

MOHAMMAD IQBAL*
ASIYA ANWAR**

FEMALE PRIMARY SCHOOL TEACHER'S JOB SATISFACTION: A CASE STUDY OF TEHSIL SARGODHA

ABSTRACT

The study was designed to explore the extent of job satisfaction of female primary school teachers in Tehsil Sargodha. The inquiry focused on three aspects of female primary teacher's job i.e. (a) the factors motivating the teachers to join this profession, (b) the extent of their job satisfaction and (c) problems faced by them. For this purpose, the researchers selected a stratified random sample of 100 respondents (75 from government schools and 25 from private schools). Interview schedule was used as a tool of data collection. One of the major factors motivating the women youth folk is their intermediate level education due to which they have no other option but to become a primary teacher. Slightly more than one half i.e. 53% respondents were FA/FSc. Slightly less than one half i.e. 47% had no choice but to become a primary teacher. Majority of the respondents (i.e. 62%) were dissatisfied due to low pay scales (i.e. BPS 7-8). Among the other factors of dissatisfaction were; lack of co-operation from students and parents, insecurity of job, lack of their good work, lack of co-operation from their colleagues and no recognition of the profession. As far as their problems are concerned majority of the respondents (i.e. 78%) reported that their posting is at a long distance from their residence. Due to travelling a long distance they suffered physical and mental fatigue, because of this fatigue they felt difficulty in covering their syllabus in time as well as loss of interest in their domestic chore. Consequently they felt maladjustment in their domestic life. This study leads us to the conclusion that our primary teachers have no dearth of potentialities. It is the circumstances that do not permit them to play a productive role in the society. Favourable working conditions can ensure satisfaction on their part to the maximum.

INTRODUCTION

Pakistan, at present, is caught up in a dismal trap of poverty. About 34% (47 million) of our total population is living

* Assistant Professor at Social Work Department, University of Sargodha.

** Lecturer in the Department of Social Work, Islamia University, Bahawalpur.

below the poverty line as compared to the very percentage of other South Asian countries (29 %) and low income countries of the world (31%). Due to this relatively high percentage of poverty each and every member of a Pakistani family has come out to add up something in the earnings of the family.

A son, within the family, is considered to be dominant and protective of the family interests and its good name. He is regarded as a permanent part of the family and an asset who will reinforce the family power and status. A daughter on the other hand, is not regarded as an asset, although she may be fondly treated. The family is highly conscious that a female belongs to another (her future husband), and is therefore a temporary visitor in the house (Ahmed, 1986:33). However, a woman can also be a contributor to her family's status. There are many factors which determine the status of women in our society. Syed (1978) and Sathar *et al* (1988) used conventional measures of education and employment of women to denote their status. Women are gradually becoming aware of these determinants of their status. But it will take time. The condition in Pakistan is still otherwise.

It is observed that nearly two third of the ever married rural women have no education at all and one fourth have informal or Quranic education while a quarter have some formal schooling. Only 9% women have above secondary level education. Therefore, before and after their marriage they confine themselves to their homes and engage in ordinary domestic chores. Most of the less educated girls who have their eyes upon their forthcoming marriage engage in hard labour to earn their dowry. Years after when they feel they have earned the required dowry, they seem to be over aged mostly having crossed the limits of marriageable age. And those who fortunately get married have to continue the same type of labour after their marriage. For example, it is usually observed that most of the bridegrooms go under debt after marriage as they blindly borrow from here and there to mark the occasion which they say "Comes once in life". The bride (an eastern girl) has to, once again, do the same type of labour as she had been doing before her marriage to help her husband repay the debt. The vicious cycle once again starts to be

completed at the death of this pitiable creature. A low paid primary teacher does not do otherwise.

2. Justification of the Problem

Sargodha is one of the top ten districts of the Punjab. This district is unique in the sense that it is "Kinnu" capital of Asia. The total population of this district is 2940000 with total area 5864 square kilometers. It consists of six tehsils namely; Sargodha, Shahpure, Bhalwal, Sahiwal, Silanwali and Kotmomin. Tehsil Sargodha is the biggest with respect to population among all the five tehsils. With the establishment of University in Sargodha city, in 2002, the importance of lower education institutions increased manifold. The present study is pioneer of its kind after the establishment of the university as largest fraction of the teachers constitutes teachers of primary level (both of public and private schools). Being the largest fraction among all the working women, the livelihood of so many families is attached to this profession (Quddus, 1990).

Besides economic contribution their role especially in the charter building of the child and contribution towards the healthy and progressive nation, is universally recognized. Keeping in view the importance of this phenomenon, very conducive environments are essential for them so that they can fully exhibit their abilities (Aggarwal, 2004)

Now a day there is general feeling that the teachers (both male and female) do not have satisfaction in their jobs. (Rao & Sridhar 2003)

There seems to be a growing discontentment on the part of female teachers towards their job as a result of which standard of education is deteriorating. Due to the loss of interest in their profession they are forced to continue their jobs only as mechanical wage earners. This is all because of lack of recognition and facilities the female teachers enjoy especially at primary level. Primary level education is a base of higher education and is, as a matter of fact, an indispensable part of education at system of a country. The recognition of primary teachers, both male and female, is so meagre that they feel inferiority before a doctor,

lawyer, engineer or a university teacher. It is futile to still expect a lot from a teacher who has so little power and alarming meagre facilities. (Rao, 2003)

3. Objectives of the Study

There were three main objectives of this study as;

1. To find out the factors motivating teachers to join teaching profession.
2. To study the extent of satisfaction of female primary school teachers with their job.
3. To assess the problems faced by female primary school teachers.

4. The Universe

The researchers selected Tehsil Sargodha as universe to study the job satisfaction of female primary school teachers. The schools located in the thirty (30) sub sections of Tehsil Sargodha (the universe) were included in the sample; (See Appendix 'A')

5. Methodology and Sampling

List of all the schools situated in the above constituent population was obtained from the office of the EDO (school), District Sargodha. Among the government schools 9 high schools had primary sections and among the private schools 6 high schools and 9 middle schools had primary sections also. Therefore, the complete picture of the sample came out to be:

Category	Level	No. of Schools	No. of Selected Schools
Govt. Schools	High Schools	09	03
	Middle Schools	20	07
	Primary Schools	50	15
Private Schools	High School	06	02
	Middle Schools	09	03
	Primary Schools	30	10
Total		124	40

The researchers used stratified random sampling. Sample was drawn from the table of random numbers. The details of stratification, total number of schools and teachers and the number / size of sample appear in the following table.

Universe	Total	Sample	%
Schools	124	40	32.2
Teachers	300	100	33.3

6. Tool of Data Collection

An interview schedule, with close ended and open ended questions was developed.

7. The Findings

7.1 Motivational Factors:

Table I: Motivating Factors for Joining Teaching Profession

Motivation	Nos.	%
Personal interest	23	23
Interest in Children	04	04
No other choice	47	47
Because of parent's interest	02	02
To Serve the nation	17	17
To follow parent's profession	07	07
Total	100	100

7.2 Motivation for Joining Teaching

Slightly less than one half i.e. 47% (47) of the respondents expressed their views that there was no other choice for them because they had been unable to find a better job. This was due to their intermediate level education (FA/FSc). Slightly less than one fourth i.e. 23% (23) of the respondents had personal interest in teaching profession as they had got respective professional training (i.e. C.T/PTC/SV). Seventeen percent respondents joined this profession to serve the nation. Seven percent respondents were those whose parents were teachers and they followed them. Four percent respondents had personal interest in children. Only

two percent respondents were those whose parents asked them to become teachers.

Besides these, the study revealed that low economic conditions, large family size and lack of proper means of income were among the additional factors which motivated the young women to become a teacher.

Table-II

Extent of Female Primary Teacher's Satisfaction with Their Job

Satisfaction	Nos	%
To great extent	12	12
To some extent	73	73
Not at all	15	15
Total	100	100

The table indicates that slightly less than three fourth i.e. 73% (73) of the respondents were satisfied to some extent with their job and 15% (15) were totally dissatisfied. The rest i.e. 12% (12), however, viewed that they were satisfied to a great extent.

Table-III

Reasons for Dissatisfaction with the Job

Reasons for Dissatisfaction	No.	% based on 88
Low pay scales	37	42
No recognition	03	03
Insecurity of Job	13	15
Lack of adequate facilities	08	09
No appreciation of good work	06	07
Lack of co-operation from colleagues	04	05
Lack of co-operation from students and parents.	17	19
Total	88*	100

* 12 respondents out of 100 were satisfied to great extent.

The respondents who expressed their dissatisfaction with their job when were asked to spell out the reasons for dissatisfaction, the majority i.e. 42% (37) of respondents told low pay scales as reason of their dissatisfaction as most of the primary teachers fall in the pay scales ranging from BPS 7-8. Low pay scales cause them to have low salary. Most of the respondents travel a long distance as their work place is far away from their residence and this long travelling makes them physically and mentally fatigued. Due to this fatigue they neither enhance their income by tuition work nor engage in any other lucrative activity. Therefore, low pay scale is a chief reason of their dissatisfaction. Second big reason is lack of co operation from students and parents. 19% (17) respondents reported their parents. 15% (13) had "insecurity of job", 9% (8) had "lack of facilities" and 7% (06) respondents complained that their good work revived no appreciation. Only 4% (05) respondents expressed their concern over lack of co-operation from their colleague and 3%(3) respondents showed their grief over no recognition of their good work.

7.3 Problems Faced by Them

Table IV
Distance of Work Place from Homes

Distance	No.	%
At a stone's throw	22	22
At a long distance	78	78
Total	100	100

It is evident from the above table that majority of the respondents i.e. 78% (78) reported that their posting is at a long distance from their residence.

Table V
Impact of long Travelling

Impact of travelling	No.	%
Physical fatigue	36	36
Mental Fatigue	10	10
Maladjustment in domestic life	28	28
All of the above	08	08
Not at all	18	18
Total	100	100

As has been in table IV, 78% respondents have to travel a long distance as their posting is away from their residence. Most of the respondents i.e. 36% (36) reported physical fatigue, 28% (28) reported maladjustment in domestic life, 18% (18) most probably very young had no any complaint against distant posting, 10 % (10) reported mental fatigue and 08%(8) received all the impacts of long travelling.

Table- VI
Difficulty in Covering Syllabus in Time

Views	No.	%
Yes	60	60
No	40	40
Total	100	100

It is obvious from the table above that 40% (40) respondents feel difficulty in covering their syllabus in time. This problem has multiple reasons which are:

- a) Physical and mental fatigue
- b) Maladjustment in domestic life
- c) Lack of adequate facilities in schools.

CONCLUSION

The unit of study was the job satisfaction of female primary school teachers in Tehsil Sargodha. On the basis of findings of the study, the researchers researched the following conclusions:

- i) As it is usually observed the girls who belong to low income families and that no higher educational profile are motivated to adopt the profession of primary teaching, the researchers found the same thing in case of Tehsil Sargodha. Slightly less than one half i.e. 47% who were forced to join primary teaching belonged to low income families. The median of their family income was Rs. 11923 which is not so high with respect to dearness and inflation of this age. It is also evident from the findings of this study that if the parents (in case of unmarried women) or husbands (in case of married women) had adequate sources of income they would not have sent their daughters or wives to far off distance to do such job.

It is an irrefutable reality that man, by his very nature, demands proper reward of his labour. If proper reward is denied, his interest in the labour, he is engaged in, gradually loses. The study reveals that majority of female teachers i.e. 42% (37) complained against low pay scales and consequently low salary. Their dissatisfaction with their job is further enhanced when they compare themselves to the teachers of higher level especially to the college and university teachers. Fifteen percent teachers showing insecurity of their job are those who teach in private schools. There are numerous reasons of their job insecurity. Besides these, the lack of facilities in the school (far or near) also lay negative impact upon their functioning. Usually the primary schools lack furniture, white/black boards, fans, water coolers etc.

Lack of these facilities debarred them to complete their syllabus in time. On the other hand, most of the female teachers complained that they even took zero periods

before the 5th class examination held under directorate of schools. They, in spite of lack of facilities, did hard labour to accomplish the syllabus (60%) responded as shown in table VI. The school came out with flying colours in the examination result but the real actors received not even the verbal appreciation from the authorities or school administration.

Some teachers have to bear a very rude attitude and lack of co-operation from their colleagues due to jealousy, superiority complexes or even due to class difference among them. Same is the case with the students and their parents. Nineteen percent receive no co-operation from their students as well as their parents. It is due to the fact that primary teachers (especially females) are usually discussed by their students at homes as mean, greedy, dishonest, cheaters, cruel, frustrated and hungry. No doubt, some of the teachers (not most) exhibit such vices mainly due to poverty. But most of the teachers at this level fail to win the co-operation of the society.

- ii) The dissatisfying factors discussed above are nothing else but their problems. A founder teacher faced with problems cannot supply the raw material for the products of high market value as far as this age of materialism is concerned. Besides low pay scales, one of the major problems our teacher is confronted with is of distant posting. This study reveals that only 22% (22) female teachers are posted in the schools which are at a stone's throw from their homes while 78% (78) teachers have to travel a long distance as their posting is far away from their residences. This causes them physical and mental fatigue. School administration also does not allow any "fur low" at the most. So, they have to travel all the six days of the week. This continuous journey snatches all charms from their lives. On coming back home, most of the teachers take rest or engage in their domestic chores half heartedly. This lack of interest leads them to maladjustment in life.

RECOMMENDATIONS

Main focus of our study was to bring out the problems of female primary teachers and to reveal the extent of their job satisfaction.

In the light of the findings of the study, following recommendations are being presented:

- i. In view of the low educational profile of over whelming majority of teachers it seems imperative that efforts should be made to help them improve their qualification and those who have improved should be properly rewarded. This could enhance the job satisfaction of teachers.
- ii. The service structure of the teachers should be such that they may get rapid promotions which may be tagged with their performance and research work. The promotion should be related to their creative advancements and academic pursuits.
- iii. Pay scales of the teachers should be at par with their standard of living. A special package must be added to their pay scales so that they may not be compelled to undertake private tuition or any other activity likely to undermine their usefulness. Rate of profit on their GP fund must also be raised so that they may reap the benefit after retirement.
- iv. Job security should be ensured especially for the teachers of private schools. In this regard the owners should make an agreement with the teachers on favorable terms and condition, ensuring their job security.
- v. Teachers achievements must be rewarded at every cost. Annual awards, cash prizes and medals should be given away to endorse their achievements and good performance.
- vi. Inspection of the schools should be made intermittently to access certain things such as building requirements, adequacy of the number of teachers, breakage and

- replacement, general repairs, white wash and other physical necessities.
- vii. Government should revise transfer rules and help facilitate the female teachers posted in far flung areas.
 - viii. Teachers should act as a role model for the students and should not climb down the high pedestal of morality.
 - ix. Arrangements should be made for parent teacher meetings and parents suggestions to raise the standard of education must be endorsed.

BIBLIOGRAPHY

- Aggarwal, J. C. (2004). *Teacher and Education in Developing Society*. New Delhi: Discovery Publishing House.
- Ahmad, Akbar S. (1986). *Pakistani Society: Islam, Ethnicity and leadership in South Asia*. Karachi: Oxford University Press.
- Quddus, J. N. (1990). *Problems of Education in Pakistan*. Karachi: Royal Book Company.
- Rao, B.D. & Sridhar, D. (2003) *Job Satisfaciton of School Teachers*. New Delhi: Discovery Publishing house.
- Rao, B.D. (2003). *Empowering Primary Teachers*. New Delhi: Discovery Publishing House.
- Sathar, Zeba A., Fifa Akhtar. (1988) *Evaluation of Fertility Decline in Karachi*. The Pakistan Development Review. 27:4 (659-668)
- Syed, Sahiba Hassan (1978) *Female status and fertility in Pakistan*. The Pakistan Development Review 17:4

APPENDIX 'A'

1. Rehmanpura
2. Abdullah Colony
3. Sher Dil Chowk, Moqam e Hayat
4. Kalyar Town
5. Sohnpura
6. Chak No. 46 N/B
7. Chak No. 109 N/B
8. Chak No. 3 R/D
9. Chak No. 31 N/B, Mitha lak
10. Fatima Jinnah Colony, Chak NO. 71 N/B
11. Chak No. 81 N/B
12. Iqbal Colony
13. Sarwar Colony
14. Noor Colony
15. Chak No. 54 N/B
16. Chak No. 82 N/B
17. Chak No. 42 S/B, Nai Abadi
18. Chak No. 113 S/B Dera Syedan
19. Chak No. 84 S/B
20. New Satellite Town, Block Z
21. Old Satellite Town
22. Stadium Road
23. Chak No. 84 N/B
24. University Road
25. New Satellite Town Block-Y
26. Chak No. 47 N/B
27. Islampura
28. Zafar Colony, Block-G
29. Ajnala
30. Chak No. 119 S/B