

JOB SATISFACTION AMONG SECONDARY SCHOOL TEACHERS

Syed Sohail Imam
Department of Psychology
Government College
Lahore, Pakistan

This study reveals contribution of sex, age, level of education, pay, and medium of instruction of secondary school teachers to their job satisfaction. A sample of 100 teachers, half males and half females, was administered Job Descriptive Index (JDI) (Smith, Kendall, & Hulin, 1969) as a measure of respondent's job satisfaction. Results show that factors of age, sex, level of education, monthly income and medium of instruction do not lead to statistically significant differences in overall job satisfaction of school teachers. However, male teachers appeared to be more satisfied with their pay than female teachers. Work, supervision, and people contribute more toward job satisfaction of school teachers than the factors of pay and promotion.

Job satisfaction is conceptualized as an individual's affective response to his job which is the result of an interaction between the person and his environment. Job satisfaction studies are important in two ways. First, they are desirable by nature. Secondly, under certain circumstances job satisfaction, particularly job dissatisfaction, may lead to overt behaviour which is of interest to the organization, to individual himself, and to the society in general.

Hoppock (1935) conducted a classic study on 351 employed adults and found that 15 percent of the sample expressed dissatisfaction with their job. Hoppock's study indicates that the job satisfaction indices vary with difference in profession and there is considerably more job satisfaction than dissatisfaction when all the persons, who are gainfully employed, are included in the survey. In the last and final point of the investigation Hoppock measured attitudes of 500 teachers having rural and urban background in Northern United States. By combining the four attitude scales, a measure of job satisfaction of the group was obtained. The 100 most satisfied and the 100 least satisfied were asked nearly 200

questions. A comparison of the responses of these two extreme groups indicated that the highly satisfied teachers were emotionally more stable, more religious and felt more successful. They had better human relationship with their colleagues and superiors. Higher social status and more supportive family environment were the characteristics of more satisfied teachers. The highly satisfied teachers selected their own vocation and they were teaching in cities with over 10,000 population. The dissatisfied teachers reported monotony and fatigue more frequently. On the average the satisfied group was 7.5 years older than the dissatisfied group. It is interesting to note, however, that there was no significant difference in the average salaries of the two groups.

Herzberg, Mausner, Peterson, and Capwell (cited in Blum & Naylor, 1984) report data compiled from 16 different studies involving over 11,000 employees which give an indication of how workers rank different factors in terms of their importance. Security, opportunity for advancement, supervision, wages, and social aspects of job were considered quite important. Similarly, Herzberg, Mausner and Snyderman (1959) investigated the causes of job satisfaction and dissatisfaction of engineers and accountants. They postulated two general classes of work variables namely, satisfiers and dissatisfiers. Satisfiers were those things which led to job satisfaction, such as achievement, recognition, advancement, and responsibility. Dissatisfiers were those things which result in job dissatisfaction, they are generally job context or "hygiene factors" such as salary, company policy, supervision, and working conditions, etc.

Morse (1953) on the basis of a study on 742 clerical workers and 73 first and second line supervisors offered several generalizations. One generalization offered by Morse is that level of satisfaction is a combination of both level of aspiration or need tension and amount of return from environment. Satisfaction exists when these two are in line, and job dissatisfaction exists when the return from the environment is much less than the need level of the individual.

While Weaver (1977) has shown that the better paid workers are more satisfied than the low paid ones, salary has not been found to

be the most important factor in job satisfaction. For example, in Herzberg et al. (cited in Blum & Naylor, 1984) 'wages' was given the sixth ranking. Similarly, Sinha (1973) found that lower, middle and higher income groups do not differ significantly in terms of mean job satisfaction scores. However, some studies do indicate that workers who are paid more, have greater satisfaction than low paid workers (Weaver, 1977). Dissatisfaction with pay may affect performance, work stoppages, absenteeism, turnover, and overall satisfaction (Lawler, 1971). Thus, the research evidence on relation between pay and job satisfaction is though inconclusive, yet it seems that attitudes toward pay could relate to important job behaviours as well as other attitudes.

Lack of facility for promotion was ranked fifth as a determinant of job satisfaction in a list of 9 factors in the study conducted by Watson and Seidman (1941). Usually, when there is sufficient scope for promotion, workers get job satisfaction. Blum and Naylor (1984) have mentioned that for skilled workers the scope for promotion plays a greater role in job satisfaction than unskilled workers. In another study, it was noticed that promotion was more important for younger than older workers. Promotion which requires the individual to give up other important values may also be unattractive to some employees (Bray, Campbell, & Grant, 1974). Business executives and other occupational groups value promotion highly (Bray, et al., 1974; Campbell, Dunnette, Lawler, & Weick, 1970). This reflects the very high degree of personal ambition in these individuals. When the management does not care to give promotion to the capable and efficient workers there is an increased feeling of frustration. The attitude becomes unfavourable towards the management which leads to job dissatisfaction.

Several studies deal with the relationship between job satisfaction and such personal variables as sex, age, and education. The results are only moderately consistent. For example, if men and women, who are equal on education, pay, tenure of service and other such variables are compared, no sex differences in satisfaction are revealed (Hulin & Smith, 1964; Sauser & York, 1978). Similarly, Smith and Plant (1982) compared 51 male and 51 female university professors who had been matched on years of

service, education, rank, and academic department. They found extremely small, yet significant, differences in the men's and women's satisfaction with supervision and co-workers, but no other attitude differences were found by them. Fry and Greenfield (1980) compared the work attitudes of male and female police officers. This study is particularly interesting because no sex differences were found despite the traditional masculine stereotype associated with this job. It appears that male/female differences per se do not account for much variance in job satisfaction (Brief, Rose, & Aldag, 1977; Weaver, 1980). Rather it is other variables, (e.g. education) that are correlated with sex which best explain male/female differences in job satisfaction.

As workers grow older, they tend to be slightly more satisfied with their jobs (Glenn, Taylor, & Weaver, 1977). One study of nearly 4000 managers showed a steadily rising job satisfaction index with advancing age (Smith, Scott, & Hulin, 1977). Quinn, Staines, and McCullough (1974) also observed a striking age/satisfaction relationship. Explaining it, a number of reasons, such as lowered expectations and better adjustment to their work situation because of experience with it, have been advanced. It has been shown that younger workers tend to be less satisfied because of higher expectations, less adjustment, and other similar reasons.

Studies on the relationship between education and satisfaction (Glenn, Taylor, & Weaver, 1977; Quinn, Staines, & McCullough, 1974; Weaver, 1980) have produced mixed results, more studies showing a negative than a positive relationship. Vollmer and Kinney (1955) showed that the education variable could be confounded with the age variable: less educated older workers were more satisfied than more educated younger workers. When they held age constant, they found the more educated to be less satisfied than the less educated. One explanation for this negative relationship is that more education can produce higher expectations about the job than are realizable, leading to lower level of satisfaction.

In our society, however, causes and consequences of job satisfaction have not been investigated adequately in any field of national importance. One such area is education. Our teachers are

facing a lot of pressure for showing efficiency and better performance. But very few people worry about the needs and aspirations of the teaching community. Job satisfaction studies on school teachers are rare in Pakistan. The present study may prove to be an important beginning in studying job satisfaction of school teachers in relation to sex, age, education, and medium of instructions followed in their schools.

The respondents in the present study were taken from two English Medium Schools (Beacon House Public school and American School) and two Urdu Medium Schools (Central Model School and Government Benat High School). It is generally considered that English Medium Schools provide more organized and systematic supervision system and better pay and working conditions and are usually thought to be more prestigious than the Urdu Medium Schools. Considering this, the present author assumed that teachers working in English Medium Schools would derive higher job satisfaction than their counterparts in Urdu Medium Schools.

Keeping this in view and other circumstances prevailing in our educational institutions, following questions were formulated.

- Are male school teachers more satisfied compared with their female counterparts?
- Are there age differences among teachers who are satisfied with their jobs and those who are not?
- Does level of education make some difference as far as job satisfaction is concerned?
- Are English medium school teachers better off than Urdu Medium School teachers as regards the job satisfaction?
- Which facets of job satisfaction, i.e., work, supervision, people, pay, and promotion opportunities are relevant for job satisfaction?

METHOD

Sample

The sample included 100 school teachers (50 males and 50 females) from four schools (2 Urdu medium and 2 English medium schools) situated at Lahore. The respondents were 21 to 55 years old and earned rupees 1255 to 5068 per month. Their educational level ranged from intermediate to post-graduate, and in certain cases, M. Ed.

Instrument

Cornell Job Descriptive Index (JDI) developed by Smith, Kendall, and Hulin (1969) was used as a measure of job satisfaction. JDI yields a global job satisfaction score and five job facet scores such as work, supervision, people, pay, and promotion. The first three scales consist of 18 items each and the last two scales, 9 items each. The items are adjectives or small phrases which may be responded as "Yes", "No", or "?" (can not decide). About half the items in each scale are positive, so that a "Yes" response would indicate satisfaction and about half are negative, so that a "No" response would indicate satisfaction. The internal consistency reliabilities of the five JDI scales range from 0.80 to 0.88, as determined by corrected split-half correlations. The scales correlate highly with other measures of satisfaction (average $r=0.70$).

Procedure

The JDI was handed over to the respondents with a brief description of the purpose of the study and the way they could respond to the JDI items. In most cases the filled in scales were returned within 2-3 days. However, in a few cases it took about a week to get the filled-in scale back from the respondents. The scale items were scored in terms of satisfaction. A "Yes" response to a positive item and a "No" response to a negative item was given a weight of "1" each. The reverse way of responding, i. e., a "Yes" response to a negative item and a "No" response to a positive item, was given weight of "0" for each item. The "?" (can not decide) was

scored as "0". Mean global job satisfaction scores, mean job facet satisfaction scores and standard deviations for different groups of the respondents were computed and the differences between these means were tested for their significance.

RESULTS AND DISCUSSION

The results are presented in tables 1-10. These results show that male teachers have reported significantly higher satisfaction with pay than their female counterparts. On the whole the teachers are more satisfied with work, supervision, and people in work environment than pay and promotion opportunities.

Table 1 presents a comparison between male and female school teachers on average job satisfaction scores. The statistical analysis reveals that the two sexes do not differ significantly in terms of average job satisfaction scores. However, the apparent mean sex difference is in favour of male teachers.

Table 1

Mean, Standard Deviations and t-values of job satisfaction scores of male and female subjects

Respondent's Sex	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Male Teachers	50	45.98	09.04	01.65	<i>n.s.</i>
Female Teachers	50	42.76	10.48		

The findings of this study tend to support previous research most of which found no relation between sex and job satisfaction (Brief, Rose, & Aldag, 1977; Fry & Greenfield, 1980; Hulin & Smith, 1964; Sauser & York, 1978; Smith & Plant, 1982; Weaver, 1980). It would be a mistake, however, to consider that men and women are equal in their feelings about work. Traditionally married males have been the principal wage earners in a family and females have had the main responsibility for child rearing. As more married women begin to work, they experience role conflict

that influence their feelings about a job. Most males, on the other hand, do not experience such conflicting role pressure. The author feels that the marital status of the male/female sub-group should also be matched so as to control the effect of this variable on their job satisfaction.

The results in tables 2 and 3 show that belonging to different age groups do not differ significantly in their job satisfaction scores. This finding does not support the author's hypothesis and earlier research conclusions that level of job satisfaction rises with advancing age (Glenn, Taylor, & Weaver, 1977; Quinn, Staines, & McCullough, 1974; Smith, Scott, & Hulin, 1977).

Table 2

Mean Standard Deviations of job satisfaction scores of teachers belonging to different age groups

Respondent's Age	<i>N</i>	<i>M</i>	<i>SD</i>
Under 31 years	40	44.05	08.86
31 to 40 years	32	47.00	08.56
Over 40 years	28	41.21	11.41

Table 3

One way ANOVA on job satisfaction scores of teachers belonging to different age groups

Source of Variation	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between groups	2	501.38	250.69	- 2.70	- <i>n.s.</i>
Within groups	97	9020.62	92.99	-	-
Total	99	9522.00			

Table 2 shows that teachers aged 31 to 40 years are apparently more satisfied with their job than their younger and older counterparts. One reason for lower expectations and satisfaction with job on the part of younger teachers could be the lack of opportunity for better jobs. In our society, job shifting is not very frequent for many reasons. Perhaps, most people get contented with whatever they have in hand.

Tables 4 and 5 indicate that mean job satisfaction scores are decreasing with advancing level of education. But the analysis of variance appearing in table 5 shows that there is no overall significant difference among the teachers with varied educational background in terms of average job satisfaction scores as measured by job descriptive index.

Table 4

Mean and Standard Deviation of job satisfaction scores of teachers having different educational qualifications

Respondent's Education	<i>N</i>	<i>M</i>	<i>SD</i>
F.A/F.Sc/C.T.	8	49.25	05.14
B.A/B.Sc/B.Ed	48	44.44	10.25
M.A/M.Sc/M.Ed.	44	43.11	09.30

Table 5

One way ANOVA on job satisfaction scores of teachers with different educational qualifications

Source of Variation	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between groups	2	258.49	129.245	- 1.34	- <i>n.s.</i>
Within groups	97	9381.75	96.719	-	-
Total	99	9640.24			

An earlier study (Vollmer & Kinney, 1955) indicated that the variable of education could be confounded with age factor. In the present study it seems that sex factor has also played some role.

The results in tables 6 and 7 show that the differences in mean job satisfaction scores of the four income groups are not significant. Thus, the findings of this study do not support the past research evidence that people in better paying jobs are more satisfied than people in lower paying jobs (Weaver, 1977). It is, however, in line with some other researches (Mohanty, 1988; Sinha, 1973).

Table 6

Mean and Standard Deviations of job satisfaction scores of teachers having different salaries

Respondent's Pay	<i>N</i>	<i>M</i>	<i>SD</i>
Less than Rs.2000	16	47.50	06.09
Rs. 2000-2500	27	41.15	10.18
Rs.2501-3000	16	42.13	09.78
Rs. 3001-above	16	44.81	09.82

Table 7

One way ANOVA on job satisfaction scores of teacher belonging to different income groups

Source of Variation	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between groups	3	463.15	154.383	1.69	<i>n.s.</i>
Within groups	71	6469.75	91.121		
Total	74	6932.75			

Table 6 reveals that teachers receiving less than Rs. 2000/= per month are apparently more satisfied than all the other three

income groups. The second higher mean job satisfaction score has been obtained by the upper most income group.

Table 8 shows that mean job satisfaction scores obtained by teachers of English and Urdu medium schools do not differ significantly. Again, apparently Urdu medium school teachers seem to be more satisfied. The author feels that some factors may favour English medium school teachers (prestige, work environment, social status, pay, etc.), while others may favour Urdu medium school teachers (job security, tenure, loose work schedule and supervision) with the result that their level of job satisfaction get balanced.

Table 8

Mean and Standard Deviations and t-value of job satisfaction scores of teachers of Urdu and English medium schools

Medium of Instructions	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Urdu	50	45.42	07.83	- 01.47	- <i>n.s.</i>
English	50	42.56	11.54		

Tables 9&10 present mean scores of male and female teachers on pay and promotion scales of JDI. The male teachers have obtained significantly higher mean pay score than the female teachers (Table 9).

Table 9

Mean and Standard Deviations of job satisfaction scores of male and female teachers about their pay

Teachers	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Male Teachers	50	4.34	2.74	3.29	05
Female Teachers	50	2.56	2.67		

Table 10

Mean and Standard Deviations of job satisfaction scores of male and female teachers about their promotion

Teachers	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Male Teachers	50	4.18	2.63	0.89	<i>n.s.</i>
Female Teachers	50	3.82	1.09		

Sex difference is not revealed by mean promotion score (Table 10). It seems difficult to explain the higher pay score of male teachers because pay earned by most female workers is an additional charm and as such they should have obtained higher pay scores.

Table 11 presents mean job facet satisfaction scores for all cases combined. The total score for work, supervision, and people is 36.84 out of 54. The calculated ratio is 1.47:1 (54:36.84). On the other hand, the total score for pay and promotion is 7.46 out of 18. The obtained ratio in case of pay and promotion is 2.41:1 (18:7.46). Thus, it is evident that work, supervision, and people combined contribute more towards job satisfaction of school teachers than the factor of pay and promotion.

Table 11

Mean Job Facet Satisfaction Scores and Standard Deviations for all cases (N= 100)

Job Dimension	<i>M</i>	<i>SD</i>
Work	11.66	2.62
Supervision	13.11	3.48
People	12.07	3.82
Pay	3.45	2.78
Promotion	4.01	2.58

Ratio (work, supervision, and people combined) = 1.47:1 (54:36.84)

Ratio (Pay and Promotion combined) = 2.41:1 (18:7.46)

CONCLUSION

The results of this study show that in case of school teachers such personal factors as age, sex, and education as well as medium of instructions do not contribute to significant differences in the magnitude of job satisfaction as measured by job Descriptive Index. In general, teachers are more satisfied with work, supervision, and people than pay and promotion. Sex difference has been revealed on pay scale only. This study further indicates that holding some confounding variables constant could lead to better understanding of the issue and that matched samples and multivariate analysis should be used in future investigation of the variables influencing job satisfaction.

REFERENCES

- Blum, M. L., & Naylor, J. C. (1984). *Industrial psychology: Its theoretical and social foundations*. New Delhi: Batra Art Printers.
- Bray, D. W., Campbell, R. J., & Grant, D. L. (1974). *Formative years in business*. New York: Wiley.
- Brief, A. P., Rose, G. L., & Aldag, R. J. (1977). Sex differences in preferences for job attributes revisited. *Journal of Applied Psychology*, 62, 645-646.
- Campbell, J. P., Dunnette, M. D., Lawler, E. E., & Weick, K. E. (1970). *Managerial behaviour, performance and effectiveness*. New York: McGraw Hill.
- Fry, L. W., & Greenfield, S. (1980). An examination of attitudinal differences between police women and police men. *Journal of Applied Psychology*, 65, 123-126.
- Glenn, N. D., Taylor, P. A., & Weaver, C. N. (1977). Age and job satisfaction among males and females: A multivariate, multisurvey study. *Journal of Applied Psychology*, 62, 189-193.

- Herzberg, F., Mausner, B., & Snyderman, B. (1959). *The motivation to work*. New York: Wiley.
- Hoppock, R. (1935). *Job satisfaction*. New York. Harper and Row.
- Hulin, C. L., & Smith, P. C. (1964). Sex differences in job satisfaction. *Journal of Applied Psychology*, 48(2), 88-92.
- Lawler, E. E. (1971). *Pay and organizational effectiveness: A psychological review*. New York: McGraw Hill.
- Mohanty, G. (1988). *Textbook of Industrial and organizational psychology*. New Delhi: Sunil Printers.
- Morse, N. C. (1953). *Satisfaction in the white collar job*. Ann Arbor: University of Michigan Press.
- Quinn, R. P., Staines, G. L., & McCullough, M. R. (1974). Job satisfaction: Is there a trend? *Manpower Research Monograph*, 30.
- Saucer, W. I., & York, C. M. (1978). Sex differences in job satisfaction: A reexamination. *Personnel Psychology*, 31, 537-547.
- Sinha, D. (1973). *Studies in industrial psychology*. Agra: Sriram Mehra and Co., Publishers.
- Smith, D. B., & Plant, W. T. (1982). Sex differences in the job satisfaction of university professors. *Journal of Applied Psychology*, 67, 249-251.
- Smith, F. J., Scott, K. D., & Hulin, C. L. (1977). Trends in job related attitudes of managerial and professional employees. *Academy of Management Journal*, 454-460.
- Smith, P. C., Kendall, L. M., & Hulin, C. L. (1969). *The measurement of satisfaction in work and retirement*. Chicago: Rand McNally and Company.
- Vollmer, H. M., & Kinney, J. A. (1955). Age, education, and job satisfaction. *Personnel*, 32, 38-43.
- Watson, G., & Seidman, M. (1941). Dissatisfaction in work. *Journal of Social Psychology*, 13, 183-186.

Weaver, D. N. (1977). Relationship among pay, race, sex, occupational prestige, supervision, work autonomy and job satisfaction in a national sample. *Personality Psychology*, 30, 437-445.

Weaver, C. M. (1980). Job satisfaction in the United States in the 1970s. *Journal of Applied Psychology*, 65, 364-367.