm, the focus group discussion was used to elicit information from respondents.

Procedure to conduct Focus Group Discussion

Satisfaction with a job is a multifaceted phenomenon. It is concerned with human behaviour which is not simple to gauge. The researchers worldwide have strived to find out and measure the satisfaction level of employees including teachers. Different theoretical frameworks were used to determine this phenomenon; as a result, job satisfaction tools were developed relating to different facets of job. Different studies revealed that employees who are satisfied with their jobs are more productive and creative for their organizations.

In order to measure the level of government secondary school teachers' level of job satisfaction the study was designed under the following guiding questions:

1. What is the level of Secondary school teachers' job satisfaction?
2. How head-teacher ensure teachers job satisfaction and motivation in government secondary schools?
3. Is there any significant difference in facets of job satisfaction among male and female secondary school teachers?
4. What do factors lead to satisfaction among secondary school teachers?
5. What correlations exist between constructs of job satisfaction and the overall job satisfaction of secondary school teachers?

Participants of Group Discussion

1. Two Secondary school teachers (one male and one female.)
2. Two Head-teachers of secondary schools (one male and one female head-teacher of secondary schools.
3. District Education Officer (Secondary) or Assistant District Education Officers (2 ADEOs, one male and one female).
4. One member of School Management Committee (SMC).

Strategy

- a. The participants were briefed about the purpose of Group discussion. The discussions were held in each taluka office building of the district education office. The duration of each discussion was 2-3 hours. The discussion started with the introduction.
- b. The researcher thanked the participants for agreeing to be part of this Group discussion. The researcher told participants that this is a follow-up part of the questionnaire you have filled in and to further probe the views of other stakeholders such as district education officer and head-teacher about different facets of teachers' job satisfaction.

The following framework was adopted for the analysis of data of both instruments:

Table 1*Framework for Analyses of “Focus group Discussion Schedule”*

1. Conduct of Focus group discussion	2. Transcription Focus group discussion	3. Open Coding	4. Categorization of verbal data according to theme
5. Generating Themes	6. Creating sub-themes	7. Identifying key themes	8. Making conclusions

Themes Emerged from Group Discussion

1. Salary and allowances
2. Relationship with parents, community members, and colleagues
3. Recognition of teacher’s work
4. Level of physical conditions
5. Description of culture at school
6. Initiatives to increase the satisfaction level of teachers in Interior Sindh
7. Demographics and teachers’ job satisfaction
8. Civil society and performance of teachers

The analysis of data from Group discussion is presented as under:

For the analysis of the “Focus group Discussion Schedule”, the thematic approach has been used. For the analysis of both tools, the analysis process adopted by Zembylas and Elena Papanastasiou (2006) were used. The study was followed by conducting interviews with different participants. The important thematic patterns are considered for focus in their study for the confirmation and refinement thematic concepts were identified. In this regard, many survey regards findings from the obtained survey are distributed in phase one.

How do you feel about Secondary School Teachers Salary?

All participants of the Group agreed that their present salary is reasonable particularly for those posted in rural areas. But this salary is not sufficient if someone is working in big cities such as Karachi, Hyderabad or Sukkur where the cost of living is higher]. It was also pointed out that salary is increased with the ratio of dearness. Prices of basic commodities have increased manifold but the salary increases only 10-15% per year. As per income tax rules, teachers are given a 40-50% discount in income tax. This concession was appreciated by them.

How do you describe your relationship with parents, community members, colleagues at your school?

All participants of the Group particularly teachers described their relations amicable with community members, particularly with parents. The nature of the relationship is different from person to person. Some teachers have good relations with their parents. It was pointed out that parents hardly

attend school management committee meetings. Regarding relations with colleagues, teachers described these relationships as satisfactory. However, it was also pointed out that sometimes the relationship between teacher and teacher can lead to conflict on religious, ethical, and political grounds. But, these conflicts remain under control.

Do you think teachers have recognition of their work and services in school? How? Please share your views.

Both head-teacher and District Education Officer (DEO) agreed that teachers' who are regular, punctual, hardworking, and committed are fully acknowledged in schools. They further clarified that if teachers are committed and duty-bound they remain in the hearts of students. Although teachers showed their agreement with the opinions of head-teacher yet few teachers criticized the role of head-teacher and district management. Some of the teachers' complaints that School Management discriminates teachers on different grounds, which hurts the other teacher. It was also pointed out that the school management committee is also not doing their job properly.

How do you comment on the level of physical conditions at your school?

The participants agreed that the majority of government high schools lack in state of the art facilities. Some schools are in poor physical condition. Appropriate laboratories and libraries are not available. Due to a lack of electricity, the classrooms are very uncomfortable during the summer. Computer labs are there but computers are not in working condition. All these factors are inhibiting teacher and students' motivation towards teaching-learning.

The only building with reasonable facilities in the school is the administration block. Regarding the safety and security in some of the institutions, it is not satisfactory.

How would you describe the culture at school?

Participants agreed that the culture at school is friendly for teachers. There is competition among students about getting good position/grades in matriculation examination. Teachers further elaborated that the culture of the school is construed in such a way that it does not develop serious conflict which can affect. The District Education Officer desired from all the participants to help improve the culture of secondary schools for better learning both for students and teachers in the larger interest of academic excellence.

Teachers complained that the present administrative setup does not encourage and facilitate them to utilize their skills appropriately. One of the teacher commented that only way to change the culture of the school is to appoint head-teachers who are capable of leadership and have the potential for bringing change in the school.

Are teachers satisfied with their jobs?

It was revealed from the discussion that those teachers who are at the verge of their retirement appear to be more satisfied as compared to

younger ones. The overall satisfaction level of female teachers is better than male teachers. Female teachers feel comfortable in teaching professions because of many social reasons. Other reasons were flexible timings, adequate salary, and family support. This trend is clearly observed in other parts of Pakistan. Regarding other professions, it becomes difficult for women to adjust themselves due to local culture, which does not welcome women. Some of the male teachers were also dissatisfied and stated that if an opportunity arises they will leave teaching job.

The DEO told that very few posts are available for promotion in the department. There are policies/rules and regulations on the basis of which teachers are promoted. The process of promotion is long. Therefore, participants opined that there is a dire need to work on the issue of delay in the promotion.

What are those policies that displease teachers?

The participants of the Group jointly agreed that policies from the department about teachers' recruitment, promotion, and professional development are not satisfactory. There is a shortage of budget for school improvement initiatives. The implementation of other policies regarding teachers' training, teaching resources, and Science equipment seems to be highly influenced by the shortage of financial resources. Nepotism and red-tapism also exists in the system. Only favorable teachers get opportunities again and again for professional development.

Which initiatives in your opinion can increase the satisfaction level of teachers?

All of the respondents were of the opinion that if the department of education takes the following steps, it will not only increase the satisfaction of job in any educational institutes but It can result in enhanced quality education in the higher secondary school system. At the time of appointment, Head-teachers should be provided training in leadership and management.

- 1) The level of physical facilities in secondary schools should be increased.
- 2) Political interference in teachers' appointment transfer and posting be discouraged
- 3) Regular Budget allocated for professional development programs and opportunities for continuous professional development be provided to head-teacher.
- 4) Teachers' morale can only be raised if the government acknowledges their services and respect in society.

Why media and civil society criticize the performance of teachers?

The Assistant District Officer blamed teachers unions for pressurizing officials for the transfer and posting of teachers. As a result, schools situated in rural areas are suffering from a shortage of staff. The

group of head-teacher also criticized that teacher union misguide teachers and these teachers ask for undue favors in teaching. These teachers always nominate their members for CPD programs. These situations lead to disappointment among teachers. The group of teachers did not show their agreement with the views of head-teacher. Teachers were of the view that head-teacher themselves involve in grouping among teachers.

Findings of Group Discussion

The following findings emerged from group discussion:

1. There is no line of demarcation between those who are motivated and committed teachers (workers) and those who are less motivated in the department of education. There is lack of accountability system.
2. The extent of personal relations among different stakeholders in the school system is very strong but the level of professional relations that create a collaborative culture for learning and growth missing in the school system.
3. In order to recognize the services of teachers and head-teachers, the Provincial Department of Education has no clear policy.
4. The majority of government high schools lack in state of the art facilities. The electricity problem is rampant in the area. Due to the non-availability of internet facilities, teachers and students are unable to work on different assignments.
5. There is a lack of opportunities for the professional development of teachers and head-teacher. The department has no clear policy on teachers' promotion and professional development. This situation is frustrate teachers.
6. There is a shortage of budget for school improvement initiatives. There are insufficient teaching resources in secondary school.
7. There is a lack of monitoring and professional support for teachers in school. The findings of the study revealed that schools where school management committees were active, head-teacher, and teachers enjoyed good relations with parents and community there and their motivational level was high.

Conclusion

Satisfaction with a job is a multifaceted phenomenon. It is concerned with human behaviour which is not simple to gauge. It is concluded that major causes of dissatisfaction at the job site are basically due to political interference, posting, and transfers, low incomes, lack of recognition from the higher authorities, and limited opportunities for professional development. However, job satisfaction can be enhanced by providing congenial atmosphere, appreciation on a good performance, increased opportunities for professional development and availability of physical and academic facilities within the school system

Recommendations

1. District Education administration should provide computer and science lab activities schedules with physical implementing of comfortable infrastructure. However, computer lab with internet availability is also provided by the institutes. Books facility and important material copies for the concerned study should also be provided.
2. The selection criteria of teachers should be fair and qualified teachers should be hired for better result.
3. The qualification allowance and few reliable increments should be availed for the teachers.
4. Advance increments on acquiring higher qualifications might be restored. Monetary benefits should be given to teachers on acquiring additional qualification.
5. Freedom in teaching, lesson planning and other important complementary activities are needed to avail for a teacher.
6. Teachers should be given opportunities for professional development. The professional development courses should be designed according to teachers' subject-based needs.
7. School management committee should be made functional in order to improve relations between school, teacher and communities.
8. More female teachers should be recruited to relax work load of the female teachers.
9. Political influence may be eliminated and posting, transfer of the teachers may be made on merit bases.
10. Procedure for promotion may be streamlined and unnecessary delay may be eliminated.

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