

Post Pandemic Job Satisfaction of the Teachers of Private Secondary Schools of Karachi: A Comparative Cross-sectional Study of Male and Female Teachers

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Abstract



Job satisfaction is a pleasurable tendency towards an individual's job. It enables one to realize his/her maximum potential to accomplish organizational goals productively. There is a strong correlation between job satisfaction and leadership, absenteeism, turnover, exhaustion, physical and psychological well-being, content life, productivity personality, and organizational citizenship. The world's top educational organizations view it as being extremely important for development. This cross-sectional comparative study focuses on the impact of achievement, altruism, autonomy, comfort, safety, and status gender-wise on the job satisfaction of the teachers of private secondary schools in Karachi. The Statistical Package for the Social Sciences (SPSS) 25 was used for the data analysis of the study. There were (n=210) teachers of private secondary schools who participated in the study. An independent sample t-test about the comparison between the JS level on its six dimensions of the male and female teachers working in private secondary schools in Karachi. The analysis of the data showed significant differences. The study's findings revealed that male and female teachers had significantly different degrees of job satisfaction associated with various facets. The female teachers were much more satisfied than the male teachers in success, altruism, autonomy, comfort, safety, and status.

Keywords: Teaching Profession, Job Satisfaction, Extrinsic, Extrinsic, Private Secondary Schools.

Introduction

The words that teachers use for describing their schools provide a clear image of their co-teachers, working environment, leadership, and many other aspects (Davidson, 2015). The success of any educational system lies in the highly competent and talented teaching staff. That's why it is very necessary to look into the job satisfaction of teachers (Khalid, Irshad & Mahmood, 2012). An unhappy teacher cannot use his/her full potential to perform the assigned job. However, a content teacher will go the extra mile toward the success of his/her organization (Ansah-Hughes, 2016). In some studies, it is reported that job satisfaction leads teachers to realize their full potential and they become more committed to their teaching profession (Nyamubi, 2017).

It is widely recognized that teachers have a significant influence on students' outcomes. But it is important to find out if teachers are content with their job or not (Liang & Akiba, 2017). Satisfied teachers ensure high-quality instruction for better learning (Kunter, et al., 2013). Several research studies on teachers' job satisfaction from different countries prove that by ensuring job satisfaction, teachers can be retained. It boosts performance and decreases teacher turnover in schools (Skaalvik & Skaalvik, 2014). It induces a pleasant emotional state that promotes a good attitude toward work, which enhances performance (Wicker, 2011). It has long been an essential issue of attention in educational settings. Studies have demonstrated its significant influence on instructional effectiveness, student achievement, and learning outcomes (Jonathan, Thibeli & Darroux, 2013). Leadership, absenteeism, turnover, tiredness, physical and mental well-being, contentment in life, productive personality, and organizational citizenship are all correlated with job satisfaction (Tabancali, 2016).

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The statement of the problem

Teachers are the architect of human souls. They are pillars of society because they are responsible for shaping and preparing students for their future by providing education and training to face future challenges (Pan, Shen, Liu, Yang, & Wang, 2015). Teachers are considered the most important element in making an educational system successful because they play the most significant role in achieving desired outcomes to improve students' academic achievement in schools (Sokolov, as cited in Sokmen & Kilic, 2019). But it is very unfortunate that teachers' dissatisfaction with their jobs results in high turnover rates nationally and internationally (Naz, 2017). This has forced teachers to leave the teaching profession which has impacted the quality of education and it has become a global problem (Hong, 2012, European Commission, 2018). Sometimes teachers are so stressed, it affects their well-being (Harmsen, Helms-Lorenz, Maulana, & Veen, 2018). It can affect students' achievement badly (Ronfeldt, Loeb, & Wyckoff, 2013). In worst cases, stress force teachers to quit the profession of teaching (Jones & Youngs, 2012). Teachers' unpleasant attitudes towards their jobs become a top cause of low quality in the education system of Pakistan (Ghazi, 2012). All leading organizations have their top priority to make their employees satisfied. Organizations are investing a lot to make the working environment conducive which can increase the productivity of their employees and organization (Karim, Khan, & Shamim, 2017). By producing productive and satisfied teachers, schools can improve the quality of teaching and productivity (Akiri, 2014). Research is an effective way to find out about job satisfaction of teachers (Thekedam, 2010). Teachers' self-evaluation and appraisals are very common nowadays. It helps policymakers, school principals, and other stakeholders to recruit and retain effective teachers (Zakariya, Bjorkestol & Nilsen, 2020).

Role of Job Satisfaction

Job satisfaction is key for maintaining quality human resources. In educational circles, it is one of the cornerstones of a better secondary school (Msuya, 2016). Nothing can be done effectively without job satisfaction. It enhances teachers' performance and productivity of teachers as it compels them to use their maximum potential in their job. It creates an interest in teachers to teach their students effectively and efficiently (Nigama, Selvabaskar, Surulivel, Alamelu & Joice, 2018). Numerous studies have concluded that job satisfaction reduces job quitting, stress, and burnout and improves performance (Cameron & Lovett as cited in Zakariya, Bjorkestol & Nilsen, 2020). It is a proven fact that unhappy teachers are mostly absent from their jobs and are more prone to health problems. However, satisfied teachers are regular, committed, and have better health (Ansah-Hughes, 2016, Aliakbari, 2015).

Higher performance and increased productivity can be achieved through satisfied employees (Yee, 2018). The studies done in the organizational world endorse administration and management of organizations to understand important organizational constructs such as job satisfaction which impacts employees' behaviour deeply in an organization (Jonathan, Thibeli & Darroux, 2013). Job satisfaction controls organizational performance because job satisfaction is directly associated with organizational performance. (Bakotic, 2016). All organizations aim to retain talented, competent, and trustworthy employees to work for an extended duration (Karim, Khan, & Shamim, 2017).

This cross-sectional study investigates the perceptions of male and female teachers about their job satisfaction in six dimensions (achievement, altruism, autonomy, comfort, safety, & status) of job satisfaction in private secondary schools in Karachi.

The objectives of the study

The objectives of the research study:

- To explore the overall job satisfaction level of the teachers of private secondary schools in Karachi.
- To examine the difference between job satisfaction of the male and the female teachers in relation to achievement, altruism, autonomy, comfort, safety, and status.
- To compare job satisfaction between the male teachers with the female teachers in relation to achievement, altruism, autonomy, comfort, safety, and status.

Research question of the study

A research question breathes life into research topic statement. It also provides direction for the development of research instrument (Mills & Jordan, 2022). The study aims to answer the following are the research questions;

- Q1. What is the overall job satisfaction of the male and female teachers in private secondary schools in Karachi?

- Q2. Is there any significant difference in job satisfaction in relation to achievement, altruism, autonomy, comfort, safety, and status among the male and female teachers in private secondary schools in Karachi?
- Q3. What is impact of achievement, altruism, autonomy, comfort, safety, and status on male and female teachers of private secondary schools?

Literature Review

Frederick W. Taylor is considered a pioneer for evaluating motivation and job satisfaction started in 1911 (Sahito & Vaisanen, 2020). Since then job satisfaction has become a hot topic of research because there is huge amount of research done to explore this particular phenomena (Iqbal, Ali, Akhtar & Ahmed, 2013). Job satisfaction is a frequently researched topic in many disciplines; management sciences, economics, psychology, and in sociology. It is believed that job satisfaction has strong influence on productivity, turnover, absenteeism, work effort and work performance (Aliakbari, 2015).

There are numerous research studies are conducted on job satisfaction which is multi-dimensional in nature but there is not a single definition on experts can agree so this is still debatable (Ghazi & Maringe, 2011, & Mahmood, Nudrat, et al., 2011). Job satisfaction is an effect of overall environmental circumstances that make an employee to be satisfied (Hoppock, 1935). Job satisfaction is an enjoyable and optimistic emotional response which results from one's evaluation of his/her job or work experiences (Locke, 1969). It can be defined as how much one likes his/her job (Spector, 1997). It refers to sum of all attitudes which employees carries about their job (Ghazi & Maringe, 2011). It is collection of perceptions of teachers about their school's environment and the way they are related to it (Zembylas & Papanastasiou as cited in Baroudi, Tamim & Hojeij, 2020). There are many studies conducted to measure teachers' job satisfaction in education sector.

Intrinsic job satisfaction factors

The intrinsic factors are internal motivators which are intangible or invisible (such as feelings or achievement and so on). These are connected with the job by the employee (teacher) (Luthans, 2011). There are 12 intrinsic factors of job satisfaction such as; 'achievement, autonomy, moral values, activity, authority creativity, social status, responsibilities, security, ability utilization, social service, and variety' (Jonathan, Thibeli & Darroux, 2013).

Extrinsic job satisfaction factors

The extrinsic factors are the motivators that are tangible and visible. They are distributed by other people (school leaders) (Luthans, 2011). There are 6 extrinsic factors of job satisfaction such as advancement, supervision-human relations, compensation, supervision-technical, policies and practices and recognition (Jonathan, Thibeli & Darroux, 2013).

Review of research studies

Iqbal, Ali, Akhtar and Ahmed (2013) conducted a cross-sectional survey to examine job satisfaction teachers in public secondary schools of Lahore. There were (n=322) teachers from (n=60) schools who participated in the study. In contrast to male teachers, they discovered that female educators expressed more satisfaction with the components of their work and supervision. Teachers in arts and sciences reported feeling equally satisfied with their jobs.

Abdullah and Hui (2014) spearheaded a study to explore into the connection between primary school teachers' work satisfaction and their contentment with communication in Johor, Malaysia. (n=226) voluntarily participating elementary teachers made up the sample size. The results demonstrated a substantial positive association between teachers' job happiness and their level of communication satisfaction.

Saiti and Papadopoulos (2015) conducted a survey to discover more about teachers' perceptions of their job happiness and to determine whether personal factors have an impact on teachers' job satisfaction in primary schools. There were 360 elementary school teachers in the sample (n). Their key discovery was that, in Greece, teachers were largely satisfied with their line of work.

Msuya (2016) In Tanzania's public secondary schools, a mixed-method study was conducted to explore the degree of teachers' job satisfaction. The study involved 86 teachers in all. The study's findings indicated that socioeconomic and demographic characteristics had a significant impact on job satisfaction.

Naz (2017) conducted a cross-sectional study to explore how teachers' job satisfaction in Karachi was affected by a number of characteristics, including goal support, work goals, positive effect, self-efficacy, and working environment. She found that positive outcomes and a conducive

work environment are followed by self-efficacy, which has a major impact on teachers' job satisfaction.

Nigama, et al., (2018) used a survey to examine how satisfied teachers were with their jobs in Thanjavur, Tamil Nadu, India. There were 50 teachers total, 50 in public schools and 50 in private schools. The main finding was that male teachers were happier than female ones. Another finding showed that public school teachers were happier with their jobs than their counterparts in private institutions.

In a big government urban school system in a western U.S. state, Queyrel-Bryan, Coll, Stewart, and Sawyer (2019) undertook a quantitative study to examine particular facets of primary school teachers' job satisfaction. They found that, on average, teachers were slightly more satisfied with their jobs than unsatisfied, with intrinsic work satisfaction being higher than extrinsic job satisfaction. The teachers reported higher levels of satisfaction with their work, coworkers, and supervision. However, they didn't seem content with their pay or working conditions.

Zakariya, Bjorkestol and Nilsen (2020) used (TALIS) for investigating the job satisfaction of teachers. There were 153,682 teachers from 48 different nations. It was a cross-sectional comparative research. The teachers from Malta, Portugal, Saudi Arabia, and Bulgaria were the least satisfied, according to the major findings. The teachers from Canada, Argentina, Chile, Spain, and Austria, on the other hand, were extremely happy with their jobs.

Measures of Job Satisfaction

To gauge how satisfied employees are with their jobs, various tools are utilized. Each instrument has some shared elements as well as some unique factors. The choice of an appropriate instrument is based on the goals and objectives of the study.

Minnesota satisfaction questionnaire

This long standardized MSQ consists of 100 questions based on 20 subscales that measure satisfaction with the following factors: "working conditions, utilisation, achievement, activity, advancement, authority, company policies and practises, compensation, recognition, creativity, independence, moral values, responsibility, security, social service, co-workers, social status, supervision-human relations, supervision-technical variety, and ability" (Fields, 2002, p. 45). The MSQ is available in a condensed form with only 20 items.

Job Descriptive Index

This instrument was introduced by Smith, Kendall, and Hulin (1969). This 72-item index evaluates five factors that contribute to job satisfaction, including the work itself, remuneration, promotions, supervision, and co-workers. By integrating the satisfaction ratings with the faces, a composite measure of job satisfaction is produced. It was later revised by Roznowski to take into account the work technology, work environment, and job content. Gregson (1990) constructed a 30-item version on six items, including "work," "pay," "promotions," "supervision," and "coworkers." (Fields, 2002).

Global Job Satisfaction

This 15-item questionnaire was developed by Warr, Wall, and Cook to gauge general job satisfaction. The two subscales are utilised for the extrinsic and intrinsic parts of the task. There are seven internal factors and eight extrinsic factors (Fields, 2002).

Job Satisfaction Relative to Expectations

The 1991 composition by Bacharach, Bamberger, and Conley is this one. It measures how closely employee expectations and the general calibre of a job are seen as being on par. The greatest method to help an employee meet job expectations is to recognise the ways that job demands, role conflicts, or role discrepancies may pose an obstacle (Fields, 2002). (Fields, 2002).

Job in General Scale

Ironson, Smith, Brannick, Gibson, and Paul created this measure. It can be used in conjunction with the JDI, which evaluates satisfaction with five job components, and consists of 18 measures that characterise overall job satisfaction. This was done to measure overall happiness rather than concentrating on particular areas (Fields, 2002).

Job Satisfaction Survey

Spector (1985) developed this instrument, and it consists of 36 pieces based on nine job qualities. Aspects of employment include compensation, raises, management, benefits, recognition and reward, operational procedures, colleagues, the nature of the job, and communication. It was initially founded with an emphasis on job satisfaction in government, non-profit, and human services organisations (Fields, 2002).

Job Satisfaction Index

Schriesheim and Tsue invented this rule in 1980. It consists of six elements that when combined yield a metric for measuring total job satisfaction. The job, management, co-workers, pay, opportunities for growth, and the job in general are the items. (2002) Fields

Job Diagnostic Survey

This survey, developed in 1974 by Hackman and Oldham, evaluates both general and specific facets of job satisfaction. General Job contentment, internal work motivation, and growth satisfaction are the three components that make up the total job satisfaction scale. The survey evaluates a number of variables, including supervision, coworkers, compensation, and security (Fields, 2002).

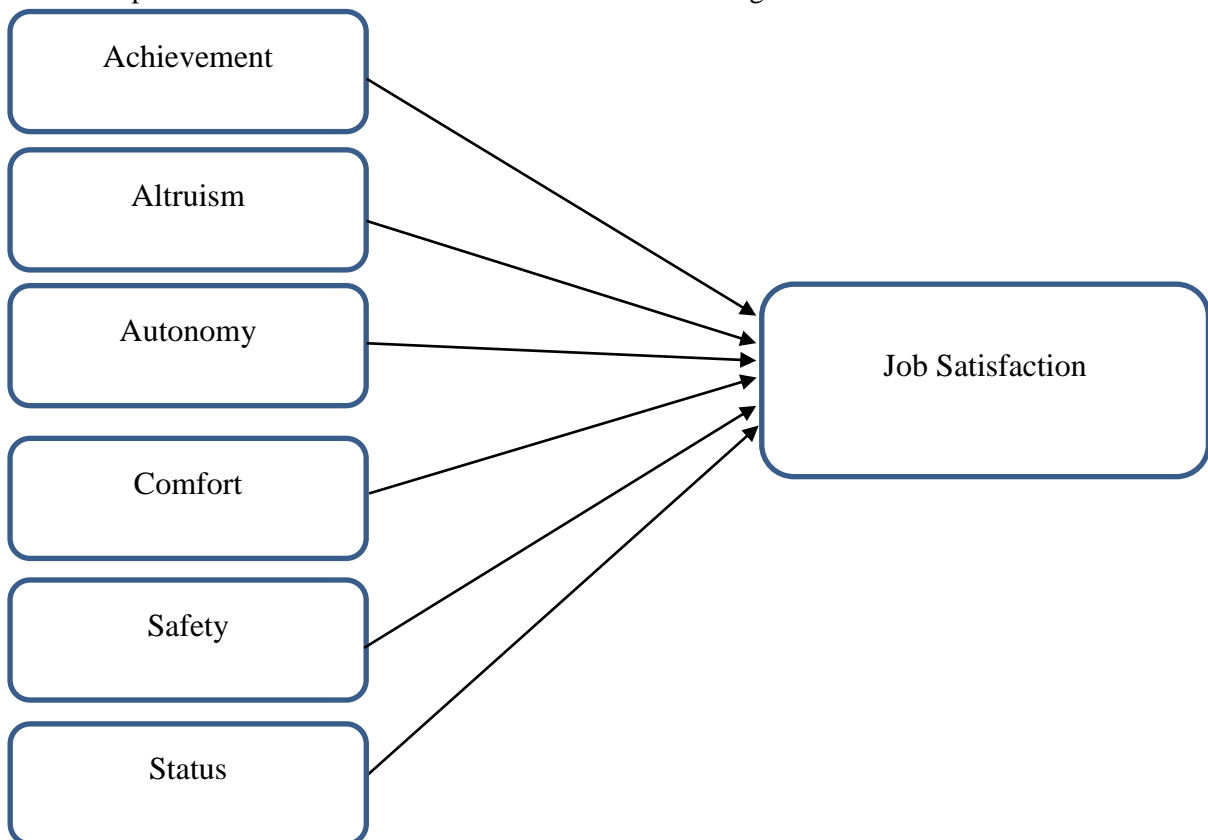
Career Satisfaction

The inventors of this metric were Greenhaus, Parasuraman, and Wormley (1990). This is a measure of professional achievement rather than work satisfaction. It gauges satisfaction with both professional advancement and overall career outcomes (Fields, 2002).

The literature research offered insights into three well-known theories on job happiness that serve as a blueprint for raising teachers' job satisfaction levels. The first such theory is known as Hawthorne Affect Theory. This theory contends that workplace environments or climates have an impact on employees. Later research revealed that rather than the improved working conditions, the Hawthorne Effect—which states that a little change in the environment can increase productivity—is a result of acknowledgment at work. The physiological requirements of an individual were at the centre of Maslow's hierarchy of needs hypothesis, which divided motivation into five stages. Safety and security needs were at level 1, love, belonging, and social interactions were at level 2, esteem was at level 3, self-actualization or self-fulfilment was at level 4, and self-actualization or self-fulfilment was at level 5. The motivation-hygiene hypothesis, sometimes known as Fredrick Herzberg's "two-factor theory," is the third theory on job satisfaction. If they are not reached, these increase satisfaction and mildly depress it. On the other hand, if hygiene-related factors are not met, a poor attitude forms, which leads to dissatisfaction.

Theoretical framework

The conceptual framework for this research is shown in the diagram below:



Independent variables

Dependent variable

Intrinsic factor and extrinsic factors were used as independent variable to establish a relationship with job satisfaction which was the dependent variable in the Minnesota study (Weiss,

Dawis, England & Lofquist, 1967). The theoretical framework was developed to study the influence of intrinsic factors and extrinsic factors on job satisfaction on teachers’ job satisfaction of secondary schools in Karachi.

Research Hypothesis

The research hypotheses derived from the aim of the present research study are as follows:

H₀1. *There is no significant difference between the overall mean score of the male teachers and the female teachers’ job satisfaction.*

H₀2. *There is no significant difference between the mean score of the male teachers and the female teachers’ job satisfaction in relation to achievement, altruism, autonomy, comfort, safety, and status.*

Research Methodology

This study is based on a quantitative approach that stems from positivism (Slevitch, 2011). The present study is a cross-sectional study which is a type of survey method (Fraenkel, Wallen & Hyun, 2012). A cross-sectional study takes snapshots of one moment in time (Patten & Newhart, 2018). It provides snapshots of the teachers’ perceptions about their job satisfaction concerning its six facets; achievement, altruism, autonomy, comfort, safety, and status.

Sample

The teachers (from grades 6-10) of private secondary schools in Karachi were the targeted population. The data set did not include any O level or IB (International Baccalaureate) or Aga Khan Board schools. After data cleaning, the sample size was (n=210) teachers from a private secondary school in Karachi. The questionnaire was sent to 350 private school teachers through Emails and WhatsApp. The response rate was 75.2 percent. The study used convenience sampling, which is a non-probability technique. It is also known as accidental sampling or haphazard sampling and sometimes grabbing sampling which is the process of including whoever is available at the time (Mills & Jordan, 2022). Due to the COVID-19 pandemic, it was difficult to collect data based on a random sample so through the convenience sampling technique the data collection was from the teachers of private secondary schools.

Instrument reliability

The Minnesota Satisfaction Questionnaire-Short Form (MSQ-SF), created by Weiss, Dawis, England, and Logquist (1967) of Minnesota University, was modified by the researcher to measure one’s job satisfaction by examining 20 aspects of it. It is a very popular tool for measuring two diverse components; intrinsic job satisfaction and extrinsic job satisfaction (Spector, 1997). The 5-point dimensional Likert rating scale was used in the study.

Table 1. The 5-point dimensional Likert rating scale of the study

Weight scale	Option
1	Not satisfied
2	Slightly satisfied
3	Satisfied
4	Very satisfied
5	Extremely satisfied

Ghazi & Maringe, 2011

Reliability of Instrument

The researcher adapted the short form of MSQ and to check the internal consistency of the all items Cronbach’s Alpha Statistics was used (Cohen, Manion & Morrison, 2018). The tool contains 20 (General facets: items no. 17 & 18 were excluded from reliability and analysis) items which were further divided into 2 subscales as (n=2), Intrinsic Job Satisfaction factors (n=12), and Extrinsic Job Satisfaction factors (n=6). For reliability the each subscale (see Table 2).

Table 2. The 5-point dimensional Likert rating scale of the study

S #	Subscale	No. of items	Value of Cronbach’s Alpha
1	Achievement	2	0.799
2	Altruism	3	0.767
3	Autonomy	2	0.744
4	Comfort	6	0.860
5	Safety	3	0.897
6	Status	4	0.821

Data analysis and results

The data analysis process was very systematic and the researcher analyzed the collected data by employing the Statistical Package for Social Sciences (IBM Statistics SPSS Version 25). The

participants were given different IDs as per their schools' pseudonyms. The responses were also assigned codes as '1' = *not satisfied*, '2' = *only slightly satisfied*, '3' = *satisfied*, '4' = *very satisfied*, and '5' = *extremely satisfied* (Ghazi & Maringe, 2011). Data cleaning was done for better analysis of the data. There were no missing values and out-of-range values, however, there were outliers that were removed from the data set.

Demographics

The demographics of the study are gender, designation, age, teaching experience, subjects teaching, and the number of students teaching. For the analysis part only the first four (gender, designation, age, & experience) variables were used.

Table 3: Respondents' Demographic Information (n=210)

Variables	Level	N	%
Gender	Male	76	36.2
	Female	134	63.8
Age	25 years or less	33	15.7
	26 to 30 years	50	23.8
	31 to 35 years	44	21.0
	36 to 40 years	41	19.5
	41 to 45 years	28	13.3
	46 or above	14	6.7
Designation	Class Teacher	105	50.0
	Subject Teacher	105	50.0
	ADE	37	17.6
Professional Qualifications	B.Ed.	171	81.4
	MPhil in Education	2	1
	5 years or less	75	35.7
Teaching Experience	6 to 10 years	63	30
	11 to 15 years	40	19
	16 to 20 years	19	9
	21 to 25 years	8	3.8
	26 or above	5	2.4

There were 210 private secondary school teachers in the study who were categorized gender-wise. There were 76 (36.2%) male teachers and 134 (63.8%) female teachers. The number of female participants was more as compared to their male counterparts. The participants were divided into six groups according to their age. There were 31 (16.5%) who were 25 years old or less, 45 (23.9%) teachers aged between 26 to 30 years, 39 (20.7%) teachers aged between 31 to 35 years, 35 (18.6%) teachers aged between 36 to 40 years, 25 (13.3%) aged between 41 to 45 years, and 13 (6.9%) teachers who aged 46 years or more. There were 105 (50%) class teachers and 105 (50%) subject teachers involved in the research study. The data show that the class teachers and the subject teachers were equally divided. The experience of the teachers was also divided into six categories. There were 68 (36.2%) teachers who had teaching experience of 5 years or less, 58 (30.9%) teachers had teaching experience between 6 to 10 years, 34 (18.1%) teachers who had teaching experience between 11 to 15 years, 16 (8.5%) teachers who had teaching experience between 16 to 20 years, 7 (3.7%) teachers who had teaching experience between 21 to 25 years, and 5 (2.7%) teachers who had teaching experience of 26 years or more.

Validity of Instrument

The short version of MSQ was adapted for the study. There were 4 experts from education industry (2 for content validity and 2 for methodological validity) for examining whether they consistent with the job satisfaction. The experts provided their expert reviews for the improving the instrument. The researchers incorporated experts' feedback before sending it to the participants for the data collection phase.

Pearson correlation was conducted to check the validity of the subscales of the MSQ. It was used to test the linear There are mainly six subscales namely achievement, altruism, autonomy, comfort, safety, and status.

Table 4 Correlations among the Variables

	MSQ Subscales	1	2	3	4	5	6
1	Achievement	-	.615**	.670**	.665**	.611**	.649**
2	Altruism		-	.621**	.703**	.618**	.637**
3	Autonomy			-	.742**	.681**	.725**

4	Comfort	-	.712**	.719**
5	Safety	-	-	.677**
6	Status	-	-	-

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows that all six dimensions; achievement, altruism, autonomy, comfort, safety, and status of the job satisfaction are moderately and strongly correlated with each other. It clearly indicates moderate and strong level of job satisfaction of teachers in related to the dimensions of the job satisfaction.

Results and Discussion

To answer the research questions independent sample t-test was implied to find out the difference between teachers’ mean JS level working in public and private universities

Table 5. Comparison between JS of Male Female Teachers of Private Secondary Schools

Variables	Gender	M	SD	MD	t-value	df	Sig.
Achievement	Male	2.74	1.12	-0.19	-1.37	208.00	0.02
	Female	2.94	0.96	-0.19	-1.31	136.61	
Altruism	Male	2.83	1.11	-0.10	-0.79	208.00	0.00
	Female	2.94	0.80	-0.10	-0.72	120.09	
Autonomy	Male	2.47	1.17	-0.41	-2.67	208.00	0.03
	Female	2.88	1.02	-0.41	-2.57	139.32	
Comfort	Male	2.94	1.10	-0.38	-2.64	208.00	0.19
	Female	3.33	0.97	-0.38	-2.54	139.54	
Safety	Male	2.36	1.08	-0.36	-2.59	208.00	0.07
	Female	2.72	0.93	-0.36	-2.49	137.91	
Status	Male	2.51	0.97	-0.30	-2.24	208.00	0.27
	Female	2.81	0.92	-0.30	-2.20	148.46	

Table 5 shows the outcomes of an independent sample t-test about the comparison between the JS level on its six dimensions of the male and female teachers working in of private secondary schools in Karachi. Analysis of data showed a significant difference between the JS level on its six dimensions of the male and female teachers working in private secondary schools.

Achievement

The findings show satisfaction with the achievement of male teachers (M= 2.74, SD =1.12; t (-1.37) and female teachers (M=2.94, SD = .96; t (-1.31), p= 0.02 < α= .05), overall findings are significant and indicate those female teachers were more satisfied with the chance to do something that makes use of their abilities and the feeling of success they get from the job and the male teachers were also slightly satisfied with the chance to do something that makes use of their abilities and the feeling of success they get from the job.

Altruism

The results highlight the teachers' satisfaction with altruism, male teachers (M= 2.83, SD =1.11; t (-0.79) and female teachers (M=2.94, SD = .80; t (-0.72), p= .00 < α= .05), the significant findings show that female teachers were very much satisfied with the way their co-teachers treat each other, the chance they do things for others (e.g. serving others), and being able to do things that are morally accepted. However the male teachers were slightly satisfied with the way their co-teachers treat each other, the chance they do things for others (e.g. serving others), and being able to do things that were morally accepted.

Autonomy

The findings show the satisfaction with the autonomy of male teachers (M= 2.47, SD =1.17; t (-2.67) and female teachers (M=2.88, SD = 1.02; t (-2.57), p= 0.03 < α= .05). Overall responses show that female teachers were more satisfied with the chance they get to use their creativity in doing the job, and with the freedom to make their own decisions. However the male teachers were slightly satisfied with the chance they get to use their creativity in doing the job, and with the freedom to make their own decisions. The results show that the female teachers were more satisfied with achievement, altruism, and autonomy than the male teachers.

However, the findings related to other variables such as comfort, safety, and status were not significant comfort, male teachers (M= 2.94, SD =1.10; t (-2.64) and female teachers (M=3.33, SD = 0.97; t (-2.54), p= 0.19 > α= .05), about safety, male teachers (M= 2.36, SD =1.08; t (-2.59) and female teachers =2.72, SD = 0.93; t (-2.49), p= 0.07 < α= .05), about status, male teachers (M= 2.51,

SD =0.97; $t(-2.24)$ and female teachers ($M=2.81$, $SD = 0.92$; $t(-2.20)$, $p= 0.27 < \alpha= .05$). Overall the females were more satisfied than males about all the six dimensions of the job satisfaction.

Job satisfaction is one of the widely studied areas in organizational and management sciences. Numerous studies have been done to find the job satisfaction of teachers in relation to their gender. Ozkan and Akgenc (2022) found that female teachers in Turkey were more satisfied than male teachers on all of the dimensions of job satisfaction. Ibekunle, Afolabi, and Bello (2022) conducted a cross-sectional study of 476 secondary school teachers. The findings show that the female teachers were more satisfied with their salary, work environment, and recognition. According to Toropova, Myrberg, and Johansson (2021). The female teachers showed a higher level of job satisfaction than the male teachers in schools. The faculty of the universities revealed that they were more satisfied with their salary and job security and their age was highly correlated with their job satisfaction in India (Bashir, & Gani, 2021). Female teachers reported higher job satisfaction, according to a survey of 362 teachers from 57 primary schools in Serbia (Gligorovic et al., 2014). In Indian schools, female teachers are shown to be more content (Kumari et al., 2014). The findings of another research (Ogedengbe et al., 2018) were comparable. According to Mocheche et al. (2017), female secondary school teachers in Kenya report higher levels of satisfaction than their male counterparts. Research in Egyptian primary schools found that male instructors were happier in their professions (Fattah, 2010). The amount of JS was found to be higher in female teachers in studies (BDemirtas 2010; Gunbayi 2001; De Nobile and McCormick, 2008) than in their male colleagues. The studies in this sector carried out in Europe shown that women teachers have higher JS while having lower expectations for pay, hiring, resigning, promotions, and career chances (Aydin et al. 2012; Klassen and Chiu 2010; Saiti and Papadopoulos 2015). Aytac (2015) found the same results in its study female teachers tend to be more satisfied than male teachers in Turkish schools.

Ethical Considerations

All professions have their code of ethics which is important to follow for ethical practice in a profession (Kumar, 2011). Ethics are primary considerations and these should be 'forefront of the researchers' agenda' (Creswell, 2019). Ethical considerations play an important role in research studies. The research studies must be based on trust between a researcher and participants. A researcher must act honestly, just as he/she expects the same manner from the participants (Mills, & Jordan, 2022). The participants of the study were assured that their views and information will not be shared with anyone to protect them from any harm (Fraenkel, Wallen & Hyun, 2022). The researcher assures that the research study did not harm the participants. It did not breach confidentiality. It did not use information improperly and also did not introduce bias which is considered unethical in any profession (Kumar, 2011).

Limitations of the study

The research study encountered many constraints. The study was based on a cross-sectional survey which is generally associated with correlational design. It does not allow individuals to determine the causality among the different variables (Cohen, Manion & Morrison, 2018). The researcher used convenience sampling, in which is not generally considered representative of the population of interest (Fraenkel, Wallen, & Hyun, 2022). The sample size was only 210 private teachers, the number of teachers was not sufficient to make generalizations. That is why the results of the research study cannot be generalized to the entire population (Cohen, Manion & Morrison, 2018). However, some of the lessons will be useful for future studies if done in a similar context and can be replicated in other cities and provinces.

Conclusion

The level of job satisfaction of teachers has a big impact on their overall performance and well-being. In the research study, the female teachers reported a higher level of job satisfaction across all six job satisfaction aspects (accomplishment, altruism, autonomy, comfort, safety, and status) than their male counterparts. Though the results related to the last three dimensions (comfort, safety, and status) were not significant, however, it shows that the male teachers were less satisfied than female teachers. The support teachers receive affects how happy school teachers are with their jobs overall. The institutions will benefit from increased teacher satisfaction. In contrast, unsatisfied teachers are less likely to carry out their duties in a school setting.

Recommendations

The findings of the study show that school leaders must work on intrinsic and extrinsic factors of job satisfaction of teachers so that teachers are happy to perform their duties which can increase their

productivity in the schools. The school leaders can organize events and introduce practices that help teachers to love their profession by providing them some relief through monetary and non-monetary means. Policymakers have to devise policies that directly and indirectly increase job satisfaction by decreasing the job stress of teachers in educational settings. The study has used the quantitative paradigm but future researchers can use qualitative or mixed designs to explore the area more deeply.

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