

Job Satisfaction as Determinant of Life Satisfaction Among Secondary School Teachers in Karachi

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Abstract

The present research aimed at investigating the job satisfaction (JS) as determinants of life satisfaction (LS) among secondary school teachers (SSTs). It was hypothesized that JS (pay, promotion, supervision, fringe benefits, contingents reward, operating procedures, co-workers, nature of work and communication) would significantly determine LS in SSTs. A total of two hundred teachers (n=200) were selected conveniently from secondary schools. Personal Information Form, Job Satisfaction Survey and Satisfaction with Life Scale were used for examining the variables. Regression analysis was used to investigate the hypothesis. Results revealed that JS is a significant determinant of LS among SSTs in Karachi. Further the implications of the study are also discussed.

Key words: Job satisfaction, Life Satisfaction, School Teachers, SSTs

1. Introduction

According to Pakistan bureau of statistics in 2016 there were 537,600 secondary school teachers (SSTs) serving in Pakistan. This records an increase of 2.5 percent in registration of SSTs from the last year (CEIC, 2022). Teaching is seen as a career that requires a great deal of cognitive, social, and emotional work that may be made more difficult by outside variables relating to political/organizational systems (Lomas et al., 2017). The cognitive element of subjective well-being is life satisfaction (LS). It is a psychological concept that has been extensively studied and relates to people's overall assessments of their lives (Diener & Diener, 1995). The outcome of a comparison between an individual's life circumstances (i.e., accomplishments) and criteria they have set for what constitutes a successful life will determine their degree of LS (i.e., expectations) (Diener et al., 1985).

A person with great LS values the circumstances that lead to that development as a result. Despite its significance to the field of education, very little empirical study has been done on teachers' LS. Dağlı and Baysal, (2017), especially while compared to studies which cope with variables which includes as job satisfaction (JS) of SSTs. Furthermore, it is intriguing to look deeper into those factors that might favorably impact teacher life happiness given that research indicates that LS is lower for instructors than in the wide-ranging populace (Standards in Education, 2019). The next section will discuss some of the key factors that affect LS.

Teacher work satisfaction is another factor that the current study is interested in. One of the best markers of a job's wellbeing is said to be one's level of JS (Zhang et al., 2014). When professionals

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compare expected and achieved results, they have an emotive reaction to their work, which is referred to as JS. (Spector, 1997).

There is considerable disagreement about the definition of JS, namely whether it should be seen as a global construct or rendering to aspects or scopes (Schleicher et al., 2010). The construct of JS is viewed as multidimensional when, rather than measuring overall JS is divided into aspects of intrinsic (such as job fulfilment, personal fulfilment, growth opportunities, etc.) and extrinsic (such as pay satisfaction, connections with coworkers and supervisors, promotion opportunities, etc.) job dimensions. Despite the fact that many scholars contend that JS is multifaceted (Toropova et al., 2021), one method cannot be regarded as superior to another (Schleicher et al., 2010).

However, other writers contend that utilizing a multidimensional method to evaluate the construct is suitable when examination is interested in highlighting particular specific characteristics of the construct (Schleicher et al., 2010). It is why the current article takes the latter tack in order to investigate how intrinsic job satisfaction factors into teachers' wellbeing. Its constitutive features have also been studied in teaching. The primary causes of job satisfaction in teachers appear to be factors like the belonging sense, inspiration created by supporting meaningful improvements in students' lives, and pleasure of teaching duties (Skaalvik & Skaalvik, 2011).

Therefore, it should come as no surprise that JS is important at educational sector because it is not only encourages greater engagement levels and zeal but also, as revealed by the results of the meta-analysis, serves as a barrier contrary to exhaustion and purposes to leave the teaching occupation (Madigan & Kim, 2021).

Numerous research has discovered a correlation between both factors JS and LS in relation to its relationship with the variables (Haar et al., 2014 & Heller et al., 2004; Karabati et al., 2019). Despite this, there has been considerable disagreement about how JS and LS relate to one another (Shirom et al., 2012). While meta-analyses show that work satisfaction can continue to predict life happiness even when personality factors are considered, other writers have suggested that there may be a false association (Heller et al., 2004). Studies involving teachers have shown results that are in line with this, demonstrating that the degree of life happiness may be predicted by both general JS (Lee & Shin, 2017) and intrinsic JS (Olcár et al., 2019). After addressing and defining the two primary variables of the study life span happiness and JS, their interrelationships, we will now discuss the emotional factors that are anticipated to influence these variables. The present research aimed at investigating the JS as determinants of LS among SSTs.

2. Review of Related Literature

LS is an essential state that every earning or employed person wants to achieve in life. Several factors may promote one's LS, but JS is considered here as the core factor to determine LS.

2.1 JS

JS is any aggregate of psychological, physiological, and environmental conditions that lead a person to absolutely state I am content material with my activity.

Such an explanation highlights the range of factors that affect work happiness. JS results from a balancing and summation of numerous distinct likes and dislikes experienced in connection with the job.

According to Locke (1969), a "great or proper emotional country springing up from the assessment of one's or process reviews" is what is supposed with the aid of JS. These criteria allow us to draw the belief that work pride is a complex phenomenon this is significantly prompted by using employee notion and expectancies. Within the current take a look at, "a great mindset or a satisfying emotional kingdom that emerges from positive paintings-associated occasions" is how JS is intellectualized

2.2 JS among SSTs

Among schoolteachers several factors contribute to JS that may include work satisfaction, work stress, and the quality of work-life of schoolteachers (Zaman et al., 2021). Greek educators are often content with their line of work. It found that teachers are mor pleased with the three aspects of their jobs i.e. management, coworkers, and work nature and fewer satisfied with other aspects of their jobs, including salary, benefits, and potential rewards. However, there is no statistical relationship between personal characteristics and overall JS. Age and levels of satisfaction about management, prospective rewards, coworkers, and the nature of the work are correlated. All nine of the work satisfaction elements (subscales) positively connect with the overall satisfaction, while gender has an impact on the aspects of "colleagues" and "promotion" (Saiti & Papadopoulos, 2015).

On the two pragmatic criteria, experienced teachers' report greatly better work satisfaction (key shareholders and participators in school administration). There is no correlation between gender and work satisfaction, as the disparities between male and female are not statistically significant on any JS categories (Menon & Athanasoula-Reppa., 2011). The highest levels of satisfaction were shown by teachers in self-governing and privately managed schools, while the lowest levels were shown in the foundation schools (Crossman & Harris., 2006). It was shown that instructors who scored lower on the satisfaction measures stressed the use of new technologies and teaching aids in general more and had bigger class sizes than those who scored better.

Additionally, individuals who scored lower on the satisfaction measure had unmet expectations; they desired greater student participation and believed that their own influence over those students should be higher. It is also true that some instructors who reported higher levels of satisfaction felt too constrained by their superiors and that they weren't compensated enough. It is obvious that there is a lot of room to increase teachers' levels of satisfaction via training and to get rid of things that might annoy and upset them unnecessarily through excellent management. It was underlined that class numbers should be kept as small as possible and that teachers should receive training in the abilities necessary to include students in their classroom activities (Kniveton, 1991).

On the bases of values of beta weights and structural equation modelling, factors such as low achievers, behavioural issues, SES, lecture room discipline weather, college place, essential activity pride, college autonomy for guidance, participation among stakeholders, revel in, instructor self-efficacy, teacher- student courting, instructor cooperation, and powerful expert improvement are great predictors for teacher JSSES, classroom discipline climate, school location, principal job satisfaction, school autonomy for instruction, participation among stakeholders, experience, teacher self-efficacy, teacher- student relationship, teacher cooperation, and effective professional development are significant predictors for teacher JS (Wang, Luo & Zhang., 2020).

Staff of the chosen schools had been normally glad with their job, with various tiers of effect of different determinants. There was a huge impact of 3 determinants consisting of salary & blessings, overall performance appraisal and operating environment, on JS. However, the effect of schooling & development and paintings-lifestyles balance become now not significant (Karim et al., 2017). This study results revealed that there has been a mild and enormous affiliation of motivation elements with JS and overall performance of the teachers. Furthermore, there was a slight and substantial effect of motivation elements on JS and overall performance (Ulfat & Khan, 2022).

2.3 LS and SSTs

The study's findings showed that instructors in North India's government and private schools have significantly different levels of optimism. The results also demonstrate a strong relationship between North Indian teachers' LS and optimism. Further it was concluded that there is no discernible difference between teachers of North Indian who work in government and private schools in terms of LS (Kour, 2022). The study's objective was to examine the connections between organizational justice and two aspects of quality of life—LS and happiness—paying close attention to the mediating role that bravery plays. Employees of Fortune firms in Turkey participated in a cross-sectional survey and data were analyzed using a variance-based structural equation modelling technique (Mert, Sen, & Alzghoul, 2021). The findings of a study on female teachers show a strong relationship between all the variables, including life happiness, self-efficacy, optimism, and marital satisfaction (Imani, Rezaie, Pirzadeh, Valikhani, & Rezaie, 2015).

2.4 JS and LS among SSTs

A recent study was designed to see the effect of JS on LS among schoolteachers in Indonesia. Finally, JS has a positive effect on LS (Bernarto et al., 2020). To investigate the mediating roles of JS and job assignment in the impacts of psychosomatic contract. Two waves of data were collected from full-time front-line personnel working at 4–5-star hotels in Accra, Ghana, with a time lag of five months. With the aid of structural equation modelling, the hypotheses were examined. The findings showed that psychological contract breach has a detrimental impact on frontline workers' LS. However, there was little correlation between frontline workers' LS and abusive supervision. Additionally, the relationship between the LS and the abusive supervision and breakdown of the psychological contract was completely mediated by JS and job involvement. This study is the first to show how psychological contract violations can lead to LS in hotel employees and identify JS (Ampofo, 2021). The conclusion is that teachers' work satisfaction was "excellent," but not extraordinary. It was determined that the average LS score was above the moderate range. Life happiness and work satisfaction were shown to be significantly correlated. Preschool teachers, public school teachers, and female-teachers were shown to have upper levels of life happiness and JS (Demirel, 2014).

SSTs are one of the major communities that contribute majorly to the professional learning of adolescence at the entry level of professional education. JS of SSTs will play a significant role in LS of SSTs, that in result will motivate them to give their best to the learners. Teachers who teach at this level have a long-life image in the mind of the learners. In long run, effective and influential teachers will produce good learners who will become efficient asset of the country via choosing several professions such as Health service providers, engineering services, administrative services,

and above all teaching. We can say good teachers can play their role in the development of a good nation. Therefore, current study put an effort to study the predictive effect of JS on LS among SSTs of Karachi city with the following hypothesis.

H₀ – JS is not a significant determinant of LS among SSTs in Karachi.

H₁ – JS is a significant determinant of LS among SSTs in Karachi.

3. Research Methodology

3.1 Research Design

Quantitative analysis has been used in the survey research to predict LS from JS. This research includes responses from SSTs of Government and Private institutes of Karachi. Instruments used in the current study are valid and reliable with high consistency.

3.2 Sample

Sample was consisting of secondary school male and female teachers with the mean age of male teachers (M= 38.30; SD = 7.30089) and of female teachers (M= 34.43; SD = 6.63516). Both male and female teachers were recruited regardless their marital status. Following inclusive and exclusive criteria have been set to select the present sample: The minimum age was 21, whereas maximum was 50 years. Minimum qualification was graduation (grade 14). The minimum duration of the job was 2 years. Teachers with physical disability, chronic disease (e.g, hepatitis, diabetes, heart related issues, infertility, etc.) were excluded.

3.3 Instrument

The following instruments were used in this study. Job Satisfaction Survey (JSS) developed by Spector (1997) was used to measure JS in SSTs. It consists of 36 items which measure satisfaction in sub facts. Each subscale has 4 items respectively. All these items are scored of 6 points of continuum [Disagree very much-1, Disagree moderately-2, Disagree slightly-3, Agree slightly-4, Agree moderately-5, Agree very much-6]. Cronbach's alpha for the subscale of Pay is ($\alpha=0.75$), for Promotion is ($\alpha=0.73$), for Supervision is ($\alpha=0.83$), for Fringe Benefits is ($\alpha=0.73$), for Contingent Rewards ($\alpha=0.76$), for Operating Procedure is ($\alpha=0.62$), Coworker is ($\alpha=0.60$), Nature of Work is ($\alpha=0.78$), Communication is ($\alpha= 0.71$) and of full scale is ($\alpha=0.91$) as reported (Spector, 1994).

Satisfaction with Life Scale was developed by Diener, Emmons, Larsen and Griffin (1985) used to measure LS in SSTs. It has 5 items which are easily scored on seven point scale [1-Strongly disagree, 2-Disagree, 3-Somewhat disagree, 4-Neither disagree nor agree, 5-Somewhat agree, 6-Agree, 7-Strongly Agree]. Coefficient alpha of English Version ranged from 0.79 to 0.89. The test-retest reliability ranged from 0.80 to 0.84 (Diener et al., 1985). Estimated correlation between English and Urdu Versions of Satisfaction with Life Scale is 0.87 (Sadiq, 2013). Cronbach alpha of Urdu version is ($\alpha = 0.72$) as obtained by Batool (2017).

3.4 Variables

In this study two variables were measured. Job Satisfaction (JS) is considered as an independent variable and Life Satisfaction (LS) dependent variable.

3.5 Procedure

After obtaining informed consent from concerned authorities, participants were approached in different Government and Private High schools of Karachi. They were instructed verbally to report their responses on the study scales and demographic sheet. Further participants were assured of confidentiality.

4. Results

H0 – JS is not a significant determinant of LS among SSTs in Karachi. Current study was aimed to predict LS from JS among SSTs in Karachi. For investigation several demographic information was obtained from the participants.

Table 1. Personal demographic information of the participants (N =200)

Characteristics	Public Sector Teachers		Private Sector Teachers	
Age Ranges	<i>f</i>	%	<i>f</i>	%
21-30	19	19	63	63*
31-40	57	57*	21	21
41-50	24	24	16	16
Educational Level				
Graduation	28	28	24	24
Masters	60	60*	73	73*
Others	12	12	03	3
Marital Status				
Single	29	29	84	84*
Married	71	71*	16	16
Duration of job				
2-5	17	17	53	53*
6-10	14	14	36	36
11-15	65	65*	11	11
16-20	4	4	0	0
Duty shift				
Morning	59	59*	73	73*
Evening	41	41	27	27

Table 1 shows that participants were in three age groups 21-30 years among them 19% were from public sector school and 63% from private sector, second age group was 31-40 years among them 57% were from public sector school and 21% from private sector, the third group was 41-50 years among them 24% were from public sector school and 16% from private sector. Participants were with diverse education levels i.e., Graduation 28% from public sector school and 24% from private sector, 60% SSTs with master's level education were from the public sector and 73% from Private sector, SSTs with other education level were 12% from public sector schools and 3% from private

sector schools. Both married and single participants were the part of study, single participants were 29% and 84% from public sector and private sector schools respectively, 71% and 16% were married SSTs from public and private sector correspondingly. Duration of job was another demographic considered with several subgroups i.e., 2-5 years job experience among which 17% SSTs were from public sector and 53% from private sector, in 6–10-year experience 14% SSTs were from public sector and 36% from private sector, amongst SSTs with 11–15-year experience 65% belongs to public sector and 11% from private sector schools, 4% SSTs have experience 16-20 years from public sector schools only. Another demographic variable was duty shift of SSTs as it has two parts morning and evening, in morning shift 59% of SSTs belongs to public sector schools and 73% from private sector, in evening shift 41% belongs to public sector and 27% from private sector.

Table 2. Regression Analysis predicting LS from JS and its sub factors among SSTs.

Variables	Beta Coefficient	R²	F	t	P
	27.57	3.13	2.553	8.82	.000
	Beta	SE	B	t	P
Constant					
Pay	1.32	.46	.93	2.87	.005
Promotion	1.17	.46	.66	2.55	.012
Supervision	1.07	.48	.43	2.23	.027
Fringe Benefits	.88	.51	.48	1.74	.084
Contingent rewards	1.49	.46	.78	3.22	.002
Operating procedure	1.16	.48	.69	2.42	.016
Colleagues	.69	.46	.39	1.51	.133
Nature of Work	1.26	.49	.83	2.57	.011
Communication	1.25	.50	.69	2.74	.014
JS total	-1.13	.45	-3.76	-2.49	.013

JS=Job Satisfaction,

It was hypothesized that JS would be a significant predictor of LS among SSTs. Multiple regression analysis run through SPSS version 21. Through results there is a significant prediction of LS through JS and its factors i.e., Pay, Promotion, Supervision, Fringe benefits, Contingent rewards, Coworker, Nature, and communication. All these variables are contributing to prediction of LS significantly at $p < 0.05$ except fringe benefits at $p > 0.05$. The dependent of LS variable was retreated on predict of JS variable to test the hypothesis. JS significantly predict the LS, $F(10, 189) = 2.55$, $p < 0.001$, which indicates that the JS can play a significant role in shaping LS ($bp=27.57$, $p < 0.0001$). These results directly effects positively of the JS. Moreover, the $R^2 = .119$ depicts that the model explains 11.9% of the variance in LS.

Table 2 shows the summary of the findings. Overall this was a model fit to predict LS from JS, detailed analysis with sub-factors of the JS scale indicates that pay is a significant predictor of LS at $p = .005$, promotion also prove to be a significant predictor with $p = .012$, Supervision has same significant relation in prediction at $p = .027$, whereas fringe benefits are not significant predictor as $p = .084$ that is higher than expected p -value (0.05), contingent rewards prove to be the significant predictor of LS with $p = .002$, operating procedure with $p = .016$, colleagues with $p = .133$ do not predict LS among SSTs, however the work nature and communication prove to be noteworthy predictors of LS with $p = .011$ and $p = .014$ respectively. Overall, Job satisfaction survey (full scale) forecasts LS among SSTs with $p = .013$.

5. Discussion

The study was designed to predict LS from JS with several facets that include promotion, pay, observation, fringe benefits, liable, coworker, Nature and communication. To achieve the study objective, first introduce all the study variables i.e., SSTs, LS, and JS one by one. Teaching is seen as a career that requires a great deal of cognitive, social, and emotional work that may be made more difficult by outside variables relating to the organizational/political systems (Lomas et al., 2017). At next step rigorous literature review was done consisting of national and international studies. It was observed through literature that several factors contribute to JS of SSTs in different countries across the globe. JS explored as the any relationship of psychological, physical, and conservational conditions that lead a person to honorably state I am content with my job. When measuring intrinsic (e.g., satisfaction with the job itself, personal fulfilment, opportunities for growth, etc.) and extrinsic (e.g., satisfaction with pay, relationships with coworkers and supervisors, opportunities for promotion, etc.) job dimensions separately from overall JS, the construct of JS was viewed as multidimensional. Even though many academics claim that JS is complex (Toropova et al., 2021), one method cannot be regarded as superior to another (Schleicher et al., 2010). Schoolteachers JS depends on several factors that may include work satisfaction, work stress, the quality of work-life (Zaman et al., 2021), administration, colleagues, nature of the work, salary, benefits, potential rewards, management, prospective rewards, coworkers, colleagues, and promotion (Saiti & Papadopoulos, 2015). LS is further depending on JS as supported by an Indonesian the effect of JS on LS among schoolteachers JS has a positive effect on LS (Bernarto et al., 2020). The relationship between the LS and the abusive supervision and breakdown of the psychological contract was completely mediated by JS and job involvement (Ampofo, 2021).

Objective of the study was to predict LS from JS there are several studies that support our study results such as in a sample of Italian school teachers, JS, progress toward personal work goals, and positive affectivity were all indicators of teachers' LS (Lent et al., 2011).

The idea that having a JS contributes to having a fulfilling life is supported. These test results are consistent with research by Erdamar and Demirel (2016), Mafini and Dlodo (2014), as they stat LS as a teacher benefited from JS. While talking about individual factors the relationship between LS and pay was moderated by the favorability of the job situation in foremen of a chemical plant in last century (Iris, & Barrett, 1972).

5.1 Conclusion

The study results indicate that JS is a significant predictor of LS among SSTs in Karachi. If SSTs have JS, they may also have LS. In LS prediction pay, supervision, contingent reward, operating procedure, nature of work, and communication are the significant predictors of LS among SSTs whereas fringe benefits, and colleagues are insignificant predictors of LS among SSTs.

Findings of the study can be generalized in the school education sector. If SSTs have a high level of JS then ultimately, they will have a high level of LS, that can result in increase in their motivation for job performance. This cycle will result in enhancement of quality education in schools of Pakistan.

5.2 Future Implication

Study findings can be implemented in the education sector, and policy making for educators. From the above findings pay, supervision, contingent reward, operating procedure, nature of work, and communication are the significant predictors of LS among SSTs policy makers can work further to promote all these factors as they result in LS of SSTs. If SSTs have a high level of LS, they will serve well in their workplace and ultimately there will be productive environment in learning overall. On the other side fringe benefits and colleagues are insignificant predictors of LS among SSTs in current study, policy makers should make sufficient amendments in fringe benefits to make them favorable for SSTs. Colleagues' support in work relationships must reinforce so a productive environment can be produced in the workplace.

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