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" Investigating and Comparing the Satisfaction of College and School Level Teachers About their Job "

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Abstract

A descriptive and comparative study through survey method was carried on for knowing the satisfaction of colleges and higher secondary level school teachers about their job in three districts of Kohat division, Khyber Pakhtunkhwa. Investigation of college teachers' satisfaction, finding the satisfaction of higher secondary level school teachers about their job and comparing the satisfaction of college and higher secondary level school teachers were objectives of the study. For achieving the objectives, the framed research questions were; what is the higher secondary and college level teachers' satisfaction about their job? Is there any variation between the college and higher secondary level school teachers' satisfaction? And there is no significant variation between the satisfaction of college and higher secondary level school teachers was null hypothesis of the study. From the total population of 656 teachers (247 college level and 409 higher secondary level school teachers), a sample of 524 teachers (198 college lecturers & Assistant professor and 326 school subject specialists & Senior Subject Specialists) were selected on proportionate basis through the method of stratified cluster random sampling. Questionnaire was exercised for gathering data and was analyzed through using mean, standard and an independent sample T-test. Major findings were; School and college level teachers both showed satisfaction about their jobs in general, regarding the supervision in their departments, opportunities of promotions, their income regarding salary and pension, about the environment. But as compared to college, school level teachers showed uncertainty concerning provision of support by their working fellows. In some aspect, major variation was observed between the satisfaction of school and college level teachers. Ensuring sources of recreation in both the institutions, preparation of strategies for making use of potential talent of teachers, arrangement of additional and advanced trainings for the teachers and creation of cooperative and supportive environment among the colleagues within the institutions were study's main recommendations.

Key Words: College Teachers, School Teachers, Job Satisfaction.



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Introduction:

Naturally, the satisfied employees can contribute effectively in any organization and consequently the output of the organization becomes outstanding. Showing great performance, efficiency and increased output in any institute including schools usually depend upon the employees' satisfaction about their job. Mehta (2012) has reported that the employees with increased satisfaction level in an institute have the ability to show high performance in their respective institutes. The performance level and output of an institution can be made better with the improving of satisfaction level of its staff (Adeyinka et al., 2007).

Job satisfaction can be said as the level of likeness of job by the employees to which they (Fritzsche and Parrish, 2005). It can be defined as the pleasurable and hopeful exciting situation of employees they feel during their experiences while performing their jobs. Job itself is the amalgam of various factors including activities performed by the employees and their realization by the employer or boss in an organization. In this connection, nine elements have been recognized the factors in satisfaction of job (Locke, 1976). In a similar way, Balzer et al. (2000) have also mentioned that pay, work itself, promotion, work partners and supervision are the facets of satisfaction about ones job.

The first fundamental, among these is salary or pay. The type of payment, its quantity and fairness are the elements of pay Pay is the payment made to the employee periodically by the employer in light of the fixed rules (Sharma & Bajpai, 2011). It is the amount of compensation given to the individuals in an organization. Poor pay leads to the job dissatisfaction (Boggie, 2005). Satisfaction about pay is based on the contemporary economy, worker's economic situation, relationship between previous and present pay of the worker if exists and the variation between actual and expected pay of the worker.

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The next aspect is promotion. The aspect of promotion depends upon the need, rate and promotion rules of institute. Together with these, transparency and chances of promotion for workers are the element that can also play role in the aspect of promotion. When the employees understand that decisions are taking place fairly then they show satisfaction with their jobs. There is a strong relationship between the perceptions of workers regarding fairness and satisfaction about their job satisfaction (Aamodt, 2004). There exists positive connection between satisfaction about job and promotion if the workers perceive it fair (Kreitner& Kinicki, 2001). However, perceived fairness about promotion is not the single factor responsible for affecting ones satisfaction about their job. In some cases, the workers have shown satisfaction about their jobs even their promotion policy is not fair. This may be unwillingness of the employees for promotion (Cockcroft, 2001).

Job satisfaction related to work itself in other words job in general has the elements of work complication, diversity in the assigned work, quantity of work and inspiration in work. The work that has the property of potential challenges and is possible to be attained is satisfying work. The recognition or compliments the individuals receive, condemnation or appreciation of their work in an institute have a significant role in the job satisfaction of workers. The component for instance site of work, design of physical condition, rest time, whether hotness and the time period of work have also essential characters play vital role in the satisfaction of workers about their job. All these are the elements of the aspects of working condition.

Another aspect of job satisfaction is to get benefits from institute. Benefits from institute means the compensation employees receive from the organization other than their salary. Usually, additional benefits are provided to the employees for keeping them productive, healthy and satisfied. Benefits are in different forms. It can be in the form of health, receiving pension, availing vacations and leave period or it may in the form of pay increase, payment of extra bonuses as a result of showing extra ordinary performance. The benefits may be granting of extra amount in response of doing additional work by the employees in the institute.

The skills, style and ability of supervisor are the elements of supervision as one of the aspects of workers' satisfaction about their job. For the supervision, the individuals who play



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the role of supervision need to have the relevant skills and competency in their relevant field. These include the fairness of the supervisor, to share the responsibilities appropriately and his/her willingness for delegating his/her authority. if the supervisor has the capabilities to ensure technical assistance needed, provide emotional empathy and guide the employees in the work-related tasks then the employees have the increased level of job satisfaction (Robbins *et al*, 2003).

The next aspect is the state of affairs of work partners which refers to colleagues in an institute. The work partners ability, skills, sociability and help have unavoidable role in the satisfaction of workers about their job. When the colleagues are supportive and friendly, the satisfaction level of workers about their job is high. This is due to the support, assistance, advice and comfort provided to the individuals. If the employees have friendship and good working relation with their colleagues then they have enhanced job satisfaction level. The environment of institute, administrative liaison with workers and the compensation given to the workers by the institute are the elements playing important role in the satisfaction of workers about their job (Oshagbemi, 2001).

In every organization some employees have fundamental role in achieving the key objectives of the organization. The importance of such employees in any organization cannot be ignored. Satisfaction of workers about their job directly affects the behavioral and commitment condition of the workers in any institution (Alamdard *et al*, 2012). In the educational institutes teacher is backbone for making the organizations effective and produce favorable results. Teacher can play effective role in providing quality education and can make a country prosperous provided that they are satisfied with their job. This endeavor is to explore colleges and higher secondary schools' teachers' satisfaction pertaining to various aspects.

Study's Objectives:

1. To investigate the job satisfaction of the college level teachers' satisfaction about their job.
2. To find the higher secondary level school teachers' satisfaction about their job.
3. To compare the job satisfaction of college and higher secondary level school teachers.

Research Questions



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1. What is the college level teachers' satisfaction about their job?
2. What is the higher secondary level school teachers' satisfaction about their job?
3. Is there any distinction between the satisfaction of college and higher secondary level school teachers about their job?

Null Hypothesis

H₀: There is no major variation between the college and Higher secondary level school teachers' satisfaction about their job.

Population of the study:

All college lecturers (BPS-17) & Assistant Professor (BPS-18), subject specialists (BPS-17) & Senior Subject Specialists (BPS-18) of higher secondary level schools of Kohat division comprised the study's population.

The table below shows its detail:

Table1 : Population of the study:

S.No	Name of District	No of Colleges	No. of Lectures Bps-17	No of A/Prof Bps-18	No of Higher Secondary schools	No. of Subject Specialist Bps-17	No of SSS Bps -18
1	Kohat	04	66	50	16	151	22
2	Karak	06	59	39	13	88	55
3	Hangu	02	19	14	08	87	06
Total		12	144	103	38	326	83



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Grand Total population				656
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Source EMIS 2020:

Sample of the study:

Since the population is scattered in three geographical regions. Each region was considered as a cluster. Two strata one for lecturers and Subject Specialists, other for Assistant Professor and Senior Subject Specialist were formed. Hence on the basis of promotion stratified random sampling technique was applied for the selection of sample from each cluster. Total 80% of each stratum from all the clusters was taken randomly on proportionate basis from each. Consequently, 524 teachers (198 college lecturers& Assistant professor) and (326 school subject specialists &Senior Subject Specialists) were the elements of the sample.

Table 2: Sample chosen for the study.

District	Number of lecturers	Number of Ap	number of subject specialists	No of SSS BPS-18
Karak	45	27	80	45
Kohat	64	36	126	20
Hangu	20	10	51	04
SUM	127	71	257	69
Total sample			524	

Delimitations of the study

This study was confined to male higher secondary level schools and colleges of the three pre-determined settled districts of Kohat division.

Limitations of the study

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The findings of this study cannot be generalized to other districts of KPK and other provinces of the country. Another limitation was teachers' economic condition which effects their satisfaction regarding salary.

Data Analysis

Descriptive and inferential statistic both were exercised for analyzing the data. Mean and standard deviation of descriptive statistics were applied for finding the job satisfaction of the respondents as illustrated in table 3. For testing the null hypothesis, independent sample T-test was exercised. So that to find the variation between the job satisfaction of college and school teachers. Descriptions of results are presented in table 4.

Table 3: Mean values of job satisfaction of school and college teachers:

		Mean	Std. Deviation
Job in general	ST	3.7997	0.18111
	CT	3.8485	0.44146
	Total	3.8182	0.30717
Supervision	ST	4.4806	0.45381
	CT	4.4242	0.95448
	Total	4.4593	0.68694
Opportunity	ST	3.7265	0.32594
	CT	3.3796	0.51263
	Total	3.5954	0.43971
Colleagues	ST	2.711	0.33732
	CT	2.8263	0.36289
	Total	2.7546	0.35134
Salary	ST	3.6816	0.51593
	CT	4.0323	0.59419



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	Total	3.8141	0.57216
Work Environment	ST	3.4018	0.18978
	CT	3.2518	0.42406
	Total	3.3451	0.3089
Overall	ST	3.6335	0.57634
	CT	3.6271	0.58171
	Total	3.6303	0.5521

The table 3 provides a summary of job satisfaction levels among school and college teachers. Both groups expressed general satisfaction with their jobs. Engagement levels were also reasonable for both school and college teachers. However, school teachers reported more opportunities compared to their college counterparts. Interaction with colleagues in the institutional environment was reported negatively by both groups. School teachers were indecisive about their salaries, while college teachers were generally satisfied. Both groups were uncertain about the quality of their work environment. Overall, both school and college teachers exhibited moderate job satisfaction, though college teachers' responses were more varied compared to those of school teachers.

Table 4: Comparison among job satisfaction of School Teachers and College Teachers using T-Statistic (Independent Samples)

Items	t	df	Sig. (2-tailed)
Job in general	-1.765	522	0.078
Supervision	0.91	522	0.363
Opportunity	9.468	522	0.000
Colleagues	-3.683	522	0.000
Salary	-7.119	522	0.000
Work Environment	5.542	522	0.000

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The table 4 summarizes the findings from independent samples T-test comparing six different response factors between school teachers and college teachers. The analysis revealed that job satisfaction in general and supervision did not show significant differences between the two groups, indicating that both school and college teachers have similar experiences in these areas (P-value > 0.05). However, significant differences were observed in the factors of opportunity, interaction with colleagues, salary, and work environment, with school teachers and college teachers experiencing these aspects differently (P-value < 0.05).

Findings and Discussion:

The findings of this study show that the college and school level teachers are satisfied from their jobs in general. They are satisfied about the supervision in their departments, both college school teacher are satisfied regarding their relationship with colleagues but school level teachers are indecisive regarding help given to them by their work partner. Majority of the results of this study are in conformity with the results of the study conducted a descriptive research by Baluyos, G.R.,Rivera, H.L. and Baluyos, E.L. (2019) regarding teachers jobs' satisfaction in Philippines. The sample of this study was 313 elementary school teachers who were selected through stratified random sampling techniques. The findings of the study were reported that teachers were found satisfied from the supervision in schools, they were satisfied from the working condition in their schools. Teacher were also satisfied regarding cooperation with colleagues.

Regarding support and cooperation with colleagues the results of this study that school teachers are uncertain about the supports given to them by their colleagues contradict the results of the study conducted by Baluyos, G.R.,Rivera, H.L. and Baluyos, E.L. (2019). This contradiction in results may be due to the difference in social values and norms of the two different societies. The results of this study indicate that college and school level teachers have shown satisfaction regarding the opportunities of promotions in their respective departments, both school and college teachers are satisfied with their income regarding salary and pension and both college as well as school teachers are satisfied from the working environment in their



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respective departments. All these results are similar with the results of the study carried on by Maulana, Askandar, Langguyuan-Kadtong and Ontan (2013).

One of the objectives of their research study was to investigate the job satisfaction of teachers on various dimensions. The investigating dimensions were promotion opportunities, growth in their department, relationship with colleagues, working condition, school policies, pay, work itself, achievement, recognition and supervision. For determining the job satisfaction level of the above mentioned dimensions, they gathered information from 200 full time teachers having experiences not less than two years. By using questionnaire as a research tool data was collected through survey method. Whose results revealed that teacher were found satisfied regarding opportunities for promotions relationship with colleagues, supervision and working conditions. In some of the dimensions like job satisfaction in general and supervision both school and college teachers have similar experiences. Hence in these areas there was no significant difference between the respondents of both the groups. However, in the factors of opportunity, interaction with colleagues, salary, and work environment, there was a significant difference between the satisfaction of school teachers and college teachers.

Recommendations

1. Recreational facilities are recommended to be provided in the institutions for relaxing the tiredness of teachers.
2. Appropriate laws are recommended to be framed by the policy makers for elevating teachers' capabilities and professional skills in their respective institutes.
3. Advanced trainings are recommended to be arranged for teachers in their respective institutes.
4. Cooperative and supportive environment among the work partners is recommended to establish by the principals in their institutions.
5. Framing mechanism for compensating workers for their additional work in the institutes.
6. It is suggested that the workers may have the choice to work freely according to their own will.

Suggestions for further studies

7. It is suggested that such studies may be conducted on the teachers of girls schools and colleges.
8. Such study is suggested to be carried on through applying qualitative approach.



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9. This study was done in Kohat division of KPK. Such studies are suggested to be done in other areas of the province and country.

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