



Relationship between job satisfaction and aspects of life: A case study of teachers in Balochistan, Pakistan

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Abstract- The comparison between private sector and government sector job is an ongoing debate. Job satisfaction, regardless of the sector, is considered important for the development of professional excellence. Job satisfaction is defined as a person's behavior towards their employment and plays an essential role in life satisfaction. There are two main objectives of this study. The primary objective of this study is to determine if job satisfaction is correlated with life satisfaction or not? Secondly, to determine teachers' job satisfaction similarities or otherwise, between government and private sectors. The Mann Whitney independent sample test and Spearman correlation analysis were applied to the data. The results of this study depict that job satisfaction is not same in government and private sectors. Results also reveal that there is a significant relationship between job satisfaction and satisfaction about life.

Keywords: Teachers, Job satisfaction, Aspect of life, Balochistan

I. INTRODUCTION

This research focuses on a specific area of Balochistan, Pakistan as few research studies have focused on such a defined geographical area. The research considers the links between job satisfaction and general life satisfaction for educators. Further, it investigates the similarities and dissimilarities between private and government sector educational settings in Balochistan.

Job satisfaction is the combination of two words: "job" being considered as the occupational activity; and "satisfaction" being related to an emotional response such as happiness or contentment held by an individual undertaking an activity. The term "job satisfaction" is a perception or psychological disposition of a person about their job. Education is considered as the major source of development or to functional and contributing members of society. Achieving this goal is essential in any educational organization.

Many studies, across various occupations have noted that higher job satisfaction provides higher productivity. Teachers provide strong social role models as they cement their professional relationships with students. Teachers are considered as one of the main contributors, outside of the immediate family as positive, role models and professionally, are held in high regard as pillars in the community. Teachers play a key role in the life of students in terms of motivation, excelling in excellence and ultimately, to become the great leaders for the next generation (Mitra, 2018). Education is considered as the key to success for every nation. It is logical then that maintaining poor education systems, a nation can never touch the goals of success (Ahmed, 2014).

Life satisfaction is defined as the process of personal judgment about the quality of life on the basis of an individual's own set criteria their own set criteria. Life satisfaction is highly associated with job satisfaction, and holds true across similar groups of employment. Job satisfaction not surprisingly, plays a vital role in the process of life satisfaction because the needs of life are associated with an individual's employment. In most literature encountered, life satisfaction is always positively correlated with job satisfaction (Naz, 2015).

An individual's work strongly influences the quality of life and is linked to self-esteem and image. It is to be noted that work life and non-work life are correlated with each other. However, how and why they are correlated; and which factors play a vital role in the correlation remains unknown (Near, 1984).

II. LITERATURE REVIEW

The paradigm of job satisfaction is multi-dimensional that comprises external factors; job qualification, government and relevant organizations, conditions in which they are working, salary, acquaintances, type of supervision and development at the professional level, and teamwork companions. It also covers internal factors; expectations of the individuals and their request.

Near (1984), conducted a study in which he discusses different models about job and life satisfaction. One model explains that job satisfaction can cause life satisfaction, but life satisfaction cannot cause job satisfaction. The other model predicts that the job satisfaction cannot cause life satisfaction if some of the variables are controlled.

A case study of Pakistan by Khan (2005) recommended in his study that federal, provincial, and district governments need to focus on turning the plans into reality to make infrastructure better. In policy-making teachers need to be made a part of ensuring the management or support. Politicization in schools raises many issues that can be tackled through a merit-based system. Female teachers need to be empowered as well to excel. From leaders, a strong commitment is the need of time.

Menon et al. (2008) explore less level of job satisfaction in primary and secondary education teachers than in preschool. As there is no strict program neither a high number of students, which is why the management of class is also easy. Emotional intelligence is also significant in stabilizing the satisfaction of job and life. In terms of emotional intelligence, the results can be different between teachers' work mentality and satisfaction with life along with general job satisfaction as explored by Ignat and Clipa (2012).

Kumari and Pandey (2011), also focused on determining job satisfaction in Public sector and Private sector and drawing comparison between both sectors. Data was obtained via questionnaire issued to 200 people via email from which, 73 questionnaires was returned. The findings depict that the job satisfaction is same in both private and government sector

Demirel (2013) explores that the positive attitude enhancement concerning life and job, job satisfaction plays a key role. The dimensions of one's entire life are included in job satisfaction. The study made 406 teachers part of the study, the job satisfaction level was not exceptional but good. The level of life and job satisfaction was found as a significant correlation. The level of satisfaction of female teachers at the job was higher. Our study will also investigate either a general attitude towards the job of female teachers fluctuates as per their level.

A study of the same nature was conducted in Kashmir, but the analysis was done in a novel way. Dar (2013) collected the sample of 100 teachers and exposed that at the elementary level the job satisfaction of teacher is way more significant because of the; conditions at working place and its management, financial conditions, job, and security of one's self, development opportunities and its promotion as compared to private school teacher. Raj and Lalita, (2013) conduct a comparative analysis of teachers within private and government sectors. T test was used to see the satisfaction among private and government schools. The results depict that there was no significant difference between satisfaction among government and private school teachers.

Waheed and Mohammad (2014), conducted a study on job satisfaction in private schools of Bahawalpur, Pakistan to determine job satisfaction of teachers. Correlation and regression analysis were applied to see the results by using SPSS. The data was obtained through 150 participants via sample questionnaires. The results depict that salary is highly correlated with job satisfaction in private schools; while standards of the working environment were less correlated with job satisfaction. Ahmed (2014), explored job satisfaction among private and government teachers. Information was gathered via questionnaire from 126 respondents of 12 schools. This study utilized multistage sampling. The results depict that there is no difference among the satisfaction of government and private school teachers.

In teachers of government and private institutions, it is considered that job satisfaction level is different because of the different nature of the environment offered by both types of institutes. To explore it Ghosh (2015) investigated 200 private and public educational institutions with the same ratio by using Muthayya's (1973) scale to investigate job satisfaction. This study showed not many significant results between teachers of both types of institutions. Not even a gender-wise difference was found. Teachers, being the pillars of development of one's nation forge recognized abilities in youth. That is why their satisfaction must be considered insofar their job is concerned.

Teachers usually seek comfort in their jobs that can be directly proportional to the level of satisfaction in jobs. A study in Sindh, Pakistan was conducted to investigate job satisfaction among government teachers at the high school level. Public schools status concerning the development of the majority of the population is way more significant. The institution is the central focus of Parveen et al. (2015) study for they consider that directly or indirectly the quality of education depends on it and also the job satisfaction of the employees. Majority teachers were found satisfied with their job and others are carrying on their jobs for the sake of handsome salaries. The elevating rate of job satisfaction in this study was found among those teachers who had their links with teacher unions and their needs either personal or professional were fulfilled in their footsteps.

On contrary, Rani (2016) investigated to explore satisfaction at the job between private and public teachers. And the study revealed a significant difference in the satisfaction of teachers' jobs in private and government teachers. The social cognitive model of work and life satisfaction was tested on 235 Italian teachers that were the sample of the study. Three out of five predictors produced significantly; that is the direct path to gratification at the job. Lent et al (2010) stated that it progresses work goals at a personal level, self-efficacy and positive affectivity at the job are directly related to life satisfaction.

The study of Sahito and Vaisanen (2017) shown that aggravating job dissatisfaction is followed by the reasons; job security, feeble social interaction, lack of work appreciation, mistrust, and poor administration. These issues can lead to issues at a psychological level in the personal and professional lives of the teachers. Such studies help in understanding the reasons for less job satisfaction. Some incentives can increase the job satisfaction of teachers.

Another study by Nigama et al. (2018) including 50 schools of private and public status found not much significant variance in the job satisfaction level without differences of gender. Mitra's (2018) study compared job satisfaction of private and government sectors school teachers. The objective of Mitra's study was to explore the job satisfaction among teachers in private and government schools according to gender. T test was used to compute the required results. The results depict that significant difference between private and government school teachers. Differences in gender responses were highlighted as a key consideration.

Hameed et al. (2018) conducted a comparative study on job satisfaction at a high level. Data from 10 public and private universities were conducted and analyzed quantitatively. The difference in statements between the private and public teachers was statistically different. This difference was found in the scale of job satisfaction, including salary, promotion, benefits, acquaintances, communication, and type of work. Such studies are directing us to the findings that the factors behind job satisfaction can also fluctuate for the teachers of private and public sectors.

III. METHODOLOGY:

The data gathered for this current research project study utilized a well-structured questionnaire. The sampling population for this study was the government and private teachers of school, colleges and universities of Balochistan. Demographic characteristics of variables such as: age, marital status, institution type, job position, gender, monthly income, and job duration in current institute; were asked from the respondents. The total population pool was 59713 of which 1048, 662 male teachers and 386 female teachers. In sample 869 teachers from government and 179 were from private sector. SPSS 20 was used for analysis purposes. Mann Whitney independent sample test and Spearman correlation were used to find out the results of the constructed hypothesis.

Hypotheses:

The following hypotheses were constructed for the current study.

H_1 = Job satisfaction in private sector and government sector is same.

H_2 = Job satisfaction is high in government sector.

H_3 = There is relationship between job satisfaction and life satisfaction.

IV. RESULTS AND DISCUSSION:

Table 1 provides information about the demographic variables. There are total 1048 respondents in this study from which 662 male and 386 female. The majority of the respondent's age range was 30 to 50 years. A total of 869 respondents held government teaching jobs. A total of 724 respondents have less than 10 years job experience. Most of the respondents have permanent job.

Table 1. Descriptive statistics of the demographic variables.

Measures	Characteristics	Frequency	Percentage
Gender	Male	662	63.2
	Female	386	36.8
Age	Less than 30	227	21.7
	Between 30 to 50	707	67.46
	Above 51	114	10.87
Marital Status	Married	235	22.4
	Unmarried	813	77.6
Sector of Job	Government	869	82.9
	Private	179	17.1
Job experience at current institute in years	Less than 10	724	69.08
	between 10 to 20	265	25.32
	Above 21	59	5.6
Nature of job	Permanent	888	84.7
	Contract	160	15.3

Normality test for job satisfaction and aspects of life:

To check the normality for job satisfaction and Aspects of life Kolmogorov-Smirnov test is applied. Our sample size is greater than 50 so will use Kolmogorov-Smirnov test to see both job satisfaction and aspects of life are normal or not. For graphical representation histogram is used.

Table 2: Descriptive Statistics about job satisfaction and aspects of life.

Descriptive Statistics		
Job Satisfaction	Mean	100.5468
	Standard deviation	11.77575
	Range	81.00
	Minimum	53.00
	Maximum	134.00
	Skewness	-.028
	Kurtosis	.536
Aspects of life	Mean	44.3092
	Standard deviation	4.58495
	Range	33
	Minimum	23
	Maximum	56
	Skewness	.255
	Kurtosis	.391

Table 2 provides descriptive statistics about job satisfaction and aspects of life. The basic statistics mean, standard deviation, range skewness and kurtosis is calculated for both of the variables.

Table 3: Normality Test

Kolmogorov-smirnov			
Job Satisfaction	Statistics	Df	Sig.
	.051	1048	.000
Aspects of life	Statistics	Df	Sig.

	.107	1048	.000
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The job satisfaction test value is 0.051 and the significant value for Kolmogorov-Smirnov test is 0.000. As p-value is less than 0.05, we reject H_0 and conclude that the variable job satisfaction is not normally distributed. For aspects of life, the significant value is also less than 0.05, which means that an aspect of life is also not normally distributed. The graphical representation is provided in figure A1 and A2.

Figure A1:

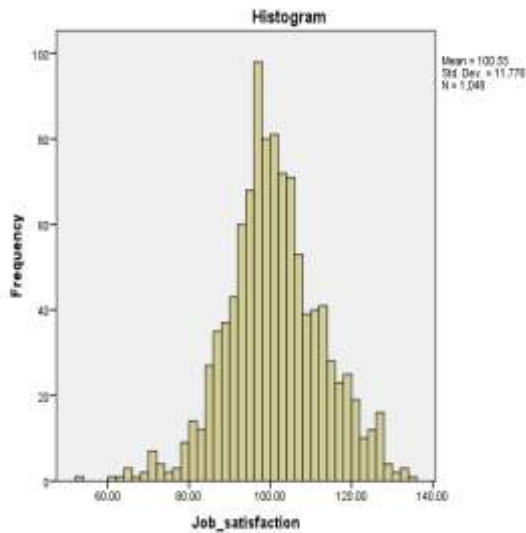
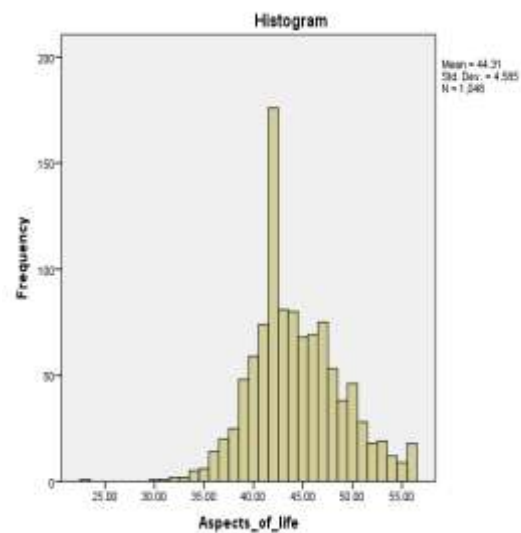


Figure A2:



Test of Reliability:

To check the reliability of job satisfaction and aspects of life, the Cronbach alpha is calculated. Table 4 consists of the test of reliability, the value of Cronbach's alpha based on standardized item is 0.71. This value indicates that the data is reliable and further analysis can be performed.

Table 4: Reliability Statistics

Cronbach's Alpha	No of Items
0.71	2

Mann Whitney independent sample test:

As our data is not normal, therefore nonparametric tests are used to compute the required results. To see either job satisfaction is same or not in private and government sectors Mann Whitney independent sample test is applied.

Table 5: Mann Whitney test

Ranks				
	Sector of Job	N	Mean Rank	Sum of Ranks
Job satisfaction	Government	869	550.45	478342.50
	Private	179	398.51	71333.50
	Total	1048		

The above table is very useful because it indicates that the group will consider as having higher job satisfaction, which contain highest mean rank. In this table, Government sector employees contain highest mean rank 550.45, indicating that job satisfaction is highest in government sectors.

**Table 6:
Test Statistics^a**

	Job Satisfaction
Mann-Whitney U	55223.500
Wilcoxon W	71333.500
Z	-6.118
Asymp. Sig. (2-tailed)	.000

Table 6, provide test statistics which reveal that either job satisfaction is same in government and private sectors or not. The p-value is less than 0.05 so we reject H_0 and concludes that job satisfaction is not same in private and government sectors.

Table 7: Spearman's rho test

Correlations		Aspects of life	Job satisfaction
Spearman's rho	Aspects of life		
	Correlation Coefficient	1.000	.543**
	Sig. (2-tailed)		.000
	N	1048	1048
	Job satisfaction		
	Correlation Coefficient	.543**	1.000
Sig. (2-tailed)	.000		
N	1048	1048	

** . Correlation is significant at the 0.01 level (2-tailed).

To test the hypothesis that there is association between aspects of life and job satisfaction the Spearman correlation was performed because both of the variables, job satisfaction and aspects of life distribution was not normal. Spearman correlation is a non-parametric test. The test value for Spearman correlation is 0.543 and its p-value is 0.000. The results of the Spearman correlation depict that, there is positive and strong relationship between job satisfaction and aspects of life. The calculated p-value is less than 0.05, so we reject H_0 and concludes that there is relationship between job satisfaction and aspects of life.

V. CONCLUSION:

The study has been conducted on job satisfaction among teachers of government and private sector. A well-structured questionnaire was used for data collection purpose. The SPSS was used for data analysis purpose. The results of this study depict that job satisfaction is not same in government and private sectors. Results also reveal that there is strong relationship between job satisfaction and satisfaction about the aspects of life.

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