



Available Online

Journal of Education and Social Studies

ISSN: 2789-8075 (Online), 2789-8067 (Print)

<http://www.scienceimpactpub.com/jess>

INTRINSIC AND EXTRINSIC FACTORS AFFECTING JOB SATISFACTION: A COMPARATIVE STUDY OF PUBLIC AND PRIVATE PRIMARY SCHOOL TEACHERS

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ABSTRACT

There are several intrinsic and extrinsic factors that affect the level of job satisfaction of school teachers. This study aimed to comparatively identify intrinsic and extrinsic factors of job satisfaction among public and private primary school teachers in Multan, Punjab, Pakistan. This cross-sectional study was conducted using the quantitative method, in which all public and private primary school teachers in Multan made up the total population of the study. Out of the total population size of 6330, a sample of 400 teachers was drawn through proportionate sampling techniques. A representative proportion of the sample was taken in accordance with the size of the population of each stratum, i.e., public and private, male and female. With respect to the category of school, 144 respondents were taken from private schools, and the rest (256) from public primary schools. Out of 400 respondents, 205 were female and 195 were male. Primary data was collected using a self-developed questionnaire that was built on a 5-point Likert scale with a total of 12 scales with 64 items. The overall study hypothesized that intrinsic factors such as respect, recognition, job quality, and personal growth ($M = 3.04$, $SD = 1.0541$) and extrinsic factors such as pay, promotion, management, coworkers' behavior, training, and job security ($M = 3.03$, $SD = 1.0437$) were equally influential on teachers' job satisfaction. Moreover, there was a significant difference in the level of job satisfaction between public and private school teachers ($p = .001 < .05$), indicating that private teachers were less satisfied with their jobs compared to public teachers.

Keywords: Job satisfaction; Intrinsic and extrinsic factors; Private school; Public school; Primary teachers.

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<https://doi.org/10.52223/jess.2023.4211>

Received: June 08, 2023; Revised: August 14, 2023; Accepted: August 20, 2023

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INTRODUCTION

Job satisfaction is defined as one's emotions or mental state when taking into account the nature of the job. It depends on several variables, including how well an employee gets along with his organizational head and his colleagues. Employees who are uneasy have deteriorating relationships with their jobs, heads, and coworkers (Wright & Cropanzano, 2000). Teachers' job satisfaction is influenced by both extrinsic and intrinsic factors. Such driving factors of job satisfaction as leadership effectiveness, social relationships in the workplace, and the degree to which a person succeeds or fails at his job all have a great impact on how happy an employee is with his job (Wernimont, 1966). Intrinsic factors include recognition, a sense of accomplishment, departmental respect and prestige, personal growth and development, the job's independence and autonomy, and the job's nature (Baroudi et al., 2022). Extrinsic factors refer to aspects of job satisfaction that come from outside sources. An individual's behavior is greatly influenced by the environment in which he lives. To be happy at work, a person needs more than just drive, willingness, and performance skills (Goetz et al., 2012). The main factors of an external incentive system may include

adequate salaries and rewards, career advancement, job security, job training, management behavior, and working relations with colleagues (Al-Asadi et al., 2019).

Teachers' levels of job satisfaction are typically correlated with how well they perform in their roles and how passionately they connect with their work settings (Hameed et al., 2018). When they experience a low level of professional cooperation, teachers frequently lose their will to work to their fullest capacity in the classroom. When employees are unhappy with their working conditions, they are more inclined to quit their positions immediately (Bakotic & Babic, 2013). Teachers who had previously intended to leave the profession exhibited lower levels of job satisfaction and a more unfavorable view of teaching as a career, making it crucial to examine the many dimensions of job satisfaction because they affect retention and the development of working conditions (Ololube, 2006).

The goal of the current study was to investigate the extrinsic and intrinsic components of work satisfaction that have an impact on teachers' job satisfaction in both public and private schools. In order to present a more accurate picture of both sides, the current study aimed to compare the two categories based on intrinsic factors, such as self-defectiveness, recognition, nature of the job, personal growth and development, respect, personality development, and personal achievements associated with performing the work, and extrinsic factors, such as financial benefits, job training, job promotion, workplace conditions, autonomy in their work, and organizational regulations.

Objectives

This study aimed to compare public and private primary school teachers with respect to intrinsic and extrinsic factors affecting their job satisfaction. The main objectives of the study were to identify and compare intrinsic and extrinsic factors of job satisfaction among private and public primary school teachers and to compare the difference in job satisfaction among private and public primary school teachers.

Hypotheses

H₁: Intrinsic factors affect job satisfaction more significantly in primary school teachers than extrinsic factors.

H₂: There is a statistically significant difference in perceptions among public and private primary school teachers regarding their job satisfaction.

LITERATURE REVIEW

Job Satisfaction

Job satisfaction is an internal term that has to do with how an individual feels doing his or her job, despite the fact that many external variables may have played a role in it. In other words, a variety of things affect how satisfied someone is with his job (Zhu, 2013). Job satisfaction is the feeling of accomplishment and success a worker has while working. Job satisfaction results from doing work that one loves, doing it well, and doing it with all of one's heart while earning enough money to support oneself. Additional effects of job satisfaction include enjoyment and contentment in one's employment. Objectives like recognition, money, promotions, and other things that increase one's sense of dedication and contentment at work depend on job satisfaction (Ravari et al., 2012).

Intrinsic Factors

Job satisfaction is influenced by a variety of factors, some of which are intrinsic—that is, they originate from inside the individual and are linked to their own special experiences and viewpoints in the workplace (Goetz et al., 2012). Employees who feel intrinsic satisfaction are better able to assume leadership roles inside the organization (Akosile & Ekemen, 2022). The job itself, the autonomy and respect it provides, personal development, success, recognition, involvement in decision-making, personal engagements, accepting responsibility, engagement in management, allowing for self-creativity, and allowing the person

to use his skills and abilities freely are just a few examples of intrinsic factors that contribute to job satisfaction (Schanz et al., 2023; Baroudi et al., 2022; Ahmed et al., 2010). The amount of enthusiasm and commitment a person exhibits can have a significant impact on how content he is with his job (Lee & Kim, 2023). In-depth and personalized interactions with students, the cognitive demands of teaching, and job independence are all included (Bektaş, 2017). Employee's autonomy and independence in the workplace are also crucial to job satisfaction (Mohammed et al., 2022). Giving teachers some authority over their classrooms and involving them in educational decisions and procedures are both associated with higher job satisfaction. Teachers may feel more satisfied with their work if they feel empowered and independent in their roles. When given the freedom to make decisions and exercise their creativity, employees are more likely to be satisfied with their jobs (Gözükara & Olakolu, 2016). Employees are more satisfied at work when they are growing personally. They are more likely to be intrinsically motivated if they are given opportunities for both career and personal growth (Abu-Tineh et al., 2023). With prospects for advancement and a defined professional path, job satisfaction can increase (Kumar & Singh, 2011).

Extrinsic Factors

Extrinsic factors have a considerable impact on job satisfaction (Alenazy et al., 2023; Mafini & Dlodlo, 2014). Extrinsic job satisfaction factors are those that relate to the environment around an individual. These are the characteristics of a job that significantly influence how content and motivated an employee is. Feeling valued by coworkers and organizational management, laws and regulations, management style, organizational structure, receiving enough pay and benefits, job security, learning opportunities, and career progression are core factors affecting job satisfaction (Baroudi et al., 2022). Salary is one of the main variables affecting employees' job happiness. A reasonable salary and benefits package are crucial factors in determining job satisfaction. If workers feel they are being fairly compensated for their skills and efforts, they are more likely to be satisfied with their jobs (Sahibzada & Khawrin, 2023; Singh & Loncar, 2010). The possibility of career growth is another significant external factor that affects job satisfaction. Employees desire assurance that their commitment and effort will advance both their careers and their personal lives. They put a lot of effort into the organization, and in exchange, they expect to progress professionally (Mokhtar et al., 2023; Mehta, 2012). A supportive and enjoyable work environment may also have a favorable effect on job satisfaction. It has a positive relationship with a supportive workplace. The availability of safe working circumstances increases job satisfaction (Wahyudi et al., 2023; Raziq & Maulabakhsh, 2015). Job happiness and job security are connected. The degree of job security and stability offered by the organization may have an effect on employee satisfaction (Nikolova et al., 2023; Imran et al., 2015). The instability of the job raises stress levels and lowers job satisfaction, which may lead to uncertain career prospects or the danger of layoffs. Opportunities for advancement are important for job happiness as well. Employee job satisfaction was found to be positively and strongly correlated with the possibility of promotion. Qualified workers regularly leave their jobs due to a lack of promotion chances (Malik et al., 2012). Having amiable and supportive coworkers increases job satisfaction. Less likely to receive encouragement from their counterparts, teachers tend to be unsatisfied with their job. Regularly positive working relationships with colleagues have a positive effect on job satisfaction (Oubibi et al., 2022; Bogler & Nir, 2012).

METHODOLOGY

This study was conducted with a quantitative method under a cross-sectional research design. All public and private primary school teachers in district Multan constituted the total population of the study. District Multan had four tehsils under its jurisdiction, i.e., Multan City, Multan Sadar, Shujabad, and Jalalpur Pirwala. A total of 259 private primary schools were working in district Multan (DEO, 2023). On the other hand, the total number of public primary schools in the district was 1128 (SIS, 2023). Regarding category, 583 schools were registered as boys' schools, 377 as girls' schools and 427 schools provided co-education at the primary level. Table 1 presents the tehsil-wise population of private and public primary schools in detail.

Table 1. The tehsil-wise population of public and private schools.

Tehsils	Schools (Primary)		Total	School Category		
	Public	Private		Male	Female	Combined
Multan City	397	83	480	183	118	179
Multan Sadar	287	61	348	149	97	102
Shujabad	217	56	273	119	77	77
Jalalpur Pirwala	227	59	286	132	85	69
Total	1128	259	1387	583	377	427

Since the population of the study comprised multiple groups, i.e., male-female and public-private, it was suitable to take a representative sample from each group. Therefore, under the stratified sampling method, a representative proportion of the sample was chosen from each stratum using a simple random technique in accordance with the total size of the population. The L.R. Gay table of sample selection was utilized in order to obtain an adequate sample size. Mills and Gay (2019) suggested 400 as a suitable sample size if the total population exceeded 5000. Thus, a sample of 400 primary teachers was taken for data collection. Out of 400 respondents, 144 were chosen from private primary schools, and the rest, 256, were from public primary schools. Table 2 shows the proportion of the sample to be taken from each category of schools.

Table 2. Public-private sample proportion.

Category	Population	Sample Proportion (n)	Percent (%)
Private	2182	144	36
Public	4148	256	64
Total	6330	400	100

In respect of private primary schools, 1080 female and 1102 male teachers were working around the district. Out of a 144-person sample size, a representative proportion of 72 respondents were female teachers, and the rest of the sample (72) was made up of male teachers. Details of the sample distribution of private teachers have been added to Table 3.

Table 3. Population and sample distribution of private schools.

Tehsils	Teachers' Population (Private)			Sample Proportion (Tehsil-wise)	Sample Proportion (Gender-wise)	
	Female	Male	Total		Female (50%)	Male (50%)
Multan City	351	342	693	47 (32%)	24 (52%)	23 (48%)
Multan Sadar	302	295	597	39 (27%)	20 (52%)	19 (48%)
Shujabad	223	246	469	31 (22%)	15 (47%)	16 (53%)
Jalalpur Pirwala	204	219	423	27 (19%)	13 (48%)	14 (52%)
Total	1080	1102	2182	144	72	72

There were 2188 female and 1960 male teachers working in public primary schools in the district of Multan. Out of 256, 133 teachers were selected from the female category, while 123 were chosen from the male category. Table 4 presents the details of the sample distribution of public-school teachers.

Table 4. Population and sample distribution of public schools.

Tehsils	Teachers' Population (Public)			Sample Proportion (Tehsil-wise)	Sample Proportion (Gender-wise)	
	Female	Male	Total		Female (52%)	Male (48%)
Multan City	813	702	1515	94 (37%)	50 (54%)	44 (46%)
Multan Sadar	549	483	1032	65 (25%)	34 (53%)	31 (47%)
Shujabad	437	396	833	51 (20%)	26 (52%)	25 (48%)
Jalalpur Pirwala	389	379	768	46 (18%)	23 (51%)	23 (49%)
Total	2188	1960	4148	256	133	123

A self-constructed tool for data collection was used that was developed on a 5-point Likert scale (5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree). The whole questionnaire consisted of 12 scales, which were divided into two categories: intrinsic factors and extrinsic factors of job satisfaction. Intrinsic factors had 5 scales, while extrinsic factors had 7 scales. Here is a detailed list of all the scales used in the study:

- i. **Autonomy:** The scale was developed as an intrinsic factor of job satisfaction. It intended to investigate whether or not public and private primary school teachers had autonomy and freedom to perform their jobs.
- ii. **Job Nature:** This scale was constructed as an intrinsic factor, aiming to identify whether the teachers were satisfied with the hardness or softness of their jobs.
- iii. **Recognition:** This scale was also built as an intrinsic factor of job satisfaction. It aimed to inquire about the recognition and acceptance of teachers as staff members.
- iv. **Respect:** The scale of 'respect' was developed as an intrinsic factor aimed at identifying whether teachers were receiving enough respect as staff members at their respective places.
- v. **Personal Growth:** It was constructed as an intrinsic factor that purposely identified whether or not teachers' respective institutions gave them opportunities for personal advancement and development to further carry on with this institution.
- vi. **Salary and Rewards:** This scale was developed as an extrinsic factor of job satisfaction in order to know about teachers' job satisfaction by inquiring about the length and frequency of salaries and rewards they received from their respective institutions.
- vii. **Work Environment:** This scale was created as an extrinsic factor to investigate teachers' job satisfaction by inquiring about their work environment.
- viii. **Training:** This scale was developed as an extrinsic factor to investigate whether teachers received proper job training or not.
- ix. **Relations with Coworkers:** Work relations with coworkers are crucial to developing a level of satisfaction. As an extrinsic factor, this scale was developed to inquire about teachers' work relations with their colleagues.
- x. **Management Behavior:** The behavior of management is also important for job satisfaction. This scale was developed to explore management behavior with teachers.
- xi. **Job Security:** This scale was developed as an extrinsic factor of job satisfaction to determine the length of job security teachers received from their institution or department.
- xii. **Promotion:** The last scale was developed as an extrinsic factor to investigate the promotional opportunities teachers received from their respective institutions.

The research instrument was validated through content validity by sending the questionnaire to a panel of seven experts, who were requested to thoroughly examine the questionnaire and give their feedback. Some required modifications were made to the questionnaire after receiving validation reports from the experts. After validation, the research instrument went through the pilot testing process, in which 40 (40%) teachers were asked for their responses in order to check the feasibility of the research design. A pilot testing procedure was followed by a reliability analysis. In order to determine the internal consistency of the research scales, Cronbach's alpha was applied. The only items with a reliability coefficient $\geq .70$ were kept in the research tool. Details of the reliability analysis have been added in Table 5.

Before the data collection process, permissions were sought from the concerned authorities at the district as well as tehsil level. Appointments were received from the respondents before gathering the required information. Before the start of data collection, informed consent was presented to each respondent in order to ensure their volunteer participation. A rapport of trust and loyalty was developed with the respondents, and they were assured of their confidentiality and anonymity. The collected data were

analyzed through descriptive and inferential statistics using Statistical Package for Social Sciences (SPSS) 20-V. The mean and standard deviation of the items and scales were cumulated with the help of descriptive statistics, while the level of significance of both intrinsic and extrinsic, public and private, was determined via the test of significance (t-test). The core assumptions of the t-test, i.e., randomization, sample size, data normality, and homogeneity of variance, were met before using the test of significance.

RESULTS AND DISCUSSION

Table 5 shows the reliability analysis of the scales developed in order to undertake this study. The statistics revealed that all the scales exhibited a reliability coefficient ($\alpha \geq .70$). The scale, ‘autonomy’ consisted of five items ($\alpha = .791$), while ‘job nature’ also included five items ($\alpha = .822$). ‘Recognition’ comprised four items ($\alpha = .716$), ‘respect’ included three items ($\alpha = .874$), ‘personal growth’ consisted of six items ($\alpha = .746$), while ‘salary and rewards’ also included six items ($\alpha = .732$). ‘Work environment’ comprised six items ($\alpha = .722$), ‘training’ consisted seven items ($\alpha = .782$), ‘relations with coworkers’ included five items ($\alpha = .832$), ‘management behavior’ comprised nine items ($\alpha = .912$), ‘job security’ had five items ($\alpha = .769$), and the scale ‘promotion’ consisted three items ($\alpha = .727$). The overall reliability coefficient value of 64 items remained .785, indicating the strong reliability of the research tool.

Table 5. Reliability analysis.

Scales	No of Items	Cronbach’s α
Autonomy	5	.791
Job Nature	5	.822
Recognition	4	.716
Respect	3	.874
Personal Growth	6	.746
Salary and Rewards	6	.732
Work Environment	6	.722
Training	7	.782
Relations with Coworkers	5	.832
Management Behavior	9	.912
Job Security	5	.769
Promotion	3	.727
Total Items = 64		Overall $\alpha = .785$

Table 6. Mean of intrinsic factors (IF) and extrinsic factors (EF) of job satisfaction.

	Scales	M	SD	SE	t(349)	p
IF	Autonomy	3.10	1.0830	2.43	2.66	
	Job Nature	2.77	1.1765	5.86	3.41	
	Recognition	2.86	1.0415	2.88	1.97	
	Respect	3.41	0.9065	3.63	2.86	
	Personal Growth	3.06	1.0630	4.17	2.27	
	<i>Aggregate Mean = (3.04) Standard Deviation = (1.0541)</i>					1.24
EF	Salary and Rewards	3.20	1.2130	4.54	2.68	
	Work Environment	3.12	1.0260	4.86	3.57	
	Training	2.76	0.8655	5.24	2.54	
	Relations with Coworkers	2.75	1.0980	3.87	3.39	
	Management Behavior	2.93	0.9870	2.76	1.97	
	Job Security	3.57	0.9030	4.96	2.74	
	Promotion	2.97	1.2140	5.27	3.10	
	<i>Aggregate Mean = (3.03) Standard Deviation = (1.0437)</i>					

Table 6 comparatively shows the mean scores of intrinsic and extrinsic factors affecting public and private primary school teachers' job satisfaction. In respect of intrinsic factors (IF), the scale 'autonomy' came with (M = 3.10, SD = 1.0830), 'job nature' (M = 2.77, SD = 1.1765), 'recognition' (M = 2.86, SD = 1.0415), 'respect' (M = 3.41, SD = 0.9065), and 'personal growth' (M = 3.06, SD = 1.0630). In terms of extrinsic factors (EF), the scale 'salary and rewards' brought (M = 3.20, SD = 1.2130), 'work environment' (M = 3.12, SD = 1.0260), 'training' (M = 2.76, SD = 0.8655), 'relations with coworkers' (M = 2.75, SD = 1.0980), 'management behavior' (M = 2.93, SD = 0.9870), 'job security' (M = 3.57, SD = 0.9030), and 'promotion' (M = 2.97, SD = 1.2140). The study found no difference in intrinsic and extrinsic factors of job satisfaction with an aggregate mean of IF (AM = 3.04, SD = 1.0541) and EF (AM = 3.03, SD = 1.0437). The statistics exhibited a significant value ($p = 1.24 > .05$), indicating no mean difference between the two groups of factors.

Table 7. Mean score of private and public-school teachers about job satisfaction.

Scales	Public School Teachers		Private School Teachers		t(349)	p	Cohen's d
	M	SD	M	SD			
Autonomy	4.14	.453	2.07	1.26	3.11	.00	.66
Job Nature	3.81	.673	1.73	1.68	2.10	.00	.65
Recognition	3.69	.553	2.03	1.53	3.46	.00	.52
Respect	4.41	.353	2.41	1.46	3.12	.00	.53
Personal Growth	4.22	.476	1.91	1.65	3.01	.00	.71
Salary and Rewards	3.65	.783	2.75	0.86	2.55	.00	.51
Work Environment	4.27	.472	1.97	1.58	4.65	.00	.73
Training	3.75	.441	1.77	1.29	3.99	.00	.67
Relations with Coworkers	3.62	.586	1.88	1.61	2.55	.00	.59
Management Behavior	3.43	.532	2.45	0.91	3.43	.00	.54
Job Security	4.19	.458	2.95	0.89	2.17	.00	.66
Promotion	4.74	.354	1.21	1.72	2.86	.00	.70

Table 7 shows the mean scores of private and public-school teachers' perceptions regarding their job satisfaction. The statistics revealed that public primary school teachers had more job autonomy (M = 4.14, SD = .453) than private primary school teachers (M = 2.07, SD = 1.26), public teachers enjoyed a more enjoyable job nature (M = 3.81, SD = .673) than private teachers (M = 1.73, SD = 1.68), public teachers exhibited greater scores on recognition (M = 3.69, SD = .553) than private teachers (M = 2.03, SD = 1.53), public teachers received more respect at the workplace (M = 4.41, SD = .353) than their private counterparts (M = 2.41, SD = 1.46), public school teachers made higher personal growth at the workplace (M = 4.22, SD = .476) compared to private teachers (M = 1.91, SD = 1.65). In terms of extrinsic factors, the findings revealed that public primary school teachers received higher salaries and rewards (M = 3.65, SD = .783) compared to private primary school teachers (M = 2.75, SD = 0.86), public teachers worked in better work environment (M = 4.27, SD = .472) than private teachers (M = 1.97, SD = 1.58), public teachers got more training opportunities (M = 3.75, SD = .441) than private teachers (M = 1.77, SD = 1.29), public school teachers enjoyed better work relations with coworkers (M = 3.62, SD = .586) than private teachers (M = 1.88, SD = 1.61), public teachers indicated more positive behavior of school managements (M = 3.43, SD = .532) compared to private teachers (M = 2.45, SD = 0.91), public teachers exhibited greater job security (M = 4.19, SD = .458) than private teachers (M = 2.95, SD = 0.89), and public primary teachers receive more promotions (M = 4.74, SD = .354) compared to private ones (M = 1.21, SD = 1.72). Each scale showed Cohen's d value > .50, indicating a moderate difference or effect size between the variables. It is hypothesized that there was a significant difference in job satisfaction among private and public primary school teachers ($p = .00 < .05$).

Discussion

This comparative study was conducted to identify intrinsic and extrinsic factors of job satisfaction among private and public primary school teachers. The study found that job quality, recognition, respect, personal growth, and development were among the intrinsic factors of job satisfaction, while pay and rewards, promotion, administration behaviors, and behavior of coworkers were among the extrinsic factors of job satisfaction. The study found that while private teachers were not entirely satisfied with the nature of their jobs, teachers in public schools appeared to be content with them. Teachers in private schools, in contrast to those in public schools, believed that they had to work more hours on exam days. They occasionally had to hold classes, even on Sundays. Moreover, private primary school teachers were not entirely content with the management's measures for teachers' personal development and growth. Kumar and Singh (2011) emphasized that there is a substantial correlation between job happiness and employees' personal improvement, which is consistent with the findings of this study. This development and growth may come in the form of improved career prospects, enhanced abilities, and greater horizontal and vertical mobility. Ahmed et al. (2010) asserted that internal motivational factors such as departmental respect, success, growth, and recognition may boost work satisfaction. The study found that public school teachers had more freedom to carry out their duties and make decisions connected to education as compared to private primary school teachers. The findings are consistent with the findings of Gözükarar and Olakolu (2016), who concluded that job satisfaction depends on fostering management and teachers' feelings of autonomy. Job satisfaction was correlated with including staff in educational policies and decisions as well as allowing them some authority over their classrooms.

Since there is no job stability, compensation, or opportunity for advancement, teaching jobs in private schools were not found to be worthwhile. They did not always enjoy full respect in society. Baroudi et al. (2022) concluded that treating employees fairly and with respect can lead to high job satisfaction. Therefore, in this sense, a worker who is not treated with respect cannot be completely happy at work. The findings of this study led to the conclusion that a number of extrinsic factors, such as pay and rewards, training opportunities, acceptable work pressure, the attitudes of colleagues and management, fair administration, corporate policies, promotions, and compensation, played a pivotal role in employees' happiness. Malik et al. (2012) asserted that factors including pay, administrative support, supportive colleagues, and career advancements had been positively linked to employees' job satisfaction.

The study found that fewer training opportunities were available to private teachers as compared to public school teachers. Supporting the findings, Al-Asadi et al. (2019) came to the conclusion that the job satisfaction of employees was significantly influenced by job training. On-the-job training enhanced employees work satisfaction and lowered employee turnover. Career advancement also plays an important role in employees' job satisfaction. The current study indicated that career advancement and promotions were significant factors in employees' job satisfaction. Public school teachers were more likely to avail themselves of promotion opportunities in the department. Malik et al. (2012) supports the conclusions of this study by asserting that career success and departmental promotion are linked to job satisfaction.

The study found work environment to be another element influencing teachers' job satisfaction and happiness. Public school teachers were found to be working in a better work environment than their private counterparts. Raziq and Maulabakhsh (2015) identified the working environment as a factor that increases or decreases employees' levels of happiness. They become depressed and decide to leave their jobs if they are not satisfied with their working conditions. Working relations among workers in institutions were also found to be an influencing factor that affected teachers' job satisfaction. Public school teachers are more satisfied with their working relations with their colleagues. Supporting the findings, Bogler and Nir (2012) came to the same conclusion that good workplace relationships and cooperation among coworkers increased employees' job satisfaction. Having amiable and helpful coworkers enhanced job satisfaction. Job security is also an important factor that impacts teachers job satisfaction. The current

study found that job security played a pivotal role in teachers' job satisfaction. In this study, private teachers were found to be more concerned about their job security. Low job satisfaction is correlated with low job security. In this regard, Imran et al. (2015) supported the findings by stating that increased job security had a direct impact on the level of organizational commitment.

CONCLUSION AND RECOMMENDATIONS

The study's findings emphasized a number of variables that have a substantial impact on private and public primary school teachers' job satisfaction. Working hours, recognition, decision-making freedom, growth and development, work environment, compensation and perks, career advancement, and working relations with colleagues were a few important aspects that affected teachers' job satisfaction. In comparison to their counterparts in public schools, teachers in private schools tended to be less satisfied with their jobs. They had to face intrinsic issues like lack of recognition, respect, job autonomy, personal growth and development, and the suitable nature of the job. Private teachers were also found to be less satisfied with their jobs with respect to extrinsic factors like work environment, job security, salaries and rewards, promotions, management behavior, working relations with heads and colleagues, and training opportunities. In contrast, teachers in public schools tended to have higher levels of job satisfaction as a result of better recognition, a suitable work environment, advancement, and opportunities for personal growth and development. They had more freedom, acceptance, respect, and pleasant workplaces. They also enjoyed favorable working relationships with their colleagues and school administrations, opportunities for professional advancement and training, and good salaries and rewards. The overall study hypothesized that both extrinsic and intrinsic factors played an equal role in the job satisfaction of primary school teachers in both private and public schools.

The study found that primary school teachers in public schools were promoted through a regular process, but there was no such system in private schools. Hence, the same procedure for promotions may be used to provide private primary school teachers with career development opportunities. Moreover, public school teachers were given both induction and in-service training opportunities by the department, but there was no regular training system in private schools. For teachers in private primary schools, training programs and skill-development initiatives should be launched to facilitate their personal growth. The owners of private primary schools need to provide pay packages that are adequate to cover all the basic needs of teachers. As government employees, teachers at public primary schools were found to be treated with greater respect and distinction. The same respect and recognition should also be provided to teachers in private primary schools in order to increase their job satisfaction. Public teachers in primary schools had little chance of losing their jobs and enjoyed job stability. In order for private primary school teachers to work without fear of losing their jobs, some degree of job security is also necessary.

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