



“A Study on Exploring the Factors Affecting the Job Satisfaction of Female Teachers at Primary Level of Education in Nushki District of Baluchistan”

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ABSTRACT

Primary education is the basic education. It is the preparation for future education and without a teacher this preparation in formal and a great way is not possible. Thus, primary education needs more attention and the satisfaction of primary teachers is one of the significant elements of this. Therefore, this study focused on the job satisfaction of female primary teachers in Nushki district of Baluchistan. There are many factors that affecting the job satisfaction of female teachers at primary level but this study focuses on these three factors: financial benefit, social benefit and workplace environment. The study's population was drawn from all of Nushki City's government girl's schools. 210 teachers and 20 schools made up the sample, which was chosen using a straightforward random sampling method. Quantitative data was gathered using a self-made questionnaire with a five-point Likert scale. With the aid of SPSS, descriptive statistics (frequency and percentage) and Pearson correlation were utilized to analyze quantitative data. The relationship between job satisfaction and its factors—financial benefits, social benefits, and work environment—was measured using correlation. The frequency and percentage were utilized to determine the teachers' level of satisfaction. The findings showed that the majority of the female primary teachers in the Nushki district were happy in their positions. They also showed that the workplace environment and financial benefits had an impact on their job satisfaction, while social benefits had no bearing at all.

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Introduction

For the purpose of examining worker productivity and organizational performance, job satisfaction is a crucial topic in the domains of occupational psychology, organizational behavior, and human resource management (Fisher, 2003). As humanistic thinking and the idea of lifelong learning have grown in popularity, more and more academics are focusing on the emotional experiences that various professional or occupational groups—such as teachers, nurses, and others—have at work.

In their opinion, teachers have a major influence on the qualitative development of education and play a key role in delivering education. According to Yusuf et al. (2015), job satisfaction among teachers is therefore a crucial phenomenon. It emphasizes how crucial it is to research teachers' job happiness in order to grow high-quality education. Thus, in the last few years, the idea of teacher job happiness has gained popularity. The school system is impacted by teachers' professional attitudes, excitement for their work, and love of teaching (Fuming & Jiliang, 2014; Sumanasena et al., 2020). These factors are the main source of teachers' job satisfaction.

TJS, in general, describes the total emotional experience and cognitive expression of a teacher's profession, working environment, and mental state. such as A more modern definition of job satisfaction comes from George and Jones (2011) and integrates beliefs and feelings in

the mental, emotional, and physical domains. According to Judge et al. (2011), an individual's psychological reactions to their employment comprise their level of job satisfaction. Additionally, he explains that there are three parts to these individual reactions: affective (or emotional), behavioral, and cognitive (or evaluative). Sen (2008) proposed that it might also be seen as a synthesis of environmental, physiological, and psychological factors. It is believed that the earliest research study on job happiness was Elton Mayo's Hawthorne study, which was carried out at the Western Electric Company in the 1920s (Sumanasena et al., 2020). Jayathilake (2014) proposed that contented employees make a greater contribution to an organization's productivity.

As, many worldwide studies have been conducted since 1920s till now on the job satisfaction of employees especially on the satisfaction of teachers due to their vital role in building the society and nation, so in Pakistan as well. But, this study on the job satisfaction of female teachers was conducted in a small district (Nushki) of Baluchistan province. Due to its size, which is 347,190 square kilometers, Baluchistan is the largest province. It consists of 32 districts and 7 divisions. To the west of Baluchistan is the little city of Nushki. The district Nushki study, together with the data gathered on job satisfaction by the district's primary female teachers, has led to the identification of ideal factors, including financial benefits, social advantages, and workplace culture. The results suggest that administrators and managers of education

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should support female elementary teachers in carrying out their duties.

Statement of the Problem

In the modern world, a country cannot advance without modern education. We know that women make up 51% of Pakistan's population. Therefore, without them, development and progress would be nothing. Their priority-based benefits base their inclusion in schooling. They endure a great deal of hardship and discrimination in order to demonstrate their excellent performance and task execution. Women who have a lot on their plates will also need to handle psychological, mental, and physical tasks. Job satisfaction is typically a necessary component of any career for improved work and exercise in that profession. The architectural designs of a nation serve as teachers and advance social progress.

Primary education is the most extensive and essential level of the educational system, serving as the cornerstone for higher education. The main goal of this study was to determine the variables influencing the job satisfaction of female primary school teachers in the district of Nushki's educational system.

Significance of the Study

Understanding the elements influencing teachers' job happiness is both necessary and beneficial. Teachers serve as the backbone of the educational system for all stakeholders, as evidenced by the fact

that the district education administration, head teachers, parents, and community members, together with the school management committee, all contribute to the quality of education.

This study is beneficial in understanding the impact of several elements, including financial, social, and workplace environment, on the job satisfaction of female primary teachers in the Nushki area. The key point is that, as of yet, no research has been done on the primary school instructors in Pakistan's Nushki district of Balochistan. Therefore, this study fills a vacuum in the literature about primary female teachers' job satisfaction. It supports educational administrators, management, and teachers in making critical decisions pertaining to increasing teacher satisfaction for the benefit of high-quality instruction. The results of this study can be applied as a tool to address the areas of weakness that lead to job discontent among female elementary educators. This study will prove to be a useful resource for aspiring educational researchers looking to expand their research scope.

Limitations of the Study

Every study has its own set of restrictions and boundaries. Therefore, when it comes to the concept of limitations in this study, the researchers have no control over them because they have an impact on the internal validity of the research. Primary school instructors are extensively dispersed throughout the nation and the province. However, because it was beyond the

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researchers' capacity to gather data from this sizable population of primary female teachers in such a short amount of time and with such low resources, the research was restricted to the government primary female teachers of district Nushki.

Literature Review

This study attempts to investigate the factors influencing the job satisfaction of teachers in schools of Government girls. Thus, the associated literature on the elements that contribute to teachers' job happiness and discontent is the main emphasis of this chapter. The widely discussed debate around varying perspectives on job satisfaction theories and the results of research undertaken both domestically in Pakistan and internationally on this issue.

Concept of Education

Education is essential to a nation's socioeconomic development. It has been proving to be the one tool that can guarantee success in all facets of life for eternity. From birth to death, this is an ongoing social process. Nonetheless, it never stops reconstructing experiences.

According to [J. C. Aggarwal \(2008\)](#), the Latin word Educare, Educo, is the origin of the English word education. The words "educare" and "educer" denote training and nurturing, respectively. The aforementioned suggests that education is biased toward external factors that are imposed or introduced. Islam grants all people, male or female, the right to an education.

Everyone is inspired to read or pick up important religious and intellectual knowledge.

Primary Education in Pakistan

The cornerstone of an education is primary education since it prepares students for higher education, according to Pakistan's 2010 education strategy. Primary, secondary, and higher education were among the divisions made in the past of education. As the foundation and core of the entire educational system, the primary level has been considered the most important of all. A child's readiness for life, as well as their developed attitude and access to resources, will determine their future realization of their strength and their ability to contribute to both their own lives and the social and national development of their country. This is why primary education is so important [[White Paper, 2007](#)].

Primary education is crucial since it forms the cornerstone of every education system in the globe, according to [Ahmed et al. \(2013\)](#). Thus, the future of a country or its pupils is greatly shaped by the role of the primary teacher. In the history of civilizations, the value of instructors was always recognized even before the founding of any kind of formal institution. Therefore, one of the most important things to know at work is job happiness. If an instructor is aware of their work, they should be able to perform as required. A meagre compensation will also deter teachers

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and encourage the hiring of unqualified educators, which will negatively impact the quality of education for future generations.

Job Satisfaction

There are four distinct translations for the concept of gratification in the Microsoft [Encounter Dictionary \(2009\)](#). They are as follows: the satisfying sensation that piques desire and is satiated. (Satisfaction); contentment with how something has been handled or carried out; compensation for harm or loss; and fulfillment of needs, desires, and requests.

Three avenues for workplace satisfaction are acknowledged and recommended by [Raj Bhandari \(2016\)](#). These include:

Fulfilling the needs of employees and subsidiaries while maintaining a good attitude toward them. It seems sense that the employees would want and appreciate it.

great results and a great working environment bring about rewarding adjustments. Employee appreciation also increases motivation, which leads to a cycle of continuous improvement in work and execution until a better solution is discovered.

People's opinions differ everywhere, but there are plenty of opportunities to increase employee satisfaction. On the other hand, workers who are not able to execute or provide good outcomes

sometimes leave and join other organizations in search of gratification, while the contented workers work hard and consistently produce even more.

Female Teachers Job Satisfaction (JS)

Job satisfaction, according to [Khan \(2005\)](#), is an attempt to understand the relationships between employee performance and organizational excellence. For a variety of reasons, including shorter workweeks, workplace safety, and many more, Pakistan encourages women to work as university instructors. The degree to which women are satisfied with their jobs is crucial to look at because of their many strengths in this field. Due to the female psyche makes her most suitable for basic education, which also provides opportunities for her to achieve her objectives. Children are easy for them to handle and deal with in appropriate ways. The technical presentation of facts and numbers to pupils is a key component of the pedagogical approach of teaching. Concern over their lack of job satisfaction has been a major issue for female workers in developed countries as well as in educational institutions.

Factors Affecting Job Satisfaction

Job satisfaction under the allure of a series of agents: The nature of the work, financial benefits, opportunities for advancement, management, and workplace environment. According to [Robbins \(1991\)](#), the following variables or agents that are appropriate for the

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workers are the agents of job satisfaction: mentally taxing labor and satisfying employment. Employees are more likely to join a company that offers them multiple tasks and opportunities to use their skills and abilities. independence and constructive criticism on their flawless performance. The work is difficult because of these characteristics. Workers get satisfaction from employment that presents an average challenge.

Financial Benefits and Job satisfaction

Employees desire a pay structure that aligns with their goals and feels completely unrealistic. When employees receive fair compensation, they will be satisfied, but it is not enough that many people opt to work for low pay under unfavorable working circumstances or minimum requirements.

Teachers who were paid the highest had the highest degree of job satisfaction, according to Certo and Fox (2001). Less developed school districts faced the possibility of teacher attrition and poor teacher quality, wherein instructors experienced minimal job satisfaction (Billingsley, 2004).

An improved retirement system, travel welfare, and government-funded grants for further education are examples of financial aid that could positively affect teachers' job satisfaction. Based on their research, Wong and Wong (2005) discovered that promotion satisfaction was low among Hong Kong teachers, which directly affected their

commitment to their schools and other organizational outcomes.

Work Place Environment and Job Satisfaction

Employees are more concerned with the environment at work for their personal comfort. The results indicate that employees select their safe and supportive work environment. Things like light, temperature, and noise level all have an impact on the environment. Perfect physical conditions are preferred by workers. Many of the workers opt to work in a clean, sophisticated facility adjacent to their homes.

How at ease teachers are in their working environment determines where education is going to end up. People in society continue to have hope for teaching as a means of enhancing education and learning efforts at the federal level, despite teaching historically being a labor-intensive profession. Due to a lack of satisfaction, a few of the teachers left their positions as teachers. According to Ravanavar et al. (2014), faculty members and instructors give their best work when they are happy in their positions.

Social Benefits and Job Satisfaction

In academic terms, social benefits refer to the respect, love, and prestige that educators receive from society. Research has demonstrated that social values and job satisfaction are positively correlated, but other studies have found no correlation at all. For example, J.

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Green (2009) found in his PhD thesis "Job Satisfaction of Community College Chairperson" that social status and overall job satisfaction are positively correlated. Wong found that teachers are not satisfied with their social status and that education reflects the patterns set forth by society.

Stromquist (2018) He contends that a teacher's social advantages dictate how well-respected they are in their communities. He said that several unions had ranked the following five professions according to perceived social status: teacher, engineer, doctor, nurse, and police officer. The most respected career was assessed as being a doctor of medicine, with engineering coming in second by a wide margin. Nursing was ranked second, and teaching came as third. Of the five, being a police officer was the most despised. This ranking seems to reflect our regard for highly educated people and their alleged ability to positively impact our wellbeing via their work. It also suggests that the accusations made against society on the sociopolitical front are true.

Theoretical Framework of Study

There have been different findings and theories suggested that of showing satisfaction and unhappiness of the employees' workdays. At the same time, each theory can expound another aspect of job gratification. Research studies give rise to theories like Herzberg's Two-Factor theory. Herzberg has established a set of variables that affect job satisfaction and

discontent at work based on a thorough investigation of the attitudes and job satisfaction of engineers and accountants.

Herzberg's Two Factor Theory

Research on the causes of job satisfaction or dissatisfaction was conducted by **Herzberg (1959)**. Herzberg's two-factor theory is elaborated in **(Sergiovanni, 1967)** by stating that work-related factors such as accomplishment, identity, and other agents are examples of two agents that are identified in the job itself: "satisfiers" and "satisfies" dissatisfiers. On the other hand, dissatisfaction is a component that is acknowledged in the workplace. They are also referred to as promoters and have a favorable impact on employee behavior. appreciates social relationships, income, and growth opportunities. It attempts to identify working circumstances and explain the factors that cause employees to be both satisfied and dissatisfied with their jobs. The initial group of representatives who achieve optimal career satisfaction and advancement. The list of pleasure and discontentment agents can be seen in the figures provided.

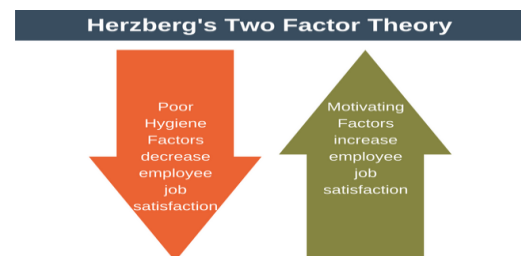


Figure 1: Herzberg's two factor theory

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According to this theory, those who are dissatisfied are also known as hygiene agents. The availability of these agents does not affect satisfaction, but their lack has an impact on discontent. Extrinsic factors include dissatisfiers or hygienic concerns, while intrinsic factors are motivators or gratifiers. A worker's perceived level of job satisfaction is determined by those who can support a maximum deal for that level of satisfaction. Since they are linked to aspects of the workplace such as salary, social interactions, job security, and so forth, the dissatisfiers that serve as extrinsic motivators have no control over them.

Nias (1981) explained that eliminating dissatisfiers, such as raising pay, was a hygiene factor because it stops discontentment but doesn't prove to be a satisfier. Similarly, if a level of discontentment remains unchanged, this suggests that the dissatisfiers cannot be changed into satisfiers; therefore, attention must be given to the two satisfiers and dissatisfiers in order to increase the workers' degree of promotion.

Methodology

In this chapter the research methodology is explained. The chapter explains the derivation of data, research plan, samples of population, the research tool, information collecting and also data investigation procedure and valid ness of research tools.

Research Design

A quantitative approach was taken in the design of this study to examine the relationship between job satisfaction and its determinants—financial, social, and working environment benefits. The statistical package for social sciences (SPSS) was used to perform Pearson correlation analysis and descriptive statistical analysis on the quantitative data that were gathered via a questionnaire.

Research Instrument

The research tool used for the most recent analysis was a 5-point Likert scale created by the researcher for a job satisfaction questionnaire. The instrument used for this analysis initially consists of 20 questions. These questions are developed using a Likert scale. Using this instrument, 210 female teachers were involved. The teacher feedback was investigated using SPSS. Descriptive statistical methods were assigned to the data exploration.

Data Collection Procedure

Data collection is the methodical process of gathering information on the research variable. The process of identifying and selecting study subjects, obtaining their consent to study them, and gathering information by posing questions and observing their behavior are all considered forms of data collection (Creswell, 2003; S Khan, 2014). The researcher gathered the data through the use of a survey. The instructions were printed on questionnaires, which the respondents

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were asked to complete. The explanation that followed stated that it reduces influenced feedback to an infinite extent. The completed questionnaires were collected back by the researcher in person after a week of division. Thus, there was less possibility of the questionnaires being lost and the data was gathered competently in this manner. 210 primary level (JVT) teachers in the Nushki district provided the data.

Research findings

The portion of the data analysis that the researcher collected is covered in this chapter. The analyzed data is shown in various tables and figures, and the study's conclusions were explained in light of them. This study's main goal was to determine how independent variables—financial, social, and workplace environment—affect primary level teachers' job satisfaction at government girl's schools in the Nushki district.

Quantitative Analysis

The computer program SPSS (23) for statistical analysis was used to analyze quantitative data. To determine how satisfied teachers were with their jobs, the statistical techniques of frequency and percentage were applied. Linear correlation, or the correlation between two sets of variables, is one of the basic forms of correlation. According to [Bryman \(2016\)](#), this kind of correlation is also referred to as linear

correlation if it is shown as a straight line on a graph. Due to the nature of the data, the researcher employed the Pearson Correlation. A positive or negative correlation is indicated by the direction. Therefore, the Pearson correlation was utilized to determine the relationship between the variables that may be used to correlate job satisfaction and its financial benefits, social benefits, and work environment. The average and collective score of each variable was then determined using the standard division and mean.

Characteristics of Data

210 respondents from 20 primary schools in the Nushki district completed a teacher perception questionnaire as part of the quantitative stage of data collection. A systematic sampling technique that accurately reflects the population was used to collect the data ([Creswell, 2015](#)). Among 210 female teachers most of the respondents 105 were in the age category of 31-40. While the academic qualification of 103 respondents were BA, BSC and 80 respondents were MA/MSC qualified. And the professional qualification of 60 respondents were PTC, 85 respondents had B.Ed degree and 46 of them were M.ED degree holders.

Perception of the respondents

Table no 1: Perception of respondents about satisfaction with their current jobs

Frequency	Percent	Valid Percent	Cumulative Percent
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Strongly Disagree	9	4.3	4.3	4.3
Disagree	15	7.1	7.1	11.4
Undecided	1	.5	.5	11.9
Agree	39	18.6	18.6	30.5
Strongly Agree	146	69.5	69.5	100.0
Total	210	100.0	100.0	

According to the above table, of the 210 respondents, F=185 (88%) agreed with the statement "I am satisfied with my current job," while 11% of the F=24 (11%) respondents expressed dissatisfaction with their current position.

Table 2: Perception of respondents about satisfaction with their per day working hours

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	16	7.6	7.6	7.6
Disagree	9	4.3	4.3	11.9
Undecided	4	1.9	1.9	13.8
Agree	33	15.7	15.7	29.5
Strongly Agree	148	70.5	70.5	100.0
Total	210	100.0	100.0	

Table No. 2 above demonstrates that 86% (F=181) of respondents expressed satisfaction with their daily working hours, while F= 25 (12%) expressed dissatisfaction.

Table No 3: Perception of respondents about the policies and rules of their organization

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	7	3.3	3.3	3.3
Disagree	16	7.6	7.6	11.0
Undecided	6	2.9	2.9	13.8

Agree	41	19.5	19.5	33.3
Strongly Agree	140	66.7	66.7	100.0
Total	210	100.0	100.0	

The preceding table, number 3, shows that the majority of respondents, or F = 181 (86%) agreed with the statement, "I am satisfied with policies, rules of organization," and 11% disagreed (F = 23).

Table No 4: Perception of respondents about satisfaction with their job responsibilities

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	13	6.2	6.2	6.2
Disagree	13	6.2	6.2	12.4
Undecided	4	1.9	1.9	14.3
Agree	147	70.0	70.0	84.3
Strongly Agree	33	15.7	15.7	100.0
Total	210	100.0	100.0	

According to Table 4.4.4, the majority of respondents (F=180, 85%) expressed satisfaction with the statement that their job responsibilities align with their qualifications and skills, while F=26, 12%), expressed dissatisfaction with it.

Correlation between job satisfaction and the factors

Table No 5: Correlation of Job Satisfaction and Financial Benefits

Correlation	Pearson	Job Satisfaction	Fin Benefits
Job Satisfaction	Pearson Correlation	1	.435**
	Sig. (2-tailed)		.000
	N	210	210
Fin Benefits	Pearson Correlation	.435**	1

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Sig. (2-tailed) .000
 N 210 210
 **. Correlation is significant at the 0.01 level (2-tailed).

According to the data from Table No. 6's Pearson correlation analysis, there is a medium-to-strong positive correlation between financial benefits and job satisfaction (Pearson correlation = .435**). It implies that a rise in financial benefits would have a favorable impact on teachers' job satisfaction. The p value of the variables indicates a significance level of .000, indicating that the relationship is not coincidental. This indicates that teachers' job satisfaction is positively impacted by financial benefits. Moreover, a rise in monetary benefits may also boost job satisfaction. A pay raise has the potential to boost teachers' satisfaction levels and increase them.

Table No 6: Descriptive Statistics

	Mean	Std. Deviation	No
Job satisfaction	4.2162	.99449	210
Fin Benefits	4.1629	.52711	210

The standard deviation and mean, 4.1629, are shown in the above table. 52711 shows that the respondents concurred with the financial benefits statements.

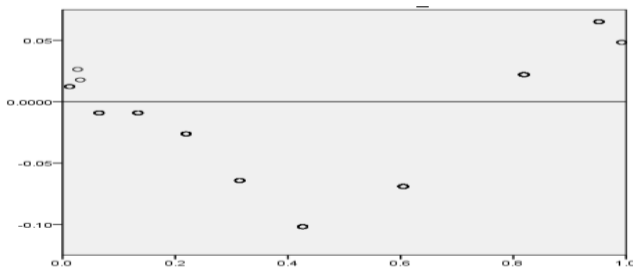


Figure No 2: Financial Benefits

Figure No 2: scatter plot of financial benefit displays moderate to strong positive relationships, with most values falling in the positive direction and some in the negative. We can conclude that there is some relationship between the financial benefits and job satisfaction, even though the positive direction of the values is not entirely concentrated in one direction, indicating a medium relationship.

Table No 7: Correlation of Job Satisfaction and Social Benefits

	Pearson Correlation	Job Satisfaction	Social Benefits
Job Satisfaction	Pearson Correlation	1	-.582**
	Sig. (2-tailed)		.000
	N	210	210
Soc Benefits	Pearson Correlation	-.582**	1
	Sig. (2-tailed)	.000	
	N	210	210

** . Correlation is significant at the 0.01 level (2-tailed).

According to the data from the above table no. 4.4.2's Pearson correlation analysis, there is a medium-to-strong indirect relationship between female primary school teachers' social benefits and job satisfaction (Pearson correlation = -.582**). The significant value for the variable is .000, indicating that the relationship is significant, but the respondents' responses do not suggest that social benefits have any impact on teachers' job satisfaction. This suggests that an increase in social status does not

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affect job satisfaction levels. The results of the data collection regarding the impact of social benefits on job satisfaction indicated no effect at all, which suggests that teachers may not be aware of or may not place much value on these benefits. additionally, majority of them moved with the option of undecided.

Table No 8: Descriptive Statistics

	Mean	Std. Deviation	No
Job Satisfaction	4.2162	.99449	210
Soc_Benefits	3.1086	.55512	210

The above information shows that the mean 3.1086 and the standard division .55512 indicates that the most of the responses fall with the option of undecided.

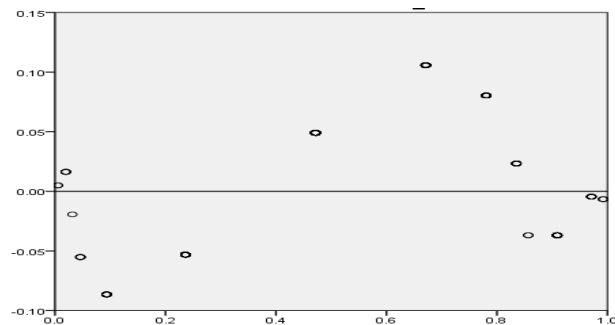


Figure No 3: Social Benefit

An indirect relationship of medium to strong strength has been found between social benefits and job satisfaction in a given scatter plot. The data indicates a medium to strong indirect relationship that has no discernible impact on primary female teachers' job satisfaction. While some values fall in the negative direction, very few do so in the positive direction, and

the majority of the values fall somewhere in between.

Table No 9: Correlation of Job Satisfaction and Work Place Environment

	Pearson Correlation	Job Satisfaction	Work_Place_En
Job Satisfaction	Pearson Correlation	1	.228**
	Sig. (2-tailed)		.001
	N	210	210
Work_Plc_En	Pearson Correlation	.228**	1
	Sig. (2-tailed)	.001	
	N	210	210

** . Correlation is significant at the 0.01 level (2-tailed).

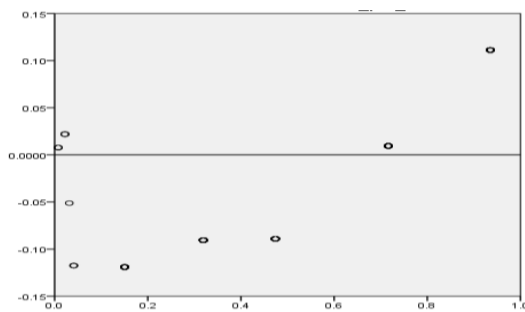
According to the data from Table No. 9th Pearson correlation analysis, there is a weak to medium direct or positive correlation between job satisfaction and the work environment (Pearson correlation =.228**). This means that primary teachers' responses suggest that a positive work environment has some bearing on teachers' job satisfaction. The teachers are content with their workplace, and the variable's significance value of.001 indicates that the relationship between the two is significant. Moreover, female primary teachers in district Nushki may feel more satisfied with their jobs if their workplace is more pleasant.

Table No 10: Descriptive Statistics

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	Mean	Std. Deviation	No
Job Satisfaction	4.2162	.99449	210
Work_Plc_En	4.3181	.51778	210

The table gives information that the mean 4.3181 and the standard division .51778 indicates that majority of teachers agreed with the statements of work place environment.



Work Place Environment

There is a weak direct correlation between work environment and job satisfaction in the provided scatter plot. It is evident that there is a direct but weak relationship between the values since they fall in a positive direction and the values in that direction are not all in one direction.

Result and Discussion

The factors influencing job satisfaction at the primary level and the job satisfaction of female teachers have been shed light on by this research. The study was carried out among primary school teachers in Pakistan's Balochistan province's district Nushki. It included 210 female teachers from the Nushki district's 20 primary educational institutions.

A noteworthy finding of this research is that the majority of female primary school teachers in the Nushki district expressed satisfaction with their current job. Rahman (2008) conducted a similar study in Bangladesh with the aim of examining the factors that significantly influence teachers' satisfaction and dissatisfaction. The findings indicated that age and work experience had no effect on job satisfaction, but gender had a significant impact. Furthermore, it was discovered that female respondents were happier than their male counterparts. The analysis also shows that private college instructors have access to more state-of-the-art technology and classroom supplies than do their public college counterparts. Teachers in public schools are therefore unhappy as a result of this discrepancy.

The findings indicated a medium to strong positive/direct correlation (Pearson correlation =.435** and P value =.000) between primary school female teachers' financial benefits and job satisfaction. The financial advantages have a favorable impact on female teachers' job satisfaction. Their degree of job satisfaction may also rise in response to increases in the monetary benefits they receive from their employer, such as pay raises. Therefore, the impact of the financial benefits has increased their job satisfaction, which is not accidental. By raising their pay, teachers' job satisfaction can be further enhanced. According to Khalid et al. (2012), workers' job satisfaction in any type of organization is significantly influenced by their salary. The study's

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conclusions do not show how salary affects job satisfaction. The literature finds it impossible to explain whether a worker's salary is related to their job satisfaction or their dissatisfaction.

The results of this study indicate that there is a medium to strong indirect correlation between the social benefits and job satisfaction of female primary school teachers; respondents also indicated that there is no effect of social benefits on job satisfaction and that changes in social status have no effect on job satisfaction; this may be because they are unaware of their social benefits and the values that come with being a teacher in society. The majority of respondents chose the option of undecided, which indicates that they may not have known their social status. On the other hand, Lalita (2013)'s study revealed that teachers' low social status is the main factor contributing to their discontent. Despite the fact that teachers are happy in their roles, the data indicated that teachers' social status is declining over time.

The study's noteworthy finding is that there was a weak direct correlation between job satisfaction and the work environment, as indicated by the Pearson correlation =.228** and P value =.001 results. According to the primary teachers' responses, a positive work environment had some bearing on the teachers' job satisfaction. The degree of job satisfaction among female primary teachers in the Nushki district can be

positively correlated with an improvement in their work environment, which is also a contributing factor in their job satisfaction. The positive work environment at their places of employment contributes to the teachers' job satisfaction. Additionally, a related study found a strong and positive correlation between an employee's job satisfaction and the institutional work environment. As per Donald et al. (2001). An important factor in determining an employee's job satisfaction is the internal work environment of the organization. Wells (2000); Decroon et al. (2005); Veitch et al. (2007).

Recommendations

Suggestions for raising the primary female teachers' degree of satisfaction with their performance as teachers.

- It is imperative that primary teachers receive proper and continuous professional development, along with flexible scheduling, as this will significantly increase their job satisfaction.
- The government ought to raise employee pay because it directly affects how happy employees are in their jobs.
- The future of a country rests entirely on its teachers, who are the backbone of all educational institutions. For this reason, it is

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advised that teachers in all institutions receive the same support and recognition from their profession as other professionals, with particular attention paid to any ongoing actions that could damage their standing in the community. The social standing of teachers may influence both the younger generation's decision to become teachers and their level of job satisfaction.

- Since the media is a part of every aspect of modern life, it can be a great tool for raising teachers' social status through media coverage.
- It is suggested that the administration take proactive measures to bring about more collaborative and innovative interactions in the school, thereby increasing the level of job satisfaction among teachers.

Recommendation for Future Studies

On the basis of the findings and conclusion the following recommendation are made for future studies.

- The primary level teachers in the government girl's schools in the Nushki district were the subject of the research study. Although more research on this subject can be done in other Pakistani provinces, the shifting cultural and social norms may provide

more fascinating findings. Balochistan, a poor province in Pakistan, includes the district of Nushki. Studying this subject in other provinces may provide an overview of variations in several crucial factors.

- Through the use of a questionnaire, information regarding the research variable (JS) job satisfaction and its factors (FB), financial benefits (SO), social benefits (WPE), and work environment was gathered from the JVT teachers. To obtain more information about the research topic, additional factors should be included, such as job security and stability, time for family and home, opportunities for promotion and training, and educational policy and administration.
- Since social benefits had no effect on teachers' job satisfaction in this study, it is advised that this relationship be considered a significant factor for future research. Careful examination is necessary to determine the cause of the majority of responses being unsure about the social benefits.

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