

PRIVATE SCHOOLS TEACHERS' SATISFACTION: A CASE STUDY OF DISTRICT DIR LOWER TEHSIL TALASH KPK PAKISTAN

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ABSTRACT

This study examined the impact of variables such as Salary, job stability, and Workload on teachers' job satisfaction in the Private School of Tehsil Talash, District, Dir Lower, KPK, Pakistan. A representative sample was selected from the population using Cluster Random Sampling for analysis. Utilizing a logistic regression model, the study identified significant factors influencing teacher satisfaction. The results highlighted the importance of salary, job security, and workload in determining teachers' satisfaction levels. Recommendations include enhancing job security measures for educators, reducing workloads, and hiring well-trained teaching staff to improve teacher satisfaction and ultimately enhance the quality of education.

Keywords: Salary, Workload, Satisfaction with Occupation, Job Security, as well as Logistic Regression Model.

1. INTRODUCTION

Education plays a vital role in human development, with governments globally investing significant funds in the education sector to achieve the Millennium Development Goals. The objective is to provide individuals with the necessary skills for the ever-evolving technological landscape (Battle & Lewis, 2002). An examination of job satisfaction among teachers in private schools revealed that only 20% were content with their roles. Factors such as salary, job security, and workload were identified as significant influencers of teacher job satisfaction. It is suggested that private school management focus on ensuring job security, reducing workload, and increasing salaries for high-performing teachers (Khan et al., 2022). The primary goal of education is to enhance human productivity and improve their quality of life. Quality education promotes skill development among students, creating new

opportunities for earning potential and ultimately benefiting society at large (Saxton, 2000). Investing in high-quality educational institutions is crucial for meeting educational objectives. Quality education enhances students' academic performance, which is closely tied to teacher job satisfaction. Teacher satisfaction not only impacts student achievements but also influences teacher well-being, school unity, and the overall prestige of the teaching profession (Toropova et al., 2021). The satisfaction of teachers significantly contributes to the well-being of society, as it affects classroom performance and school productivity (Nigama et al., 2018). Research conducted by Haq and Hasnain (2014) in Bahawalpur on private school teachers' job satisfaction identified salary, workload, supervision, and school climate as key factors influencing satisfaction levels. Toropova et al. (2021) further

explored factors contributing to teacher satisfaction, including workload, collaboration, gender, and professional development. Shah and Jumani (2015) found a strong connection between job satisfaction and turnover intention among school teachers, with pay being a significant indicator. They also noted moderate relationships between job satisfaction and promotion, job nature, and supervision. Shabbir and Wei (2015) utilized logistic regression to examine factors related to job satisfaction among school teachers, emphasizing independence and recognition as significant contributors.

2. Literature Review

This study delves into the various concepts and theories pertinent to teacher job satisfaction, exploring both external and internal factors that affect it. The literature review serves as a compass for the research, focusing on key areas such as the definition of job satisfaction, content-based satisfaction theory, and the determinants shaping teacher job satisfaction levels. Additionally, it draws upon relevant research to underscore the significant impact of job satisfaction on teacher performance.

Dorman and Zap (2001) Job satisfaction is one of the most researched concepts. It is regarded as central to work and organizational psychology. It serves as a mediator for creating a relationship between working conditions, on the one hand, and individual organizational outcomes on the other. Kumari and Jafri (2011) conducted a study on the organizational commitment of male and female secondary school teachers to explore the overall level of organizational commitment at Aligarh Muslim University. Data analysis using a t-test showed that the percentage of organizational commitment among female teachers was significantly higher than that of male teachers.

Suki and Suki (2011) examined job satisfaction and organizational commitment, specifically focusing on the impact of gender on employees' perceptions of these factors. The study found that gender does not significantly influence an employee's perception of job satisfaction, and both men and women demonstrate the same level of organizational commitment.

Zilli and Zahoor (2012) conducted a study to find out the organizational commitment among male and female higher education teachers and to compare the organizational commitment among male and female higher education teachers. Result from Job Satisfaction among Government and Private School

Teachers of Ranchi. The International Journal of Indian Psychology revealed that females had significantly higher levels of organizational commitment.

Kumar and Bhatia (2017) mentioned that the level of job satisfaction and attitude of the teachers towards teaching is least affected by the gender, marital status, minimum qualification, and income group of physical education teachers to compare the job satisfaction among physical education teachers and their attitude towards teaching.

Mehta (2012) investigated job satisfaction among teachers to know whether the perception of job satisfaction among teachers was affected by the type of organization and the gender. Descriptive analysis was made to study the perception of job satisfaction of males and females and a t-test was used. Results showed that there would be a significant difference in the level of job satisfaction between government and private school teachers.

Joshi (1998) found that employees of the public sector as well as the private sector have shown considerable job satisfaction. The mean difference between the employees of the public and private sector on job satisfaction at 0.01 level ($t=6.47$) while the employees of the public sector have exhibited more job satisfaction, the employees of the private sector have exhibited relatively less job satisfaction.

Muthayya (1973) investigated the level of job satisfaction among private and government school teachers. A total of 200 government and private school teachers were taken from Ranchi town. In this research, 100 government and 100 private school teachers, 200 in total, working in different government and private schools were examined. The job satisfaction scale developed by Muthayya (1973) was used to measure job satisfaction. To test the hypotheses 't' test was calculated. Results showed that there was no significant difference between government and private school teachers. Furthermore, it was again revealed that there was no significant difference in the level of job satisfaction of male and female school teachers.

3. Methodology

The population under study consists of primary school teachers employed in private schools within, Tehsil Talash, District, Dir Lower, Khyber Pakhtunkhwa, Pakistan. A sample of 200 teachers, comprising 70 female and 130 male teachers, was randomly selected from five schools. To maintain

anonymity, the schools are identified with proper vowel words School A, School E, School I, School O, and School U. The selection of schools was carried out randomly using the cluster random sampling technique. Data were collected through structured questionnaires distributed among the selected teachers. The primary objective of the study was to identify significant factors influencing job satisfaction among primary school teachers in the specified area. Since the dependent variable in this study is categorical and binary, indicating either job satisfaction (coded as '1') or lack thereof (coded as '0'), the study employed a binary logistic regression model to predict the factors associated with job satisfaction (Agresti, 2002).

Binary logistic regression is the appropriate statistical technique when the dependent variable is binary, as it models the probability of the occurrence of an event (in this case, job satisfaction) given the independent variables. Linear regression, which is used for continuous dependent variables, would not be suitable in this scenario. The response variable, job satisfaction, was dichotomized into 'satisfied' and 'unsatisfied' categories. The model aims to assess the impact of various independent variables on the likelihood of a teacher being satisfied or unsatisfied with their job.

3.1 Logistic Regression

Logistic regression is utilized to analyze the connection between predictor variables and a categorical response variable, typically binary (e.g., yes or no). This method enables us to estimate the probability of an outcome within the categorical response category based on the provided predictors. The applicability of logistic regression hinges on the characteristics of the categorical response variable.

$$\frac{\pi}{1 - \pi} = \exp(\beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_k X_k)$$

$$\frac{\pi}{1 - \pi} = \exp(\beta_0 + \beta_1 X_1 + \beta_2 X_2)$$

$$\pi(X) =$$

$$\frac{\exp(\alpha + \beta_1 + \beta_2 X_2)}{1 + \exp(\alpha + \beta_1 X_1 + \beta_2 X_2)} \quad (1)$$

The linear ship of log odds and explanatory variables can be expressed in the form of

In equation no 1 take a log of both sides.

$$\text{Logit} \quad [\pi(X)] =$$

$$\log \frac{\pi(x)}{1 - \pi(x)}$$

$$\text{Logit} \quad [\pi(X)] =$$

$$\beta_0 + \beta_1 X_1 + \beta_2 X_2$$

$$(2)$$

The strength of the relationship between the explanatory variable X and the log odd ratio is represented by β in equation number (2) previously. The relationship's nature, or when it is positive or negative, is indicated by its sign (Agresti, 2002). If we take the anti-log log for each side of (2), we obtain

$$\frac{\Pi(X)}{1 - \Pi(X)} = e^{\alpha} e^{\beta X}$$

3.2.1 Intercept term (α)

In the odds close to zero, the probability ratio is represented by the term for the intercept (α). The odds ratio expresses how likely something is to occur. The probability of the event occurring when $X=0$ is e^{α} .

3.2.2 Slope (β)

Slope (β) as the change in the log chances of the event happening for a one-unit change in the predictor variable X is represented by this phrase. Put another way, the log probabilities of the event occurrence vary by β for every unit rise in X.

4. Results

A sample of 200 teachers from a private school was examined, comprising 70 females and 130 males. Surprisingly, only 20 teachers, constituting 40% of the sample, expressed satisfaction with their jobs. When analyzing job satisfaction based on salary, the data revealed varying levels across different schools. The school (A) boasted the highest satisfaction rate with 40% of its teaching staff content with their salaries. In contrast, School (E) had a satisfaction rate of 12%, School (I) had 10%, School (O) had 23%, and School (U) had 15%. Examining job security, School (A) provided the most assurance, with 40% of its teachers feeling secure. In comparison, School (E) and School (I) offered 12% and 10% job security, respectively. School (O) and School (U) provided 23% and 15% job security, respectively. Regarding workload distribution, each school had its approach. Unfortunately, specific percentages were not provided in the original text. However, based on the information given, it can be inferred that School (A), School (E), School (I), School (O), and School (U) each had their method of assigning heavy workloads to their teachers.

Table (1) (Five Different Schools Teachers Characteristics)

Characteristic of Teachers	School (A)	School (E)	School (I)	School (O)	School (U)
Salary	40%	43%	36%	38%	30%
Job security	23%	13%	22%	24%	19%
Workload	69%	71%	77%	81%	70%

4.1 Analysis Overview Table 2:

The table below shows results from a binary logistic regression model which looks at the relationships between three independent variables and the dependent variable (doing work satisfaction).

4.2 Independent Variables and Their Relationships

4.2.1 Salary

The significance of the study shows a significant relationship between salary and job satisfaction. The findings indicate a favorable correlation between greater pay and higher degrees of job satisfaction among teachers.

4.2.2 Workload

There's a significant relationship between workload and job satisfaction. Relationship: There appeared to be an adverse relationship between greater workload and decreased job satisfaction. This indicates that giving teachers more duties will likely serve to lower their levels of happiness at work.

4.2.3 Coefficient of Determination (R²):

The coefficient of determination is a value of 0.46, Interpretation: Considering the three independent variables in the model—salary, job security, and workload—this number shows that they contribute to 46% of the variation in job satisfaction.

Table Number (2) Binary Logistic Regression Model there Fitted Parameter

	Co-efficient	Stander Error	P-Value
Salary	0.585	0.389	0.043
Workload	-0.481	0.119	0.025
Job Satisfaction	0.612	0.254	0.001

R²=0.46

5. Discussion

The study examines several factors influencing job satisfaction among teachers, with a focus on the correlation between salary, workload, job security, and overall satisfaction. Let's break down the key findings and their alignment with existing literature, referencing Haq and Hasnain (2014) and Molri (2018) where appropriate.

1. Salary and Job Satisfaction

The research indicates a positive correlation between salary and job satisfaction among teachers. Teachers who receive higher salaries tend to report higher levels of satisfaction compared to those earning lower salaries. This finding corroborates with the results observed by Haq and Hasnain (2014). It suggests that adequate compensation is an essential factor in enhancing teacher satisfaction.

2. Workload and Job Satisfaction

Workload emerges as a significant factor influencing teacher job satisfaction. The study finds that a higher

workload, including involvement in extra school activities and duties outside the classroom, is positively associated with job satisfaction. This result aligns with the findings of Haq and Hasnain (2014). It implies that while workload may increase, it can contribute positively to job satisfaction if managed effectively, possibly indicating a sense of fulfillment or engagement derived from additional responsibilities.

3. Job Security and Job Satisfaction.

The study highlights the lack of job security among private school teachers, where the management can dismiss them at any time. This insecurity leads to persistent stress, potentially impacting teachers' performance. The research finds a significant association between job security and job satisfaction, echoing the findings of Molri (2018). It underscores the importance of job stability in fostering a positive work environment and enhancing teacher satisfaction.

6. Conclusion

This study investigates the job satisfaction levels among teachers in private schools, revealing that teachers report satisfaction with their jobs. Furthermore, the analysis identifies salary, job security, and workload as significant factors influencing teacher job satisfaction. Based on these findings, recommendations are proposed for private school management to enhance teacher satisfaction. Firstly, it is suggested that private school management prioritize ensuring job security and minimizing workload for teachers. Additionally, reducing workload can help mitigate stress levels and allow teachers to focus more effectively on their instructional responsibilities. Secondly, the study advocates for increasing teacher salaries as a means of incentivizing high performance and improving job satisfaction. Adequate compensation is crucial for recognizing the valuable contributions of teachers and fostering a sense of financial security and appreciation within the workforce. By linking salary increments to performance metrics, such as teaching effectiveness and student outcomes, management can incentivize excellence and reward teachers for their dedication and hard work. To extend the scope of the study, it is recommended to conduct similar research in Tehsil Talash, District Dir Lower, Khyber Pakhtunkhwa (KPK), Pakistan, by expanding the sample size to include a broader range of schools. By replicating the study in different geographical locations, researchers can gain insights into the unique challenges and factors influencing teacher job satisfaction within specific regional contexts. This expanded research can provide valuable data for policymakers, school administrators, and educational stakeholders to develop targeted interventions and strategies aimed at enhancing teacher well-being and satisfaction across diverse settings.

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