

## A STUDY OF JOB SATISFACTION LEVELS AMONG SECONDARY SCHOOL TEACHERS IN MUZAFFARABAD

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### ABSTRACT

This research article presents the levels of job satisfaction among secondary school teachers in the Muzaffarabad region. Job satisfaction is a critical factor influencing the overall well-being of educators, and its understanding is crucial for enhancing the quality of education. The study employs a quantitative method approach surveys to gather comprehensive data on the factors affecting job satisfaction. The quantitative phase involves the administration of structured questionnaires to a representative sample of secondary school teachers, assessing various dimensions of job satisfaction, including work environment, compensation, professional development opportunities. Statistical analyses such as descriptive statistics with a subset of teachers to explore nuanced aspects of job satisfaction, such as personal experiences, challenges faced, and coping mechanisms. The findings of this study aim to contribute to the existing body of knowledge on teacher job satisfaction, specifically in the unique context of Muzaffarabad. By identifying the factors that positively or negatively impact job satisfaction, educational policymakers, administrators, and school leaders can develop targeted interventions to improve the working conditions and overall job satisfaction of secondary school teachers. This research ultimately seeks to inform evidence-based strategies for enhancing the quality of education and the overall well-being of educators in the Muzaffarabad region.

### INTRODUCTION

Education is a cornerstone of societal development, with teachers playing a pivotal role in shaping the future through the impartation of knowledge and skills. The effectiveness of the educational system is intricately linked to the job satisfaction of its educators, as content and motivated teachers are more likely to create an engaging and conducive learning environment (Spring, 2014). Recognizing the significance of this relationship, our study delves into the levels of job satisfaction among secondary school teachers in Muzaffarabad, aiming to provide a comprehensive understanding of the factors influencing their professional contentment. Muzaffarabad, nestled in the picturesque landscape of Azad Jammu and Kashmir, presents a unique context for educational research. As the demands on the education sector evolve and diversify,

understanding the dynamics of job satisfaction among secondary school teachers becomes imperative. The region, with its distinct socio-cultural nuances, presents an intriguing backdrop to explore how various factors contribute to or detract from the satisfaction levels of educators.

The teaching profession is known for its inherent challenges, ranging from classroom management to curriculum adaptation, and these challenges can significantly impact the overall job satisfaction of teachers. Moreover, the role of teachers extends beyond the classroom, involving interactions with students, colleagues, parents, and educational administrators. The multifaceted nature of teaching warrants a nuanced investigation into the diverse elements that collectively shape the job satisfaction (Sleeter, & Carmona, 2017).

This study adopts a comprehensive approach, incorporating both quantitative and qualitative methodologies to ensure a thorough exploration of the subject matter. By employing surveys and interviews, we seek to capture not only the statistical trends in job satisfaction but also the personal narratives and experiences that contribute to the overall understanding of the phenomenon.

The findings of this research are anticipated to offer valuable insights to educational policymakers, administrators, and school leaders, facilitating informed decision-making aimed at improving the working conditions and job satisfaction of secondary school teachers in Muzaffarabad. Ultimately, the study aspires to contribute to the broader discourse on teacher well-being and, by extension, to the enhancement of the educational landscape in this vibrant region.

The introduction highlights the significance of job satisfaction among secondary school teachers and establishes the context for the study. The authors reference prior research, including the Kouni, Koutsoukos, &Panta, (2018) publication, to underscore the importance of teacher satisfaction in various aspects, such as school environment, community involvement, and professional development. The introduction also emphasizes the interconnectedness between job satisfaction, teacher performance, and student outcomes. The authors assert the need to delve into the specific factors influencing job satisfaction among secondary school teachers in Muzaffarabad. Koutrouba, &Michala, (2017) looked at seven indicators of job satisfaction that were directly related to teachers' gender. These seven factors (salary and term of employment) comprised the school environment, important participants in the educational procedure (parents, students, and the community), maintenance for the teacher's work, channels for additional education, contribution in management, professional development for student and school efficiency, and employment expressions. The survey found that all teachers, regardless of gender, and especially those who interact with participants and are active in school management, are more satisfied with their professions overall. InVolante, Fazio, &Ritzen, (2017) teachers reported being satisfied with their jobs, according to research on subordinate secondary school teachers from thirty different countries. The level of collaboration among teachers, their relationships with their students, and

their contribution to policymaking are the most crucial factors in influencing this satisfaction (Ball, 2014).

Furthermore, the contribution of teachers since all educational levels shows that the satisfaction of teachers' requirements for success, appreciation, and social relationships results from the fact that they feel the principal recognizes their teaching abilities and that there is good communication in the institution. Additionally, their occupation positions are determined by the additional preparation they accept for professional improvement, which serves as a component in figuring out how satisfied they are with their jobs (Bentea, &Anghelache, 2012).

Additionally, the level of job satisfaction practiced by an instructor reflected the limitations of their professional domain, greatly affecting not only their own life but also the lives of others, most notably their students. This correlation between teacher job satisfaction and student performance is remarkably strong, underscoring the critical importance of cultivating a positive and fulfilling work environment. When teachers find genuine satisfaction in their roles, it becomes a catalyst for unparalleled dedication, inspiring them to go above and beyond to foster the academic growth and progress of their students. Thus, recognizing and nurturing teacher job satisfaction emerges as a pivotal feature in determining the educational journey of young minds and fostering a brighter future (Kouni, Koutsoukos, &Panta, 2018).

Several researchers contend that despite being two distinct notions, job satisfaction and motivation are so diligently associated that they are placed in a similar theoretical framework. Job satisfaction and motivation have a unique interaction that tries to both fulfil the employee's requirement to feel their effort matters to the organization and assist the leader in recognizing this need and motivating the employee. Through the use of rewards and incentives, motivation activates behavior and directs it towards goal completion in order to meet personal requirements in the workplace. When several demands of the individual are met at once, the organization's objectives are successfully achieved (Zacharo, Marios, & Dimitra, 2018).

The importance of an employee's job is their job, which includes things like a good salary, perks, and promotions, methods of supervision, coworkers, and working conditions. Job satisfaction is a

complicated construct with essential components including reward communally and economically, organizational planning and its organization, reciprocal relations, achievement, acknowledgement, trustworthiness, and promotion; this essentially illustrates the discrepancy between employees' perceptions and actual performance. Working environment, managers' perspectives, and employee characteristics create an environment where teachers may make decisions without feeling hesitant in order to increase job satisfaction (Naz, Afzal, & Javed, 2023).

### **OBJECTIVES OF THE STUDY**

To identify the level of job satisfaction among secondary school teachers in Muzaffarabad.

### **LITERATURE REVIEW**

According to Muntazeri&Indrayanto (2018) "job satisfaction is the overall sense of satisfaction a person has with employment". Job satisfaction is a universal phenomenon that affects all facets and domains of work (Bayram, & Dinç2015)

According to Elisaveta (2006) "job satisfaction is an achieving expectation in the context of results that leads to work satisfaction". When the actual outcomes match the intended results, one is said to be in a condition of job satisfaction. According to this study, work satisfaction is a model that encourages employees to be willing to work; this readiness to effort has a significant impact on how ideas and thoughts about inspiration are framed.

Job satisfaction is influenced by a variety of elements, including pay, supervision, rewards, opportunities for professional progress, the workplace environment, coworkers, and organizational roles (Keltner and Shiota 2003).

Job satisfaction depends on: I) the potential for acquiring new skills, fundamental development, and degree of interest. ii) Fair compensation and conduct. Iii) Possibilities for success and advancement are item numbers. iv) Praise and acknowledgment of the effort put forth. v) Rewards and other incentives offered VI) the setting and conditions of the workplace. vii) The method and style of monitoring and supervision. viii) The coworkers' cooperation and willingness to be agreeable. ix) The company's management and leadership philosophies (Bayram and Dinç, 2015).

A worker's sense of achievement about their work performance is reflected in their job satisfaction. It

is thought to be more specifically connected to the person's productivity and wellbeing. Everyone's level of job satisfaction varies. Three factors may be used to categorize job satisfaction: a person's effective commitment (their feeling towards their work), the cognitive section (their self-confidence in their work), and the behavioral mechanisms (their conduct towards their work) (Parveen&Bano, 2019).

Teachers who believe that their pay is enough for the work they do are said to be in a state of wage contentment. It represents a financial expression of appreciation for teachers and includes their annual salary. Teachers may quit their positions due to salary discontent (Memon, etal .2023). According to research by Handrianto et al. (2020), teachers' dissatisfaction with their work may have motivated them to leave the field; this report supports these findings.

According to Balouch and Hassan (2014), job satisfaction encourages employees to be ready to work, and this readiness to work has a substantial impact on how concepts besides thoughts about motivation are framed.

Gessesse, &Premanandam, (2023) model for assessing job satisfaction provides a comprehensive framework for understanding the factors that contribute to employees' satisfaction within the workplace. According to McNaughtan, García, Garza, & Harwood, (2019)the model posits that job satisfaction is influenced by multiple factors, including intrinsic and extrinsic factors, organizational support, and individual characteristics. It proposes that a balance between these factors leads to higher levels of job satisfaction among employees.

**Intrinsic and Extrinsic Factors:** The model acknowledges the significance of both intrinsic and extrinsic factors in shaping job satisfaction. Intrinsic factors relate to the inherent rewards derived from the work itself, such as task autonomy, skill variety, and opportunities for personal growth. Extrinsic factors encompass external rewards like salary, benefits, and job security. Semerek and Peterson emphasize that the interplay between these factors determines an employee's overall satisfaction level (Adonisi, & Van Wyk, 2012).

**Organizational Support:** Semerek and Peterson's model highlights the role of organizational support in influencing job satisfaction. This dimension

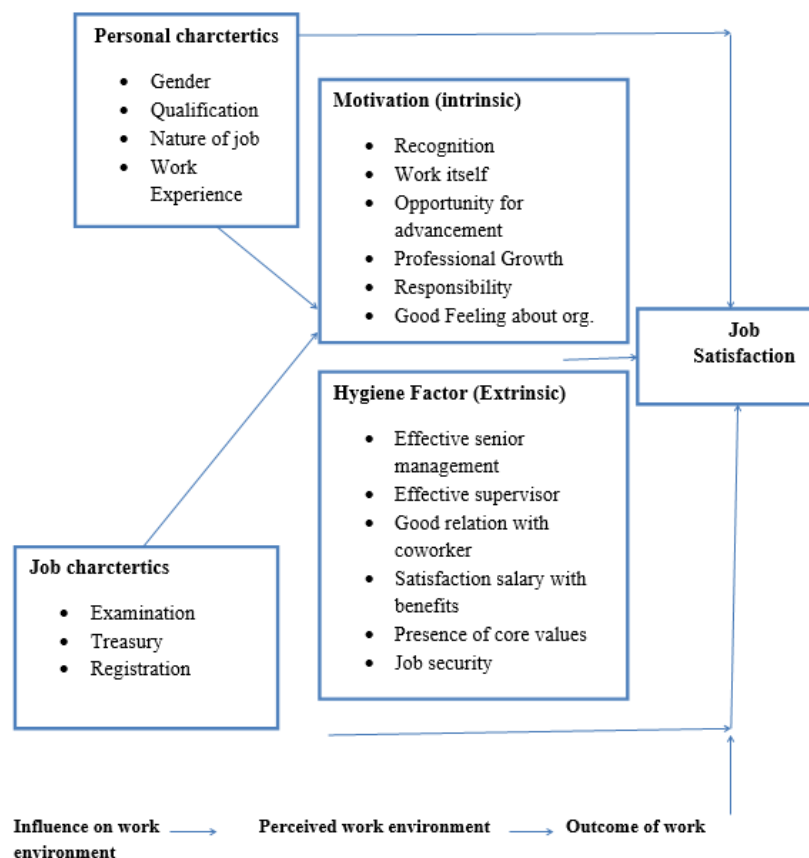
encompasses aspects like supportive management, clear communication, and opportunities for advancement. Employees who perceive strong organizational support are more likely to experience higher levels of job satisfaction and commitment (Lau, Pang, & Chui, 2011).

**Individual Characteristics:** The model recognizes that individual characteristics also play a pivotal role in determining job satisfaction. Personality traits, values, and personal preferences shape how individuals respond to their work environment. Employees whose individual characteristics align with the job and organizational culture are more likely to experience greater job satisfaction (Markman & Baron, 2003).

Numerous studies have examined and validated the components of Semerek and Peterson's model. For instance, Nesbit, Rimes, Christensen, & Brudney, (2016) found that a balance between intrinsic and

extrinsic factors positively correlates with job satisfaction among healthcare professionals. Similarly, Palmer, Komaraju, Carter, and Karau (2017) demonstrated that organizational support significantly influences job satisfaction levels in the tech industry.

Gessesse, & Premanandam, (2023) for assessing job satisfaction offer a comprehensive framework for understanding the multifaceted nature of employee satisfaction within organizations. The model's emphasis on intrinsic and extrinsic factors, organizational support, and individual characteristics underscores its relevance in contemporary organizational psychology research. As demonstrated that various empirical studies, the model provides a valuable lens through which researchers and practitioners can explore and enhance job satisfaction among employees (Ahmed et al., 2010).



A person's determination, focus, and commitment to pursuing their goals indicate their level of motivation (Sutoro, (2020). Frederick Herzberg, a pioneer in the field of motivational theory,

developed the Herzberg Two Factor Theory, which is used in this study. His contributions to management and motivational theory were significant. Motivation, according to Herzberg,



consists of "dissatisfier-satisfier," "motivator-hygiene," and "extrinsic-intrinsic" (Wernimont, 1966). According to Herzberg, things that are intrinsic (or motivating) to the job are what lead to job satisfaction, and external variables are what lead to job dissatisfaction (hygiene factors). Something that arouses sentiments of interest while doing work is referred to as a motivational element. Assignments, responsibilities, accomplishments, gratitude, and advancement at work all contribute to motivation. In contrast, the cleanliness element affects whether or not work dissatisfaction emerges. The setting, pay, and other factors are some aspects of the administrative environment. In this study, job satisfaction among teachers is evaluated using motivational and hygienic criteria. The motivation of teachers should be prioritized in order to guarantee that they can carry out their responsibilities effectively, since it has a substantial impact on the quality of their job. As a result, the quality of national education will increase since instructors are crucial to the system's success.

In other words, an improvement in education quality cannot be separated from the function of the teacher as the primary component in the entire educational process. Teacher performance is the key factor in the learning process. Abdul Wahab, MohdFuad, Ismail, & Majid, (2014): the success of schooling is significant transformational leadership influenced by teachers. Graduates from professional teaching programs are expected to be of high competence. It is important to focus on teacher professionalism, which is the main driver of curriculum implementation in the classroom (Coban, Ozdemir, & Pisapia, 2019). Additionally, according to this, teachers have the greatest impact on the development of high-quality educational processes and results. One of the many variables thought to influence teacher effectiveness is the principal's transformational leadership. The principal's transformational leadership is regarded as credible to contribute to the process of raising the standard of teachers' (Susilawati, Suhaimi, & Noorhapizah, 2021).

### **MATERIALS AND METHODS**

The population remained all male and female secondary school teachers and principals of district Muzaffarabad. According to the Employee Management Information System Azad Jammu and

Kashmir report for 2019-20, there are 114 government high schools in Muzaffarabad, Azad Jammu and Kashmir, and teachers' strengths are 712.

Muzaffarabad is the capital district of Azad Jammu and Kashmir State. The researcher, being part of this district, decides to consider it as the population for the research. This choice is based on the convenience of the investigator's ability to directly interact with the teachers and principals (respondents). Hence, the population under study comprises the teachers and principals of City Muzaffarabad Secondary School. The target population for this research comprised secondary school teachers in Muzaffarabad.

The researcher used the convenient sampling technique because, in this technique of sampling, the researcher chooses participants since they are ready and accessible to study (Badiee, Wang, & Creswell, 2012). The researcher employed the sampling technique recommended by Chuan, &Penyelidikan,. (2006) to ensure an accurate representation of the population. In accordance with their method, the researcher referred to a table that provides procedures for defining a suitable sample size based on the population size. In this particular case, with a population range of 700 to 750, the recommended sample size was determined to be 254. Instruments used are Job Satisfaction Survey (JSS), created by Spector, (1994). The items of the JSS were also translated into Urdu. Because it is a standardized instrument and has been used in several studies of a common set, it is regarded as one of the best tools for measuring transformational leadership and job satisfaction.

Prior to the commencement of the study, the researcher obtained explicit permission from the creator of the JSS, Paul Spector, to utilize this instrument in the research. However, an approved survey tool that is used for measuring job satisfaction at work is the JSS. This scale has nine job satisfaction factors, including income, promotion, supervision, and coworkers, which are evaluated by the survey's 36 items. It has been shown that the JSS is a valid and reliable indicator of teachers' work satisfaction since it is employed consistently in educational research. Secondary school teachers were asked to complete the survey to determine how satisfied they were with their work.

**RESULTS AND DISCUSSION**

**Reliability Job Satisfaction**

**Reliability Statistics**

Cronbach's Alpha	N of Items
.569	9

Table shows that the degrees of items on a scale or questionnaire are associated and reflect the same underlying construct, which is determined by Cronbach's alpha, a measure of inner consistency. The computed Cronbach's alpha for this study is 0.569. The number of items considered in the analysis is indicated by the number of items. Nine

elements are present in this instance. There is moderate internal consistency among the items on your scale or questionnaire, according to a Cronbach's alpha of 0.569. According to Laghousi, Rezaie, Alizadeh, & Jafarabadi (2021), 0.56 to 0.7 is acceptable.

**Level of Job Satisfaction among Secondary School Teachers**

**One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
Pay	254	3.7982	.87080	.05464
Promotion	254	3.3642	.93317	.05855
Supervision	254	4.0512	.84456	.05299
Fringe Benefits	254	3.5896	.89387	.05609
Contingent rewards	254	3.5906	.81438	.05110
Operating condition	254	3.9921	.93115	.05843
Coworkers	254	3.9222	1.33148	.08354
Nature of work	254	4.0256	.97566	.06122
Communication	254	3.7116	1.01775	.06386

Table provides statistical information on the level of job satisfaction among secondary school teachers in various aspects. Here's an interpretation of the table:  
**N:** The number of teachers included in the analysis is 254.

**Mean:** The mean represents the average level of job satisfaction for each aspect among the teachers. The higher the mean value, the higher the satisfaction level.

**Standard Deviation:** This measures the variability or dispersion of responses around the mean. A larger standard deviation indicates greater diversity in responses.

**Standard Error Mean:** This represents the standard error of the mean, which is an estimate of the sampling variability. It indicates how much the sample mean may vary from the true population mean. Interpreting the specific aspects:

**Pay:** The mean job satisfaction rating for pay is

3.7982, with a standard deviation of 0.87080. The standard error of the mean is 0.05464.

**Promotion:** The mean job satisfaction rating for promotion is 3.3642, with a standard deviation of 0.93317. The standard error of the mean is 0.05855.

**Supervision:** The mean job satisfaction rating for supervision is 4.0512, with a standard deviation of 0.84456. The standard error of the mean is 0.05299.

**Fringe Benefits:** The mean job satisfaction rating for fringe benefits is 3.5896, with a standard deviation of 0.89387. The standard error of the mean is 0.05609.

**Contingent Rewards:** The mean job satisfaction rating for contingent rewards is 3.5906, with a standard deviation of 0.81438. The standard error of the mean is 0.05110.

**Operating Condition:** The mean job satisfaction rating for operating conditions is 3.9921, with a standard deviation of 0.93115. The standard error of

the mean is 0.05843.

**Coworkers:** The mean job satisfaction rating for coworkers is 3.9222, with a standard deviation of 1.33148. The standard error of the mean is 0.08354.

**Nature of Work:** The mean job satisfaction rating for the nature of work is 4.0256, with a standard deviation of 0.97566. The standard error of the mean is 0.06122.

**Communication:** The mean job satisfaction rating for communication is 3.7116, with a standard deviation of 1.01775. The standard error of the mean is 0.06386.

These statistics provide insights into the average job satisfaction levels and signify, especially in this study, the variability among secondary school teachers in different aspects of their work.

Researchers like Fu, et al. (2010) caution against treating Cronbach's alpha as an absolute criterion, emphasizing that factors such as the number of items, the nature of the construct being measured, and the specific context of the research must be taken into account. They suggest that values above 0.6 can still be indicative of moderate internal consistency, especially when the construct is complex or multidimensional.

Furthermore, Sürücü, & Maslakci, (2020) recommended that researchers consider the theoretical foundation of the construct and the purpose of the assessment. If a scale is meant to capture a diverse range of related but distinct facets, a lower Cronbach's alpha might be expected due to the inherent heterogeneity of the construct.

In the context of job satisfaction, studies have shown that the reliability of the scale can vary based on the specific facets being measured. For instance, a study by Highhouse, & Becker, (1993) highlighted that different facets of job satisfaction might have different levels of internal consistency due to their inherent differences.

The mean job satisfaction rating for pay is 3.7982, indicating a moderate level of satisfaction. The relatively low standard deviation (0.87080) suggests a certain degree of consensus among teachers regarding their pay satisfaction. This finding aligns with previous research that has identified salary as a significant factor affecting job satisfaction (Spector, 1985). However, it's important to consider that factors such as inflation and regional cost of living may influence teachers' perceptions of pay satisfaction (Kim, & Choi, (2018).

The mean job satisfaction rating for promotion is

3.3642, implying a moderate level of satisfaction. The standard deviation (0.93317) suggests a relatively diverse range of opinions regarding promotional opportunities. Promotion is often associated with career advancement and growth, and its influence on job satisfaction has been discussed extensively (Judge et al., 2017). Limited promotional opportunities might lead to dissatisfaction among teachers seeking professional development.

The mean job satisfaction rating for the nature of work is 4.0256, indicating a relatively high satisfaction level. The standard deviation (0.97566) suggests some variability in perceptions, possibly due to differences in teaching assignments and curriculum. The importance of the nature of work on job satisfaction is well documented, as teachers who find their work meaningful and engaging tend to experience higher job satisfaction (Rayton&Yalabik, 2014).

The mean job satisfaction rating for coworkers is 3.9222, with a notably high standard deviation (1.33148). This indicates considerable diversity in perceptions of coworker relationships. Positive coworker relationships have been linked to job satisfaction, as they contribute to a supportive and collaborative work environment (Yusof, (2021). The high standard deviation suggests that schools may benefit from fostering stronger interpersonal connections among staff members.

The mean job satisfaction rating for communication is 3.7116, with a substantial standard deviation of 1.01775. Effective communication within an organization is crucial for job satisfaction and organizational commitment (Paul, 2020). The high standard deviation suggests that schools should focus on enhancing communication channels and addressing potential communication barriers.

The mean score for job satisfaction among secondary school teachers was 3.7890, indicating a relatively high level of job satisfaction. This observation is consistent with research that has indicated that teachers' job satisfaction can be influenced by factors such as leadership behaviour, organizational climate, and workload (Klassen & Chiu, 2010).

## CONCLUSION

This comprehensive study sheds light on the diverse dimensions of job satisfaction among secondary school teachers in Muzaffarabad. The statistical analysis reveals varying levels of satisfaction across different aspects, emphasizing the need for targeted interventions to enhance the overall well-being of educators.

While teachers generally express satisfaction with the nature of their work, supervision, and operating conditions, areas such as promotion opportunities, fringe benefits, coworker relationships, and communication require focused attention. Addressing these aspects can not only elevate job satisfaction levels but also contribute to a more conducive and collaborative educational environment.

The findings of this study underscore the importance of ongoing efforts by educational policymakers, school administrators, and relevant authorities to create a supportive and fulfilling work environment for secondary school teachers in Muzaffarabad. By implementing the aforementioned recommendations, stakeholders can work towards fostering a positive atmosphere that not only benefits teachers but ultimately contributes to the improvement of the overall education system in the region.

## RECOMMENDATIONS

Based on the statistical analysis of job satisfaction levels among secondary school teachers in Muzaffarabad, several recommendations emerge to enhance the overall well-being and job satisfaction of educators:

**Promotion Opportunities:** The study indicates a lower level of satisfaction regarding promotion opportunities. Educational authorities should consider implementing transparent and merit-based promotion policies to motivate teachers and acknowledge their professional growth.

**Fringe Benefits:** Addressing concerns related to fringe benefits is crucial. Schools and educational institutions should review and, if necessary, enhance the existing fringe benefits packages to better meet the needs and expectations of teachers.

**Coworker Relationships:** The higher standard deviation in coworker satisfaction suggests variability in experiences. Encouraging a positive and collaborative work environment through team-building activities and effective communication can

contribute to a more cohesive teaching community. **Communication:** Improving communication channels within schools is essential. Providing platforms for open and constructive communication between teachers, administrators, and other stakeholders can foster a sense of inclusion and address concerns effectively.

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