

Analyzing the Level of Job Satisfaction among Female Teachers at the Secondary Level in District Larkana

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ABSTRACT

This study aims to analyze the level of job satisfaction among female teachers at secondary schools in district Larkana, Pakistan. This study contributes to current body of knowledge on job satisfaction among female teachers at secondary especially in district Larkana. This quantitative study explores job satisfaction among 50 female teachers at secondary schools in district Larkana, Pakistan. It aims to analyze elements affecting job satisfaction and identify areas of concern. The study's objectives include analyzing the level of job satisfaction, understanding perceptions, and identifying factors causing dissatisfaction. A quantitative approach with a systematic survey was used to gather information, which was analyzed using SPSS 23 version software. Key findings indicate a positive work environment, but concerns around salary, workload, resources, and career growth opportunities require attention. Salary dissatisfaction, workload issues, and resource inadequacies are significant concerns. The study suggests addressing salary dissatisfaction, enhancing resources, reducing workload, and providing clear growth paths to improve teacher effectiveness and retention.

Keywords: Job satisfaction, female teachers, secondary schools, Larkana, Pakistan, teacher retention, well-being, effectiveness.

INTRODUCTION

Study Background

Teachers are key facilitators of knowledge and play essential and fundamental role in building a nation's future. So, it is very important to know how teachers feel about their job, nature of job and workplace. Job Satisfaction is a critical aspect of an individual's overall well-being and performance in the workplace. It refers to the positive emotional state consequent from the appraisal of one's job or job experience (Locke, 1976). In the context of teaching, Job Satisfaction is very important because it directly impacts on performance of teachers, their motivation, productivity and indirectly impact on students' outcomes and their performance as well. When teachers are satisfied with their job they do their duties in best way and try to provide more efforts to achieve students' outcomes, with job satisfaction they feel happy and they give more concentration on teaching, plan strategies, methodologies for teaching in different ways. Their good moods also impact on students' behaviors and their socialization. Job satisfaction is a versatile concept that compasses many aspects of individual's job like, salary and benefits, work-life balance, job

security, autonomy, feedback and recognition, opportunity of growth, work environment, colleagues and supervisors, these are key aspects of job satisfaction. Job satisfaction is the blend of psychological, physiological and environmental factors that cause a person honestly to say I am satisfied with my job (Hoppok, 1935). Studies have demonstrated that employees who experience autonomy and recognition in their job tend to report higher levels of job satisfaction (Deci et al., 1999; Gagne & Deci, 2005).

In general, Female Teachers face challenges in the workplace, including gender discrimination, pay inequality, and limited opportunities for advancement (UNESCO, 2019). Given the various challenges and difficulties to education system in Pakistan, the job satisfaction in female teachers is a critical issue. In Larkana, for example, proper furnishing of government secondary schools is lacking, including facilities for females' teachers, clean water, washrooms, separate female staff rooms, and proper classrooms. All of these issues will also affect the working of female teachers and related job satisfaction. Job satisfaction is defined as the sum of feelings and beliefs that people have about their current job which is a facet of job satisfaction that can range from very satisfied to very dissatisfied which incorporating kind of work, co-workers, supervisors, sub-ordinates and the pay (George & Jones, 2008). Job satisfaction is most often associated with motivation, personal feelings of achievement, and internal state (Mullins, 2005) and refers to feelings generated as a result of a perception that a job can satisfy material and physiological needs (Aziri, 2008).

Women educators serve an incredibly important role in the system of the education, they provide support for young girls in attainment of education, they are makers of their future. Therefore it is important to know how much women educators are satisfied with their job and how they feel about their work place, their working staff, and other organizational team.

The focus of this research to analyze the job satisfaction level among women educators at secondary level in District Larkana, and to find the elements impacting their job satisfaction and outcome. This research is expected to provide information that is helpful for educational organizations and government policy officials.

Problem Statement

Education is a fundamental right of every person, nationally and internationally its importance is recognized. Teachers are future makers of students and society, they play pivotal role in education system. Government spend millions of rupees on teachers' salaries and continuous professional development trainings to upgrade the standard of education. But still female teachers are not satisfied with job and environment of workplace they work in, it directly and indirectly impact on their job performance and students learning outcomes.

Especially, secondary schools of district Larkana are struggling for quality of education, and dissatisfaction of job among female teachers are there. Consequently, job satisfaction appeared to be directly linked to the advancement of standard of education because standard of instruction may be influenced by the level of job satisfaction (Perie & Baker 1997). This makes a significant impact on our education system that is already burdened with many barriers for improving quality of education. It is very crucial and important to mindful of.

Furthermore, previous research on job satisfaction has mainly concentrated on either general teachers or male teachers, not female teachers, who face different challenges. This study will help fill that gap by investigating job satisfaction of female teachers at secondary schools with a focus on Larkana area.

Research Significance

The present study will contribute to literature regarding job satisfaction among female teachers at secondary schools, especially in Larkana. This study will identify components that affects the job satisfaction among female teachers and analyze their affect on performance and students learning outcome, findings will provide valuable insights for policy makers, administrative heads and teacher.

Research Questions

1. What is the level of job satisfaction among female teachers at secondary level in district Larkana?
2. What are the perceptions about job satisfaction among female teachers at secondary level in district Larkana?
3. Which factors cause female teachers job dissatisfaction?

Research Objectives

1. To analyze the level of job satisfaction among female teachers at secondary level in district Larkana
2. To find out perceptions about job satisfaction among female teachers at secondary level in district Larkana
3. To identify factors that cause female teachers job dissatisfaction

Context of the Study

The context of this study is district Larkana, Pakistan, specifically focusing on the secondary schools in that region. The study focus to analyze the job satisfaction among female teachers in district Larkana, examining the elements that impact their job satisfaction and performance.

LITERATURE REVIEW

Job satisfaction is an important element in determining the effectiveness and productivity of teachers at the workplace, it highly impacts on student's productivity and overall educational activities. As teachers' quality of life is influenced by their actual level of job satisfaction and any extension in the job satisfaction produces the encouragement and enthusiasm to work, develop professionally and contribute in entire educational process (khamis 2010). Job satisfaction leads teachers to generate variety of innovative students by taking interest in providing quality of education. It brings ways to know about teachers' own responsibilities. Job satisfaction is a situation that shows employees positive and negative perception and attitude about the work and its surrounding (Darman & Hamzah, 2017). Within workplace employees find variety of areas such as; rules, responsibilities, relationship among co-workers and internal atmosphere etc. When teachers are satisfied by their job they remain linked with their job actively (Shah et al. 2012).

When teachers are satisfied with their job and its surrounding circumstances they remain more confident and interested. In contrast to job satisfaction, dissatisfaction from job creates variety of issues that hinders the well-being, students learning, teachers' motivation and responsibilities to perform. Job satisfaction and dissatisfaction are the degree to what extent teachers perceive their working process, personal and professional growth. Job dissatisfaction leads employees to leave the job and sometime the workload make certain situation for employees so they switch from private sectors to government sectors (Hashemi & Sadeqi, 2016). There are many factors which influence level of teachers' job satisfaction: nature of work, salaries, incentives, work environment, personal relationships, experiences, age and qualifications (Haybah 2016). Although all factors greatly influence but the factor of pay take place more worth than the rest of others. Salary and promotion policies of an institute must be in connection with institute's standard and workers eligibility and workload (Kondalkar 2007).

Employees' job satisfaction is mostly enhanced by external rewards (good salary package, promotion, incentives) and natural rewards (encouragement, appreciation and involvement) (Andrew & Kent, 2007). Many research investigations have shown that salaries play a major component in boosting teachers' job satisfaction level. Along with salaries, if relationship among colleagues and co-workers remain positive it might also become the reason of job satisfaction (Kreitner & Kinichi, 2001). Another leading factor which determines job satisfaction is communication. Communication could also be an important figure of job satisfaction (Jorfi, yaqoob Shah 2011). Apart from communication, salaries and promotions, designation and nature of service also matters for some employees. Many teachers work in private colleges and other in public but all have a unique level of job satisfaction. Private sector institutes teachers are less satisfied than from public institutes teachers (Latif, Shahid, sohail and Shahbaz 2011). Teachers' job satisfaction has been found as a fundamental sign of running effectiveness in school including product and work quality (Hoy & Miskel, 2001).

Literature Gap

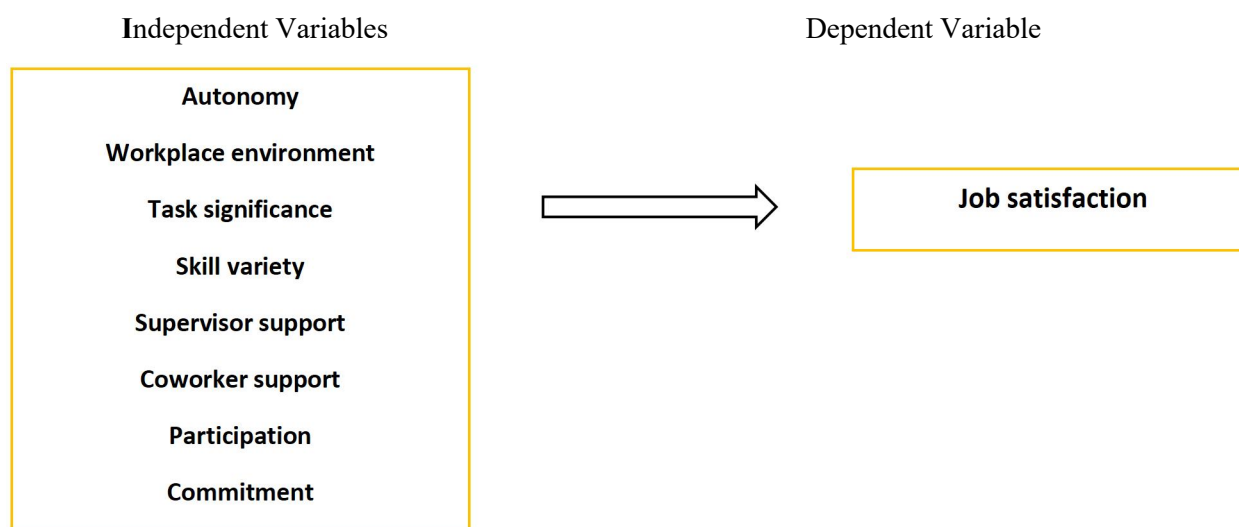
This study has examined many research investigations and identified many of gaps in them as well, which are given under:

Gender specific factor: Existing researches mostly treat all teachers equally, without focusing on the gender specific factor that impact female teachers' job satisfaction in rural or less urbanized region like Larkana. In the Larkana region there could be a different perception of female teachers about job satisfaction due to various factors such as; societal norms, family expectations' gender discrimination, and experience.

Lack of Localized studies: There might be multiple research work done on teacher's job satisfaction in general or broader regions of Pakistan however there may be limited studies specifically focused on secondary school teachers in Larkana region.

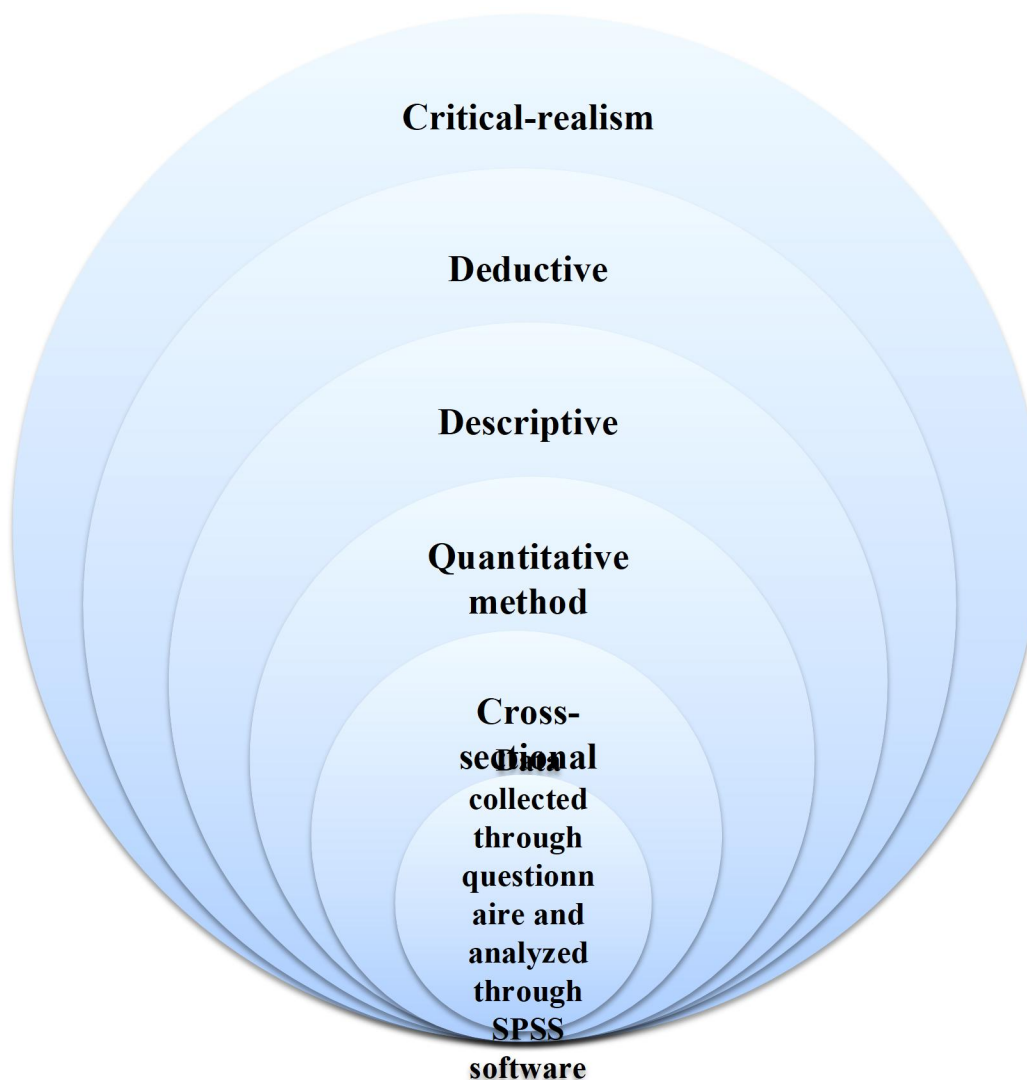
Workplace Threats and cultural diversity: Previous studies demonstrates various factors causing job dissatisfaction among teachers including salaries, polies, professional development, and lack of communication but it has not been noticed that female teachers' mostly encounter various kind of threats from different people at the workplace which cause dissatisfaction of job among female teachers. Similarly, the Larkana region has a different cultural diversity and female teachers perceive job satisfaction accordingly.

Conceptual Framework



METHODOLOGY

This study uses a systematic way of thinking through and applying the Onion Model devised by Saunders, Lewis and Thornhill (2016). The research model relates to the research of female teachers' job satisfaction in secondary schools in the Larkana region. The following layers of the Onion Model work out; philosophical position, research approach, strategy, method, time horizon and data collection method.



Research Philosophy: Critical Realism

The philosophy of this research is grounded in **critical realism**, which recognizes the reality of social structures influencing female teachers' job satisfaction while acknowledging the limitations of human understanding. This perspective allows the study to investigate both observable outcomes and underlying mechanisms affecting job satisfaction.

Research Approach: Deductive

A **deductive approach** is employed, where hypotheses are developed from existing theories on job satisfaction and then tested through empirical observation. This ensures a logical flow from theory to data collection and analysis.

Research Strategy: Descriptive

The present study uses a **descriptive strategy** to systematically describe the current extent of job satisfaction among female secondary school teachers. It provides a clear picture of prevailing conditions without manipulating the environment.

Research Choice: Quantitative Method

A **quantitative research method** is used to gather measurable and statistically analyzable data. This method supports objectivity and is appropriate for identifying trends and relationships within a large sample. This research involved 50 female teachers' participants for data collection.

Time Horizon: Cross-sectional

Population: Female teachers of secondary schools Larkana

Sample Size: 50 female teachers

Sampling Technique: Basic random sampling is used in the study.

A cross-sectional time horizon was used, because data was collected at a single point in time.

Data Collection and Analysis

Primary data was gathered using systematic survey distributed among female secondary school teachers in the Larkana region. The questionnaire consisted of both closed-ended and Likert scale items, that looked at numerous aspects of job satisfaction (such as salary, working conditions, professional development).

The data collected was examined using SPSS 23 version software, using detailed statistics (mean, standard deviation, frequency distributions) to ascertain the effect of measures on the job satisfaction levels.

Reliability and validity of data

The reliability (Cronbach's Alpha) of this data was 0.83. This means there is high internal consistency between the survey items.

Validity (item-total correlation) is 0.43 which suggests a moderate correlation between individual items and the overall score, indicating reasonable construct validity.

Findings and Results

| Items | N | Maximum | Minimum | Mean | Std Deviation |
|---|----|---------|---------|------|---------------|
| Basic facilities are available at my school. | 50 | 5 | 1 | 3.14 | 1.293 |
| I am allowed to take mandatory leaves. | 50 | 5 | 1 | 4.16 | 0.817 |
| I am content with my job. | 50 | 5 | 2 | 4 | 0.606 |
| I am satisfied with leadership style of administration. | 50 | 5 | 1 | 3.36 | 1.005 |
| I am satisfied with my job. | 50 | 5 | 1 | 4.12 | 0.872 |
| I am satisfied with my salary. | 50 | 5 | 1 | 3.08 | 1.006 |
| I am satisfied with the work assignment by school administration. | 50 | 5 | 2 | 3.82 | 0.719 |
| I feel safe and secure as a female in the school environment. | 50 | 5 | 3 | 4.24 | 0.476 |
| I feel valued and respected by school administration. | 50 | 5 | 1 | 3.86 | 0.808 |
| I find it easy to communicate with my colleagues. | 50 | 5 | 2 | 3.94 | 0.585 |
| I have a chance to utilize my skills and expertise in school effectively. | 50 | 5 | 1 | 3.88 | 0.872 |
| I have the freedom to use innovate teaching methods in the classroom. | 50 | 5 | 1 | 4.06 | 0.866 |
| I often feel motivated when I go the work. | 50 | 5 | 1 | 4 | 0.857 |
| I would recommend this school to other female teachers. | 50 | 5 | 1 | 3.46 | 1.034 |
| Job security motivates me to continue my job. | 50 | 5 | 1 | 4.02 | 0.769 |
| My colleagues are supportive and collaborative. | 50 | 5 | 1 | 3.76 | 1.098 |
| My concerns are heard by the school administration | 50 | 5 | 1 | 3.48 | 1.034 |
| My contributions and effort are recognized and appreciated. | 50 | 5 | 1 | 3.82 | 0.719 |
| My suggestions are valued by the school administration. | 50 | 5 | 1 | 3.6 | 0.808 |
| Our head treats equally all staff members in our school. | | 5 | 1 | 3.4 | 1.178 |
| Our workplace environment is conducive. | 50 | 5 | 1 | 3.48 | 0.762 |

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|---|----|---|---|------|-------|
| There are clear opportunities for career growth linked to my job. | 50 | 5 | 1 | 3.74 | 0.803 |
| There are lack of resources at my school. | 50 | 5 | 1 | 3.64 | 1.173 |
| There are opportunities for professional development in this job. | 50 | 5 | 1 | 3.7 | 1.035 |
| There is heavy workload at my workplace. | 50 | 5 | 1 | 3 | 1.124 |

FINDINGS

The survey data collected from 50 female teachers provides valuable insights into their experiences, perceptions, and concerns. The findings highlight both positive and negative aspects of their work environment.

Positive Aspects

- 1. Job Satisfaction and Safety:** Respondents expressed high job satisfaction (mean = 4.12) and felt safe and secure as females in the school environment (mean = 4.24).
- 2. Motivation and Leadership:** Respondents often felt motivated at work (mean = 4) and were satisfied with the leadership style of the administration (mean = 3.36).
- 3. Supportive Colleagues and Resources:** Respondents reported supportive colleagues (mean = 3.76) and availability of basic facilities (mean = 3.14).
- 4. Autonomy and Recognition:** Respondents felt valued and respected by the school administration (mean = 3.86), had opportunities to utilize their skills (mean = 3.88), and received recognition for their contributions (mean = 3.82).

Job satisfaction can be identified as what the employees feel and believe about their present job and their job satisfaction can vary from very satisfied to very unhappy as a result of their work, co-worker's, supervisors, sub-ordinate's and pay (George & Jones, 2008). Job satisfaction is often connected to motivation, personal feelings of accomplishment and internal state (Mullins, 2005). Studies have proven that employees experiencing autonomy in their work and recognition will report higher levels of job satisfaction (Deci et al., 1999; Gagne & Deci, 2005).

Areas of Concern

- 1. Salary Dissatisfaction:** Respondents were dissatisfied with their salary (mean = 3.08).
- 2. Workload and Resources:** Respondents reported a heavy workload (mean = 3) and lack of resources (mean = 3.64).
- 3. Career Growth and Development:** Although respondents saw opportunities for career growth (mean = 3.74), there was room for improvement.
- 4. Communication and Feedback:** Respondents had mixed opinions about the ease of communication with colleagues (mean = 3.94) and the valuing of their suggestions by the school administration (mean = 3.6).

Employees' job satisfaction is mostly enhanced by external rewards (good salary package, promotion, incentives) and natural rewards (encouragement, appreciation and involvement) (Andrew & Kent, 2007). Job dissatisfaction leads employees to leave the job and sometime the workload make certain situation for employees so they switch from private sectors to government sectors (Hashemi & Sadeqi, 2016). Research suggests that job dissatisfaction can be a significant motivator for individuals to pursue professional growth opportunities (Hackman & Oldham, 1976). Another leading factor which determines job satisfaction is communication. Communication could also be an important figure of job satisfaction (Jorfi, yaqoob Shah 2011).

DISCUSSION

The findings suggest that female teachers generally experience a positive work environment, with supportive colleagues, satisfactory leadership, and a sense of safety. However, concerns around salary, workload, resources, and career growth opportunities require attention.

The data highlights the importance of addressing salary dissatisfaction, workload issues, and resource inadequacies, which may impact teacher morale and retention. Enhancing resources, reducing workload, and providing clear development paths can improve teacher well-being and effectiveness.

The neutrality around career growth opportunities suggests a need for clear development paths and support for professional advancement. This can help retain experienced teachers and promote a positive work environment.

The mixed opinions about communication and feedback suggest a need for improved communication channels and feedback mechanisms. This can help ensure that teachers' concerns and suggestions are heard and valued..

RECOMMENDATIONS

The study urges the Government of Sindh to take these recommendations into consideration and implement necessary measures to address the concerns of female teachers in secondary schools:

- 1. Salary Improvement:** Address salary dissatisfaction by reviewing pay scales.
- 2. Resource Support:** Enhance resources and reduce workload to improve teacher effectiveness.
- 3. Career Development:** Provide clear growth paths and support for professional advancement to retain experienced teachers.
- 4. Improved Communication:** Establish improved communication channels and feedback mechanisms to ensure teachers' concerns and suggestions are heard and valued.
- 5. Recognition and Autonomy:** Continue to recognize and value teachers' contributions, and provide autonomy to utilize their skills and expertise.
- 6. Fun fair and Aesthetic appeal:** for making school environment creative and improving teachers' work-life balance fun fair activities should be arranged and school should be maintained in aesthetic appeal including proper physical space, comfortable and functional furniture and a visually appealing learning environment can contribute to a further positive and engaging job experience.

CONCLUSION

In conclusion, the survey data provides valuable insights into the experiences of female teachers. While there are positive aspects of their work environment, concerns around salary, workload, resources, and

career growth opportunities need to be addressed. By doing so, schools can promote a positive job atmosphere, support teacher retention, and enhance teacher well-being and effectiveness.

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