The Determinants of Job Satisfaction as Predictors of Organizational Commitment among School Teachers in District Sialkot, Pakistan

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Abstract: The present study has explored the differences in the factors that played crucial role in the satisfaction and commitment of the school teachers working in public (government) and private sectors of tehsil Sambrial, district Sialkot. Moreover, the predictive strength of job satisfaction along with its different dimensions on organizational commitment was also explore. A sample of 212 teachers (104 public sector; 108 private sector) were selected conveniently from the randomized list of 10 government schools and 10 private schools chosen from Education District Office, Sialkot. Urdu versions of Job Satisfaction Survey (JSS) and Organization Commitment Scale (OCS) were used and the data was analysed on SPSS 21 version. The results confirmed significant differences on the factors of the job satisfaction among the school teachers of public and private sector. Although, job satisfaction has not predicted job commitment in the present sample, but still some facets of job satisfaction have significantly predicted organizational commitment between the two groups of the study. Implications of the research findings are discussed.

Key words: Job satisfaction · Job Commitment · Public and Private School Comparison · Teachers

INTRODUCTION

People respected teachers and discussed their issues with them and gained opinions to understand and solve different problems since ancient times. Similarly, in recent years teaching is considered a sacred profession and has been ranked above all other professions such as engineering, lawyers and doctors. Teaching is a profession which is common for both men and women. The progress of any learning institution mainly depends on their teachers, environment and the students. Teachers work with interest and dedication only if they are satisfied with their jobs. Job Satisfaction is associated with the liking work and to do it effectively [1]. Job satisfaction is the perception of happiness an individual feels regarding his or her job [2]. Job satisfaction is considered as pleasurable feeling that is psychological condition of a person towards his or her job and job experience. In other words, job satisfaction is a positive emotional state resulting from appraisal from one's job and job experience. Satisfaction of a person with his or her job depends on the level of commitment he or she felt for the organization [3]. The commitment means the attachment of a person towards his or her goals. Commitment towards an

organization is the emotional attachment of an individual towards the organization [4]. Commitment is the person's actions that he used to maintain his interest towards his job [5]. Organizational commitment is highly influence job performance and efficiency of the work.

The person job satisfaction is directly related to the person's performance and work experience. Teachers do work properly and for a long time in one institution mostly in public institutions due to job security, work environment and fringe benefits [6]. It is not one factor alone which affect job satisfaction [7]. Many other factors played a crucial role in the job satisfaction such as nature of job, individual differences, organizational characteristics and work environment characteristics. Teacher with job satisfaction bring happiness in class room as well improve the environment of institution whether private and public. There are a lot of things in institution which make teacher unhappy and teacher will become unsatisfied that highly effect on the overall improvement of any institution. Student's intellectual development their cognitions and perception associated to the Teacher's job satisfaction. Teacher's dissatisfaction highly influences on students' performance [8, 9].

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The factors that affect job satisfaction are divided into two categories. Supervision, interpersonal relations, physical working conditions, salary, company policy and administration benefits and job security are all important factors which effect on job satisfaction. Job satisfaction increases the motivation level of an individual to work properly and make progress in their work also leads to self-actualization. Factors that are affected on motivation are the achievement, contentment, work itself and responsibility. The opposite of satisfaction is that there is no satisfaction. The satisfaction of a person needs can decrease the dissatisfaction and low productivity. The only factor which increases the productivity and performance is the motivation of the work [10].

There are a large number of studies have attempted to identify sources of teacher satisfaction and dissatisfaction by elementary and secondary school teachers [11]. The worker's higher production and performance levels and to retentions rates are linking to the employee job satisfaction. Public and private sector put a lot effort to ensure and increase the employee job satisfaction. The system of reward in the public sector mainly differs from that of the private sector in the terms of salary and other fringe benefits. It results that there are different level of satisfaction of public sector and private sector [12]. Different factors are responsible for the low level of job satisfaction among public sector. The job in the public sector is less motivation than job in the private sector. High satisfaction in job leads to the high organizational performance. There is low satisfaction in job among public sector than private sector there is need to change the policies of public sector to increase the level of job satisfaction of their employees to increase the morale and potential so that they produce more productivity in an organization [13].

A person spending most of the time in one institution highly affected to its job satisfaction. Attachment and faithfulness to any organization is more than maintaining a relationship [14]. A number of specific factors are common to all commitments. These factors were attention, conditions and power. On the base of these ideas Brown proposed that a teacher might have influence on several factors of commitment that were related to the emotional attachment to the focus of commitment, for example the school, pupils, teaching work and the profession [15]. Organizational commitment as the individual's identification with his or her organization is explained as a strength of a person's involvement in a particular organization, characterized by three factors: (i) committed

to the organization goals and values (ii) to make and considerable effort for the organization and (iii) a strong wish to remain attached with organization [16]. Within the school setting, there are four types of teacher's commitment which are 1) towards the school, 2) Pupils' attachment to the teacher, 3) to the teaching and 4) to their work [17]. There are meaning and purpose in teaching. Teacher could do anything they want to do and improved moral values of students. The purpose of a teacher is to polish the students' abilities and they do whatever in their teaching engagement [18].

Organizational commitment particularly in the context of a school has been characterized by a teacher who is highly committed towards an institution, to achieve the goal and put efforts to bring change in institution on the higher level, to exert considerable and to make effort for the organization to go beyond the expectations of the management. These commitments may be in three types' continuance commitment, normative commitment and effective commitment. There are many reasons for an individual to attach with an organization. A person may be attached to an institution due to the rules and regulation, its terms and conditions values, status and benefits. A person may stay with organization because quit the job may impact on their social status and reputation. Yet some persons may stay the organization due to respect [4]. Job satisfaction was positively related to organizational commitment among the workers and teachers in institution [19- 22]. Different factors of job satisfaction such as reward, recognition and satisfaction with supervision, also showed very strong positive relationship with intrinsic motivation [23].

Job satisfaction is an indicator of organizational affectivity that in turn leads to the need of a worker return from environment and the dissatisfaction leads to the not fulfilment of needs return from environment [24]. A comparison of the government and private organizations on the work satisfaction was conducted on 617 participants in Brazi. The results of the study reported that on the base of working environment and social status, the government employees were more satisfied than private [25]. Therefore, there is a significant positive correlation between satisfaction level in job and commitment towards in an organization [26]. Another study has conducted a research on work performance and job satisfaction among teachers. They conducted research on teachers to check the job facets on work performance. They concluded in their research that the teacher job satisfaction facets such as supervision, pay,

work environment and opportunities. Further they concluded that if the teacher is satisfied with their job it produces highly effect on work performance and they produce highly competitive learners [27]. Further, the level of job satisfaction differed on the basis of organizational categories of being private or public [28].

The working environment play highly focused role for the advancement of the institution. There are a lot of dimensions in which employees can show their progress in job and show how much they are committed. The higher the teachers lack clarity and predictability, the more negatively they would respond to the job and organization. On the other side the teachers who gain more opportunities in their job they more committed to their job and organization. Teachers who are committed more met expectations of students as well the expectations of the organization. Teacher satisfaction is shown in their classrooms when the teacher more involves in class advancement and making policies for students it shown their commitment and satisfaction to their job. Teachers who are committed are feeling that their professional judgments concerning students are respected by administration. There are some other factors in organization in which job security, good salary and certainty promotion are related to satisfaction with the job but not to the commitment with an organization. It is said to be that the job satisfaction and organizational commitment are associated with the teacher's perception of their work. It depends how much they are sensitive and take job and working environment in which dimensions [29].

The last decade has witnessed many changes being incorporated in schooling systems. Many teachers left and others were forced to leave the schools due to unavoidable circumstances of challenges and due to troubles caused by in treatment via unfair attitude with each another. Teachers are negatively affected to commit an organization and the private school are also affected from this situation. In private schools, administration preferred fresh teacher with lesser payments. These conditions have decreased the commitment of teachers with their organization. Administrations and owners of private organization needed to pay attention towards this situation for the well-being of their employees and institution [30]. But the things are different in public sector schools as teachers are provided job security by the government. Job satisfaction and organizational commitment are highly correlated factors which are attracted by all researchers. A highly satisfied person with

his job be able to committed to their organization effectively because a highly satisfied and committed person be able to lead the organization high [31]. It helps to boost the image of the school where satisfied teachers are working because organizational commitment has a strong impact on employee's job performance [32].

Hypotheses of the Study: On the basis of the literature review, the following hypotheses of the study are derived:

H1: There will be differences in job satisfaction and organizational commitment with respect to categories of school sectors (public versus private) among school teachers.

H2: There will be a significant predictive relationship between job satisfaction and organizational commitment among school teachers.

H2(a): There will be a predictive relationship among factors of job satisfaction with organizational commitment in teachers of public sector schools.

H2(b): There will be a predictive relationship among factors of job satisfaction with organizational commitment in teachers of private sector schools.

Rationale of the Study: Above facts and figures indicated the need to raise awareness about job satisfaction and organizational commitment to the institutions to make them more productive by revisiting old and devising new policies for the working environment. It is because lesser the rate of turnover in an organization better is its indicator for being a high quality institution. There are researches on this topic that was conducted in universities and big cities of within country. There are many researches on job satisfaction among teachers in other cultures such as Western and Middle East countries either on University faculty or nurses. There are some researches which are conducted on school teachers in different provinces of Pakistan and India but there has been not a single research conducted in district Sialkot, province Punjab to check the teachers' satisfaction and commitment working in the schools. This research would find out the factors that highly influence on job satisfaction private as well public school teachers. The current study would be a stepping stone towards the satisfaction and commitment of teachers in this city of district Sialkot by directing a need for revision of policies and their implementation to improve the working conditions of teachers and level of education among schools in general.

MATERIALS AND METHODS

Research Design: Cross sectional survey research design was used to examine the relationship between job satisfaction (independent variable) and organizational commitment (dependent variables). It focuses on how the job satisfaction and its dimensions effect on the organizational commitment. The sense of Job satisfaction is operationally measured in term of score of respondents on the JSS. High scores show high sense of job satisfaction and low scores shows low sense of job satisfaction [2].Organizational commitment is operationally measured as the scores of respondents on the OCQ. High scores show high sense of organizational commitment and low scores shows the low sense of organizational commitment [16].

Sample: The target population of the present research is teachers of government and private schools of Tehsil Sambrial, District Sialkot. The sampling techniques used for this study was two stage convenient sampling, such as at first stage we select 10 government and 10 private sector schools with simple random sampling by making a list and drawing random number. At second stage the researcher use convenient sampling such as select our required sample of 212 teachers (97 females and 115 males) with age range between 22 years to 55 years (M= 35; SD= 7.7), education range is between bachelors to M. Phil, having monthly income range of 10 to 60 thousands. Their minimum experience is one year and maximum is above 6 years. Random sampling technique has not been applied because of busy schedule and availability issue of teachers. Teachers were classified into three categories Primary School Teachers (PST), Elementary School teachers (EST) and Secondary School Teachers (SST). The inclusion criteria comprised of the teachers who were currently on duty in Girls and Boys Campuses of District Sialkot schools. Respondents were excluded from the current study by considering the four criteria: 1) Retired teachers, 2) Administrative staff, Teachers having any disability and 4) unwilling teachers who refused to participate in the study. There were 46.2% (n=98) of teachers living in joint family system and 53.8% (n=114) lived in nuclear family system.

Measures: Teachers' age, gender (male/female), schools (private/public), designation (PST/EST/SST), Education (B.A/B. Ed; M.A/M.Ed; M. Phil), family system,

experience and monthly income was also obtained on demographic data sheet. Job Satisfaction Scale [2] 36-item Likert scale which is translated in Urdu language [33] was used to check the job satisfaction of school teachers. There are nine subscales such as pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of work and communication. Some questions in job satisfaction survey are negative these questions firstly recoded then the compute. Scores on the Job satisfaction scale can range from 4 to 24, while scores for total job satisfaction, based on the sum of all 36 items, this range is from 36 to 216. Each item is scored from 1 to 6 if the original response choices are used. Organizational Commitment Scale (OCS)[16] which is translated in Urdu language [34] was used to find the organizational commitment among school teachers. There are no subscales of this questionnaire. There are 6 negative items which have reverse scoring.

Procedure: Data was collected from government and private schools by taking permission of District Education Officer (DEO). Firstly the researcher get the lists of total public and private school in district Sialkot, comprised of four tehsils, but conveniently Tehsil Sambrial was chosen. The sampling techniques used for this study was two stage convenient sampling, such as at first stage the researcher select 10 public (government) and 10 private sector schools with simple random sampling by making a list and drawing random number. At second stage the researcher use convenient sampling such as select our required sample of 212 teachers from a school by using availability of teachers. After taking the permission from District Education Office (DEO) of the randomly selected schools from the list, the teachers in schools were contacted with prior permission of their principals. Before administration the questionnaires, the participants were brief about the nature and purpose of the study. After using the informed consent teachers were ensured that the information's provided by them keep confidential and would only be used for research purpose. Then the questionnaires of Job satisfaction and Organizational Commitment were given to the teachers. In addition, they were asked to fill in the demographic information's that was required on the demographic sheet. After the completion of questionnaire, researcher rechecked for any left item. At the end participants and authorities of the respective departments were heartily thanked for their cooperation.

Ethical Considerations: Permission to use the tests was taken from their authors through email. Further permission was taken from the chairperson of the department of psychology of University of Gujrat for collecting data. Data was collected from public and private school by taking permission from District Education Officer Sialkot to collect data from the respective participants public and private school teachers. After taking permission from DEO further permission was taken from respective school head to fill the questionnaire from the teachers.

RESULTS AND DISCUSSION

Data was analysed by using statistical package for social sciences (SPSS-21) and the results are given below:

Table 4.1 shows the Cronbach's alpha for job satisfaction scale from the current sample is .73 and for organizational commitment is 0 .6. The reliabilities of both scales show that both the scales are reliable.

The Table 4.2 shows that the job satisfaction, pay, promotion, supervision, fringe benefits, contingent rewards and organizational commitments were significantly different for both type of institute. There were significant differences as private school teachers showed more job satisfaction whereas public school teachers showed more organizational commitment. Therefore, H1 of the present study, "There will be differences in job satisfaction and organizational commitment with respect to categories of school sectors among school teachers" has been confirmed and supported for job satisfaction of private school teachers, by the previous findings of [35, 36]. However, the results of Table 4.4. are inconsistent with the previous findings [37-39] which have indicated significantly high job satisfaction among teachers working in public sector as compared to private sector. Significant high job commitment among private schools teachers has been supported by some researchers [40, 41] but not by comparable studies [22, 37].

Table 4.1: The Reliabilities of Job Satisfaction and Organizational Commitment Scale (N=202)

Variables	n	M	SD	Cronbach's Alpha (α)
Organizational Commitment	15	54.9	6.7	0.6
Job Satisfaction	36	133.9	18.2	0.7

Note: N = Total Sample; n= Total number of items in a scale; M= Mean; SD= Standard deviation; α = Cronbach's Alpha

Table 4.2: Mean (M), Standard Deviation (S.D) and t-test for Comparisons of Schools' Sectors on Job Satisfaction and Organizational Commitment (N=212).

Factors	Group	n	M	SD	t	P	Cohen's d
Job Satisfaction	Public	104	131.1	22.0	-2.17	0.006**	0.30
	Private	108	136.6	13.2			
Pay	Public	104	14.0	5.0	1.973	0.05*	0.27
	Private	108	12.8	3.2			
Promotion	Public	104	13.8	4.9	-3.07	0.002**	0.42
	Private	108	14.8	3.2			
Supervision	Public	104	15.3	4.4	-2.375	0.018*	0.33
	Private	108	16.5	2.9			
Fringe Benefits	Public	104	12.6	4.7	-5.572	0.000***	0.76
	Private	108	15.7	3.3			
Contingent Rewards	Public.	104	13.8	3.3	-3.066	0.002**	0.42
	Private	108	15.2	2.9			
Operating Conditions	Public	104	12.1	3.4	0.498	0.619	0.06
	Private	108	11.9	2.6			
Co-workers	Public	104	16.5	4.3	-0.86	0.391	0.11
	Private	108	16.9	2.9			
Nature of Work	Public	104	18.1	4.1	2.032	0.043*	0.27
	Private	108	17.1	3.0			
Communication	Public.	104	15.4	4.4	0.184	0.854	0.03
	Private	108	15.3	3.3			
Organizational Commitment	Public	104	56.1	6.5	2.796	0.006**	0.40
	Private	108	53.6	6.0			

Note: *p<0.05; **p<0.01; ***p<0.001; n= sample size in each sector category.

Table 4.3: Multiple Linear Regression Analysis for Organizational Commitment (as Dependent variable) and Job satisfaction (as independent variable) among School Teachers (N=212)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
1	.030[a]	.001	-.004	6.390	.189	.664[a]

	Unstandardized Coefficients					
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Model	B	Std. Error	Beta	Standardized Coefficients	t	Sig.
1	(Constant)	56.280	3.257			
	Job satisfaction	-.010	.024	-.030	-.434	.664

Note: a. Predictors: (Constant), Job Satisfaction; b. Dependent Variable: Job Commitment

Table 4.3 shows the results of Multiple Linear Regression Analysis indicating that the job satisfaction [$F_{(1, 211)}$ =0.18; p≥ 0.000] has not predicted the job commitment (β= -0.03; p ≥ 0.000) among teachers working in the public and private schooling systems. Therefore, hypothesis H2 has been rejected on the basis of the results of the present study. These results are inconsistent with previous findings because either they were conducted in affluent countries (Saudi Arabia, Kuwait, Iran) [42- 44] or on Higher Education Institutions (Colleges and Universities) [45- 47]. But in Pakistan, the instable socio-politico-economic conditions have forced teachers to remain in their job and keep on earing to meet both end means inspite of their unhappiness and some resentment they felt with the school setups.

However, Multiple Linear Regression Analysis indicated different results when applied on dimensions/factors of job satisfaction as predictors of job commitment among public school teachers (n= 104) and private school teachers (n= 108) separately. Among public school teachers, R Square= .11 which implies that 11 % of the total variance is contributed by the job satisfaction in the job commitment by considering the promotional dimension only (β=0.25; p=0.031**). Where as in the case of private school teachers, R Square= .37 which implies that 37 % of the total variance is contributed by the job satisfaction in the job commitment by considering the dimensions of promotion (β=0.45; p=0.000***), contingency rewards ((β= -0.20; p=0.01*), nature of work (β= -0.25; p=0.005***) and communication (β= -0.23; p=0.01*). Therefore, hypotheses H2 (a) and H2 (b) have been accepted implying that the factors of the job satisfaction scale have significant differential impact on the job commitment of the teachers working in public and private schools. The results are inconsistent with the findings of the previous researches [27-31].

CONCLUSION

The present research intended to determine the differences between job satisfaction and organizational commitment among public and private school teachers. Data was collected from government and private school teachers by using cross sectional survey research design. It was concluded in comparing the factors of job satisfaction and organizational commitment between public and private school that the public school teachers were most satisfied on the pay, nature of work and organizational commitment whether the private school teachers were more satisfied on the promotion, supervision, fringe benefits and contingent rewards. Although job satisfaction has not predicted job commitment among school teachers, however, the certain factors of job satisfaction did played a differential predictive role for the commitment of teachers working in public and private schools of Tehsil Sambrial.

There are several limitations in the present research. Firstly, the present research determines the comparison between job satisfaction and organizational commitment. It is not telling the cause and effect relationship between two variables. Secondly, the present research was conducted on only one Tehsil level of District Sialkot while the two variables of study required in depth study in schools of remaining tehsils. Thirdly, the researcher faced a lot of difficulties during data collection in public and private schools because teachers have a tough schedule in private school and in the public school mostly teachers not take interest to fill questionnaire.

Despite having some limitations in this study present study explore the teacher's job satisfaction and organizational commitment among public and private school. Job satisfaction is a very important concern in every field. This study further is conducted in different cities and also on province level to check the ratio of teacher's satisfaction and commitment in public and private school. This study would be helpful for the educationalists to change their policies to cater the needs and the requirement of the teachers, consequently enhancing teacher's commitment and satisfaction with their schools.

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