

DR. SAFDAR REHMAN GHAZI*

DR. UMAR ALI KHAN**

MEASURING JOB SATISFACTION: INFLUENCE OF GENDER AND SCHOOL LOCATION

ABSTRACT

This study was conducted to measure the general and facet specific job satisfaction of the head teachers and the influence of gender and school location on their job satisfaction. It was concluded that the head teachers were overall satisfied with their positions. Generally, the female head teachers were more satisfied than the male head teachers and the head teachers located in urban areas were more satisfied than the head teachers located in rural areas. Moral values and Activity were the two aspects of job for which the head teachers showed the higher satisfaction while Compensation, Working Conditions, Social Status, and School Practices and Policies were the facets of job which contributed to low satisfaction. The female head teachers were more satisfied than the male head teachers for Ability Utilization, Activity, Authority, Colleagues, Creativity, Moral Values, Recognition, Responsibility, Social Service, Social Status, Advancement, School System Policies and Practices, Supervision Human Relations, Supervision Technical, and Working Conditions dimensions of the job. The head teachers located in urban areas were more satisfied than the head teachers located in rural areas for Activity, Creativity, Independence, Recognition, Social Service, Social Status, Advancement, School System Policies and Practices, Supervision Human Relations, and Working Conditions dimensions of the job. The female head teachers and the head teachers located in urban areas were more satisfied than the male head teachers and the head teachers located in rural areas for Activity, Creativity, Moral Values, Recognition, Social Service, Social Status, Advancement, School System Policies and Practices, Supervision Human Relations, and Working Conditions dimensions of the job. Results based on this study provide a sufficient ground to frame the following

* Professor, University of Science & Technology, Bannu.

** Professor, Gomal University, Dera Ismail Khan.

recommendations: Policy makers and other concerned authorities should put forth effort to either maintain this level of satisfaction or increase it to a higher level; Satisfaction level for compensation may be improved with a big rise in salaries of the head teachers, Working conditions may be improved with provision of missing facilities; The satisfaction level for social status can be improved by providing more chances to head teachers to intermingle with important personalities and preferences in different spheres (hospital, railway, bank, court etc.) of life; Governmental steps like new dismissal/termination rules, privatization, stoppage of move-over and advance increments should be eliminated and government also needs to be sure how the new policies and practices are in the favour of the head teachers; Some special steps should also be taken for male head teachers and the head teachers located in rural areas to improve the conditions for Activity, Creativity, Moral Values, Recognition, Social Service, Social Status, Advancement, School System Policies and Practices, Supervision Human Relations, and Working Conditions dimensions of the job.

Key words: Job Satisfaction, General Satisfaction, Facet-Specific Satisfaction, MSQ, Head Teachers' Satisfaction, Satisfaction, Demographic Satisfaction

INTRODUCTION

A popular saying of the Holy Prophet (P.B.U.H) is "A hard worker is the companion of Allah". In this context the other saying is that "He should be paid for his labour before his perspiration disappears". The statement shows that the job satisfaction of an individual is very important from Islamic point of view. But the Pakistani teacher, the main changing agent, having a lack of facilities, undergoes many strains and stresses during the discharge of his sacred duties. It is, however, very unfortunate, that in the school system generally, the teachers do not feel much satisfaction in their jobs. So, for improving the situation in Pakistani educational institutions, a radical change is needed to discard the illusion of the dissatisfactions.

It is clear that high satisfaction and morale on the part of school personnel are generally viewed as desirable goals for school organizations. A basic tenet of personnel work has long been that a satisfied employee, one with high morale, is likely to

get along better than other employees, will be more accepting of management's directives, will be more committed to achieving goals, and, consequently will be more productive.

Findings from the literature conclude that when results are compared across various positions of the teachers, there are similarities as well as differences in how the teachers in the field of education perceive their jobs. Additionally, throughout the literature, studies reveal that variables pertaining to school demographics and personal data (e.g., gender and school location) influence these perceptions.

Statement of the Problem

This study sought to investigate four areas of job satisfaction. First, the study investigated the general job satisfaction level of head teachers. Second, the researcher sought to determine which of the twenty dimensions of the job assessed on the MSQ the head teachers identified as contributing to job satisfaction. Third, the study determined the influence of the variables gender, and school location on the head teachers' general satisfaction levels, and lastly the influence of these variables on selected twenty dimensions of the job.

Objectives

- To assess the general job satisfaction level of head teachers,
- To assess the general job satisfaction according to the age and school location demographic variables,
- To determine head teachers' satisfaction levels for each of the twenty dimensions of the job; and
- To assess the satisfaction for the twenty dimensions according to the age and school location.

Delimitations

- This research was delimited to a survey of government elementary school head teachers in Punjab,
- Data about the head teachers gender and school location, and

- The measure of general job satisfaction, and respondents' responses on twenty given dimensions of the job were also delimited by the nature of the MSQ.

Assumptions

- Respondents were well aware of the concept of job satisfaction.
- An objective and impartial response by the respondents was expected.
- Respondents were cooperative with the researcher.
- The chosen research instrument reflected an assessment of the participants' perceptions regarding job satisfaction.
- The respondents' opinions were added value to the relevant literature and could be relied upon for improving the conditions in practical fields.

Null Hypotheses

- H_{0 1}:** There is no significant difference between male and female head teachers' level of general job satisfaction.
- H_{0 2}:** There is no significant difference between rural and urban head teachers' level of general job satisfaction.
- H_{0 3}:** There is no significant difference between male and female head teachers' level of job satisfaction for different dimensions of job as measured by MSQ.
- H_{0 4}:** There is no significant difference between rural and urban head teachers' level of job satisfaction for different dimensions of job as measured by MSQ.

METHODOLOGY

Review of the Related Literature

The related literature was reviewed especially focusing on research studies in education where MSQ was used and with a discussion of the two demographic variables that influence job satisfaction.

Research Studies in Education where MSQ used

Kirk (1990) using a modified MSQ concluded that the majority of the school counsellors were satisfied with their jobs

and he also concluded that they were satisfied with all 20 dimensions of job.

Jewell et al. (1990) conducted a study using MSQ in North Carolina for agricultural teachers' satisfaction. Lehman (1991) found the overall satisfaction level of middle school principals in Indiana to be high as measured by the MSQ. On a continuum of zero to one hundred, these principals scored slightly over seventy. Although this score was considered high, it was found to be lower in comparison to other white collar workers found in the Minnesota Satisfaction Manual (Weiss, et al., 1967).

Adcock (1992) assessed the job satisfaction of superintendents in the state of Arkansas using MSQ and found that they were highly satisfied with their positions.

Murray (1995) surveyed and collected her data on job satisfaction through a modified MSQ and concluded that most of the counsellors were satisfied with their jobs. Out of the 20 facets of the MSQ counsellors were satisfied with 19 facets except compensation. In both studies of Kirk (1990) and Murray (1995) it was common that the counsellors were most satisfied with the social services.

The long form MSQ was one of the instruments used by Sutter (1996) to determine if predictors of Ohio secondary assistant principals' level of job and career satisfaction could be found. Survey results showed that the assistant principals who believed they were accomplishing much on the job reported a higher level of satisfaction compared to assistant principals who believed they were accomplishing less. Assistant principals who felt their talents and skills were being utilized on their job had a higher level of job satisfaction compared to the assistant principals who believed that their talents and skills were not utilized. Assistant principals who wanted to become school principals were found to have significantly higher levels of job satisfaction compared to assistant principals who wanted to remain assistant principals for the remainder of their careers.

Brown (1996) in his study found that overall, the leadership practices were significantly correlated with intrinsic, extrinsic and general satisfaction, based on the MSQ.

Collins (1998) conducted a study in Georgia for teachers of agriculture education to measure their job satisfaction using MSQ.

Newby (1999) conducted a study in Virginia to measure the job satisfaction of principals using the 1967 Long-Form MSQ and concluded that they were "Satisfied" with their jobs. It was also concluded that these principles were least satisfied with their compensation while they were most satisfied with social services.

Green (2000) investigated the influence of selected demographic variables on job satisfaction of community college chairpersons in the United States using the Long Form MSQ.

DeMato (2001) conducted a research in Virginia to measure the job satisfaction of counselors and used a modified MSQ and found that overall they were satisfied with their positions except compensation.

McCann (2001) used MSQ in his study to measure the job satisfaction of directors in California. Likewise, Dutka (2002) also used the same questionnaire in his study on job satisfaction and organizational climate relationship for female administrators of higher education institutions.

Job Satisfaction and Demographic Variables

Many demographic variables have been examined in a number of studies to determine their effects on the overall as well as facet-specific levels of job satisfaction with various positions of the workers.

One of the arguments often brought against the theories of job satisfaction is that they take little account of differences between people (Gruneberg 1979). In this portion the question of how differences between individuals with regard to their gender and organization location affect job satisfaction are discussed.

Job Satisfaction and Gender Differences

Gruneberg (1979) states, there is some evidence that males and females differ in what they expect from a job. Schuler (1975) found that the females valued the opportunities to work with pleasant employees more than males, whereas males regarded the opportunities to influence important decisions and direct the work of others.

Ramayah, et al. (2001) mention, Nash (1985) stated in his findings that factors that influence job satisfaction differ from men to women in terms of importance of ranks. Generally, men rank security first, followed by advancement, type of work, company, pay, co-worker, supervision, benefits, duration of work and then working condition. Whereas women rank type of work first, followed by company, security, co-workers, advancement, supervision, pay, working condition, duration of work and then benefits.

Khan (1991) research shows that gender differences were found to be significant in explaining some of the variance produced on administrators' job satisfaction in Pakistan.

Raisani (1998) found that gender of the respondent was negatively related to teacher satisfaction with colleagues, responsibility and work itself, indicating that female teachers were more satisfied with colleagues, responsibility and work itself than their male counterparts.

Newby, (1999) indicated that both male and female principals were satisfied with their position as middle school principals; however, females were more satisfied than males. Similar conclusions were also reported by Fansher and Buxton (1984). In his research Newby also showed that female principals were significantly more satisfied with "Activity" and "Variety" facets of job satisfaction than male principals.

According to WU Huei-Jane, and You-I WU (2001), found that female teachers were generally having a higher level of satisfaction while work locality had not any significant effect on teachers' job satisfaction.

Ali et al. (2004) in his gender based study on doctors found that female doctors showed significantly greater degree of satisfaction than male doctors. Bender and Heywood (2004) also had the same conclusions.

Job Satisfaction and School Location

Finley (1991) noted significant difference between school location and overall job satisfaction of high school principals in

Tennessee. The principals whose schools were located in urban/inner city or urban/suburban locations scored significantly higher than principals whose schools were located in rural locations.

A striking dissimilarity between the suburban and urban principal satisfaction was observed by Derlin and Schneider (1994). Specifically, the factor pay was the least heavily weighted item in the third factor of the suburban principal model and was negatively weighted (-.50). In contrast, pay was the most heavily weighted item in the first factor for urban principals (.74). This discrepancy in factor location and weighting indicated that personal compensation is perceived differently in different educational setting.

Newby, (1999) in her research indicated that principals in rural, suburban, and urban schools of Virginia were satisfied with their jobs. Suburban principals, however, appeared to be more satisfied than urban and rural principals, and rural principals appeared to be the least satisfied.

Population and Sampling

The population of this study consisted of all male and female government elementary school head teachers located in urban and rural areas of the Punjab. Using a multistage random sampling technique, 1207 teachers of all categories who were working as head teachers in government elementary schools in the Punjab were sampled.

Research Tools

A self developed Individual Data Sheet (IDS) and Minnesota Satisfaction Questionnaire (MSQ) were used as research tools. MSQ is a standardized tool developed by Weiss, Dawis, English, and Lofquist (1967) to measure the individual's satisfaction generally as well as with twenty different dimensions of job environment. It was not a culture free tool, therefore, some necessary and minor changes were made in the questionnaire and then it was translated into Urdu. A pilot study was also conducted for the reliability and validity of the questionnaire.

Research Tools Administration and Statistical Treatment

To get a high response rate, personally and by mail using both means relevant information were collected. The collected data was entered in SPSS-10 and was computed accordingly. Collected information was treated statistically using mean, standard deviation, and independent samples t-test.

FINDINGS

- The head teachers resulted with a mean satisfaction score of 3.08 (SD = .36), shows that the head teachers were generally satisfied with their positions.
- Male and female head teachers both scored between 2.93 (SD = .28) and 3.12 (SD = .38) respectively; shows that the male and female head teachers both were overall satisfied with their positions.
- The head teachers in rural and urban schools scored between 3.04 (SD = .36) and 3.20 (SD = .36) respectively; indicating that head teachers located in rural or urban areas were generally satisfied with their jobs.
- The mean scores for the 20 dimensions were ranked from the lowest to the highest and the hierarchy showed that elementary school head teachers were "Slightly Satisfied" with Compensation, Working Conditions, Social Status, and School System Policies and Practices with mean score between 2.02 and 2.48, With SD ranging from .50 to .63.
- The following fourteen dimensions of the job; Advancement, Social Service, Creativity, Recognition, Supervision Human Relations, Security, Independence, Colleagues, Supervision Technical, Authority, Responsibility, Achievement, Ability Utilization and Variety; show that the head teachers obtained mean scores ranging from 2.51 to 3.47 (SD = .46 to .63) which resulted that they were found "Satisfied" with these aspects of their job.
- The head teachers were found to be "Very Satisfied" with Moral Values and Activity aspects of their job; obtaining mean scores 3.60 (SD = .59) and 3.54 (SD = .56) respectively.

CONCLUSIONS

- The head teachers were overall satisfied with their positions.
- Generally, the female head teachers were more satisfied than the male head teachers and the head teachers located in urban areas were more satisfied than the head teachers located in rural areas.
- Moral values and Activity were the two aspects of job for which the head teachers showed the higher satisfaction while Compensation, Working Conditions, Social Status, and School Practices and Policies were the facets of job which contributed to low satisfaction.
- The female head teachers were more satisfied than the male head teachers for Ability Utilization, Activity, Authority, Colleagues, Creativity, Moral Values, Recognition, Responsibility, Social Service, Social Status, Advancement, School System Policies and Practices, Supervision Human Relations, Supervision Technical, and Working Conditions dimensions of the job.
- The head teachers located in urban areas were more satisfied than the head teachers located in rural areas for Activity, Creativity, Independence, Recognition, Social Service, Social Status, Advancement, School System Policies and Practices, Supervision Human Relations, and Working Conditions dimensions of the job.
- The female head teachers and the head teachers located in urban areas were more satisfied than the male head teachers and the head teachers located in rural areas for Activity, Creativity, Moral Values, Recognition, Social Service, Social Status, Advancement, School System Policies and Practices, Supervision Human Relations, and Working Conditions dimensions of the job.

RECOMMENDATIONS

Recommendations for Practitioners

The following recommendations are made keeping in view the hope that the results of this study may be generalized in the all

four provinces of Pakistan and especially are much authentic and useful for the Punjab. So the hierarchy of government in educational setup should use these recommendations to initiate actions that would enhance the satisfaction of head teachers in the following manner;

- The head teachers are satisfied with their positions. Policy makers and other concerned authorities should put forth effort to either maintain this level of satisfaction or increase it to a higher level.
- Moral Values and Activity were two aspects of the job that contributed to high satisfaction of the respondents in this study. It is encouraging for aspiring the head teachers to know that the head teachers find satisfaction in doing many tasks associated with their jobs, and that these tasks and responsibilities do not conflict with their religious beliefs.
- Satisfaction level for Compensation can be improved by providing head teachers more chances to earn more money. Advance increments should be reinstated and there should be a big rise in the salaries and fringe benefits of the head teachers.
- A large amount in annual budget should be reserved especially to improve the working conditions in the elementary schools. So that lack of facilities and necessities like boundary wall, sanitation system, fresh water, building, furniture, electricity, gas, fans, heaters, science laboratories, libraries, play grounds etc should be given more attention.
- The satisfaction level for Social Status can be improved by providing head teachers more chances to intermingle with important personalities. Like VIPs some kinds of preferences should be given to the head teachers in different spheres of life as well as in the whole community.
- School System Policies and Practices should not be made or implemented without the involvement of the teachers.

Steps like new dismissal/termination rules, privatization, stoppage of mover-over, selection-grades and promotions etc. should be eliminated.

- Some special steps should also be taken for male head teachers and the head teachers located in rural areas to improve the conditions for Activity, Creativity, Moral Values, Recognition, Social Service, Social Status, Advancement, School System Policies and Practices, Supervision Human Relations, and Working Conditions dimensions of the job.

Recommendations for Further Research

- Study on satisfaction and school location should be conducted to investigate the reason why satisfaction increases in urban schools.
- Gender based studies should be conducted to investigate the reason why females seem to be more satisfied than males.
- Studies on satisfaction should be conducted to investigate more predictors to job satisfaction.

REFERENCES

- Adcock, P., (1992) A comprehensive study concerning the job satisfaction of Arkansas school superintendents. Unpublished Doctoral Dissertation, East Texas State University, Commerce, Texas
- Ali Nasir et al., (2004) Journal of Business Management Job Satisfaction among Doctors: Effect of Locus of Control, Sex, and Marital Status Vol. 1 Issue No. 2 (PCTE) Punjab College of Technical Education, Ludhiana, India
- Bender Keith A. and John S. Heywood, (2004) Job Satisfaction of Highly Educated: The Role of Gender, Academic Tenure, and Comparison Income Department of Economics and Graduate Program in Human Resources and Labor Relations, University of Wisconsin-Milwaukee
- Brown, S. M., (1996) Leadership Practices, Job Satisfaction and Leadership Activities of Trained Reading Recovery Teachers, Doctoral Dissertation, Department of Educational Management University of Bridgeport (Connecticut)
- Collins, G. M., (1998) The Job Satisfaction of Agricultural Education Teachers in Georgia's Public Secondary Schools , Dissertation Abstract , Occupational Studies, The College of Education, UGA

- DeMato, D. S., (2001) Job Satisfaction among Elementary School Counselors in Virginia: Thirteen Years Later. Unpublished Doctoral Dissertation, Faculty of the Virginia Polytechnic Institute and State University Blacksburg Virginia
- Derlin, R. and Schneider, G. T., (1994) Urban Education, Understanding Job Satisfaction Principals and Teachers, Urban and Suburban, vol.29, No.1, P.63-88
- Dutka Mela, (2002) The Relationship between Job Satisfaction and the Organizational Climate for Women Higher Education Administrators at five Institutions Doctoral Thesis, Boston College, Lynch Graduate School of Education, Department of Curriculum, Administration, and Special Education, Higher Education Administration
- Fansher, T. A. and Buxton, T. H., (1984) A Job Satisfaction Profile of the Female Secondary School Principal in the United States. NASSP Bulletin.
- Finley, W. H., (1991) High School Principal Job Satisfaction. Unpublished Doctoral Dissertation, Memphis State University, Memphis, Tennessee
- Green J., (2000) Job Satisfaction of Community College Chairpersons. Doctoral Dissertation Faculty of the Virginia Polytechnic Institute and State University, Blacksburg, Virginia, P. 70
- Gruneberg Michael M., (1979) Understanding Job Satisfaction. The Macmillan Press London
- Jewell, L. R., et al., (1990) Journal of Agricultural Education, Relationships Between Levels of Job Satisfaction Expressed by North Carolina Vocational Agriculture Teachers and Their Perceptions Toward the Agricultural Education Teaching Profession, North Carolina State University, P. 52
- Khan, U. A., (1991) Satisfaction of Secondary School Administrators with their Work in Pakistan, Unpublished Doctoral Thesis, Middle East Technical University, Ankara, December, P. IV
- Kirk, D., (1990) Job Satisfaction among Elementary School Counselors in Virginia. Doctoral Dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA
- Lehman, L. E., (1991) School Size as a Correlate of Job Satisfaction among Middle Level Principals in Indiana. Unpublished doctoral dissertation, Indiana University, Terre Haute, Indiana
- McCann Donald R., (2001) A Study of Job Satisfaction among Directors of Classified Personnel in Merit (Civil Service) Systems in California Public School Districts, County Offices of Education, and Community College Districts Doctoral Thesis, Department of Education Administration and Supervision, Berne University U.S.A

- Murray, L., (1995) Job Satisfaction among Elementary School Counselors in Virginia: Seven years later. Unpublished Doctoral Dissertation, Virginia Polytechnic Institute and State University, Blacksburg, VA
- Nash, M., (1985) Managing Organizational Performance, Jossey-Bass, San Francisco, CA
- Newby, J. E., (1999) Job Satisfaction of Middle School Principals in Virginia. Doctoral Thesis, Virginia Polytechnic Institute and State University, February
- Raisani, R. B., (1988) A Study of Relationship of Organizational Climate and Teachers' and Schools' Selected Demographic Characteristics to Teacher Job Satisfaction as Perceived by the Teachers in Selected Michigan Public Secondary Schools, Unpublished Doctoral Thesis Michigan State University
- Ramayah T., M. Jantan, and S. K. Tadisina, (2001) National Decision Sciences Conference, Job Satisfaction: Empirical Evidence for Alternatives to JDI. San Francisco, November
- Schuler, R. S., (1975) Personnel Psychology, Sex, Organization Level and Outcome Importance: Where the Differences are? 28, P. 365-375
- Sutter, M., (1996) NASSP Bulletin, What do we Know about the Job and Career Satisfaction of Secondary School Assistant Principals? vol. 80, n579, P.108-111
- Weiss, D. J., Dawis, R. W. and Lofquist, L. H., (1967) Manual for the Minnesota Satisfaction Questionnaire (Minnesota Studies in Vocational Rehabilitation: XII. Minneapolis: University of Minnesota Industrial Relations Center, Work Adjustment Project
- WU Huei-Jane and You-I WU, (2001) Bulletin of Educational Research, A Study on Elementary School Teachers' Job Satisfaction and Its Relationships with Their Social Networks, Job Characteristics: Taking Taitung County and Taipei Municipality as Examples, Vol. 46, P. 147-180