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# Comparative Study of Job Satisfaction of Male and Female Teachers of Private and Public Secondary Schools in Lahore, Pakistan

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## Abstract

Job satisfaction is a favourable feeling toward one's job. However, job dissatisfaction is a negative feeling about a job. The purpose of the current study was to investigate and analyze the levels of job satisfaction of female and male teachers in private and public secondary schools in Lahore, Pakistan. The targeted population selected for this cross-sectional quantitative study was teachers of the private and public schools of Lahore, Pakistan. The study sample was selected through a convenience sampling design. The final sample comprised 500 male and female secondary school teachers. The survey was self-administered, based on a structured questionnaire consisting of 36 items. For data analyses, descriptive statistics and inferential statistics were used to analyze the gathered data. One-way ANOVA and an independent sample t-test were used to find the difference in job satisfactions by categorizing them according to their, experience, qualification, age, gender, and type of institution (public vs. private). The results indicated that female teachers were more satisfied than the male teachers. A significant difference was found between the job satisfactions in terms of salaries ( $F = 2.610, p < 0.075$ ), supervision ( $F = 3.534, p < 0.030$ ), fringe benefits ( $F = 5.761, p < 0.003$ ), promotion ( $F = 2.396, p < 0.092$ ), and nature of work ( $F = 4.400, p < 0.013$ ). Furthermore, public secondary schools have more facilities and benefits as compared to private schools. It is suggested that the Executive District Officers (EDO) must include some strategies and teachers' welfare packages for public or private secondary school teachers. However, future studies can indicate their research towards other factors, which might be considered as a prime predictor for teachers' job satisfaction.

**Keywords:** job satisfaction, private, public, teachers' gender, secondary school teachers

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## Introduction

A satisfied employee is a productive employee because research has showed that any kind of injustice relating to the organization's decision or personal inequality influences the job productivity of an employee (Mwakasangula & Mwita, [2020](#)). In educational institutions, teachers are the vital resource to ensure the achievement of organizational goals and improve the student's learning behaviour through quality work. Varma and Singh ([2022](#)) highlighted that teachers are the people who train students to compete in the job market or at any workplace in order to pursue their desired careers. Therefore, it is the prime goal of each organization to keep their employees motivated and create an environment that facilitates satisfaction and reduces dissatisfaction. Many research studies have emphasized that job satisfaction is a crucial issue for any organization whereas dissatisfaction may result in burnout, absenteeism, job turnover, and lower productivity (Memon & Bemisal, [2019](#)).

Factors affecting teacher's job satisfaction include financial compensation, job environment, opportunities for promotion, professional development, and ability to relate to make a difference in students' success. The school environment is highly related to teacher and principal job satisfaction (Skaalvik, [2020](#)). Research on the association between teacher job satisfaction and student academic performance, has shown inconsistent results varying from significantly associated to no association at all (Hassan & Ibourk, [2021](#)). One of the most important factors for teacher's job satisfaction is a professional qualification and working conditions (Anastasiou & Garametsi, [2021](#)). Furthermore, according to Gihar and Mishra (2017), a particular facet and overall commitment toward one's job has been discussed in the area of teachers' job satisfaction (Eirín-Nemiña et al., [2022](#)). Although, secondary school teachers' job satisfaction has been measured as both facet-particular and overall commitment to their job. However, Varshney ([2014](#)) argued that facet-particular usually ignores the individual differences with which secondary school teachers consider the importance of particular facets of job satisfaction, consequently underestimating possible overall effects on job performance.

The school environment, advancement opportunities, and level of satisfaction may vary among different institutions. According to Mehta ([2012](#)), the type of institution (public or private) is also another significant element, which influences the job satisfaction of employees. The public

sector provides facilities such as salary with annual increments and other packages like pensions and gratuities. Whereas the private sectors have, other rewards like excellent salary packages, respectable working environments, and stimulating tasks (Nigama et al., [2018](#)). Moreover, working experience in a particular school has also been seen as a significant factor, which influences teachers' job satisfaction (Parveen et al., [2015](#)). Employees in a working environment with positive values, perform better as compared to a toxic environment. Therefore, organizations either public or private are required to improve their environmental conditions for their personnel in order to achieve the organizational goals (Anastasiou & Belios, [2020](#)).

Researchers have argued that the financial aspect of job satisfaction is a fundamental issue among employees. Although, according to Kumar ([2015](#)) job satisfaction is influenced by many internal and external aspects such as salary, gender disparity, working environment, age, and relationship with other colleagues. It is also considered a doorway towards the achievement of an institution. Due to these workers, which display an excessive level of satisfaction look after putting more attempts into their jobs which may then lead to better job performance (Hameed et al., [2018](#)). Based on the aforementioned reason, Marasinghe and Wijayarathne ([2018](#)), argued that female teachers are highly satisfied with their careers of teaching as compared to male teachers. Moorthy's ([2013](#)) in his study indicated that younger teachers are more satisfied as compared to experienced teachers, especially at the secondary school level.

Many research studies have statistically proved that teacher's job satisfaction is associated with teacher's self-efficacy (Issa Gazi et al., [2022](#)) and the leadership behaviour of school principals (Toropova et al., [2021](#)). However, school environment indicates certain variables such as working conditions, training opportunities, administrative support, and staff collegiality, which were found as stronger predictors of teacher job satisfaction. Similarly, Achanta and Reddy ([2014](#)) identified other variables of the school process, specifically an encouraging work environment to be related to job satisfaction, which emphasized the significance of the school climate for teachers (Asaloei et al., [2020](#)). Thus, satisfaction with the school environment plays a crucial role in retaining teachers at school and their performance. Similarly, bin Abdullah ([2021](#)) found that better quality work environments foster teachers' job satisfaction,

which in return help in achieving the organizational goals. This is consistent with the results of several other research studies and numerous meta-analyses showing a clear link between school environment and job satisfaction in various professions (Yusoff et al., [2013](#)).

Job satisfaction is a significant factor for any organization as it likely helps to determine the rate of retention, turnover, productivity, recruitment, and loyalty (Aloisio et al., [2021](#)). Staempfli and Lamarche ([2020](#)) predicted that an employee concerned with his work overlaps with what he gets in return by performing exceptionally on his job (Norbu & Wetprasisit, [2021](#)). These meanings signify job satisfaction conventionally, which indicated the best appropriate way to analyze whether an individual is satisfied or not. Hence, it is important to analyze and identify factors, which are responsible for employee job satisfaction (Gopinath, [2021](#)) including aspects such as education, age, work experience, skills, and other organizational arrangements. Amin ([2021](#)) supported this idea by stating that these factors contribute differently and forms the appropriate meaning of job satisfaction. Additionally, other research studies explained that if employees neglect to get salary benefits for the work exerted, the employee would possibly develop the worst feeling toward the organization, which can affect their future job performance specially quality and effort (Yasin et al., [2020](#); Nuzulia & Saputra, [2022](#)).

### **Theoretical Framework**

This study is conducted keeping in mind Frederick Herzberg's 'two-factor theory'. Herzberg emphasized that employees' satisfaction and dissatisfaction are primarily influenced by two different sets of factors independently. Herzberg argued that the hygiene and motivational factors are two opposite ends of the job dissatisfaction and satisfaction. According to him, intrinsic and extrinsic factors influence the motivational level of employees. Employees would be satisfied if they would be given the advantages like salary, achievement, and recognition. The theory asserted that meeting the basic demands of hygiene factors makes them feel satisfied. However, the absence of hygiene factors like company policies, working conditions, job security, structure, quality of management, and interaction with colleagues, would result in job dissatisfaction. Thereby, if an organization wants to motivate its employees to perform well, then they are required to emphasize factors that would lead to job satisfaction like recognition, responsibility, and achievement (Sachau, [2007](#)).

## **Objectives of the Study**

- To analyze the difference between the job satisfaction of female and male teachers at secondary schools.
- To investigate the difference between job satisfaction in private and public secondary school teachers in Lahore, Pakistan.
- To identify the difference between job satisfactions of public and private school teachers in terms of their age, experience, and qualification.

## **Research Methodology**

### **Sampling and Research Design**

This study deployed a quantitative research design to conduct the analysis. The population of the current research study comprised all female and male teachers of the public and private secondary schools of Lahore, Pakistan. A number of 1218 private or 179 public secondary schools in Lahore were the population for the current research. A convenience sampling technique was used to gather the data. The sample of the study consists of 30 secondary schools in Lahore, Pakistan. The total sample of the study consisted of 500 teachers in which 250 teachers were from 15 public secondary schools and 250 teachers were from 15 private secondary schools of Lahore, Pakistan .

### **Research Instrument**

Researchers administered the questionnaire. The first part of the questionnaire comprised demographic information (independent variables) such as gender, age, qualification, experience, and the type of schools. The second part of the questionnaire comprised 36 statements on job satisfaction (dependent variables) with five (5) Likert scales ranging from *strongly agree* to *strongly disagree*. The questionnaire consisted of nine (9) subscales namely salary, fringe benefits, promotion, operating condition, contingent rewards, coworkers, communication, and nature of work.

### **Data Collection Procedures**

Data were collected by deploying a survey method of research. Questionnaires were distributed in the presence of the author. The participants were requested to answer the questions without any anxiety and sympathy and they were ensured that their responses will be kept confidential. The authors along with the survey questionnaire in printed

form provided guidelines. The researchers themselves collected questionnaires.

### Data Analysis

All analyses were performed in 2021, using SPSS statistics version 25. For the data analysis, descriptive statistical and inferential statistics were performed. The data was computed as an independent sample t-test, to examine the difference between job satisfactions and genders or the types of school. Therefore, ANOVA tests was also performed to see the comparison between job satisfaction of public and private school teachers in terms of their age, qualification, and experience.

### Results

Table 1 demonstrates that 21.8% of the teachers were above than 20 years, 41.8% were above than 40 years, and 36% were above than 50 years. A percentage of 42% of the participants graduated, 46.8% of teachers were having master's degrees, and only 11% were having MPhil and Ph.D. degrees. Moreover, 26% of teachers were retaining in the organization for 3-6 years, whereas 26.6% of teachers had 7-10 years of experience and 47% were in the organization for more than 10 years.

**Table 1**

*Demographic Information on the Public and Private Secondary School Teachers*

	Frequency	Percentage
Age		
above 20 years	109	21.8%
above 40 years	209	41.8%
above 50	182	36.4%
Qualification		
Bachelors	211	42.2%
Masters	234	46.8%
MPhil and Ph.D.	55	11.0%
Experience		
3-6 years	132	26.4%
7-10 years	133	26.6%
over 10 years	235	47.0%

**Table 2 (a)***Job Satisfaction Difference between Male and Female Secondary School Teachers*

Variables	Male (n = 250)		Female (n =250)		p
	M	SD	M	SD	
Salary	14.4	3.64	14.5	3.71	.798
Promotion	14.2	4.39	14.3	4.44	.738
Supervision	16.4	4.03	16.8	4.07	.275
Fringe benefits	12.9	3.77	14.1	3.61	.000
Contingent Reward	13.8	3.30	14.0	3.76	.570
Operating Conditions	12.3	2.79	12.0	3.19	.271
Coworkers	16.4	3.10	17.1	3.26	.023
Nature of work	17.7	3.85	18.4	4.12	.043
Communication	14.7	3.82	15.8	4.09	.002

**Note.** Results from Independent Samples *t*-Test.

The result of the independent sample *t*-test for difference in job satisfactions was based on the type of facilities, which showed a significant difference among male and female teachers of both public and private sector. The results indicated that there is a significance difference between job satisfactions of male and female teachers in terms of fringe benefits ( $t = -3.594, p < 0.00$ ), coworkers ( $t = -2.289, p < 0.23$ ), nature of work ( $t = -2.030, p < 0.43$ ), and communication ( $t = -3.094, p < 0.02$ ). Female teachers' mean score was higher than those of male teachers. Therefore, they were more satisfied than male due to the fringe benefits, coworkers, nature of work, and communication Table 2 (a).

There is a statistically significant difference between job satisfaction in both private and public schools in terms of their salaries ( $t = 4.147, p < .000$ ), promotion ( $t = -5.474, p < .000$ ), supervision ( $t = 2.543, p < .011$ ), fringe benefits ( $t = -4.956, p < .000$ ), coworkers ( $t = 4.518, p < .000$ ), and nature of work ( $t = 4.099, p < .000$ ). Although, private secondary schools have more facilities and benefits as compared to private schools. Thereby, the mean score was higher for public schools as compared to private schools, which showed that public school teachers were more satisfied than private school teachers Table 2 (b).



**Table 2 (b)**

*Job satisfaction Difference between Public and Private Secondary School Teachers*

Variables	Public (n=15)		Private (n =15)		p
	M	SD	M	SD	
Salary	15.10	3.410	13.76	3.805	.000
Promotion	13.20	4.970	15.30	3.478	.000
Supervision	17.10	4.168	16.18	3.882	.011
Fringe benefits	12.70	3.944	14.32	3.340	.000
Contingent Reward	13.79	3.574	14.08	3.504	.357
Operating Conditions	12.08	2.776	12.22	3.216	.613
Coworkers	17.40	2.735	16.14	3.495	.000
Nature of work	18.76	3.864	17.32	4.012	.000
Communication	15.14	3.735	15.29	4.244	.671

*Note.* Results from Independent Samples *t*-Test.

**Table 3 (a)**

*Job Satisfaction Stratified by Age of Secondary School Teachers*

Variables	Source variables	df	Mean square	F	p
Salary	Between-group	2	34.951	2.610	.075
	Within group	497	13.390		
	Total	499			
Promotion	Between-group	2	46.378	2.396	.092
	Within-group	497	19.358		
	Total	499			
Supervision	Between-group	2	57.369	3.534	.030
	Within-group	497	16.235		
	Total	499			
Fringe benefits	Between-group	2	79.065	5.761	.003
	Within-group	497	13.724		
	Total	499			
Contingent reward	Between-group	2	4.775	.381	.684
	Within-group	497	12.550		
	Total	499			

Variables	Source variables	<i>df</i>	Mean square	<i>F</i>	<i>p</i>
Operating conditions	Between-group	2	4.079	.452	.637
	Within-group	497	9.031		
	Total	499			
Coworkers	Between-group	2	22.635	2.224	.109
	Within-group	497	10.180		
	Total	499			
Nature of work	Between-group	2	69.478	4.400	.013
	Within-group	497	15.789		
	Total	499			
Communication	Between-group	2	40.206	2.535	.080
	Within-group	497	15.860		
	Total	499			

Table 3 (a) shows that there is a significant difference between the job satisfactions of teachers of different age groups. A significant difference was found between job satisfaction in terms of their salaries ( $F = 2.610, p < 0.075$ ), supervision ( $F = 3.534, p < 0.030$ ), fringe benefits ( $F = 5.761, p < 0.003$ ), promotion ( $F = 2.396, p < 0.092$ ), and nature of work ( $F = 4.400, p < 0.013$ ). There was a statistically significant interaction between the effects of age group and job satisfaction based on the available facilities and benefits.

Simple main effects analysis showed that teachers with master's degrees were significantly more satisfied than the one's having bachelor's degrees. The results indicated that there is a significant difference between the job satisfactions of teachers with different qualifications. A significant difference was found between job satisfaction in terms of promotion ( $F = 3.278, p < 0.039$ ), fringe benefits ( $F = 2.471, p < 0.086$ ), coworkers ( $F = 2.402, p < 0.092$ ), and nature of work ( $F = 3.569, p < 0.029$ ).

**Table 3 (b)**

*Job Satisfaction Stratified by the Qualification of Secondary School Teachers*

Variables	Source variables	df	Mean square	F	p
Salary	Between-group	2	20.112	1.495	.225
	Within-group	497	13.45		
	Total	499			
Promotion	Between-group	2	63.237	3.278	.039
	Within-group	497	19.290		
	Total	499			
Supervision	Between-group	2	14.022	.855	.426
	Within-group	497	16.409		
	Total	499			
Fringe benefits	Between-group	2	34.355	2.471	.086
	Within-group	497	13.904		
	Total	499			
Contingent reward	Between-group	2	10.365	.827	.438
	Within-group	497	12.527		
	Total	499			
Operating conditions	Between-group	2	4.180	.463	.630
	Within-group	497	9.030		
	Total	499			
Coworkers	Between-group	2	24.436	2.402	.092
	Within-group	497	10.172		
	Total	499			
Nature of work	Between-group	2	56.539	3.569	.029
	Within-group	497	15.841		
	Total	499			
Communication	Between-group	2	11.632	.728	.483
	Within-group	497	15.975		
	Total	499			

Table 3 (c) shows that the interaction effect is statistically significant. The interaction effect indicated that the relationship between job satisfaction and available facilities/benefits depends on the experience of the secondary school teachers. Based on their experience, s there was a significant difference between job satisfaction in terms of salary ( $p < .000$ ),

promotion ( $p < .031$ ), supervision ( $p < .007$ ), coworkers ( $p < .001$ ), and nature of work ( $p < .000$ ). However, no significant difference was found between job satisfaction in terms of fringe benefits, contingent reward, operating conditions, and communication.

**Table 3 (c)**

*Job Satisfaction Stratified by Years of Experience of Secondary School Teachers*

Variables	Source variables	df	Mean square	F	p
Salary	Between-group	2	115.602	8.848	.000
	Within-group	497	13.066		
	Total	499			
Promotion	Between-group	2	67.730	3.514	.031
	Within-group	497	19.272		
	Total	499			
Supervision	Between-group	2	80.738	5.002	.007
	Within-group	497	16.141		
	Total	499			
Fringe benefits	Between-group	2	27.780	1.994	.137
	Within-group	497	13.930		
	Total	499			
Contingent reward	Between-group	2	2.354	.187	.829
	Within-group	497	12.560		
	Total	499			
Operating conditions	Between-group	2	3.618	.400	.670
	Within-group	497	9.033		
	Total	499			
Coworkers	Between-group	2	72.623	7.278	.001
	Within-group	497	9.978		
	Total	499			
Nature of work	Between-group	2	173.010	11.25	.000
	Within-group	497	15.372		
	Total	499			
Communication	Between-group	2	1.317	.921	.082
	Within-group	497	16.016		
	Total	499			

## Discussion

This study analyzed the variations of job satisfaction in public or private secondary school teachers of Lahore, Pakistan. For this purpose, independent sample t-test and ANOVA test showed a complex structure of all the available facilities and teachers' job satisfaction, where the variance of analysis has three specific factors with respect to the teachers' jobs satisfaction in terms of their age, experience, and qualification. Additionally, factors concerning gender, type of institution, and qualification, especially job satisfaction with the salary and promotion benefits, showed a significant difference between public and private teachers. Moreover, the mean score and standard deviation of public-school teachers were more satisfied as compared to private school teachers with respect to their salaries, coworkers, supervision, and nature of work.

Previous studies have focused on some of the similar factors associated with job satisfaction. Miah and Hafid (2019) found that a sufficient pay package can foster job satisfaction and a salary increase can counter such challenging effects. Irabor and Okolie (2019) added that the motivation, which follows salary benefits, is provisional because employees would attract to new conditions. Most of the research studies statistically found that salary increments and working conditions can be temporary ways that acts a stimulation for employees, however, salary increments would not increase motivation or help as an absolute solution for an existing challenge in the system (Sari et al., 2021; Chan & Ao, 2019). Additionally, in this study, the results showed that female teachers are more satisfied than male due to the good collegial environment (supervision, coworkers, communication) instead of the salary benefits. Specifically, the results from another similar study by Ashraf (2020) reported that employees get their motivation from two sets of factors at their workplace either it could be the growth factors of intrinsic motivation or it could be the growth factors of extrinsic motivation. This study investigated that secondary school teachers have been facing job dissatisfaction due to the lack of available benefits and salary increments, which Serreqi (2020) pointed out as the worse condition in any organization.

Purwanti and Indradewa (2022) stated that the teacher's role is quite significant in the teaching and learning process as compared to other elements of education. Additionally, professional skills, the teaching career, dedication, accessibility of the resources, and continuous evaluation

demands more sensitivity of performance in order to ensure quality outcomes (Hee et al., 2020; Jeanson & Michinov, 2020). The findings of the current study showed the origins of factors of teacher job satisfaction and particularly the degree to which it is considered in the professional skills category. Based on the current state of education, these kinds of research studies are required, to draw and highlight the overall drawbacks of the secondary school system. Similarly, it is vital to identify problems, which are linked to job satisfaction and teachers' professional development. The current study is limited to secondary school teachers based on age, qualification, and experience, specifically gender and type of institution in Lahore, Pakistan. Although the authors used a diverse sample of males and females from public and private schools, the research findings may not apply to different school districts and a large population residing in Lahore, Pakistan. In hindsight, this study was limited to inferential analysis of findings. Thereby, using a qualitative research design, the findings of this research paper may signify comprehensive implications.

## **Conclusion**

The current study aimed to describe the factors that foster satisfaction and dissatisfaction among secondary school teachers in Lahore, Pakistan. Based on the statistical analysis it was revealed that mostly teachers dissatisfied because they were deprived of salary benefits and rewards. . The female teachers were more satisfied with fringe benefits, coworkers, nature of work, and communication as compared to male secondary school teachers. Furthermore, the current study postulated strong evidence to indicate the strong difference between job satisfactions of secondary school teachers of different age groups particularly for teachers based on available facilities and benefits. Thereby, , the study concluded that secondary school teachers of both public and private institutions were not adequately satisfied, which ultimately affected the teacher's work performance and their professional development.

## **Recommendations**

The current study conducted a comparative analysis of job satisfaction of secondary school teachers regarding the public or private institutions in Lahore, Pakistan. Therefore, other research studies could examine the job satisfaction of primary and elementary school teachers in both genders or idiosyncratically. Further, researchers could also consider applying a

qualitative research methodology to investigate the factors relevant to a diverse set of demographics. In this study, the participants were from specific educational backgrounds, career stages, and generational ages. However, future studies could focus on certain other factors, such as the types of designation and services of the participants.

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