

A Comparative Study of Regular and Contractual Teachers' Job Satisfaction

By

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Abstract

This study was undertaken to explore the job satisfaction of teachers. Present research compared job satisfaction of 26 contractual and 24 regular teachers on pay, promotion, supervision, fringe benefits, coworkers, nature of work, communication, contingent & rewards and operating conditions. These aspects of working environment contribute as factors of job satisfaction. Data were collected through a six point rating scale developed by Spector (1994). Results indicated that there is significant difference between the contractual and regular teacher's job satisfaction on the pay, fringe benefits and contingent & reward aspects. As the job satisfaction of teachers can directly affect students and classroom so it is recommended that there should be regular teachers in the schools so that their satisfaction can produce good results.

1. Introduction

Job satisfaction has been defined as a pleasurable emotional state resulting from the appraisal of one's job (Locke, 1976 cited by Weiss, 2001), a reaction to one's job; and an attitude towards one's job. Weiss (2002) has argued that job satisfaction is an attitude.

Studies on job satisfaction began in the early 1900's in United States in the field of industry conducted on industry workers. The findings from these studies produced data relevant to specific job factors and to the employee's perceptions of these factors. Extent of the level of satisfaction differs for different people and the explanation for these differences lies in the nature of the jobs. Studies reveal that variables like age, gender, educational level, experience, location of the organization, size of organization influence the job satisfaction. Job satisfaction or dissatisfaction depends on a large number of factors ranging from where employees have to eat their lunch to the sense of self fulfillment they may receive from doing their jobs. Usually, job satisfaction involves a delineation of those factors that an employee perceives to either foster a positive attitude about work, or a negative attitude about work. (Ghazi, 2007).

Factors which can influence job satisfaction may be achievement, recognition of work, nature of work, responsibility assigned, chances of advancement in job, salary, interpersonal relations, institutional policies and administration, working conditions, personal life, and job security.

Hackman & Oldham (1976) proposed the Job Characteristics Model (JCM). The model states that there are five core job characteristics (skill variety, task identity, task significance, autonomy, and feedback) which impact three critical psychological states (experienced meaningfulness, experienced responsibility for outcomes, and knowledge of the actual results), in turn influencing work outcomes (job satisfaction, absenteeism, work motivation, etc.) The five core job characteristics can be combined to form a motivating potential score (MPS) for a job, which can be used as an index of how likely a job is to affect an employee's attitudes and behaviors. A meta-analysis of studies that assess the framework of the model provides some support for the validity of the JCM (Fried, & Ferris, 1987).

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Job satisfaction and occupational success are major factors in personal satisfaction. To the worker, job satisfaction brings a pleasurable emotional state that can often lead to a positive work attitude. A satisfied worker is more likely to be creative, flexible, innovative, and loyal.

Brown (1996) notes that some employers have found that satisfying or delighting employees is a prerequisite to satisfying or delighting customers.

An organization can improve its employees' satisfaction by improving individual or situational factors. Raza (2010) is of the view that individual factors (like age) are important because even on the same job and with the same reward and leader, some employees will be more satisfied than others. Situational factors (like pay, and leader behavior) are important because they satisfy (or fail to satisfy) employees' important needs. Spector (1997) is of the opinion that better performers experience results in more job satisfaction because they receive rewards associated with good performance.

The study of organizational climate and its possible relationships with other variables has been a field of primary interest to educational researchers (Raza, 2010).

Srivastava (1985) carried out a research on the perceptions of teachers and Principals about the organizational climate. The conclusions were that teachers generally perceived the organizational climate of their institutions as closed whereas principals perceived it as open. While the climate of academic motivation was found to be significantly associated with job satisfaction by Mistry (1985)

The focus of Hayat (1998) was on organizational climate, job satisfaction and class room performance of college teachers. He found that age, qualifications, staff size, length of service and stay in college were significantly correlated with job satisfaction of teachers in open and autonomous climates. College teachers with high scores on job satisfaction performed better in classroom.

Natrajan (2001) studied the effect of the organizational climate on the job satisfaction of postgraduate teachers. School Organizational Climate Description Questionnaire and Job Satisfaction Scale were administered to the 256 post graduate teachers working in 30 higher secondary schools in Tirupattur. There was significant relationship between the school organizational climate and the job satisfaction of teachers.

Volkwein & Parnley (2000) and Volkwein & Zhou (2003) found that job insecurity, stress, and pressure have a significant negative impact on job satisfaction, while teamwork, recognition, advancement, feelings of independence, and social and professional relationships with colleagues and supervisors had a significant positive impact on satisfaction.

Gunbayi (2007) reported that the analysis of his research on teachers showed that the factors of team commitment, organizational clarity and standards, intimacy and support, autonomy, member conflict, climate, risk and reward effect the job satisfaction

Kimberly (2007) conducted a study to see what types of school reform can prevent teachers' burnout. Findings strongly indicate that reform models that address school improvement comprehensively may serve as burnout prevention models

In the field of education teachers' performance is very important because teachers' performance results in students' achievement; so if the teachers are satisfied with their jobs it would result in terms of students' better learning. Now a days in Pakistan we have two streams of teachers on the basis of the nature of job i.e. regular and contractual, so there is a need to compare the job satisfaction of both streams along with identification of the factors which can contribute the difference if any between two.

2. Methodology

Population of the study consisted of regular and contractual, male and female teachers of Federal government Elementary schools in urban Islamabad. 24 regular and 26 contractual teachers out of which 26 male and 24 female were selected as a sample for the study. 36 itemed six point rating scale developed by Spector (1994) to measure the individual's Job Satisfaction with nine different aspects of the work environment was used to collect the data. These aspects were pay, promotion, supervision, fringe benefits, coworkers, nature of work, communication, contingent rewards and operating conditions.

3. Data Analysis

Aspects	Group	N	Mean	t	Df	p value
Pay	Regular	24	15.17	3.023	48	0.004
	Contractual	26	11.80			
Promotion	Regular	24	13.92	0.159	48	0.874
	Contractual	26	13.08			
Supervision	Regular	24	18.08	0.038	48	0.969
	Contractual	26	18.04			
Fringe benefits	Regular	24	13.17	1.504	48	0.039
	Contractual	26	11.58			
Coworkers	Regular	24	17.54	0.542	48	0.591
	Contractual	26	16.27			
Nature of work	Regular	24	16.96	0.069	48	0.945
	Contractual	26	17.04			
Communication	Regular	24	15.42	0.658	48	0.513
	Contractual	26	16.12			
Contingent reward	Regular	24	14.75	2.413	48	0.020
	Contractual	26	12.54			
Operating conditions	Regular	24	11.88	0.452	48	0.654
	Contractual	26	12.30			

Summary of “t” test indicates that there is a significant difference between job satisfaction of Regular and Contract teachers on pay, fringe benefit and contingent & reward aspects of Job Satisfaction, while there is no significant difference between job satisfaction of Regular and Contract teachers on Promotion, supervision, coworkers, nature of work, communication and operating conditions. The mean score of regular teachers on pay, fringe benefit and contingent & reward aspects of Job Satisfaction were higher than those of contractual teachers, so it is concluded that contractual teachers are less satisfied than regular teachers on pay, fringe benefit and contingent & reward aspects of Job Satisfaction.

4. Findings

1. There is a significant difference between job satisfaction of Regular and Contract teachers on pay aspect of Job Satisfaction
2. There is no significant difference between job satisfaction of Regular and Contract teachers on Promotion aspect of Job Satisfaction
3. There is no significant difference between job satisfaction of Regular and Contract teachers on Supervision aspect of Job Satisfaction
4. There is a significant difference between job satisfaction of Regular and Contract teachers on fringe benefits aspect of Job Satisfaction.
5. There is no significant difference between job satisfaction of Regular and Contract teachers on coworker aspect of Job Satisfaction

6. There is no significant difference between job satisfaction of Regular and Contract teachers on nature of work aspect of Job Satisfaction
7. There is no significant difference between job satisfaction of Regular and Contract teachers on communication aspect of Job Satisfaction
8. There is a significant difference between job satisfaction of Regular and Contract teachers on contingent rewards aspect of Job Satisfaction
9. There is no significant difference between job satisfaction of Regular and Contract teachers on operating conditions aspect of Job Satisfaction.

5. Conclusion & Discussion

Results of study indicates that regular and contractual teachers are significantly different on pay, fringe benefit and contingent & reward aspects of Job Satisfaction while there is no significant difference between job satisfaction of regular and contract teachers on promotion, supervision, coworkers, nature of work, communication and operating conditions aspects of the job satisfaction. These findings are logical as the regular and contractual teachers have different pay packages. Usually contractual teachers are deprived of fringe benefits and contingent rewards, so their level of job satisfaction is lower as compare to regular teachers on these aspects. The nature of work, supervision, communication and operating conditions in the schools are same for both categories of the teachers that is why they do not differ on these aspects of job satisfaction. In the schools of sampled teachers both contractual and regular teachers are working together so there is no difference between the two on the coworker aspect of job satisfaction. Although there is no provision of promotion for contractual teachers while there is a regular system of promotion for regular staff, yet it has not affected the result. The reason may be that although the promotion system exists but actually it is time taking, tiring and delayed process. Nisa's (2003) research on the job satisfaction of Pakistani teachers came up with the conclusion that teachers were satisfied with their work on the job, supervision, coworker and job in general but they were not satisfied with their pay and promotion policy. Findings of the present research are in confirmation with the research of Nisa (2003).

6. Recommendations

On the basis of findings of the research it is recommended that appointment of teachers at elementary school level must be made on regular basis, because regular teachers are more satisfied as compare to contractual.

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