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A COMPARATIVE STUDY OF SALARY SATISFACTION IN PUBLIC AND PRIVATE SCHOOL TEACHERS IN BALOCHISTAN

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KEY WORDS

Salary satisfaction, Government, Private School, Teachers.

ABSTRACT

The study aimed to examine the salary satisfaction of government school teachers and private school teachers of Quetta, Balochistan. In addition to salary satisfaction, the demography of government and private schools were also compared. For this study, survey design was used and data was collected via a self-constructed questionnaire with 25 items. The sample for the study was limited to 155 government and private school teachers. The obtained data was analysed with assistance of SPSS (19) version. Frequency distribution and Man-Whitney U-Test were applied as tests for statistical analysis. The government school teachers were found to be more satisfied than private school teachers for their salaries. The findings and the conclusion of the study have been discussed with future implications in the end.

Introduction

For quality education, social education is valued on priority basis by several governments throughout the world. Therefore, the governments are investing enough to enhance different methods for providing maximum opportunities for quality education for their masses. Teachers

are considered as most instrumental factors contributing to quality education. However, attracting and retaining competent teachers is considered as one of the major challenges globally (Qin et al., 2015). Salaries or payment schemes can be used as tool for attracting and retaining best teachers in both private and government school (Watt & Richardson, 2012).

Sound salary packages appear to be one of the best extrinsic motivational factors improving satisfaction of among teachers towards their careers (Nadim et al., 2012), which alternately results in productive contribution for learning achievements of students. Where there is satisfaction, there is motivation, commitment and performance is promising. Salary satisfaction affects teachers' emotions which response to their work (Lee & Lin, 2014). Such extrinsic alternately effects positively the intrinsic motivational factors as well. In Balochistan, teachers find themselves more satisfied with government teaching institutes where they do not only earn sound salaries and feel relaxed with other elements at the end of service like pension, bonuses and annual increments on permanent bases (researchers own experiences).

Similarly, the teachers who serve at government schools are found to be more satisfied rather than private school teachers due to light academic calendar and normal workload. Government schools are facilitated equally with one structure of salary for all scale wise; in contrast, private school teachers' salary vary place to place and according to their performance and position. This is also not deniable that in 19th century private schools were limited but in 20th century with the rapid increase in population and demand in quality education the number of private schools is indefinite (Manan, 2019).

Today in Pakistan generally and in Balochistan particularly the number of private schools have increased remarkably. Some of these schools require the students to pay higher amount fees and the teaching staff/ teachers get sufficient amount of salary/ pay. In such schools, teachers work with satisfaction but cases are low as compared to government school. Teachers' salary as influential and contributing factor for satisfaction towards teaching has always remained as an interesting topic to be researched with different models and frameworks. The majority of population in Pakistan attend government schools because of minimum free fee charges and free books. On the other hand, the mushroom growth of private schools is also being noticed (Manan, 2019). Thus, it necessitates to investigate the salary satisfaction of government and private schools of Quetta, Balochistan in order to develop new insights and add in to limited literature as this topic in Balochistani context is under researched.

Theoretical Framework of the Study

For this quantitative study, the researcher considered Job satisfaction model by Herzberg (1959). This model is also considered as a succeeding model which studies satisfaction and dissatisfaction both. Herzberg presented this model with both as intrinsic and extrinsic motivational factor and according to him, these factors inspire the unity and hygiene. This study focused to find an abstract framework with supportive conditions, which postulate the influence of

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job satisfaction also dissatisfaction among teachers in government and private schools. In this regard, factors related to health comprise of safety, permanent salary and policy for personal life of teacher. These factors result in hard work, responsibility for satisfactory results. The concerned theoretical framework assisted the variables to focus and achieve the attention as well. It also helped as key determinant to find job satisfaction among teachers in Balochistan.

Objective of the Study

The objectives of the study were:

1. To examine the significant differences of government and private school teachers' demographic background.
2. To investigate the significant differences
3. Government and private school teachers
4. salary satisfaction
5. To investigate the significant differences of government and private school teachers' salary satisfaction.

Literature Review of the Study

Literature is rich with evidence that teachers seem to be more efficient, hardworking and more responsible for good performance where their basic needs are well supported by the organization (Aydin, 2009). Same is the case with Balochistan where such certain realities are found with wages of job satisfaction affecting performance at government and private level both. According to Osibanjo et.al (2014), there is

strong relationship between job satisfaction and salary. He found that the private school teachers demonstrate high level of frustration and low rewards. On other hand, Anitha (2011) reported teachers' job satisfaction with salary satisfaction on the basis of qualification and working conditions. She supported satisfaction with the working conditions at various level with capabilities and expertise. She further argued that the more the expertise are so more the reward and satisfaction is possible.

Similarly, Escribà-Agüir (2008) considered job satisfaction as an important factor to reach the set target of an organization. According to Malveaux (2010), coordination between the seniors and novice employees should be reliable to establish convenient atmosphere at work place for job satisfaction. Such team work strengthens the organization and when an organization meets the needs and demands. It provides a conducive environment for satisfaction of its employees. Such practice is positively evidenced in educational organizations with great effect and results in reverse. Chiu (2000) considers job satisfaction a dependent element which is associated with different growing bodies such as motivation for quality efforts, resulting performance and keen interest which is linked with salary satisfaction alternately. Satisfaction depends on attitudes towards responsibility and commitment and rewards after the fulfilment of assigned work. He conducted a study on salary satisfaction which was directly related to quality of education and teacher

qualification. The researcher further illuminated that the basic structure of performance depends also on students' performance and satisfaction, organization placement and students' behaviour.

According to Chase (1985) in any organization job satisfaction is concerned with not only salary satisfaction but it is related with workload, nature of work, and state of freedom. Leadership also plays a vital role for satisfying the workers and motivating them for organizational development. Similarly, Davis and Wilson (2000) found some other key factors influencing job satisfaction which are intrinsic and extrinsic both. Such as self-esteem and realization for responsibility assigned by the organization. In previous studies, professional commitment was predicted by job-related variables (Price, 2012) while organizational commitment was predicted by school-related ones. On other hand, working environment and social and political involvement with emotions of workers. The research on person–environment fit includes the investigation of person–job fit (Somech & Bogler, 2002). Recent studies carried out in a number of developed countries who had paid enough attention to the degree of job satisfaction among teachers and have shown that teachers' work “intensification” (Dinham & Scott, 1998).

According to Hoy & Miskel (2008), attractive remuneration is one of the key elements among the fourteen which was

presented by Favol in 1916 regarding employees' satisfaction with work. He further stated that employees must get enough salary according to their contribution in work. Smithers & Walker (2000) affirm that there for in this regard many theories have been presented for job satisfaction and motivation. Because essentially it remains developing in character (Zembylas, 2002). With believe that the development and productivity of any organization depends on motivation and good salary as extrinsic motivational factors works effectively among other factors. In this connection, Kadzamira (2006) also found remarkable correlation between job satisfaction and motivation. Among motivational factors considered salary as the strongest in all fields of life so as in the field of educational institutions.

Memon et al (2015) argued that working conditions are set by organizations which influence the employee in decision making to work under the policies of system defined. Therefore, the organizations need to review and revise their policies according to the need of employees. They should introduce fair performance payment policies according to employees' capability and qualification with work expertise. This is only possible when organizations provide a conducive atmosphere to employees and decrease the communication gap.

The effects of low motivation include declining job satisfaction, reduced ability to meet students' needs, significant incidences

of psychological disorders leading to increased absenteeism, and high level of claims for stress-related disability (Farber, 1991; Troman and Woods, 2000). According to Griffin and Neal (2000), secondary school level is very crucial stage soon after the primary stage of schooling. At such stage, teachers need special consideration in salary satisfaction for better performance. The teachers deserve appropriate rewards according to their performance because with diminished satisfaction they might not be able to perform well and this may affect directly teaching and learning practice. Therefore, Heinemann (2000) particularly designed a model to observe salary satisfaction with different variables to construct and test hypotheses in the relevant field.

Research Methodology

The researcher adopted quantitative research design which was suitable to the nature of topic being investigated. To compare the background characteristics of the government and private teachers and their salary satisfaction, survey research design was most useful. It is the most suitable research design to describe opinions and characteristics (Creswell, 2012). For Data collection, a sample of 220 teachers (110 from government and 110 from the private schools) were selected from Quetta city. However, researcher received 155 questionnaires back from the teachers and thus were used for data analysis. The return rate for private school teachers was low as

compared to government schools. The sample was selected on two stages. At the first stage, 10 private schools and 10 government schools were selected randomly. At second stage, from the selected schools, 11 teachers were selected randomly. A self-constructed questionnaire developed from review of literature was used for data collection. For validity check, the questionnaire was reviewed by two experts from the field. The questionnaire comprised of 25 items with Likert-scale.

The study was also limited to capital city due to financial crunch and time constraint. For data analysis, the (SPSS) 19 version was used, which is usually adopted by most of the researchers in such studies. The collected data was then processed and expressed with arranged shape of figures, tables and charts for better understanding for readers. The obtained data was generalized with predictive results to further investigate the causal relationship of selected independent and dependent variables for the study. Furthermore, for the comparisons of data cross tabulation method was adopted for frequency distribution. After obtaining the results in form of frequency distribution, Man-Whitney U-Test was also applied to compare means of the salary satisfaction of government and private school teachers. As the data was nominal, Man-Whitney U-Test was used. According to Rosner and Grove (1999) Mann Whitney U-test used when the assumption of normality is questionable.

Findings of the Study

While analysing the collected data both perspectives of the study were considered. First, the salary satisfaction and second as

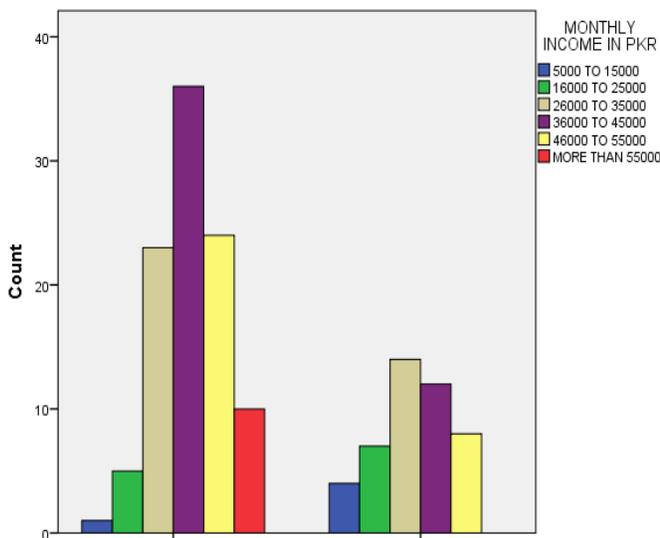
demographic background of teachers. The following tables show demography of the government and private school teachers on gender, qualification and marital status.

Table 1
Monthly Income of Teachers

Public institute	5000 to 15000	16000 to 25000	26000 to 35000	36000 to 45000	46000 to 55000	more than 55000	Total
	1	5	23	36	24	10	
Private institute	4	7	14	12	8	0	45
Total	5	12	37	48	32	10	144

Private institute	4	7	14	12	8	0	45
Total	5	12	37	48	32	10	144

Table 1 shows that as compared to private



interesting to note that none of the private teachers were getting more than 55000 salaries. Majority of the government teachers were getting a salary package between 36000 to 45000 in PKR while majority of the private school teachers were getting a salary package of 26000 to 35000 in PKR. It is worth noticing here that only 144 teachers informed about their monthly income.

Figure 1: Monthly income of private and government teacher in Quetta.

school teachers the government teachers in Quetta were getting more salaries. It is

Table 2
Gender Wise Demography of Government or Private Sector School Teachers

	Gender of the respondents		Total
	Males	Females	
Government schools teachers	66	42	108

Private school teachers	19	28	47
Total	85	70	155

Table 2 shows the gender of government and private schools. A total of 66 male teachers were selected from government schools while 19 were selected from private schools.

While in terms of female, 42 female teachers were from government schools while 28 teachers were from private schools. The findings are further supported through the Figure 2 below:

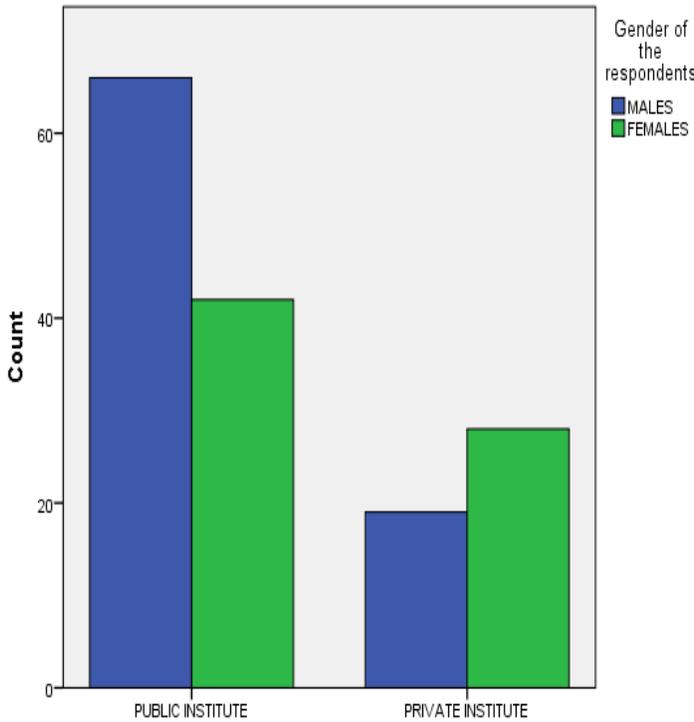


Figure 2: Gender of the government and private school teachers.

Table 3

Qualification of Government and Private School Teachers with Higher Education Degree

	Undergraduate & Graduate	Postgraduate	Total
Government schools teachers	19	89	108
Private school teachers	16	31	47
Total	35	120	155

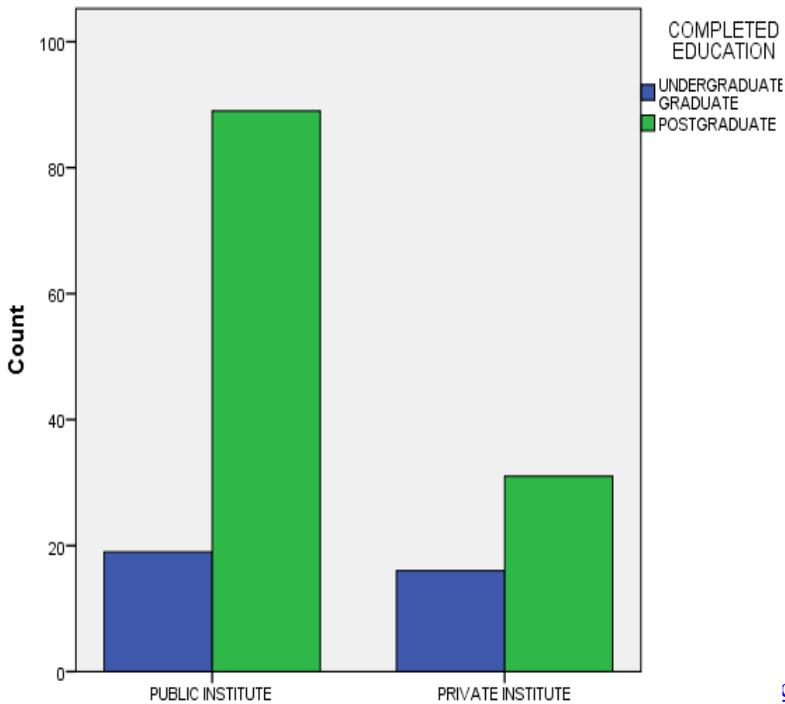


Table 3 shows that among the selected participants from the government schools, 19 teachers had completed their undergraduate or graduate studies while 89 had completed their postgraduate studies. Among the private school teachers 16 had completed their undergraduate and graduate studies while 31 completed their postgraduate studies

Figure 3: The Qualification of Private and Government Teachers in Balochistan.

Table 4

Marital Status of Government and Private Sector School Teachers

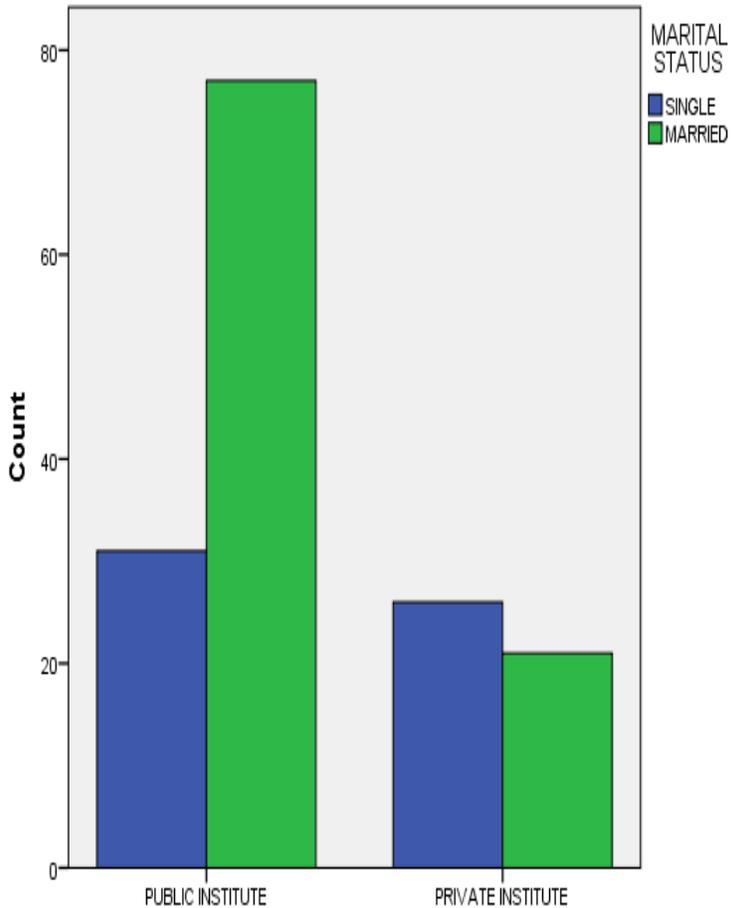


Table: The above represents the ratio of teachers of government and private schools having been either single or married. From the table it is clear that 31 out of 108 teachers in government have not been in a relation and 77 out of 108 are in a bond of relationship.

	Single	Married	
Government			
schools	31	77	108
teachers			
Private			
school	26	21	47
teachers			
Total	57	98	155

Figure 4: The marital status of the Public and private teachers in Quetta.

Table 5
Mann-Whitney U

	N	Mean Rank	Sum of Ranks
Salary Satisfaction			
Government sector schools	108	78.67	8496.00
Private sector school	47	76.47	3594.00
Total	155		

The mean rank of Public schools (78.67) is higher than private schools (76.47). It Means that Public school teachers compared to private school teachers tend to agree be more satisfied in terms of salary.

Discussion

The basic purpose of this study was to compare the background factors gender, qualification, and marital status of government and private teachers and their salary satisfaction at city schools of Quetta, Balochistan. The findings indicated that the majority of the government school teachers participated in this study were males while majority of private schools that participated in this study were female. Among the participants were married in government schools while the number of single teachers were more in private schools. In both type of schools, the number of qualified teachers (postgraduate) were high.

In terms of salary satisfaction, the government teachers were found to be more satisfied than private schools. Thus, it is confirmed that the government teachers getting higher salaries are more satisfied as compared to private school teachers who get lesser. Thus, it is identified that those teachers who get a sound salary, they perform their duties with more hard work and pay attention to their responsibilities faithfully. They cooperate with administration and go behind the classroom responsibility for organization goals (Kingdon,2006). In contrast, in United State,

Sargent and Hannum (2003) and from China, Mhozya (2007) diagnosed that teachers at government schools were not fully equipped with materialist resources such as salaries in spite of such a big supportive structure.

Future Implications

The study may be useful for the government stockholders and to review and revise the salary and several compensation structure for the teachers' job satisfaction. So that they may perform more efficiently with their assigned responsibilities. On other hand, the policy makers at private schools' levels should be taken on-board for improvement and devising a uniformed salary structure for private school teachers and justified workload by increasing human resources. Moreover, the conducted study was quantitative in nature so the upcoming studies are referred for deep understanding of phenomena with qualitative nature and mixed method.

Furthermore, future research should be conducted on variables other than salary satisfaction for school teachers. The other variables could be Principal support, collaborative environment, materialistic facilities, and balanced workload. This is because job satisfaction is related with such other factors also with grouping of intrinsic and extrinsic motivational factors.

Conclusion

The concerned study significantly resulted with high level of satisfaction among the government school teachers. Whereas the results were with very low satisfaction among the private school teachers who were working with high workload. The objectives were aligned with the results. The observed variable had affected the satisfaction level

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