DETERMINANTS OF JOBS SATISFACTION OF FEMALE TEACHERS: AN EVIDENCE FROM DISTRICT HAFIZABAD, PAKISTAN

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ABSTRACT

Job satisfaction seems to have an important positive relationship with job performance. The current study was conducted to estimate the impact of different factors on the job satisfaction of female teachers. Data were collected by using a pre-tested questionnaire from a sample of 400 female school teachers working in District Hafizabad, Punjab, Pakistan. Primary data were collected about socioeconomic characteristics of teachers and other relevant factors for job satisfaction. The impact of different factors on job satisfaction of female teachers was estimated by using the Binary Logistic Model. Results of the study showed that the impact of independent variables of age, education, distance, family structure, family members, and the number of children is highly significant. At the same time, the impact of other variables, including experience, region, marital status, salary and job status is not significant. There is a positive and highly significant impact of education on female teacher's job satisfaction. There is a negative and highly significant effect of the variable of school distance on female teachers' job satisfaction. There is a negative and highly significant effect of the variable of joint family structure on job satisfaction. If the respondent has a joint family structure, it will negatively affect job satisfaction. There is a positive and highly significant impact of the variable of family members on job satisfaction. If the size of a family member increases by one unit, it will positively affect job satisfaction. There is a negative and highly significant impact of the variable of the number of children on female job satisfaction. If the number of children increases by one unit, there would be 0.788 fewer chances to be satisfied with her job.

INTRODUCTION

The word "satisfaction" is derived from the Latin "satisfaction" and "expression" (do or do) (Oliver, 2010), which means the feeling of happiness or pleasure because a person has achieved some kind of achievement or gained him / what she wants (Longman Modern English Dictionary). In the past few decades, many attempts have been made to define the specific term "job satisfaction" (Giese & Cote, 2000; Okaro, Eze, & Ohagwu, 2010). Locke (1976) proposed a more commonly used definition: "a pleasant or positive emotional state resulting from the evaluation of work or work experience". However, many authors and researchers believe that there is no clear consensus on the concept of job satisfaction (Bernal et al., 2005; Giese & Cote, 2000; Oplatka and Mimon, 2008; Zembylas & Papanastasiou, 2004). According to Oplatka and Mimon (2008), "there is no uniform definition of the concept of job satisfaction". Al-Owaidi (2001) pointed out that due to the complexity of the concept, people have multiple explanations for job satisfaction. Regarding the importance of teacher job satisfaction, Perrachione et al. (2008) pointed out that job satisfaction research in the education field has revealed that it has an impact on at least three important related results: retention, wastage and absenteeism. Some researchers (Bogler, 2002; De Nobile and McCormick, 2008; Shann, 1998) reported that teacher job satisfaction might affect their retention rate.

Houchins et al. (2006) believe that when measuring the level of students, satisfied teachers will more positively evaluate themselves reserved. Lack of job satisfaction is a powerful predictor of leaving the current school (Popoola, 2009). Therefore, job satisfaction can largely determine the teacher's commitment, absenteeism and turnover rate (De Nobile & McCormick, 2008; Shann, 1998). In addition, job satisfaction may affect the performance of a teacher. According to Shann (1998), teachers who are satisfied perform well. According to Ostroff (1992), job satisfaction can improve teachers' motivation to complete assigned tasks effectively and hence improve the whole educational process. According to Hurren (2006), job satisfaction is very important in education.

Saif et al. (2016) revealed that important factors such as job safety, participation in decision-making, available vacation facilities, top management's attitude, salary increase, family-specific time, promotion opportunities, flexible working hours, etc., all affect female employees' job satisfaction degree. Therefore, the authorities should properly address these key factors to promote the development of Bangladesh's private commercial banking industry. Michaelowa (2002) In particular, measures that ensure that teachers are provided with working conditions related to control and incentives can greatly improve students' academic performance while reducing teacher job satisfaction. In addition, in addition to "baccalauréat", although teachers' academic qualifications are conducive to students' learning, they often lead to a mismatch between teachers' expectations and professional reality, thereby reducing teachers' job satisfaction. Shaikh et al. (2012) research aims to investigate the job satisfaction of female primary school teachers. This survey focuses on the three components of the work of female primary school teachers, namely: (i) Reasons for motivating girls to participate in the teaching profession; (ii) Satisfaction with the job; (iii) Problems they face. Through random sampling techniques, a sample of 100 respondents was studied and data were collected through interviews and questionnaire survey tools. The survey results show that one of the main factors that motivate women is that their education level is lower than their level of primary school teachers. Due to low salary levels and social status, most respondents are not satisfied. In addition, other factors include lack of cooperation between students and parents, lack of professional knowledge, lack of high-quality jobs, positions in remote areas and recognition of their profession. Moreover, key conditions do not allow them to play a successful role in society. As a result, female elementary school teachers had to face severe criticism from their families. The harsh attitude of male-dominated society has created problems in the professional and skill development of female primary school teachers.

According to Nasir et al. (2011) teachers' job satisfaction is positively related to their job performance. The combination of professional attitude and job satisfaction seems to have a more important positive relationship with job performance. Ordinary SST teachers have a better professional attitude, job satisfaction and job performance level than contract SSE teachers. Female teachers' professional attitude, job satisfaction and job performance are better than male teachers, while urban teachers' professional attitude, job satisfaction and job performance are higher than rural teachers. Mumtaz et al. (2016) analyze and compare the job satisfaction of 20 males and females high school principals in Khyber Pakhtunkhwa. Through multi-stage sampling techniques, 108 high school principals were selected as samples from 11 regions, including 66 males and 42 females. The research is descriptive in nature, so quantitative and survey research designs are used. A modified version of the standardized tool MSQ was used for data collection. Raw data is collected, organized, sorted, tabulated, coded and analyzed. For statistical analysis, the statistical software SPSS 17 version uses appropriate descriptive statistics, namely mean, standard deviation, percentage and inferred statistics, namely t-test. The survey results show that, on the whole, it is found that in addition to five aspects of internal and external satisfaction of high school students, their job positions are: capacity utilization, supervision (HR), supervision (technology), school policies and working conditions. In addition, apart from ability utilization and remuneration, there is no significant difference in the internal and external satisfaction of male and female high school students. Toropova et al. (2021) narrated that shortage of teachers is an international problem, teachers and teacher retention rates

are closely related, but it also contributes to the study of working conditions. The study used Swedish TIMSS 2015 (TIMSS International Trends in Mathematics and Scientific Research) data. Confirmation factor analysis and structural equation modeling are used as the main methods. The results show that there is a substantial relationship between school working conditions and teachers' job satisfaction. More specifically, the teacher's workload, the teacher's cooperation and the teacher's perception of students' discipline are the most relevant factors for teacher job satisfaction. To professional development and more effective teachers tend to be more satisfied with their jobs. In addition, it is also found that the relationship between the degree of teacher cooperation of male teachers and job satisfaction is more obvious, and the discipline of students with lower self-discipline beliefs is more important to teacher job satisfaction.

Kumar (2015) defines job satisfaction in such a way that it is a sense of feeling of people about their job. It is a key variable that affects an individual as well as an organization. Achanta & Reddy (2014) used the data of Krishna district to contrast the level of job satisfaction between primary school teachers. As a result, he found that male teachers have high mean score than female teachers in their job satisfaction. Kumar used exploratory cum descriptive study to analyze the level of satisfaction of female teachers of private and public schools. For this research, he collected primary and secondary data through a five-point Likert scale questionnaire. Two hundred respondents are included, 100 from private school and 100 from public school. Analysis shows that pay scale, location of school and opportunity for development are those factors which decides level of satisfaction. Nidazafar et al. (2014) teachers play a vital role in the development of a nation. Teachers build confidence and polish the personality of their students. Self-esteem in teachers is a key determinant of job satisfaction. Working men and Women both face difficulties in Pakistan. Females face problems like harassment at the workplace, fulfilling household chores, taking care of family and men face financial issues kind of problems. These problems play a vital role in the poor performance of teachers in their schools (Garcez, 2009).

According to Raji et al. (2013), a teacher is a guide friend and a philosopher who turn their students into good human being. Teachers are the backbone of the education system who guide and transform the students into good citizens of tomorrow. The UNESCO report of the International Commission of education recommends major measures in qualitative education through training of teachers and improvement in teachers' recruitment. Bordhan (2012) stated that the informal education teacher role is very important.With the passage of time teacher's role has been changing, but its importance remains the same. Rani et al. (2014) stated that the development of a nation depends upon its literacy rate also. The quality of education depends upon the teacher's qualification and ability. Teacher's job satisfaction is the main key factor in school dynamics. A Teacher who is happy with his job, do his job with full devotion and concentration, which has a good effect on student learning and standard of education. On the other hand, a dissatisfied teacher can become irritable and affect student learning and their mental growth. The objective of the current study was to estimate the impact of different factors contributing to the job satisfaction of female teachers in the study area.

METHODOLOGY

Data and Sampling

In economics, empirical studies are mostly based on two approaches such as prime data methodology and secondary data methodology. In the first method, the individual behaviour is observed through direct interviews and questionnaires. The questionnaire was designed on the basis of feedback received from female school teachers from district Hafizabad, Pakistan. A Pre-tested questionnaire was used to collect the data from the sample of 400 female teachers from district Hafizabad. A purposive sampling technique was used to collect the data. The data were collected about the socioeconomic characteristics of teachers and another relevant factor for job satisfaction.

Impact of Explanatory Variables on Job Satisfaction of Female Teachers

To estimate the impact of different determinants of jobs satisfaction of female teachers binary logistic model was used. The binary logit model (Hosmer and Lemeshow, 2000) was used for analyzing the collected data. The binary logit model is used in a condition where the dependent variable is in qualitative form. The binary logit model is used in various studies. These studies include (Kinyua et al., 2011; Lubungu, 2016; Ghafoor et al., 2017). The equation of the binary logit model is:

$$\text{logit}\left(\text{E}\left[Yi/Xi\right]\right) = \text{logit}(Pi) = ln\left[Pi/1 - Pi\right] = \beta iXi + e \tag{1}$$

Where;

P = Probability of jobs satisfaction of female teachers (Y)

Xi = A set of core explanatory variables

βi = A vector of unknown variables

e = Disturbance term

In this model, the variable of job satisfaction of female teachers is estimated by using the Binary Logistic Model. The job satisfaction variable was binary in nature which was used as a dependent variable. While other different variables were used as independent variables by following the given equation.

$$Y_i = \alpha_0 + \alpha_1 AGE_i + \alpha_2 EDUi + \alpha_3 \text{EXP} + \alpha_4 REGi + \alpha_5 \text{MSTAT}i + \alpha_6 DIS_i + \alpha_7 FEMST_i + \alpha_8 FMEM_i + \alpha_9 SAL_i + \alpha_{10} NCH_i + \alpha_{11} JSTAT_i + \epsilon_i \tag{2}$$

Where;

Y_i = If satisfied with job = 1; if no satisfaction from job = 0

All variables used in the study are given in Table 1 with their unit values.

Table 1. The detail of variables used in the model is given below.

Sr. No	Short name	Variables	Description
1	AGE	Age	Age of sample respondents in years
2	EDU	Education	Total number of schooling years
3	EXP	Experience	Total experience of respondents in years
4	REG	Region	Region of respondents (Rural=1, Urban=0)
5	MSTAT	Marital status	If married=1, and if single=0
6	DIS	Distance	Distance of home from school (in Kilo Meters)
7	FEMST	Family structure	Joint=1, single=0
8	FMEM	Family members	Total number of family members
9	SAL	Salary	Per month salary in thousand Rupee
10	NCH	No. of Children	Total number of children of sample respondents
11	JSTAT	Job status	if job is public= 1, if private=0
12	JSAT	Job Satisfaction (Dependent variables)	yes= 1, No =0

Description of variables

Job satisfaction: The job satisfaction variable is used as the dependent variable in the model. The question was asked from the respondents about job satisfaction. The respondents who were satisfied with the job marked yes on the questionnaire, and those who were not satisfied marked no.

Age of the respondent: The age of the respondent was used as an independent variable in the model. It was a quantitative variable measured in the total number of years.

Education of the respondent: The education or qualification of the respondent was used as an independent variable in the model. It was a quantitative variable measured in the total number of schooling years.

Experience of the respondent: The experience of the respondent was used as an independent variable in the model. It was a quantitative variable measured in the total number of years of job experience.

Region of the respondent: The dummy variable of the region was used as an independent variable in the analysis. To feed the response, 1 was used for rural, and 0 was used for a candidate who lives in urban areas of district Hafizabad.

Marital status of the respondent: Marital status was a dummy variable that was used in the analyses. 1 was used for married, and 0 was used for single.

Distance from home to school: Distance between the home of the respondent and the school was used as an independent variable in the model. It was quantitative in nature which was variable measured in kilometer.

Family structure of the respondent: The variable of family structure was used as an independent variable. It was a dummy variable. For joint family system 1 and for single-family system 0 was used. It was assumed that joint family system could negatively affect the job satisfaction of female teachers.

Total number of family members of the respondent: The variable of total number of the family member was used as an independent variable in the model. It was quantitative in nature which was measured in number

Salary of the respondent: The salary of the respondent was used as an independent variable in the model. It was quantitative in nature which was measured in thousand rupees.

Number of children of respondents: Number of children of the respondent was used as an independent variable in the model. It was quantitative in nature which was measured numbers. This variable was assumed to have a negative impact on job satisfaction because managing school jobs and looking after children at the same time could affect the job satisfaction of females.

Job status of the respondent: The variable of job status was a dummy variable whether the respondent was serving in public school or in private school. 1 was used if the job was in the public sector, and 0 was used if the job was private.

RESULTS AND DISCUSSION

The socio-economic characteristics of the sampled respondents are given in Table 2. The distribution of socio-economic characteristics is given frequencies and percentages. Different variables were used in the model to estimate the impact of different factors on the job satisfaction of female teachers in district Hafizabad. For this purpose, a binary logistic model was used by taking job satisfaction as a dependent variable. Different independent variables were used in the model.

Table 2. Distribution of respondents according to education.

Variables	Categories	Frequency	Percent
Education	Matric (10 years of education)	3	0.8
	Intermediate (12 years of education)	2	0.5
	Graduation (14 years of education)	16	4.0
	Master (16 years of education)	337	84.2
	M.Phil (18 years of education)	42	10.5
Area/region	Rural	158	39.5
	Urban	242	60.5
Marital status	Married	221	55.2
	Unmarried	179	44.8
Family structure	Single family	211	52.8
	Joint family	189	47.2
Job status	Private	99	24.8
	Public	301	75.2
Age group	21- 25	86	21.5
	26- 30	182	45.5
	31-40	110	27.5
	41-55	22	5.5
Job experience	1-5	278	69.5
	6-10	75	18.8
	11-20	39	9.8
	more than 20	8	2.0
Distance from home to job destination	1-5 km	201	50.2
	6-10 km	79	19.8
	11-20 km	67	16.8
	21-40 km	25	6.2
	> 40 km	28	7.0
Salary	Less than Rs. 10,000	35	8.8
	Rs. 11000- 20000	42	10.5
	Rs. 21000- 40000	272	68.0
	Rs. 41000-60000	45	11.2
	More than Rs. 60000	6	1.5

The results showed that the maximum value of age is 54 and the minimum value is 21, while the mean value is about 30. The mean value of education is 18 schooling years. The mean value of experience is 5.28. The summary statistics of all other variables used in the model are shown in Table 3.

Table 3. Summary statistics for the variables used in the analysis.

Variables	N	Minimum	Maximum	Mean	Std. Deviation
Age	400	21.00	54.00	30.2125	5.89655
Education	400	10.00	18.00	16.1050	0.83709
Experience	400	0.00	17.00	5.2800	3.15022
Region	400	0.00	1.00	0.6050	0.48946
Marital status	400	0.00	1.00	0.5525	0.49786
Distance	400	0.00	120.00	12.3665	19.14711
Family structure	400	0.00	1.00	0.5525	0.49786
Family members	400	2.00	30.00	6.7425	3.64134
Salary	400	10.00	62.00	29.9937	11.41170
No. of Children	400	0.00	28.00	1.2200	2.17219
Job status	400	0.00	1.00	0.7525	0.43210
Job Satisfaction	400	0.00	1.00	0.3325	0.47170

For estimating the impact of different variables on the dependent variable of job satisfaction, different independent variables were used in the analysis. The result of the analysis is shown in Table 4. According to the results, the impact of independent variables of age, education, distance, family structure, family members and the number of children is highly significant. At the same time, the impact of other variables including experience, region, marital status, salary, and job status, is not significant.

Table 4. Factors affecting the job satisfaction of female school teachers.

Variables	B	S.E.	Wald	Sig.	Exp(B)
Constant	-9.892	2.743	13.009	.000	.000
Age	.089	.031	8.155	.004	1.094
Education	.414	.152	7.429	.006	1.513
Experience	-.080	.050	2.534	.111	.923
Region	-.121	.241	.253	.615	.886
Marital Status	.057	.294	.038	.845	1.059
Distance	-.015	.007	4.155	.042	.985
Family structure	-.597	.267	4.988	.026	.550
Family members	.091	.037	5.965	.015	1.095
Salary	.021	.013	2.652	.103	1.022
No. of Children	-.239	.100	5.680	.017	.788
Job Status	-.364	.346	1.111	.292	.695
-2 Log likelihood	465.881[a]				
Cox & Snell R Square	0.4810				
Nagelkerke R Square	0.551				

The value of Exp (B) of the variable of the age of respondents is 1.09, which indicates that by an increase in one unit in age there would be 1.09 higher chances of respondents to be satisfied with their job. This impact is positive and highly significant. There is a positive and highly significant impact of education on female teacher's job satisfaction. The value of Exp (B) of the variable of education of respondent is 1.513, which

indicates that by an increase in one unit in the total number of schooling years of respondent, there would be 1.513 higher chances of respondents to be satisfied with their job.

There is a negative and highly significant effect of the variable of distance on female teacher's job satisfaction. The value of Exp (B) of the variable of distance is 0.985, which indicates that by an increase in Kilometer in distance, there would be 0.985 fewer chances of respondents to be satisfied with their job. There is a negative and highly significant effect of the family structure variable on job satisfaction. If the respondent has a joint family structure, it will negatively affect job satisfaction. The value of Exp (B) of the variable of family structure is 0.550, which indicates that living in a joint family system would be responsible for creating 0.550 fewer chances of job satisfaction. There is a positive and highly significant impact of the variable of family members on job satisfaction. If the size of a family increases by one unit, it will positively affect job satisfaction. The value of Exp (B) of a variable of a family member is 1.095, which shows that by increasing one unit in family members, there would be 1.095 higher chances of being satisfied with her job. There is a negative and highly significant impact of the variable of the number of children on female job satisfaction. If the number of children increases by one unit there would be 0.788 less chances to be satisfied with her job.

CONCLUSIONS

Results of the study showed that the impact of independent variables of age, education, distance, family structure, family members and number of children is highly significant. While the impact of other variables including experience, region, marital status, salary and job status is not significant. The value of Exp (B) of variable of Age of respondents is 1.09, which indicates that by an increase in one unit in age, there would be 1.09 higher chances of respondents to be satisfied with their job. There is a positive and highly significant impact of education on female teacher's job satisfaction. The value of Exp (B) of the variable of education of respondent is 1.513, which indicates that by an increase in one unit in the total number of schooling years of respondent there would be 1.513 higher chances of respondents to be satisfied with their job. There is a negative and highly significant effect of the variable of distance on female teacher's job satisfaction. The value of Exp (B) of the variable of distance is 0.985, which indicates that by an increase in Kilometer in the distance, there would be 0.985 fewer chances of respondents to be satisfied with their job. There is a negative and highly significant effect of the family structure variable on job satisfaction. If the respondent has a joint family structure, it will negatively affect job satisfaction. The value of Exp (B) of the family structure variable is 0.550, indicating that living in a joint family system would create 0.550 fewer chances of job satisfaction. There is a positive and highly significant impact of the variable of family members on job satisfaction. If the size of a family member increases by one unit, it will positively affect job satisfaction. The value of Exp (B) of the variable of family member 1.095 shows that by increasing one unit in family members, there would be 1.095 greater chances of being satisfied with her job. There is a negative and highly significant impact of the variable of the number of children on female job satisfaction. If the number of children increases by one unit, there would be 0.788 fewer chances to be satisfied with her job.

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