

# Determining Teacher's Level of Job Satisfaction in Faisalabad City

AISHA SIDDIQUE, NIAZ HUSSAIN MALIK AND NAHEED ABBASS

*Division of Education and Extension, University of Agriculture, Faisalabad-38040, Pakistan*

## ABSTRACT

A teacher is a dynamic person. He plays many different and vital roles in the grooming and development of his students' personalities. He acts as a communicator disciplinarian, conveyer of information, counsellor and surrogate parent. In spite of all this hardwork, in reward, he neither gets the reasonable salary nor the prestige and social status, which he deserves. In view of the need for the satisfaction and its impact on teachers' performance, the study was conducted in Faisalabad city colleges. The main objective of the study was to determine the degree of job satisfaction of the college lecturers regarding their salaries, chances of promotion, fringe benefits, security of service and social status. The analysis of the data obtained from 300 randomly selected college lecturers revealed that majority of the respondents was not fully satisfied with the existing pay scales, security of service, chances of promotion, fringe benefits and social status.

**Key Words:** Communicator; Salaries; Satisfaction; Social status; Teacher

## INTRODUCTION

It is the teacher – a maker of a man who enables an individual not only to think rationally but also inculcates ethical values among the youth for the assumption of the responsibility of citizenship. It is not simply enough for a teacher to provide new knowledge to the students but he is also held responsible to prepare the students for their future life. According to Crow and Crow (1992), the challenge to the teacher is that of helping a learner retain his identity, develop his individuality and absorb background of democratic culture. As compared to other nations, the teachers in our society are also expected to safeguard country's ideology, besides inculcating Islamic and religious values among the students. In short, there is nothing more important than the teacher in this wide world.

Keeping in view the importance of the teaching profession, it is always desirable to select such a person for this job who is equipped with the needed attributes of an ideal and competent teacher. Quite in line with the common saying that a good teacher is born and not made but polishing and refinement are gained through hard work and training. In addition to the physical and mental health the teacher is expected to have full command on the subject matter and dedication to the profession. Any omission or negligence in this regard may have an adverse effect on the fate of the nation. In order to get the above mentioned objectives fulfilled on the part of a teacher, it is necessary to keep the maker of men free from the element of worries and problems. An ideal teacher can come up to the national expectations only when he / she is satisfied in all aspects. The problems may be numerous, but economic and job security are common ones in all the societies. Richey (1979) rightly pointed out that the economic security should be

mentioned as one of the values inherent in a career in education. Khan (1975) suggested that it was the function of the state and the society to see that every teacher had adequate salary according to his status, his qualifications and his culture in order to lead a simple, contented and cheerful life.

Trabue (1993) suggested that the real reward of the true teacher lies in the deep satisfaction, he feels in watching students grow in their understanding of themselves and of their world, in seeing them develop self reliance, initiative and sense of responsibility. Sorenson (1991) in this context presented that a special reward, which a teacher receives, is the satisfaction - the feeling of self respect. Singer (1978) stated that if a teacher suffered from unresolved personal conflict, then inevitably his pedagogical relationships are distorted. He might become to his pupils a figure of 'doom at any rate' to the extent that the child's learning process and his whole attendance to a subject and to school is disturbed. Lowman (1984) pointed out that awards were a common method of giving public recognition but they were too scarce to everyone who deserved them.

In view of the important responsibilities entrusted to the teachers and the difficulties and problems faced by them, the Government of Pakistan is trying its level best to keep the teachers satisfied as long as their emoluments and social status in the community are concerned, but the real situation could be revealed by a scientific survey, so it was thought necessary to conduct a study for determining the opinion of the college lecturers regarding the extent to which they were satisfied with their profession.

## MATERIALS AND METHODS

Local college teachers of Faisalabad city formed the

universe for this study and an equal number of male and female teachers, being the career starters, were taken as the respondents. A sample of 300 teachers was drawn randomly. An interview schedule was tested on 20 teachers to remove errors or omissions if any before finalizing it. Then the respondents were interviewed individually with the help of an interview schedule for gathering relevant information from them. The data thus collected were tabulated and simple percentages were worked out to draw conclusions.

## RESULTS AND DISCUSSION

The data presented in Table I show that 41% of the respondents had got professional training of B.Ed. / M.Ed. level in addition to the requisite qualifications of M.A. / M.Sc.in their fields of specialization. However, 38 and 20% of the respondents possessed M.A. and M.Sc. qualifications, respectively. Only 1% of the respondents had Ph.D. degree to their credit.

**Table I. Educational and professional qualification of the respondents**

Category	Number	Percentage
M.A	114	38
M.Sc	60	20
M.A./M.Sc.+B.Ed.	81	27
M.A./M.Sc.+M.Ed.	42	14
Ph.D.	3	1
Total	300	100

**Table II. Opinion about the existing pay scales in relation to meeting the financial needs of the respondents**

Responses	Number	Percentage
Quite sufficient	-	-
Hardly sufficient	72	24
Insufficient	210	70
No opinion	18	6
Total	300	100

**Table III. Distribution of respondents based on their views about promotion and job security**

Responses	Number	Percentage
Highly secure	6	2
Secure	45	15
In secure	189	63
No opinion	60	20
Total	300	100

Table II reveals that a significant majority of 70% of the respondents considered their existing salaries 'not sufficient' to meet their financial needs, while 24% of them termed their present emoluments "hardly sufficient". However, 6% of the respondents did not express their opinion on this subject.

The data in Table III indicate that a majority of 63% of

**Table IV. Personal satisfaction with regard to social status of the respondents**

Responses	Number	Percentage
Fully satisfied	6	2
Satisfied	48	16
dissatisfied	225	75
No opinion	21	7
Total	300	100

**Table V. Satisfaction with regard to the provident fund and other fringe benefits**

Responses	Number	Percentage
Fully satisfied	-	-
Satisfied	18	6
Dissatisfied	240	80
No opinion	42	14
Total	300	100

the respondents did not feel themselves 'secure' as long as promotion opportunities for them, based on efficiency in teaching were concerned. However, 15 and 2% of them found it 'secure' and 'highly secure' respectively. As many as 20% of the respondents did not forward their opinion in this regard.

It is evident from the data depicted in Table IV below that only 16 and 2% of the respondents were 'satisfied' and 'fully satisfied' respectively with regard to their social status. A significant majority of 75% of the respondents was not satisfied with the recognition of their social status while 7% of them did not express any opinion in this regard. It means that there existed a general dissatisfaction among the college teachers community with regard to their recognition by the society.

The data given in Table V reveal that an overwhelming majority (80%) of the respondents was not 'satisfied' with the provident fund and other fringe benefits. Only 6% of the respondents were 'satisfied', while 14% of them did not bother to express their opinion in this regard. None of the respondents was found 'fully satisfied' with present provisions of fringe benefits to the college teachers' community.

## CONCLUSIONS

It can be concluded from the foregoing discussion of the data that majority of the respondent's college teachers neither felt secure nor was satisfied with their social status, chances of promotion, and fringe benefits being presently provided to them.

In the light of above conclusions, it is suggested that the government should make all possible efforts to satisfy the teachers as recommended by various Commissions on Education and the provisions of National Education Policies promulgated from time to time in the past .If the element of dissatisfaction is mitigated, then the talented persons are likely to be attracted by this profession in comparatively large numbers.

## REFERENCES

- Crow, R.D. and A. Crow, 1992. *Educational Psychology* (revised edition). American Book Company, New York.
- Khan, A.N., 1975. *Sunday Magazine*. The Pakistan Times, Lahore. August 1<sup>st</sup>.
- Lowman, J., 1984. *Mastering the Techniques of Teaching*. Feroze Sons (Pvt). Limited, Lahore.
- Richey, R.W., 1979. *Planning for an Introduction to Education*. McGraw Hill Book Co., New York.
- Singer, K., 1978. *Education: The Importance of Teachers' Personality*. Institute for Scientific Cooperation. Tubingen, Landhausstr, 18. Federal Republic of Germany.
- Sorenson, H., 1991. *Psychology in Education*. McGraw Hill Book Co., New York.
- Trabue, M.R., 1993. *Educational Psychology*. Prentice Hall of India (Pvt) Ltd., New Delhi.

**(Received 01 June 2002; Accepted 22 June 2002)**