■ **Pages:** 19 – 33 ■ **Vol.** 1, **No.** 1 (2020)

# Teacher's Job Satisfaction at Tertiary Level in District Swabi



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Abstract: The current study focused on tertiary level teacher job satisfaction. The study's goal was to find out how instructors felt about their jobs in terms of pay and working conditions. The available population consisted of all of the teachers from the five colleges within the University of Swabi's jurisdiction. A convenient sample of 36 female lecturers from five public sector institutions was chosen from the entire population. With the help of my supervisor, I created a closed end questionnaire with 15 items on a likert scale (very satisfied, satisfied, neutral, dissatisfied, and severely unhappy). According to the study's findings, half of the respondents were satisfied with the salary they received from their institution. The vast majority of respondents felt that their salaries met their fundamental needs. Half of the respondents were unsatisfied with their pay since it was insufficient to cover their children's educational costs. Half of the respondents were unsatisfied with their pay, believing that it was insufficient to afford health care for their family. Based on the findings, it was suggested that the instructor devote all of their efforts to enhance the teaching-learning process.

**Key Words:** 

Job Satisfaction, Salary, and Work Environment

#### Introduction

### **Background of the Study**

Job satisfaction is defined as pleasant or favourable feelings about one's job or work environment (Furnham, 1997). Job dissatisfaction, on the other hand, has been defined as dissatisfied or bad feelings about work or the workplace (Furnham, 1997). Teacher job satisfaction has been the subject of extensive research in recent decades (De Nobile, 2003; Dinham & Scott, 1998). Given the recognised linkages between job satisfaction and employee commitment, turnover, absenteeism, productivity, and occupational stress (De Nobile & McCormick, 2005; Luthans, 2002; Singh & Billingsley, 1996; Spector, 2000), this level of attention is perhaps unsurprising.

Managers, supervisors, and upper management of a company are continuously looking for ways to improve the job happiness of those who work there (Cranny, Smith, & Stone, 1992). Furthermore, Judge, Hanisch, and Drankoski (1995) agreed with Cranny et al., advising that it is critical for human resource managers to be aware of internal organisational factors that may influence the majority of employees, such as job satisfaction and employee motivation, and that improving these factors will benefit both the organisation and the employee. Rosnowski and Hulin (1992) addressed the need of having a reliable indicator of overall job satisfaction.

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Job satisfaction is inextricably linked to a working person's quality of life in every aspect of their existence. However, in order to grasp the true meaning of happiness at work, it's vital to figure out how contentment is assessed, measured, or possibly evaluated.

In empirical studies, employee satisfaction is defined as either an overall feeling about the job or a set of linked attitudes about various parts of the employment. Employee happiness was characterised by Locke [2] as a Job satisfaction is defined as pleasant or favourable feelings about one's job or work environment (Furnham, 1997). Job dissatisfaction, on the other hand, has been defined as dissatisfied or bad feelings about work or the workplace (Furnham, 1997). a joyful or favourable emotional state coming from a job or work experience evaluation "Teacher job satisfaction has been the subject of extensive research in recent decades (De Nobile, 2003; Dinham& Scott, 1998).

Job satisfaction, according to Kumari (2008), is the sense of pleasure and pride experienced by people who enjoy their work and do it well. The level to which a job brings gratification, actualization, and happiness to the worker is also known as job satisfaction. Job satisfaction can also relate to a teacher's pleasure with his or her progress toward achieving his or her career objectives and expectations (Heller, 1988).

Job satisfaction is a positive reaction to various qualities of a job, such as the level of challenge, interest, and difficulty. These factors of the workplace have been discovered to play a significant effect in influencing people's overall job satisfaction. When a person is satisfied with his or her employment, it suggests that he or she is content with their current position and is willing to stay and offer their full potential to the organization's success. Job satisfaction is a necessary condition for learning to be successful. It's a multifaceted phenomenon with personal, institutional, and social dimensions. Teachers will be in a better position to meet educational objectives and national goals if they are satisfied with their jobs (Kumari, 2008).

Job satisfaction can be defined in this study as the extent of job satisfaction among faculty at the University of Loralai with their profession, procedures and facilities provided by the university owing to the systems and policies of the university.

### **Statement of the Problem**

The quality of education depends on the provision of adequate resources. Man, money, and material directly proportional to the advancement in field of education. A good education system can collapse due to unavailability of competent teachers and a worst education can survive due to the efforts of competent and satisfied teachers. The study was designed to identify the teachers' job satisfaction at tertiary level in district Swabi.

# **Objectives of the Study**

Objectives of the study were

- 1. To identify teachers' satisfaction level toward their Salary.
- 2. To find out teachers' satisfaction level related to work environment.

### **Research Questions**

- 1. What is the satisfaction level of teacher toward their Salary?
- 2. What is the teachers' satisfaction level related to work environment?

## Significance of the Study

The study will be beneficial for all the stakeholder belongs to teaching learning process.

## **Delimitation of the Study**

The study was delimited to the teachers at public sector colleges in district Swabi.

### Literature Review

#### **Job Satisfaction**

Employment satisfaction refers to an individual's feelings about their profession or job in a given field (Rice, Gentile &McFarlin, 1991). Job satisfaction refers to a teacher's attitude or sentiment toward his or her job obligations. Job tasks vary, such as teaching at various levels, carrying job loads, and keeping himself/herself occupied in the workplace. There are various factors of job satisfaction associated with this. Salary, workload, administration, work atmosphere, respect, position, and recognition are all important factors to consider. If a teacher is satisfied with all of the aforementioned factors, he will play a positive role and do his duties honestly; if not, all of the factors will go in the opposite direction. (Robbins, 2001).

Emotional stability and well being of teachers and job satisfaction are associated with each other (Brackett, Palomera, Mojsa-Kaja, Reyes &Salovey, 2010) and also connected with psychological health of a teacher (Bartley, 2005). psychological health and Well-being is primal to the concept of appropriate behaviour like autonomy, salary, job position, place of work, nature of work, burden and load etc.

The perception and appraisal of a teacher's job are inextricably linked to service satisfaction (Buitendach& De Witte, 2005). Teachers should evaluate their professions based on the aspects that are relevant to them, according to Sempane, Rieger, and Roodt (2002). Job satisfaction is a mutual agreement between the employee and the company. Employees require work, and organisations require workers to put their work into action by leveraging particular skills. When both parties are completing their jobs correctly, the organization's productivity will increase. Locke, p.316, 2000).

Job satisfaction and morale are often used interchangeably in different situations, according to the literature. Because morale has lacked a defined definition for the past decade, it has been employed in a variety of ways, based on various assumptions. Even the most modern world researchers were unable to come up with an acceptable solution for morale. As a result, work satisfaction has taken the role of morale (Morris, 2005). Researchers have tried to use the word in various situations to clear up the mistake, but it remains a problem (Bowles & Cooper, 2009). According to Evans (2005), studies on teacher morale or work satisfaction have provided a clearer picture of the level of satisfaction among instructors. Those who are endowed with information, attitude, and skills perform better and have higher morale, whereas those who lack them are dissatisfied with their jobs and have lower morale.

Washington and Watson (1976) stated that moral is an expression of a teacher feeling about his job. Bentley and Rempel (1980) correlate morale with the interest of a teacher or individual in his job. A person who has an aptitude toward a profession, his morale is increasing day by day. The most common definition of morale is that it is associated with the mental and emotional attitude and behavior of mind and sometime the state or feeling of mind. A teacher may perform will if he or she considers himself or herself satisfied in all respect. Performance is not difficult if working environment is favorable. All feelings that a teacher have about their job is associated with morale. The relationship between or among various aspect of attitude is also effect the profession of teaching.

## **Organizational Factors of Job Satisfaction**

In terms of the component associated with job satisfaction, classroom instructors have a variety of obligations (Smith & Bourke, 2005). The demographical characteristics of the surrounding area have a strong influence on teacher work satisfaction.

#### **Student Factors**

Students are the most important assert of an institution, the welfare of student motivation, and student abilities have been found to have either a positive and negative effect on teacher satisfaction.it is students who increase or decrease the level of performance and efficiency of a teacher.

Surprisingly, it is fact that in Australia and in other country, student behaviour can have negative effect. Students who use his or her reason, mind perform in a best way and increase the level of efficiency of teacher. While those who not give heart and mind to study may be by any reason cannot perform will and cannot increase efficiency of the teacher. after various research and studies it was concluded that the attention, motivation, interest, family background, fatigue and bareness, civilization and culture of a society greatly affect the performance of a students and that performance of students attributes to the achievement and will performance of teacher. In short students matter to great extent those who utilize his or her potentialities in a positive and creative way must show efficiency and performance and that performance of students greatly affect the performance of teacher. It is stated that students attention, motivation, interest directly or indirectly effect the performance of teachers. So students matter a great.

## **Status and Image of Teachers**

Teacher is a person who transmits the knowledge, skills and attitude to the students. Teacher status is very important to improve the quality of teaching learning process (Hoyle, 2001). Jos satisfaction is regarded as a link between the student and teachers (Mackenzie, 2007).

When the status of teachers if low, it affect their job satisfaction level. Low status in the society affects the role of teacher (Mackenzie, 2007). Zyngier (2004) stated the countries who give respect to teacher and make efforts for the enhancement of teacher status place themselves in the rank of developed countries. The role of media has also great impact on the job status of teachers (Jones, 2002) which result in the improvement of job satisfaction.

The Class Act Inquiry (Seetre, 2000) stated that student belong to the low socio economic status also affect the job satisfaction level of teacher. It was also supported by Hoyle (2001) also told that the individual differences among students has a great impact on the quality of education as well as the job satisfaction of teachers. Johnson (2000, p. 21) stated that the gender also has a great role in the enhancement of job satisfaction level of teachers.

The cause and effect relationship among the teachers job satisfaction and teachers status is solely dependent on the quality of education (Department of Education, Employment and Workplace Relations (Deewr), 2012). The appointment of teachers also affects the performance of teachers. When the teacher have permanently appointed they are much more satisfied from their job (Cardon, 2002; Cleeland, 2007,luthans 1998,with the help of salary a teacher can fulfill his short as well as long goals and objectives. salary is the way to complete the basic and secondary needs. According to wright 1992 salary is the main source of dissatisfaction / satisfaction. If enough salary is given to teacher so the result will be satisfactory and vice versa.

#### **Methods and Procedure**

### **Nature of the Study**

The present study was descriptive in nature and data were collected concerning the current status of the subject of the study.

### **Population**

All the public sector colleges for girls constituted the target population. All the teachers of 5 colleges in the Jurisdiction of University of Swabi constituted the accessible population.

## Sample

Convenient sampling technique was used to select sample for the study. Out of total population 36 female lecturers from 5 public sector colleges were conveniently selected as sample of the study.

#### **Research Instrument for Data Collection**

A closed end questionnaire containing 15 items on Likert scale (highly satisfied, satisfied, neutral, dissatisfied and highly dissatisfied) was developed with the help of my supervisor

#### **Data Collection**

The researcher went to the sampling institution and handed out questionnaires to the respondents, giving them a week to fill it out and return it. There was a 100% response rate.

## **Data Analysis**

The data analysis presented in tables in the form of frequency and percentages.

## **Analysis of Data**

#### Reward/Salary

**Table 1.** I find myself about my salary

	HS	S	N	DS	HSD
Frequency	4	14	11	5	2
Percentage	11.11	38.89	30.56	13.89	5.56

Table 1 indicated 50% of the respondents were satisfied from their salary taking from their institution.

**Table 2.** I view myself about my salary that it met my basic needs

	HS	S	N	DS	HSD
Frequency	2	13	12	8	1
Percentage	5.56	36.11	33.33	22.22	2.78

Table 2 Showed 41.67% of the respondents were satisfied that the salaries met their basic needs.

**Table 3.** I feel myself about my salary that it is enough for managing my children education expenses.

	HS	S	N	DS	HSD
Frequency	5	9	3	13	6

<b>D</b> .	12.00	25.00	0.00	0 < 11	1
Percentage	13.89	25.00	8.33	36.11	16.67

Table 3 Showed that 52.78 of the respondents were dissatisfied from their salaries is not enough for managing their children education expenses.

**Table 4.** I consider myself that the salary is enough to provide health facilities to my family.

	HS	S	N	DS	HSD
Frequency	4	10	4	13	5
Percentage	11.11	27.78	11.11	36.11	13.89

Table 4 Showed 50% of the respondents were dissatisfied from their salaries is not enough to provide health facilities to their families.

**Table 5.** I view myself that the superannuation pension will help support me after retirement.

	HS	S	N	DS	HSD
Frequency	5	11	8	7	5
Percentage	13.89	30.56	22.22	19.44	13.89

Table 5 Indicated 44.45 of the respondents were satisfied that the superannuation pension will help support them after retirement.

**Table 6.** I view myself that the monthly pension is a source of financial support to me in my later life.

	HS	S	N	DS	HSD
Frequency	3	15	11	3	4
Percentage	8.33	41.67	30.56	8.33	11.11

Table 6 described 50% of respondents were satisfied that the monthly pension is a source of financial support to them in their later life.

**Table 7.** I view myself that my job is a source of lawful earning.

	HS	S	N	DS	HSD
Frequency	12	15	5	3	1
Percentage	33.33	41.67	13.89	8.33	2.78

Table 7 Showed 75% of respondents were satisfied from their jobs are a source of lawful earning.

**Table 8.** I view myself that I am fully rewarded against my duty.

	HS	S	N	DS	HSD
Frequency	7	13	6	6	4
Percentage	19.44	36.11	16.67	16.67	11.11

Table 8 Indicated 55.55% of respondents were satisfied that they fully rewarded against their duty.

**Table 9.** I view myself that I can withdraw GP fund in an emergency situation.

	HS	S	N	DS	HSD
Frequency	10	4	10	6	6
Percentage	27.78	11.11	27.78	16.67	16.67

Table 9 explained 38.89 of respondents were satisfied that they can withdraw GP fund in an emergency situation while 33% of respondent were dissatisfied.

**Table 10.** I feel myself that government rewards the person who perform best.

	HS	S	N	DS	HSD
Frequency	11	2	14	5	4
Percentage	30.56	38.89	38.89	13.89	11.11

Table 10 described that 69.45% of respondents were satisfied from government rewards the person who perform best.

#### **Work Environment**

**Table 1.** I view myself that I am nearer than any other staff member to the university.

	HS	S	N	DS	HSD
Frequency	14	3	13	2	4
Percentage	38.89	8.33	36.11	5.56	11.11

Table 1 Showed 47.22% of respondents were satisfied that they are nearer than any other staff member to the university.

**Table 2.** I view myself that my co-workers are friendly and cooperative.

	HS	S	N	DS	HSD
Frequency	10	18	6	1	1
Percentage	27.78	50.00	16.67	2.78	2.78

Table 2 Indicated 78.05% of respondents that co-workers are friendly and cooperative.

**Table 3.** I view myself my institutional head attitude is democratic.

	HS	S	N	DS	HSD
Frequency	8	10	12	2	4
Percentage	22.22	27.78	33.33	5.56	11.11

Table 3. Showed 50% of respondents were satisfied from institutional head attitude is democratic.

**Table 4.** I view myself that the environment of my institution is conducive for learning.

	HS	S	N	DS	HSD
Frequency	9	14	5	6	2
Percentage	25.00	38.98	13.89	16.67	5.56

Table 4 Showed 64% of respondents were satisfied from the environment of their institution is conducive for learning.

**Table 5.** I view myself that my university is well equipped with physical and learning facilities.

	HS	S	N	DS	HSD
Frequency	18	3	8	6	1
Percentage	50.00	8.33	22.22	16.67	2.78

Table 5 Showed 58% of respondents were satisfied that their university is well equipped with physical and learning facilities.

## **Findings**

- 1. Table 1 indicated 50% of the respondents were satisfied from their salary taking from their institution.
- 2. Table 2 Showed 41.67% of the respondents were satisfied that the salaries met their basic needs.
- 3. Table 3 Showed that 52.78 of the respondents were dissatisfied from their salaries is not enough for managing their children education expenses.
- 4. Table 4 Showed 50% of the respondents were dissatisfied from their salaries is not enough to provide health facilities to their families.
- 5. Table 5 Indicated 44.45 of the respondents were satisfied that the superannuation pension will help support them after retirement.
- 6. Table 6 Described 50% of respondents were satisfied that the monthly pension is a source of financial support to them in their later life.
- 7. Table 7 Showed 75% of respondents were satisfied from their jobs are a source of lawful earning.
- 8. Table 8 Indicated 55.55% of respondents were satisfied that they fully rewarded against their duty.
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- 13. Table 3 Showed 50% of respondents were satisfied from institutional head attitude is democratic.
- 14. Table 4 Showed 64% of respondents were satisfied from the environment of their institution is conducive for learning.
- 15. Table 5 Showed 58% of respondents were satisfied that their university is well equipped with physical and learning facilities.

#### Conclusion

The remuneration taken from their institution satisfied half of the responders. The vast majority of respondents felt that their salaries met their fundamental needs. Half of the respondents were unsatisfied with their pay since it was insufficient to cover their children's educational costs. Half of the respondents were unsatisfied with their pay, believing that it was insufficient to afford health care for their family. Only a small percentage of those polled were confident that their superannuation pension will enable them maintain themselves after retirement. The monthly pension, according to half of the respondents, is a reliable source of financial support in later life. The majority of respondents were happy that their jobs provided them with a legal source of income. The majority of responders (50%) were pleased that they were fully compensated for their efforts. Less than half of those polled were happy with their ability to access their GP fund in an emergency. Only about half of those polled were confident that they could access their GP fund in an emergency. The majority of respondents were pleased with how the government rewards those who perform well. Only around half of the respondents felt they were closer to the institution than any other member of staff. Coworkers are nice and cooperative, according to the majority of respondents.

### Recommendations

- 1. All of a teacher's energies can be directed toward improving the teaching-learning process.
- 2. The government may also make efforts to recognise and reward teachers who excel in the field of teaching and learning.
- 3. Incentives and awards may be used by the government to encourage students to take an interest in the teaching-learning process.
- 4. It is possible to improve the quality of education by arranging all physical and learning facilities.

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