Teachers Morale: Satisfaction and Annoyance Among the Teachers Working at Secondary Level in Private Sector of Karachi

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ABSTRACT

This study investigated the teachers' morale in an outlook of satisfaction and annoyance among the teachers working at secondary schools in private sector of Karachi. Literature reported the paramount position of teachers in society was an effecting factor which was related to their job satisfaction and motivation to sustain in teaching profession. Teachers' productivity was the result of job satisfaction and motivation. This research addressed the factors associating teachers' job satisfaction and annoyance in the context secondary schools of Karachi. Qualitative research paradigm used to explore the perception of secondary teachers in Karachi. Semi-structured interview protocol was used to record the opinion of secondary teachers about the factors of annoyance and job satisfaction. A total sample of 12 teachers was chosen as the participants by using Purposive sampling. Data was analyzed through thematic analysis. The findings obtained from the qualitative data proved Maslow's theory of need in job satisfaction and annoyance. Findings also reported the themes including social benefits, meaningfulness of job and self-esteem was validated by the researcher as a factor for teachers' morale. This research implies better remuneration for the teachers and healthy working environment for more conductive learning and healthier development of students.

Key Words: Job Satisfaction, Teachers' Morale, Annoyance of Teachers, Self-Esteem

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Introduction

In 21st century organizations are shifting their focus more on its employees' morale and job satisfaction issues¹. In education institutions, the issues regarding teachers' morale, job satisfaction and annoyance has reached to its peak due to which the low productivity of teachers is interpreted in terms of students' poor educational achievement, disharmony in school culture and deteriorated social environment of the school². This implies teachers' job satisfaction as an important reason in maintaining and determining the social environment of an school³.

Like many developing countries and in Pakistan the issues related to teachers' morale and job-satisfaction has never been the part of academic discourse⁴. Zembylas and Papanastasiou⁵ stated that teachers' morale, job-satisfaction and annoyance should be the matter of policy making process at state level. Alwi et al.⁶ indicated in a research related to private secondary schools in Karachi about the available gap for new researchers to investigate more on the topic of teachers' morale, satisfaction and the causes of annoyance.

Statement Of The Problem

Demographically, Karachi is bearing the status of Metropolitan city of Pakistan and one of the most thickly populated in nature. Karachi has more

¹ Kuratko, Donald F. "Entrepreneurial leadership in the 21st century: Guest editor's perspective." *Journal of Leadership & Organizational Studies* 13, no. 4 (2007): 1-11.

² Conley, Sharon C., Samuel B. Bacharach, and Scott Bauer. "The school work environment and teacher career dissatisfaction." *Educational administration quarterly* 25, no. 1 (1989): 58-81.

³ Ibid., p. 81

⁴ Khalid, Salman, Muhammad Zohaib Irshad, and Babak Mahmood. "Job satisfaction among academic staff: A comparative analysis between public and private sector universities of Punjab, Pakistan." *International journal of Business and Management* 7, no. 1 (2012): 126.

⁵ Zembylas, Michalinos, and Elena Papanastasiou. "Sources of teacher job satisfaction and dissatisfaction in Cyprus." *Compare: A Journal of Comparative and International Education* 36, no. 2 (2006): 229-247.

⁶ Alwi, Shahzada Khurram Khan, Maroof Bin Rauf, and Kamal Haider. "Teachers' job satisfaction and the role of principles for effective educational system in secondary schools of Karachi, Pakistan." *Research Journal of Educational Sciences* ISSN2321 (2015): 0508.

than 200 million population as reported by the Pakistan Bureau of Statistics⁷. In this situation state run schools are enough in number to cater the growing need of quality education for Karachiites. Private Schools serve in this situation as catalyst. In private schools system teachers are expected to discharge their responsibilities in the presence of great accountability. This situation is directly correlated with teachers' morale, satisfaction and the causes of annoyance and effect on their choice to continue teaching as profession⁸. This small scale research investigates the factors associated with teachers' morale, satisfaction and the causes of annoyance among secondary school teachers in private schools of Karachi. Maslow's theory of need guides this research from the lens of job dimensions: social benefits, administrative support and meaningfulness of job⁹.

Significance of the Study

Overall purpose of the present study is to investigate the factors related to secondary school teachers' job satisfaction and job annoyance and how these factors contribute to teachers' morale to sustain in the profession. A limited review of literature reveals that there are few researches available regarding the teachers' morale, job satisfaction and annoyance related to the private secondary schools of Karachi. The prime significance of this research is to facilitate private schools and their administration to foster the conducive working environment for the teachers in order to facilitate teachers for the better educational outcomes

Assumptions

- Social benefits, meaningfulness of job and esteem are the factors of job satisfaction.
- Maslow's theory of need influence job satisfaction of teachers.

Objectives of The Research

1. To investigate the reasons of teachers job satisfaction.
2. To determine the cause that creates annoyance in teaching profession

⁷ <http://www.pbs.gov.pk/search/node/Karachi>

⁸ Shah, Nazir Haider, and Nabi Bux Jumani. "Relationship of job satisfaction and turnover intention of private secondary school teachers." *Mediterranean Journal of Social Sciences* 6, no. 4 (2015): 313.

⁹ Ngimbudzi, Fredy Wilson. "Job satisfaction among secondary school teachers in Tanzania: The case of Njombe District." (2009).

Research Questions

1. How social benefits influence job satisfaction and job annoyance?
2. Does meaningfulness of job create job satisfaction?
3. Does work environment affect in job satisfaction?
4. Does self-esteem affect teachers' job satisfaction?

Literature Review

Hoppock¹⁰ in an old study studied the correlation among job satisfaction, religion, emotional adjustment, interest, social status, fatigue, age and community. Hoppock found that only one-third employees had expressed their annoyance and all other employees expressed job satisfaction in the purview of job satisfaction, religion, emotional adjustment, interest, social status, fatigue, age and community. Job satisfaction is a multi-dimensional terminology which includes a lot of aspects in itself; it varies from person to person¹¹. Furnham, Eracleous, & Chamorro-Premuzic¹² stated that job satisfaction is a collection of positive attitudes and emotions which is acquired at workplace.

Normann, Bayat, and Indermun¹³ stated that satisfied and content workers efficiently better than distorted and disturbed mind. Normann, Bayat, and Indermun observed, "Imbalances caused through non-exposure to education, development, training and mentorship have created a vacuum in terms of skills for women and this, coupled with the discriminatory practices inherent in our ...society"¹⁴. Norman et al.¹⁵ also reported about the 'Glass Ceiling'¹⁶ for women as following:

Even in organisations whose policies support women, prevailing historical attitudes and job pressures undermine them; women's lives have been expanded, but the attitudes of many corporate

¹⁰ Hoppock, Robert. "Job satisfaction." (1935).

¹¹ Mullins, Laurie J. *Management and organisational behaviour*. Pearson education, 2007.

¹² Furnham, A., Eracleous, A., & Chamorro-Premuzic, T. Personality, motivation and job satisfaction: Hertzberg meets the Big Five. *Journal of Managerial Psychology*, 24(8), 2009: 765-779.

¹³ Normann, Jane, Mohamed Saheed Bayat, and Vartikka Indermun. "The glass ceiling effect-Barriers to change for appointing women into more senior positions." *Asian Journal of Business and Management Sciences* 3, no. 5 (2013): 72-90.

¹⁴ Ibid., p. 72.

¹⁵ Ibid.

¹⁶ Ibid., p.72

cultures weigh down and constrain what women feel is achievable....It is clear and evident that sexual harassment, male chauvinism, work life balance, as well as organisational structure and culture are among the top barriers that require urgent attention and which inhibit women's advancement at work. The glass ceiling and its effect was another problem analysed, ..., the difficulties and obstacles which women face in order to progress in the organisational hierarchy - not only in management roles, but throughout other levels and categories of occupations as well.

Zembylas & Papanastasiou¹⁷ in a research conducted in Cyprus stated the following:

Teachers emphasised their satisfaction with interactions with students, relationships held with colleagues and opportunities to contribute to the growth of individuals and the development of society. Sources of dissatisfaction were social problems and their impact on teachers' work, students' lack of interest and bad behaviour, the centralised educational system and the lack of professional autonomy in schools, and teacher evaluation and promotion prospects. Some of the factors are predictable but others are less so...

Zembylas & Papanastasiou¹⁸ endorsed that Maslow theory (1985) of hierarchical need conceived the term *Job-satisfaction* in perspective of teachers' needs, desires and satisfaction which should be fulfilled. Bishay¹⁹ in a research also concluded that "Job satisfaction and motivation correlated significantly with responsibility levels, gender, subject, age, years of teaching experience, and activity" Sylvia & Hutchinson²⁰ in another study added the following:

"...that teacher motivation is based in the freedom to try new ideas, achievement of appropriate responsibility levels, and intrinsic work elements. The latter were of transcendent importance to our

¹⁷ Zembylas, M., & Papanastasiou, E. Sources of teacher job satisfaction and dissatisfaction in Cyprus. *Compare: A Journal of Comparative and International Education*, 36(2), 2006:p 229.

¹⁸ Ibid.

¹⁹ Bishay, Andre. "Teacher motivation and job satisfaction: A study employing the experience sampling method." *Journal of undergraduate Sciences* 3, no. 3 (1996): p.147.

²⁰ Sylvia, Ronald D., and Tony Hutchison. "What makes Ms. Johnson teach? A study of teacher motivation." *Human relations* 38, no. 9 (1985): p.841.

respondents. Based upon our findings, schemes such as merit pay were predicted to be counterproductive in service organizations which employ professionally trained people.

Sylvia & Hutchinson²¹ referred many studies related to teachers' morale, job-satisfaction and annoyance while indicating that teachers' job morale, job satisfaction and annoyance relied on lower order needs satisfaction parallel with the higher order needs such as innovation, contentment of the work and professional and personal attainments are the elements of teachers' job satisfaction.

Xiaochun, and Yiqun²² stated that job burnout was an inevitable phenomenon. Satisfied and motivated employees were the cornerstones for an organization they served the system very efficiently and competently for uplifting of organization. Therefore, administration should play an active role in employees' job maintenance and measure the job satisfaction level of its employees.

Spector²³ described job dissatisfaction as a state that creates hatred among the employees for their work. Ingersoll and Thomas²⁴ reported that following factors were mainly responsible for career quit, teachers' annoyance and job-dissatisfaction:

1. Poor Salary
2. Students Discipline Problems
3. Poor Administrative Support
4. Poor Students Motivation
5. Lack of Faculty Influence
6. Class size too Large
7. No Opportunity for Advancement
8. Classroom Intrusions
9. Inadequate Time

²¹ Ibid.

²² Xiaochun, Wang, and Gan Yiqun. "Review of Foreign Studies on What Causes Job Burnout [J]." *Advances in Psychological Science* 5 (2003).

²³ Spector, P. E. *Job satisfaction: Application, assessment, causes, and consequences* (Vol.3). Sage publications, 1997

²⁴ Ingersoll, Richard M., and Thomas M. Smith. "The wrong solution to the teacher shortage." *Educational leadership* 60, no. 8 (2003): p.32.

In another research Ingersoll²⁵ reported the following:

The results of the analysis indicate that school staffing problems are not primarily due to teacher shortages, in the technical sense of an insufficient supply of qualified teachers. Rather, the data indicate that school staffing problems are primarily due to excess demand resulting from a "revolving door"—where large numbers of qualified teachers depart their jobs for reasons other than retirement. Moreover, the data show that the amount of turnover accounted for by retirement is relatively minor when compared to that associated with other factors, such as teacher job dissatisfaction and teachers pursuing other jobs. The ...[research] concludes that popular education initiatives, such as teacher recruitment programs, will not solve the staffing problems of such schools if they do not also address the organizational sources of low teacher retention.

Methodology

Qualitative research methodology was used to record the perception and opinion of private school teachers about their morale, job-satisfaction and annoyance toward their teaching profession through semi-structured interview protocol. The data was collected from District East, Centre and Korangi District of Karachi from five different private schools. From each school a male and a female teacher as participants were selected who were currently teaching from grade sixth to matric classes. The participants voluntarily granted the informed consent and all ethical considerations were followed. The identities of research participants were protected and every aspect of research had been disclosed to the research participants. The interviews were audio-recorded, transcribed and latter deleted to protect the identity of research participants. Thematic data analysis was conducted where the focus was on the three major themes teachers' morale, social benefits, self-esteem.

²⁵ Ingersoll, Richard M. "Teacher turnover and teacher shortages: An organizational analysis." *American educational research journal* 38, no. 3 (2001): p. 499.

Findings

Meaningfulness of teaching as a Profession

When participants were inquired about the reasons for selecting teaching as a career 8 Out of 10 participants answered positively and mentioned their passion to choose teaching as a career due to the reasons of higher social status, respect, viewing teaching as an opportunity to serve the nation. All 10 participants were agreed that teaching is meaningful profession or job which kept teachers' morale high.

To investigate the satisfaction level of participants' researcher asked the question how long the research participants would continue teaching as a profession. Five interviewees (three females and two males) responded positively while agreeing to remain in secondary grade teaching till the end of their career. Two males and one female participants agreed to switch toward the teaching of higher grades for better remuneration. One male and a female participants stated that due to low salary structure and no self-esteem of teachers in private sector they would quit teaching as soon as possible for another profession.

When participants were asked about rejoining of teaching as a career four participants (two males and two females) showed their agreement. These participants expressed that they take teaching as a serious and meaningful profession. Six participants opted for another career rather than teaching. These six participants expressed their annoyance toward teaching because low salary structure, parental influence on school management, large class size and limited opportunity for career advancement.

Social Benefits of Teaching

When participants were asked to express their morale, job-satisfaction and annoyance in perspective of social benefit the participants expressed their discontentment. 7 Out of 10 participants (4 males and 3 females) expressed their despair in terms of low salary structure based on bargaining process because of the absence of standard criteria teachers' hiring. These respondents did not view any social benefits of opting teaching as a professional career. Three participants added the other reasons including poor leadership skills; heads are usually authoritative and their weak interpersonal skills, excessive planning and managerial responsibilities for

teachers, workload and excessive competition among the colleagues were the main factors of teachers' annoyance.

When participants were asked about the reward system in their organization as a social benefits. Majority of the participants (04 males and 05 females) were dissatisfied. All participants agreed the private school systems did not have any mechanism of monetary incentives or any reward systems from their organization. Participants (02 males and 01 female) expressed their discontent that private school systems did not have any vision regarding the uplifting of socio-economic status of their teachers. The Participants (03 Males and 05 females) were agreed on secondary school teaching is socially acceptable and less challenging profession for the females and it did not have any significant output for male teachers.

Participants were further asked about the collegial relationships in perspective of Social support mechanism to cope-up with professional strain. Majority of the participants (04 males and 05 females) were satisfied with the collegial relationships and they enjoy the time with their colleagues. All the participants were contented with their present collegial relationships.

Self-Esteem and Job Satisfaction

Participants were also questioned about their self-esteem and their job-satisfaction. The participants (04 males and 05 females) expressed that personal and professional attitude of hierarchy, disappointing comments from the administration and no appreciation against sincere efforts caused low self-esteem among teachers. The participants agreed that low self-esteem in their organizational setup motivated the participants to quit from the teaching profession or high job-dissatisfaction.

Discussion

This research observed that teachers of private secondary schools of Karachi had different reasons of job-satisfaction and annoyance. The annoyance and job-satisfaction of teachers are not correlated with the effect of age, gender and marital status of teachers. Hence this research refutes the research findings of Hoppock²⁶ and aligns with ²⁷Furnham, Eracleous, & ²⁸Chamorro-

²⁶ Op. cit. Hoppock

²⁷ Op. Cit. Furnham, Eracleous, & Chamorro-Premuzic

Premuzic. This research confirms that participants believed that teaching is a purposeful profession and this notion reinforces teachers' morale and keep them to stay in teaching profession. This research further adds in the research by Sylvia& Hutchinson²⁹ who reported that teachers' morale and job-satisfaction is based on testing the new ideas, achievement of significant position and intrinsic motivational behavioral factors.

This research noted that participants had conceived this idea that teaching profession did not have any social benefit. This research confirms the research findings of Ingersoll and Thomas³⁰ that poor salary structure, administrative structure and large class size are the few reasons of teachers' annoyance and low morale. This research adds further factors here including poor leadership skills; authoritative administration and their weak interpersonal skills, excessive planning and managerial responsibilities for teachers, workload and excessive competition among the colleagues are also the main factors of teachers' annoyance in secondary schools of Karachi. This research agree with Norman et al³¹ who indicated about the glass-ceiling from the social, cultural and economic lenses. This research confirms the relationship among the teachers morale, job satisfaction and annoyance³²

Recommendations

1. This research recommends the 'Teacher Association for the Private Schools'. This teacher Association should serve as a platform to resolve issues of teachers and serve as a liaison between school administrations and teachers.
2. It is suggested that this 'Teacher Association for the Private Schools' should serve as a large platform to offer logistical and technical support to the teachers and help them to stay in teaching profession.
3. This research recommends a large scale base-line data related to the teachers' morale, job satisfaction and dissatisfaction. The findings should be shared with school administration to facilitate them

²⁸ Op. Cit. Chamorro-Premuzic

²⁹ Op. Cit. Sylvia& Hutchinson

³⁰ Op. Cit. Ingersoll and Thomas

³¹ Op. Cit. Norman et. al.

³² Alagbari, A. "Job satisfaction among a sample of general education head teachers in Eastern region of Saudi Arabia." *Journal of golf and Arabic island studies* 29 (2002): 169-197.

regarding the hiring and professional development of current tier of teachers.

4. This research recommends that private secondary system should introduce a rigorous appraisals system for the teachers. There must be staff management cell to listen the concern of teachers, resolve their queries and make them motivated to work efficiently.

Conclusion

This research concludes that teachers' morale, job satisfaction and annoyance among secondary school teachers in Karachi have received less attention of private school owners. There is neither a policy nor any data available about secondary school teachers' issues and low morale in Karachi. This research suggests the qualitative approach to understand the dynamics of influential factors impacting on the teachers' morale, job satisfaction and annoyance from humanistic point of view.

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