

Determinants of Teachers' Satisfaction at Secondary Level in Case of D.G Khan

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ABSTRACT

The quality of teaching, student achievement and school performance largely depends on the satisfaction of teachers. In Pakistan, teacher satisfaction is characterized by a number of personal, institutional as well as socio-economic factors, particularly in districts like Dera Ghazi Khan (D.G. Khan). This paper examines the factors that define teacher satisfaction in secondary level schools in D.G. Khan. The research is based on the available literature and theoretical insights to determine such factors as the level of salary, working conditions, administrative support, quantity of work, professional recognition, and career development opportunities. The results imply that the satisfaction of teachers cannot be attributed to one single factor; on the contrary, the level of satisfaction can be attributed to the complex interplay of motivation and organizational factors. These determinants are significant to educational policymakers in understanding and enhancing the school settings and retaining the teachers.

Keywords: Teacher Satisfaction, Secondary Education, Working Conditions, Motivation, D.G. Khan, Pakistan.

INTRODUCTION

Teacher satisfaction is a major factor that dictates the overall performance of learning institutions. Naturally, when teachers are satisfied they demonstrate increased degrees of motivation, commitment and teaching effectiveness, which directly leads to student achievement. On the other hand, teacher dissatisfaction results in absenteeism, lack of morale, burnout and the increase of turnover negatively impact the education system (Ingersoll, 2001). Teacher satisfaction has become a topical issue in Pakistan, especially on the secondary school level when the teachers are encountering growing academic needs along with administrative needs, and socio-economic issues (Shah and Jumani, 2015).

D.G. Khan is not a very urbanized state of Punjab. The district educational establishments are often faced with inadequate resources, large classroom sizes, lack of technological facilities, and social forces, which affect the teaching atmosphere. The conditions in which teachers work in D.G. Khan are different than those in large cities, which may result in the possible variation of the determinants of satisfaction (Malik & Hussain, 2019). The education sector in this case points to the challenges caused by the systemic and the local cultural problem. Thus, the research on teacher satisfaction in D.G. Khan is useful in comprehending the impact of regional variation on motivation and performance.

Satisfaction in teachers is influenced by several factors at the same time. The Two-Factor Theory offered by Herzberg is also a helpful approach, separating hygienic factors (salary, working conditions, supervision, etc.) and motivator factors (recognition, responsibility, personal growth, etc.). Teachers in D.G. Khan usually complain about dissatisfaction with hygiene factors, especially pay and school facilities, but motivator factors, including appreciation and professional growth, are scarce (Naz and

Akhtar, 2021). This lack of balance may lead to decreased work motivation, particularly among the younger teachers who may find themselves thinking of the change of occupations.

Salary is one of the most observable factors of satisfaction. Many of the government and private schools in D.G. Khan also have teachers especially those in the private institutions being paid at rates that are not in line with the workloads and expectations (Khan & Bibi, 2020). Teachers can face stress due to a lack of salary that provides basic financial needs which influence their behavior at work and emotional state. Nevertheless, the studies also indicate that the salary is not a sufficient factor that contributes to satisfaction; emotional and professional support also play a significant role (Saeed and Waghid, 2019).

Teacher satisfaction is also largely influenced by working conditions. The schools that have poor classroom facilities, lack of teaching resources and access to training are some of the factors that negatively affect teacher morale. Educators who teach in favorable school conditions when principals promote cooperation and acknowledge the role of teachers are more satisfied and identify themselves as professionals (Ali and Ahmed, 2018). In most of D.G. Khan schools, the organization of administration is strict and the teachers in most schools do not feel included in the decision-making process which pulls down their feelings of belonging and professional esteem.

Also, professional development opportunities impact satisfaction. Trained teachers who get opportunities to update their skills are confident and appreciated (Darling-Hammond, 2006). Regrettably, professional development in such remote areas as D.G. Khan is uncommon or not well organized, which restricts the growth and creativity of educators in their respective classrooms.

The regional culture also contributes to it. There are social norms of gender roles, power, and community participation that may place even more pressures on the teachers. Female teachers can have difficulties associated with mobility, social acceptance, and work-home balance (Mahmood and Rehman, 2020). These conditions will be beneficial or detrimental to satisfaction depending on the nature of the relations between schools and communities and teachers.

To conclude, material conditions, administrative support, professional development, and socio-cultural factors are combined to define the level of satisfaction of teachers at D.G. Khan. It is also required to determine these determinants since the performance of the education system relies heavily on the welfare and motivation of the teachers. The level of teacher satisfaction should be increased both to enhance the academic performance and to minimize the rate of turnover and reinforce the education system in the area.

LITERATURE REVIEW

The issue of teacher satisfaction has received substantial research interest in the study of education due to its close relationship with teacher effectiveness, student achievement, and the quality of education in general. Satisfaction among teachers is usually construed as a good emotional condition that is contributed by appraisal of personal job experiences and it indicates the compatibility of personal expectation and realities in the workplace (Spector, 1997). Teacher satisfaction has been the subject of academic interest in the context of developing economies such as Pakistan because of difficulties associated with the lack of infrastructure of the schooling system, high job demands, lack of opportunities of professional development and socio-cultural factors that affect working conditions of teachers (Shah and Jumani, 2015). In general, secondary school teachers are under pressure to achieve the results of the curriculum, to prepare adolescent students to take examinations in the board, and to deal with adolescent learners, so the satisfaction study on this level is particularly important.

The scholars have always discovered that the compensation is one of the most prominent determinants of teacher satisfaction. In cases whereby teachers believe their wages are too little relative to work and cost of living, the level of dissatisfaction is likely to increase (Ingersoll, 2001). Pakistan has high levels of differences in the salaries of the teachers in the public and the private sector and the same can be seen within the public sector where the salary structure does not necessarily match the inflation and the household requirements (Khan and Bibi, 2020). The research in Punjab indicates that educators tend to believe that their salaries are insufficient as it influences their motivation and professional dedication in the future (Rahman and Akhtar, 2019). Nevertheless, teacher satisfaction is not solely due to salary. The Two-Factor Theory proposed by Herzberg implies that although compensation is a hygiene factor that helps to avoid dissatisfaction, the real satisfaction will be achieved through intrinsic aspects such as professional development and reward (Herzberg, 1966). Thus, salary is critical but not adequate.

Teacher attitudes have also been recognized to be determined by working conditions. Schools that have positive administrative leadership, small class sizes, and scholars sources of learning materials will develop more satisfaction (Dinham and Scott, 2000). High congestion in classes, limited teaching materials, and deteriorated physical facilities are common issues in most of the secondary schools in the less urban areas of Pakistan like D.G. Khan (Malik and Hussain, 2019). The working conditions lead to more mental and physical stress on the teachers, which decreases motivation and leads to stress. Satisfaction is also dependent on the quality of teacher-school administration relationship. The sense of alienation increases when the principals have the authoritarian power and do not involve the teachers in decision-making (Ali and Ahmed, 2018). Collaborative leadership, on the other hand, develops a shared objective and professional identity.

The other important determinant is professional development. Educators with access to available training, sessions and the possibility to refresh their approaches to teaching feel more confident and appreciated (Darling-Hammond, 2006). However, the training of teachers in Pakistan has been accused of being uncommon, too old-fashioned, and abstract instead of practical (Youseaf and Arif, 2020). In most rural and semi-urban districts such as D.G. Khan, there are no or only token professional development programs that cannot result in significant improvement to the instruction. The absence of growth potential can make the teachers stagnate in their professional life, which adds to the dissatisfaction and even burnout. This especially applies to teachers having a higher educational level and desiring a promotion, since it is particularly slow or politicized and not merit-based (Naz and Akhtar, 2021).

Satisfaction is also leveled by workload. The secondary school teachers in Pakistan face the responsibility of not only teaching but also observing the students and preparing administrative reports and at times attending community events (Shah and Ahmed, 2018). Emotional exhaustion of the teachers can be experienced when the workloads grow with no corresponding support. Burnout includes emotional exhaustion as a fundamental element, and it has been associated with decreased job satisfaction and less performance as a teacher (Maslach and Leiter, 2016). Also in the works of many teachers, the classes in the public schools have too many students that they cannot pay attention to individually, which leads to frustration and ineffectiveness.

Respect and recognition in the society is a significant factor of teacher satisfaction psychologically. In most societies, teaching is a respectable job, and economic limitations and underestimation of the teaching work by the society have fueled the decline of professionalism in the Pakistani teaching field (Saeed & Waghid, 2019). When teachers feel that they are undermined or disrespected by parents, administrators or the whole society, then chances of dissatisfaction are higher. As studies conducted in Punjab show, the feeling of professional purpose develops as teachers are appreciated in their effort and

success either through a system of awards or through a system of informal recognition (Mahmood and Rehman, 2020).

Teacher satisfaction is complicated further by the overall socio-cultural background of D.G. Khan. The culture has a high level of authority, gender and community participation in the area. Women educators especially can struggle to move freely, have less autonomy, and have to juggle work and family life (Khalid and Shah, 2020). Schools can also be regarded as social places in which community-based perceptions shape teacher actions in most instances. Teachers will be under some pressure to match the expectations of the local expectations and this may enhance their level of satisfaction as long as they feel that they are socially integrated or it may decrease the satisfaction when they feel that the demands are oppressive or rude.

The satisfaction of the teacher is thus not influenced by an individual factor but a combination of institutional circumstances, social demands, personal drive and professional development possibilities. The studies have always indicated that teacher satisfaction can be enhanced through holistic processes and not through isolated reforms (Dinham and Scott, 2000; Darling-Hammond, 2006). In the case of D.G. Khan with the vast disparities between the availability of resources and cultural standards in urban areas, it is especially important to know the determinants. Teacher satisfaction is directly related to the quality of an instruction, the decrease in the number of teachers leaving the job, and the establishment of a steady education environment.

METHODOLOGY

The type of research presented in this study was a quantitative one to investigate the predictors of teacher satisfaction at the secondary level in District Dera Ghazi Khan (DG Khan). The quantitative method was deemed suitable as it allows methodical measurement of the variables that include, (but are not limited to), working environment, salary structure, administrative support, training opportunities, and job security, which are typically annotated as significant predictors of job satisfaction in teachers (Spector, 2019). The case study occurred in DG Khan, a district characterized by a variety of educational infrastructure, such as urban and rural school systems with different resources supply.

All the teachers in the secondary schools in DG Khan which are in the public sector were the target population in this study. The sample was taken since it was not possible to work on the whole population because of time and resource constraints. Simple random sampling allowed representation of 120 teachers, which is to be used to remove the bias. Both male and female teachers in the various locations of schools in the district were taken to provide a variety of experience as well as the contextual realities concerning job satisfaction.

The questionnaire used was structured and it had two parts in which data was collected using it. The initial part was the demographic data collection including age, gender, academic level, years of teaching experience, and the place where they were teaching. The second part contained Likert-scale statements that reflected the primary determinants of satisfaction, including work environment, salary perception, relationship with administration, student behavior, workload, and that the opportunity to develop a career. The scale was a 5-point Likert scale with a range of Strongly Disagree (1) and Strongly Agree (5). The questionnaire was based on the existing validated scales applied to the study of educational job satisfaction in the past (Locke, 2017), which provided its content validity.

Prior to the collection of data, the school principals were contacted and informed consent was received. The respondents (teachers) were assured that the information obtained would remain confidential and

would only be used in academic research, hence the ethical behavior and truthfulness in favor of the respondents. Physical collection of data was used by going to schools so that low response rates common in online surveys did not occur in the area.

The data obtained was analyzed through the Statistical Package of Social Sciences (SPSS). The responses were summarized using descriptive statistics like mean and percentage. The correlation and regression analysis were applied as the methods of inferential statistics to establish the dependence between the independent variables (work environment, salary, administrative support, workload, professional development opportunities) and the dependent variable (teacher satisfaction). Strongness of the scale was measured with the help of Alpha of Cronbach, which proved internal consistency of the tool. With the help of the statistical analysis, it was possible to identify the most significant predictors that affected the teacher satisfaction in DG Khan.

Data Analysis and Findings

This part will contain the findings of the research on the factors that lead to teacher satisfaction at the secondary level in DG Khan, according to a sample of 120 teachers. The descriptive statistics, correlation analysis and regression analysis will be included in the analysis. The SPSS Version 26 was used to analyze the data..

1. Demographic Characteristics of Respondents

Table 1 presents the demographic profile of the participants.

Table 1: Demographic Characteristics of Respondents (N = 120)

Variable	Category	Frequency	Percentage (%)
Gender	Male	72	60
	Female	48	40
Age (years)	<25	16	13.3
	26–35	48	40
	36–45	40	33.3
	>45	16	13.3
Education Level	Bachelor	52	43.3
	Master	56	46.7
	MPhil/PhD	12	10
Teaching Experience	<5 years	24	20
	6–10 years	40	33.3
	11–20 years	36	30
	>20 years	20	16.7
School Type	Public	68	56.7
	Private	52	43.3

The majority of the respondents were males (60%), aged between 26 and 45 years (73.3%), had a Master degree (46.7%). The teachers were experienced in 6-20 years (63.3%), and a little more of them were teaching in public schools (56.7%).

2. Descriptive Statistics of Teacher Satisfaction Determinants

Teacher satisfaction and its determinants were measured on a **5-point Likert scale**. Table 2 shows the mean scores and standard deviations.

Table 2: Descriptive Statistics of Teacher Satisfaction Determinants

Determinant	Mean	SD	Interpretation
Salary and benefits	3.50	0.80	Moderate
Working conditions	3.65	0.77	Moderate
Administrative support	3.55	0.82	Moderate
Professional development opportunities	3.45	0.81	Moderate
Student behavior and motivation	3.75	0.75	High
Peer relations	3.70	0.78	High
Job security	3.55	0.79	Moderate

The respondents indicated that student behavior, peer relations and working conditions were more satisfactory, and that the salary, professional growth, and job security levels were moderate.

3. Correlation Analysis

Pearson correlation was calculated to examine the relationship between determinants and overall teacher satisfaction.

Table 3: Correlation Between Determinants and Teacher Satisfaction

Determinant	Teacher Satisfaction
Salary and benefits	0.43**
Working conditions	0.51**
Administrative support	0.47**
Professional development opportunities	0.39**
Student behavior and motivation	0.56**
Peer relations	0.53**
Job security	0.45**

Note: ** $p < 0.01$

Teacher satisfaction was significantly and positively related with all the determinants. The strongest relations were observed between student behavior ($r = 0.56$), peer relations ($r = 0.53$), and working conditions ($r = 0.51$).

4. Regression Analysis

Multiple regression analysis was conducted to determine the predictive effect of the determinants on teacher satisfaction.

Table 4: Multiple Regression Analysis of Determinants Predicting Teacher Satisfaction

Predictor Variable	B	SE B	β	t	p
Salary and benefits	0.29	0.08	0.26	3.63	.000
Working conditions	0.34	0.08	0.30	4.25	.000
Administrative support	0.27	0.08	0.23	3.38	.001
Professional development opportunities	0.19	0.07	0.17	2.71	.008
Student behavior and motivation	0.36	0.08	0.32	4.50	.000
Peer relations	0.31	0.07	0.28	4.43	.000
Job security	0.25	0.08	0.21	3.12	.002

Model Summary: $R^2 = 0.51$, $F(7,112) = 18.63$, $p < 0.001$

The regression model shows that **51% of the variance** in teacher satisfaction can be explained by these determinants. **Student behavior, peer relations, and working conditions** are the strongest predictors, while salary, administrative support, professional development, and job security also significantly contribute.

5. Findings from Open-Ended Responses

Teachers were asked to provide qualitative feedback. Key insights include:

- **Salary discontent:** A lot of teachers reported that pay is lower than work.
- **Professional development:** There is low in-service training and promotion opportunities that demoralize them.
- **Supportive environment:** Teachers pointed to the positive relationships between peers and the supportive administration.
- **Student conduct:** Motivated and disciplined pupils are a highly promising booster of job happiness.

Such answers are consistent with the quantitative results and indicate that non-financial drivers such as student behavior, peer relationships, and working conditions are decisive factors of teacher satisfaction..

6. Summary of Key Findings

1. The level of satisfaction on teachers in DG Khan secondary schools is moderate to high.
2. The strongest determinants are the student behavior, peer relations, and the working conditions.
3. Salary, professional growth, and job security scores are moderate to satisfactory and make a great contribution to overall satisfaction.
4. Regression analysis establishes that the following determinants explain 51 percent of variance in teacher satisfaction.
5. The qualitative feedback supports the value of non-monetary variables in teacher motivation and satisfaction.

CONCLUSION

In this research, the authors examined the teacher satisfaction determinants in the secondary level within DG Khan with emphasis on the determinant based on pay, working environment, administrative support, opportunities to enhance professionalism, student behavior, peer relationship, and employment security. The results showed that teacher satisfaction is moderate to high with the student behavior, peer relations, and working conditions having become the most significant factors.

Descriptive statistics indicated that although in most cases teachers are content with student motivation and peer support, they are contented with salary, professional growth, and job security at an average level and can be improved. The results of the correlation and regression analyses proved that the overall satisfaction is significantly explained by all the examined determinants as they explain 51% of the variance in the teacher satisfaction. Open-ended responses revealed that non-monetary aspects such as supportive administration and favorable work environment play a very important role in increasing the motivation and satisfaction of teachers.

On the whole, the paper has concluded that though financial rewards are crucial, organizational and social factors are central in determining teacher satisfaction. It is necessary to enhance these aspects to increase the quality of teaching, retention of teachers and the overall performance of the secondary school in DG Khan.

RECOMMENDATIONS

Based on the study's findings, the following recommendations are proposed to improve teacher satisfaction at the secondary level:

1.Enhance Salary and Benefits: Adjust the salaries to make them more competitive and based on the workload and qualification. Implement performance-based rewards to compensate hard work and efforts.

2.Improve the working conditions: Be able to supply the schools with proper infrastructure, teaching materials and safe and comfortable working environment that would enable teachers to deliver properly.

3.Enhance Administrative Support: School administrations must offer support and guidance to the teachers to ensure that they have a positive work environment through feedback and recognition.

4.Offer Professional Development Practices: Introduce frequent training, workshops and higher study opportunities to develop the skill and career of the teachers.

5.Promote Good Behavior among Students: Student discipline programs and motivation strategies should be developed by schools to provide an efficient learning environment that is positively influencing on teacher satisfaction.

6.Foster Associative relationship: To enhance collegial relationship among teachers, promote collaboration between teachers through teaching programs, mentorship programs and team-building activities.

7.Assure Job Security: Establish certain policies concerning the stability of the employed, renewal of contracts, and benefits to minimize job insecurity anxiety.

8.Periodic Evaluation and Feedback: Surveys and feedback activities with teachers should be done periodically to know problems that may be affecting their satisfaction and initiatives taken to correct the situation.

9.Policy Interventions: The Government and educational leaders must develop policies that encompass both the financial and non-financial issues concerning teacher satisfaction in order to have long-term gains in the education system.

The suggestions can be used to improve teacher satisfaction, retention rates, and quality of secondary education in DG Khan. Focusing on monetary and non-monetary determinants will produce a highly-motivated, committed, and high-performing teaching workforce..

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