

Job Satisfaction among Teachers of Higher Secondary Schools of Quetta

Naseer Ali Shah¹, Shahida Sajjad², Muhammad Akram³

¹PhD Scholar, Department of Education, Metropolitan University, Karachi, Pakistan.

²Vice Chancellor, Metropolitan University, Karachi, Pakistan.

³PhD Scholar, Department of Education, Metropolitan University, Karachi, Pakistan.

Correspondence: kakakhail7@gmail.com¹

ABSTRACT

Aim of the Study: One of the most discussed and debated topics in the field of education having a direct bearing on the overall output and achievements of an organization is job Satisfaction. This descriptive study is an effort to figure out and assess the job satisfaction among Higher Secondary School teachers with regards to the supervision, opportunity for promotion, colleagues' support, salary & bonus, and work environment. The study further explores if any gender difference exists in the level of job satisfaction among teachers.

Methodology: The study is quantitative in nature. With the help of purposive sampling method 07 Government Higher Secondary Schools of Quetta city were selected, among them 03 were boys' schools and 04 were girls' schools. However, a sample size for this study was 126 teachers (female = 73, male = 53) who were selected again through purposive sampling method. A survey was conducted with the help of 21 items Job satisfaction questionnaire, having 0.84 reliability. Data was analyzed through descriptive statistics and One Way Analysis of Variance (ANOVA).

Findings: Findings of the research indicate that majority of the teachers were satisfied with their job in all aspects, however, considerable number of the participants were not satisfied with their organization in providing salaries and bonuses to their staff. Results also revealed that there is a gender difference found in the level of job satisfaction among teachers of higher secondary schools. It is recommended that HR (Human Resource Management) and school management should assess and revise the policy of salaries and bonuses as per need where applicable.

Conclusion: The current study concluded that while finding out the job satisfaction of secondary schools' teachers' majority of them were satisfied with supervision, promotion, support by colleagues, and work conditions. However considerable numbers were dissatisfied with the salaries and bonuses by the institutions. The study further concluded that there was a gender difference exist in the level of job satisfaction among teachers of Higher Secondary Schools.

Keywords: Job satisfaction, Teachers, Higher Secondary Schools.

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Introduction

For any educational institute to meet and deliver its very obligations of schooling the pupils morally, ethically and socially, many factors including staff satisfaction is highly important. Contented and motivated staff put their maximum efforts to achieve the desired objectives, while dissatisfaction of any sort, directly affects the institutional capacity of meeting out the targeted objectives/quality education. According to Tomar and Kapri (2019, pg. 254) “Unless the teacher is satisfied with his/her job, he/she cannot deliver the good properly”. Staff in the educational institute has pivotal role in the smooth conduct of day to day affairs and their satisfaction towards their assigned responsibilities develops a positive outlook towards the institute. To keep the staff satisfied, contented and happy over their assigned duty, the guiding, supervisory and leading role of the Head of Institute is of great significance. A positive work environment is one amongst the many factors that the Head of Institute ought to create, as it influences the work life of staff and helps in sustaining positivity throughout the day. Working environment is crucial for job satisfaction of employees. The same also applies on the Government teachers who cannot introduce innovative ideas, techniques, and methods into their teachings to provide quality education to the children without job satisfaction which in turn is stimulated when supervisors/heads of the institutes provides technical and work related support to their employees. The attitude and behavior of supervisor towards employees is another important factor related to job satisfaction of employees. When compared to supervisors who show oppressive or relaxed management styles, managers who display autonomous guidance styles and display moral relationships with their staff have a significant positive impact on their employees' job satisfaction. By being respectful of their staff, supervisors that offer a polite element to the workplace help to raise employee job satisfaction. Teacher are the backbone of any educational development to produce changes in students (Castellano & Datnow, 2000). Work environment in actual is the space where the staff share their experience with their co-workers, immediate boss, and Head of the Institute. Feedback to the employees is the other factor that keep the staff satisfied and motivated. According to Gates (2009) “We all need people who will give us feedback that’s how we improve”. Employee’s being unsure of their work and efforts, mostly turnover and do not work on the same capacity as they used to do. Psychologically human receives messages differently; therefore, the Head of Institute must give feedback to their staff. Appreciation to the staff on their performance is equally essential to keep the work environment positive and motivated. Every human has different sets of skill which he/she applies at the job. Therefore, due recognition of the staff efforts is absolutely essential as it in turn builds the staff morale, productivity and overall their satisfaction to the jobs. Staff can also be appreciated through rewards in perks and privileges to deliver more productively in the interest of the institute. Too much hectic official routine of the staff renders them unable to meet the personal life issues. Thus, staff satisfaction in the institute plays impregnable role in the way to improve quality of education in the Government Schools, specifically in the Government Sandeman Higher Secondary School, Quetta. Therefore, the present study was carried out to find out the job satisfaction among teachers of Secondary School Education in Quetta city.

The role of teacher in improving performance of students through better learning support and high quality of teaching is generally recognized, but the job satisfaction of teachers is often ignored (Bascia & Rottmann, 2011; Liang & Akiba, 2017). Teachers’ job satisfaction improves their well-being (Skaalvik & Skaalvik, 2011; Collie, Shapka, & Perry, 2012), and their job commitment which in turn decrease the chances of their turnover (Blömeke, Houang, Hsieh, & Wang, 2017). Increasing teacher turnover rates and a consequent scarcity of qualified teachers is an increasing concern globally (European Commission, 2018; Ingersoll, 2017) because it has negative impact on schools in many ways like; affecting student learning and motivation, weakened relations with students, colleagues, school leaders and parents (Dovemark & Holm, 2017). The current study was carried out to investigate the job satisfaction among teachers of higher secondary schools of Quetta.

Review of Related Literature

The level of job satisfaction among schoolteachers has been extensively studied, and it has been linked to various factors associated with students, teachers, and the overall school environment (Harrison et al., 2023; Moro et al., 2021; Toropova et al., 2021; Kasalak & Dagyar, 2020). The level of job satisfaction among teachers has a crucial impact on their commitment and productivity within the school organization. Teachers who report higher levels of job satisfaction tend to be more committed to their work and to the organization as a whole. Similarly, higher levels of job satisfaction among employees generally lead to increased participation and commitment to the organization. (Harrison et al., 2023; Dreer, 2021; Shila & Sevilla, 2015). Though the level of job satisfaction among teachers also has a direct impact on various critical factors within the educational environment. High levels of teacher job satisfaction have been found to contribute to improved teacher retention rates, enhanced instructional performance, the establishment of a positive school climate, and increased student achievement. (Moro et al., 2021; Sharma & Biswakarma, 2020; Asgari et al., 2017)

According to Sadasa (2013), the level of satisfaction or happiness experienced by teachers in their work environment has a significant impact on the effectiveness of their job performance and, consequently, contributes to the overall success of the school. Without addressing job satisfaction, it is difficult to achieve improvement in both the quality of education and overall student satisfaction - two essential goals for any educational organization. Improving job satisfaction, therefore, becomes a key step towards achieving school improvement and quality education (Moro et al., 2021; Iqbal et al., 2017).

Studies have indicated that job satisfaction is strongly linked to teacher well-being (Dreer, 2021; Dicke et al., 2020) and student outcomes (Sharma & Biswakarma, 2020; Harding et al., 2019; Turner & Theilking, 2019). For instance, research has found that teachers who are satisfied with their working environment are more likely to have students who achieve higher grades (Dicke et al., 2020), while those who experience emotional exhaustion tend to have classes with lower average grades and achievement test scores (Arens & Morin, 2016).

Furthermore, studies have shown that male teachers tend to report lower levels of job satisfaction than their female counterparts. However, female teachers tend to report higher levels of personal accomplishment and job satisfaction than male teachers. Additionally, in Delhi, there were significant differences in job satisfaction between male and female teachers, but no significant differences were found between different institutions. (Bachtiar et al., 2018)

In a study conducted by Toropova et al. (2021), the various components of teachers' job satisfaction were explored, including the relationships between job satisfaction, school working conditions, and teacher characteristics. Their findings indicated that teachers' perceptions of their job had a significant and positive relationship with their job satisfaction, while there was no significant relationship between job satisfaction and other aspects of working conditions or teacher characteristics. Interestingly, the study found that male teachers' job satisfaction was more dependent on the school's organizational culture than female teachers'.

Furthermore, Dicke et al. (2020) examined the relationship between job satisfaction of 142,280 teachers and 8,869 administrators using a structural equation model called "multilevel bi-factor models". The model included both specific factors such as professional happiness and working conditions, as well as general job satisfaction variables. The results showed that only the general and working environment job satisfaction factors of teachers were related to the disciplinary climate observed by students. Moreover, the working environment job satisfaction factor was linked to student success for both teachers and principals. The study also found that social class did not have any significant effect on the results.

Though, the researcher Ansah-Hughes (2016) suggests that in order to achieve job satisfaction among teachers and administrative personnel, it is important to ensure that their salaries are comparable to those of other professions, without any gender, subject, or grade level-based pay disparities. The study also

found that teachers felt their working conditions were inadequate, and that the majority of teachers in the municipality were dissatisfied with their job security. However, the teachers competitive salaries and financial benefits, along with feasible work conditions, can be effective means of enhancing job satisfaction (Sharma & Biswakarma, 2020; Tomar & Kapri, 2019; Ansah-Hughes, 2016).

Similar findings were observed by Alemi (2014), the teachers and the head teachers were not satisfied for their salaries paid by the school governess and working conditions, but satisfied with their job and their relationships with colleagues. However there was no correlation between gender and job satisfaction, and those teacher educators were less satisfied with supervision and opportunities for promotion.

There is huge literature available on the topic both in the printed forms and electronic means. A research on “Job Satisfaction among Afghan Teacher Educators” conducted in Afghanistan provides reasonable genesis of the topic (Alemi, 2014). Likewise, the research conducted in Sweden and published under the title, “Teacher Job Satisfaction: the importance of school working conditions and teacher characteristics” (Toropova, Myrberg and Johansson, 2020) also discover the numerous features of teachers’ job satisfaction that offers the related perception on present study. A Research Article, “Assessing the Impact of Teacher Job Satisfaction among Teachers” (Hughes, 2016) is also the related work for considering the topic in hand. Moreover, there are scores of write-ups in the magazines, newspapers articles, and plenty of analytical information on the topic available on the internet. Thus, all the available and accessible means would be availed in gathering standard data on the study. As I have concerned the study which was conducted in Afghanistan and being a neighboring country and its proximity with our City and strong cultural lineages and bonds, I preferred to follow the pattern of their tools and desired to check the impact of different demographics of the teachers on the above said variables. A study conducted in Afghanistan (Alemi, 2014) concluded that Afghan teacher educators were mostly satisfied from job itself, and with relationship with their colleagues and were dissatisfied with salary and working condition. The study further reveals that gender and job satisfaction were not correlated and the teacher educators were less satisfied with supervisions and chances of promotion. In this study, they have focused on rural and urban areas but the current study is mainly focused on District Quetta Higher Secondary Schools of Boys and Girls.

A research article by Shabbir et.al. (2014) under the title of Job Satisfaction Status of Public Primary School Teachers: A case of Pakistan Administrative Kashmir provides a comprehensive knowledge related to my study. Another article by Sharma and Biswakarma, (2020), again gives relevant stuff and research method to be analyzed for this piece of study. Similarly, an article namely, Job Satisfaction among Government High School Teachers of the Province of Sindh, Pakistan (Parveen, Sahito, Gopang & Khamboh, 2015) is highly useful in my pursuit of objectives. Hence, huge literature is available to be analyzed for reaching out to the conclusion of the study.

Research Objectives

Following were the objectives of this study:

1. To figure out and assess the job satisfaction among Higher Secondary School teachers of Quetta with regards to the supervision, opportunity for promotion, colleagues' support, salary & bonus, and work environment.
2. To find out if any gender difference exists in the level of job satisfaction among teachers at Higher Secondary Schools of Quetta.

Research Questions

Following were the objectives of this study:

1. To what extent the Higher Secondary Schools’ teachers of Quetta were satisfied with their job.
2. Is there any gender difference exist in the level of job satisfaction among teachers.at Higher Secondary Schools of Quetta.

Research Hypotheses

Based on research questions, the present study included the following research hypotheses:

1. Majority of the Higher Secondary Schools' Teachers were satisfied with their job.
2. There is a gender difference exist in the level of job satisfaction among teachers at Higher Secondary Schools of Quetta.

Research Methodology

One of the essential aspects of academic research is Research Methodology. This descriptive study was purely quantitative and explored the job satisfaction of Higher Secondary Schools' (HSS) teachers.

Sample

Staff satisfaction in the Educational Institute requires the universe of the study. The targeted population of this study was all the teachers of HSS from Quetta, with no age limit but due to a lack of time and financial constraints, only 07 Government Higher Secondary Schools (HSS) from Quetta city were selected through a purposive sampling method. Among the schools, there were 3 boys HSS including Govt. Central HSS; Govt. Special HSS; Govt. HSS Staff College; and 4 girls HSS including Govt. Railway Girls HSS; Govt. Girls HSS, Irrigation Colony; Govt. Girls HSS, Nawab Ghous Bakhsh; and Govt. Girls HSS, Khan Shaheed. The sample size of teachers for this study was 126 teachers of HSS, selected randomly including 53 male and 73 female teachers, with no age limit.

Research Tool

The tool was adopted with the permission of the primary author (Alemi, 2014) and used with a little bit of modification in the items. The responses were based on a 5-point Likert scale with a range of "strongly agree" to "strongly disagree". The tool comprised of 21 items measuring job satisfaction of teachers on five parameters i.e. supervision, opportunities for promotion, promotion, support by colleagues, salary & bonus, work conditions. There were 4 items related with the supervision, 3 items for opportunities for promotion, 3 items for the colleague's support, 5 items for salary & bonus, and 6 items for work conditions. The reliability of the tool was measured as 0.843, which indicated strong inter-item reliability.

Table 1: *Reliability Statistics*

Cronbach's Alpha	N of Items
.843	21

Data Collection & Analysis

The collection of data for the research in hand is a highly significant part of the research. For this purpose, the researcher visited the schools and filled out the questionnaire from the participants by himself. After completion of data collection, the data were analyzed by using descriptive statistics and One-way Analysis of Variance (ANOVA) through 'Statistical Package of Social Sciences' (SPSS).

Findings

Demographic Characteristics

As highlighted in Table 2, the demographic statistics show that there were 73 female (57.9%) and 53 (42.1%) male participants, however, the mean score observed for the gender was 1.42 (SD = .496). Similarly, for the age range below 30 years, there were only 18 participants (14.3%), and maximum participants (45.2%) were observed for the age range 30-39 years in this study, 34 participants (27%) were observed from the age ranges 40-49 years and only 17 (13.5%) participants were observed for the age 50 years and above. The mean score observed for the overall age was 2.40 with an SD of .895. There were 73 teachers (57.9%) from the girl's HSS and 53 teachers as participants (42.1%) from the boys' HSS.

However, the highest number of students (31-50) was observed in the classrooms by the participants 48 (38.1%), less than 30 observed 42 (33.3%), 51-70 students 26 (20.6%) were observed, and fewer participants were responded to the 71 & above (7.9%).

Table 2: *Demographic Characteristics of the Participants (N = 126)*

		Frequency	Percent	M	S.D
Gender	Female	73	57.9	1.42	.496
	Male	53	42.1		
Age	Below 30	18	14.3	2.40	.895
	30-39	57	45.2		
	40-49	34	27.0		
	Above 50	17	13.5		
Type of School	Girls HSS	73	57.9	1.42	.496
	Boys HSS	53	42.1		
Number of Students in Classroom	Less than 30	42	33.3	2.03	.929
	31-50	48	38.1		
	51-70	26	20.6		
	71 and above	10	7.9		

According to the qualification and experience of the participants in their field, which indicated that there were 110 participants (87.3%) who had a post-graduate degree in their hand and only 13 reported that they were only graduates (10.3%). When asked about their professional qualification, the majority of the participants 87 (69%) responded that they have M.Ed. degree. However, some participants 13 (10.3%) had availed CT degree, and 10 participants (7.9%) had B.T/B. Ed degree and very few 6 (4.8%) reported that they have an Education degree (see table 2). However, out of 126 participants, the majority of participants 67 (53.2%) have experience in the field of about 10 years & above. Though, 30 participants (23.8%) reported that they have experience of about 4 to 6 years, and 22 participants (17.5%) reported 7 to 9 years. Only 7 participants (5.6%) reported that they have 1 to 3 years of experience in this field.

Table 3: *Qualification and Experience of the Participants (N = 126)*

	Frequency	Percent	Mean	SD
Academic Qualification			1.15	.421
Post Graduate	110	87.3		
Graduate	13	10.3		
Other	3	2.4		
Professional Qualification			3.95	1.123
PTC	1	.8		
CT	13	10.3		
B.T/B.Ed	10	7.9		
M.Ed	87	69.0		
Education	6	4.8		
Other	9	7.1		
Experience as a Teacher			3.18	.983
1-3 Yrs.	7	5.6		
4-7 Yrs.	30	23.8		
8-11 Yrs.	22	17.5		
11 Yrs. & above	67	53.2		

Research Question 1

To what extent the Higher Secondary Schools' Teachers of Quetta were satisfied with their job?

The job satisfaction of teachers was measured through five parameters i.e., supervision, promotion, support by colleagues, salary & bonus, work conditions. The results are given below in Table 4-8.

Table 4: *Job Satisfaction with Regards to Supervision (N = 126)*

Supervision of School	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	SD
My supervisor is tactful & suitable person	79 (62.7%)	41 (32.5%)	3 (2.4%)	3 (2.4%)	0	1.44	.664
H My supervisor treats everyone fairly	72 (57.1%)	39 (31%)	12 (9.5%)	2 (1.6%)	1 (.8%)	1.58	.794
My supervisor is kind and supportive	71 (56.3%)	48 (38.1%)	5 (4%)	1 (.8%)	1 (.8%)	1.52	.690
My supervisor makes me aware from results of my job	33 (26.2%)		9 (7.1%)	7 (5.6%)	1 (.8%)	1.94	.793
Total	63 (50.6%)	51 (40.47%)	8 (5.75%)	3 (2.6%)	1 (.60%)	1.63	.775

Table 4 represents the level of job satisfaction concerning supervision by the school. Almost 50% of the teachers strongly agreed and 40% agreed about their satisfaction level with the supervision provided by their school. However, 5% of the participants neither agreed nor disagree with their level of satisfaction regarding the supervision. Only 3% of the participants disagreed and 1% strongly disagreed with the supervision provided by their school. The total mean score was observed at 1.63 with 0.755 SD for the promotional opportunities provided by their schools.

Table 5: *Satisfaction Related to Promotion (N = 126)*

Promotion, in my School;	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	SD
My job provide me chance for promotion	48 (38.1%)	45 (35.7%)	16 (12.7%)	8 (6.3%)	9 (7.1%)	2.09	1.187
Opportunities for promotion are fair for all employees.	36 (28.6%)	56 (44.4%)	12 (9.5%)	17 (13.5%)	5 (4.0%)	2.20	1.117
Promotion is based on abilities.	13 (10.3%)	57 (45.2%)	0	36 (28.6%)	12 (9.5%)	2.82	1.229
Total	33 (25.66%)	53 (41.77%)	12 (9.5%)	20 (16.13%)	8 (6.87%)	2.34	1.207

When asked the participants for the promotional opportunities provided by their school, 41% of participants agreed and 25.6% strongly agreed that their school provides such kind of opportunities for their faculty and staff (see Table 5). However, 16% disagreed with the statements regarding the promotional opportunities provided by their organization, whereas 6.8% of participants strongly agreed with the statements. Though, only 9.5% neither agreed nor disagreed with the statements related to promotional opportunities. The total mean score was observed at 2.37 with 1.177 SD for the promotional opportunities provided by their schools.

Table 6: *Satisfied with their Colleagues (N = 126)*

<i>Colleagues within the School</i>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	SD
My colleagues are friendly	80 (63.5%)	44 (34.9%)	2 (1.6%)	0	0	1.38	.519
They are persuasive, they always pursued to my best	43 (34.1%)	74 (58.7%)	9 (7.1%)	0	0	1.73	.585
They always support and guide me	39 (31.0%)	82 (65.1%)	5 (4%)	0	0	1.73	.528
Total	54 (42.8%)	67 (52.9%)	5 (4.23%)	0	0	1.61	.565

Results indicated for the level of satisfaction with their colleagues among the teachers of higher secondary schools that the majority of the participants were satisfied with their colleagues within their organization (see table 6), they agreed (53%) and strongly agreed (43%) to the statements asked of the participants. However, only 4% of participants were not sure to answer in between agree to disagree, and there were no responses observed for disagree and strongly disagree with the statements. The mean score observed for the satisfaction level from their colleague was 1.61 and SD = .544.

Table 7: *Satisfaction Related to Salaries & Bonuses (N = 126)*

<i>Salaries & bonuse provided by School</i>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	SD
I am satisfied with my income	28 (22.2%)	44 (34.9%)	10 (7.9%)	39 (31%)	5 (4%)	2.60	1.247
My income is adequate for normal expenses	18 (14.3%)	48 (38.1%)	13 (10.3%)	42 (33.3%)	5 (4%)	2.75	1.179
The amount generated from paper marking, exam duties, & other duties are adequate.	7 (5.6%)	35 (27.8%)	28 (22.2%)	51 (40.5%)	5 (4%)	3.10	1.031
Employees are given rewards for their good work	10 (7.9%)	33 (26.2%)	14 (11.1%)	54 (42.9%)	15 (11.9%)	3.25	1.198
An appropriate pension is paid, in your organization.	18 (14.3%)	46 (36.5%)	23 (18.3%)	32 (25.4%)	7 (5.6%)	2.71	1.158
Total	16 (12.86%)	41 (32.7%)	18 (13.96%)	44 (34.62%)	7 (5.9%)	2.88	1.183

Table 7 showed the level of satisfaction among the higher secondary school teachers with their salaries and bonuses provided by their schools. Results indicated that the majority of the participants (34.6%) disagreed with the statements, though 32.7% of participants agreed that they are satisfied with the given salaries and bonuses by their schools and 13% strongly agreed with the statements. However, 14% were undecided and 6% strongly disagreed with the statements. The mean scores observed for the satisfaction level for the salaries and bonuses provided by their schools was 2.88 and SD 1.162.

Table 8: *Satisfied with their Work Condition (N = 126)*

<i>Work condition, in my schools</i>	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Mean	SD
Working days are adequate	55 (43.7%)	64 (50.8%)	4 (3.2%)	3 (2.4%)	0	1.64	.663
Organization provide me comfortable working environment	27 (21.4%)	76 (60.3%)	12 (9.5%)	8 (6.3%)	3 (2.4%)	2.08	.882
Organization provides me hygienic working environment	20 (15.9%)	70 (55.6%)	12 (9.5%)	18 (14.3%)	6 (4.8%)	2.37	1.063
I have been provided all the facilities I need.	11 (8.7%)	50 (39.7%)	15 (11.9%)	48 (38.1%)	2 (1.6%)	2.84	1.084
Working hours are satisfied	33 (26.2)	77 (61.1%)	11 (8.7%)	5 (4%)	0	1.90	.709
I have sufficient time after working hours.	26 (20.6%)	77 (61.1%)	8 (6.3%)	11 (8.7%)	4 (3.2%)	2.13	.946
Total	28 (22.75%)	69 (54.77%)	10 (8.18%)	16 (12.3%)	3 (2%)	2.18	.999

The results showed the satisfaction level regarding the work condition (Table 8) that the majority of the teachers were satisfied with their work conditions & environment provided by their school. Almost 55% of participants agreed and 23% of participants strongly agreed with their best work environment, 12% were not satisfied with their work conditions and only 8% were unable to decide the condition. Though the mean score observed for their satisfaction level with their work condition was 2.16 and SD = .891.

The section below illustrates the testing of research hypotheses.

Research Hypothesis 1: Majority of the Higher Secondary Schools’ teachers were satisfied with their job.

Null Hypothesis: Majority of the Higher Secondary Schools’ teachers were not satisfied with their job.

Table 9: *Parameters of Level of Job Satisfaction*

	Supervision	Promotion	Colleagues	Salaries & Bonus	Work Conditions	Level of Job Satisfaction (Total)
Satisfied	91.04%	67.42	95.56%	45.56%	77.51%	75.418%
Neutral	5.75%	9.5%	4.233	13.96%	8.13%	8.314%
Dissatisfied	2.6%	22.99%	0	40.52%	14.3%	16.082%
Mean	1.62	2.37	1.613	2.822	2.16	2.117
SD	.735	1.177	.544	1.162	.891	.9018

Table 9 reports the job satisfaction from five different parameters (i.e. supervision, promotion, support by colleagues, salary & bonus, and work conditions) which stated that the majority of the teachers were satisfied with their job concerning; supervision (91.04%), promotion (67.42%), colleagues (95.56%), salaries and bonus (45.56%), and work conditions (77.51%). However, only 22.99% teachers were dissatisfied with the promotion in the job and 40.5% were dissatisfied with the salaries and bonuses by the institutions. Though, there were few teachers responded as neutral regarding salary packages (13.96%), work conditions (8.13%), promotion (9.5%), supervision (5.75%), and relation with colleagues (4.23%) respectively. The majority of the teachers (75.42%) were satisfied with their job, 16.08%

teachers were dissatisfied with their job and only 8.13% were neutral about their job under different aspects. The mean scores were observed for supervision 1.62 (SD=.735), promotion M = 2.37 (SD=1.177), colleagues M = 1.613 (SD=.544), salaries & bonuses M = 2.822 (SD=1.162), and for work condition M = 2.16 (SD=.891).

Research Question 2

Is there any gender difference exist among teachers in the level of job satisfaction at Higher Secondary Schools.

Research Hypothesis: There is no gender difference exists in the level of job satisfaction among teachers at higher secondary schools.

Null Hypothesis: There is no gender difference exists in the level of job satisfaction among teachers at higher secondary schools.

Table 10: *One Way Analysis of Variance between Gender & different aspects of Job Satisfaction*

		Sum of Squares	df	Mean Square	F	Sig.
SUPERVISION	Between Groups	43.029	1	43.029	165.819	.000
	Within Groups	32.177	124	.259		
	Total	75.206	125			
PROMOTION	Between Groups	109.224	1	109.224	185.275	.000
	Within Groups	73.101	124	.590		
	Total	182.325	125			
COLLEAGUES	Between Groups	21.361	1	21.361	142.539	.000
	Within Groups	18.583	124	.150		
	Total	39.944	125			
SALARIES & BONUS	Between Groups	134.686	1	134.686	412.084	.000
	Within Groups	40.528	124	.327		
	Total	175.214	125			
WORK CONDITION	Between Groups	55.617	1	55.617	99.682	.000
	Within Groups	69.185	124	.558		
	Total	124.802	125			

Table 10 reveals the gender differences concerning the level of satisfaction regarding their job within the school. Results of the ANOVA test indicated that there was a significant difference in the mean scores of gender and job satisfaction at the $p < .05$ level as indicated through different parameters of job satisfaction. ANOVA test for supervision $F = 165.819$, $p = .000$, for promotion $F = 185.275$, $p = .000$, for colleagues $F = 142.539$, $p = .000$, for salaries & bonuses $F = 412.084$, $p = .000$, and satisfaction with work condition $F = 99.682$, $p = .000$. So, it can be said that there was a gender difference exist in the level of job satisfaction among teachers of Higher Secondary Schools.

Discussion

Keeping in view the findings of this research, results advocate that most of the teachers in Higher Secondary Schools of Quetta City prefer salary, promotion and other essentials including work condition, colleagues and supervision necessary for their job satisfaction. One of the aspects of job satisfaction amongst the teachers of Higher Secondary School is their relationship with their colleagues. The findings of the present research are similar to research which was conducted amongst Afghan teachers by Alemi, (2014) and other different researches also support the findings (Harrison et al., 2023; Moro et al., 2021; Toropova et al., 2021; Kasalak & Dagyar, 2020; Asgari et al., 2017).

The current study showed that mostly the teachers were satisfied with the supervision (91.04%). This resembles the findings of Koustelios (2001) study, which concluded that Greek teachers were mostly satisfied with their supervisor. The study also reveals that around 67.42% of the participating teachers (both male and female) considered promotion necessary to add in their level of satisfaction towards job. These results resemble the findings of Zembylas and Papanastasiou (2004) in which teachers of Cyprus felt enthusiastic about promotion. The findings of Alemi (2014) were, however, in contrast to the results of the present study, which did not consider promotion as a very important factor among Afghan teachers' satisfaction.

Salary and Bonus is the other aspect of job Satisfaction among teachers of Higher Secondary Schools of Quetta City. The findings of the present study concludes that around 45.56% chose in favor of salary and bonus (similar findings were observed by Ansah-Hughes, 2016; Alemi, 2014; Koustelios, 2001). The findings also show that a numerical majority of teachers of Higher Secondary Schools of Quetta City (77.51%) were not satisfied with the work condition due to excessive work load and lack of fundamental facilities (see also Harrison et al., 2023; Dreer, 2021; Moro et al., 2021).

Finally the present study reveals that a gender difference exists in the level of job satisfaction among teachers at higher secondary schools. The same difference in opinion was highlighted by the findings of Akhtar and Iqbal (2012) concluding that female teachers were more satisfied with their supervisors than the male teachers. Another aspect of job satisfaction is promotion. Furthermore, among the gender for their job satisfaction, women were more stressed than man due to the behavior of their supervisor, demands of work on private life and from domestic responsibilities (see Asgari et al., 2017; Oshagbemi, 2003).

Conclusion

The current study concluded that while finding out the job satisfaction of secondary schools' teachers' majority of them were satisfied with supervision, promotion, support by colleagues, and work conditions. However considerable numbers were dissatisfied with the salaries and bonuses by the institutions. The study further concluded that there was a gender difference exist in the level of job satisfaction among teachers of Higher Secondary Schools.

Recommendation

Following are the recommendations to add in the job satisfaction of teachers of Higher Secondary Schools of Quetta:

1. In order to provide maximum job satisfaction to the teachers of Higher Secondary School of District Quetta to get the broader objective of quality education, the indicators including salary and bonus, promotion and work condition, colleagues and supervision all are absolutely essential.
2. Job Satisfaction among the teachers of the schools where there was an active supervision over the teachers' activities, colleagues were supportive and friendly, work condition was healthy and productive was felt more emphatically than the schools where these indicators were least followed.
3. Pecuniary benefits though provide natural satisfaction to the teachers towards their job, but supervision makes an equal impact in the satisfaction of teachers for their jobs. As per the processed sampling and results taken through SPSS, teachers of Higher Secondary Schools would be satisfied over their jobs if these five parameters (salary & bonus, supervision, promotion, colleagues, & work condition) are meted out to them. With chances of better future career, teachers would be naturally contended towards their job. Therefore, measures need to be taken to ensure to the teachers' sound future prospects. Similarly, sound working environment with scheduled activities of teachers is the pre-requisite for satisfaction of teachers of Higher Secondary Schools. Supervision of the Head is even more emphatically recommended to be kept intact in the Higher Secondary Schools of Quetta as it heavily impacts on staff satisfaction towards their jobs.

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Conflict of Interest


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ORCID iDs

Naseer Ali Shah ¹  <https://orcid.org/0009-0000-2109-8156>

Shahida Sajjad ²  <https://orcid.org/0000-0003-1300-0053>

Muhammad Akram ³  <https://orcid.org/0009-0008-7109-9999>

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