

## **Comparative Study between Public and Private School Teachers, Job Satisfaction and Their Job Performance in District Peshawar**

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### **Abstract**



*The primary goals of this study were to identify differences in teachers' perceptions of job satisfaction at public and private schools, to differentiate between public and private teachers' perceptions of job satisfaction with academic credentials, and to include teaching staff from government and private higher secondary schools in Pakistan's Peshawar district. The report included participants from Khyber Pakhtunkhwa. The survey included 150 teachers from each classroom, as well as 75 public and 75 private teachers. The data were analysed using the Mean and Independent Sample t-test. There was no significant difference between public and private school teachers on the majority of the 21 dimensions of job satisfaction. However, there were significant differences between public and private school teachers' perspectives on certain aspects of job satisfaction. Teachers in both public and private schools had similar perspectives, but there was some disagreement among them*

**Keywords:** Public and Private Schools Job Satisfaction, Performance, Workload, Salary / Promotion, Training, Supervision, Colleagues and Retirement Benefits are all important considerations.

### **Introduction**

Teachers can play critical roles in the course of teaching, which may facilitate learning. The report they create with their students, as well as their own level of knowledge and skills, will have a significant impact on their ability to carry out effectively (Irons, G. H. 1987).

### **Teachers' Role and Importance:**

The basic role of a teacher is to provide students with fundamental classroom instructions so that they can learn more effectively. To accomplish this, teachers should plan very effective lessons, provide feedback on student work, grade manage classroom related materials, navigate the curriculum effectively, and coordinate with other staff members with friendly manner. Being a good teacher, on the other hand, entails much more work is required than just following the roles of a prepared lesson plans. Teaching is a sophisticated profession that frequently crosses academic boundaries. In addition to ensuring students' academic success, teachers must act as mentors, surrogate parents, counsellors, and even a wizard. A teacher's responsibilities are limitless (Cox, 2019).

### **Teachers as Third Parents:**

Elementary school teachers have a significant impact on their students' development. The experiences a child has during their formative years shape who they will become, and teachers play a significant role in shaping that person. Teachers have such an impact on their students' lives that many form almost parental relationships with their students. Due to the time which students spend in school, teachers are expected to be very positive role models personality and mentors to their students on a daily basis. Teachers teach students much more than language arts, math, physics, biology and Pakistan studies; they teach their students social life skills such as how to be kind to others peoples and make friends, when to ask for help or be independent, how to differentiate between wrong and right and other life related lessons that parents frequently repeat to their children. In many cases, teachers teach these concepts to students for the first time (Cox, 2019)

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Job satisfaction refers to employees' subjective feelings about their jobs. Employees will be happier if working conditions are favorable, and teachers' performance will improve. Teachers who are happy in their jobs give their students better instruction and learning support. In today's society, teachers must provide high-quality teaching and learning. Teachers must have extensive experience and knowledge in both assessment and teaching methods in order to achieve these standards of quality education and demand. Teaching is the process of responding to a student's needs, feelings, experiences, and acting in such a way that the student learns specific things and goes beyond what is provided. For a teacher, learning is a non-stop process that improves teachers' teaching abilities, knowledge enhancement, and the development of new skills in order to improve students' learning. Previous research has found that when teachers are good classroom administrators, students are successful to achieve higher levels of achievement (Fassoulis, K., & Alexopoulos, N. 2015). Employee engagement is influenced by job satisfaction, which is likely to be related to the amount of discretionary effort expended. Without a doubt, when people are dissatisfied with their jobs and their quality of life, they are unaware of the success of others at work. Because work is such an important part of life, and most people spend the majority of their working lives at work, it is critical to consider the factors involved in order to improve employee efficiency and productivity.

A teacher can also be a social reformer. A social reformer is another person who is comparable to a teacher. Because students are at a vulnerable age, a teacher fills and protects them. As a mini-society, the school plays an important role in sowing the seeds of fraternity, human values, and health, among other things, in the students, who will be the citizens of tomorrow. In this regard, he serves as a guide for the students and works to eliminate social evils. Job satisfaction means when an employee feels confidence, self-motivated and respect in her or his job. Job satisfaction build when an employee believes she or he has job stability, pleasant work environment and career advancement.

#### **The aims of the study**

**The primary goals of the study were as follows.**

1. To investigate the various aspects of job satisfaction among public and private school teachers in the Peshawar district.
2. To compare job satisfaction levels in private and public school teachers.
3. Investigate the efficacy of public and private sector teacher performance in the Peshawar district.
4. List the issues that secondary school teachers face in terms of job satisfaction.

#### **Hypotheses**

- H<sub>0</sub>.** There is no statistically significant difference between public and private school teachers' job satisfaction and job performance on five factors: workload, salary/promotion, training, supervisor/administration/management, colleagues, and retirement benefits.
- H<sub>0</sub>.** There is no statistically significant difference between public and private school teachers' job satisfaction and job performance on five factors: workload, salary/promotion, training, supervisor/administration/management, colleagues, and retirement benefits

#### **Literature Review**

Davis and Lofquist (1991) explain job satisfaction a person positive reaction to the fixed point as result of the individual's assessment of how well the environment meets his or her needs. Employee performance is viewed as an integral part of a company's human resource strategies (HRS).

According to Simatwa (2011), job satisfaction mean that a function that is positively related to the extent to which one's personal needs are met at work place. According to Kuria, a employees will be most productive and satisfied when their jobs offer them economic security, recognition for their straggle, efforts, the opportunity to contribute ideas, a clear grievance policy, a clear definition of responsibilities and duties, a solid payment structure, social security, communication, compensation, a communication system, an incentive plan and profit sharing activities, health, and safety measures (Jimatwa, 2011).

Dorneyi (2001) defines inspiration as "the reason why so many people choose to do, regardless of how frequently they were committed to expanding doing things and how difficult those who are to go through it." The desire to create something is extremely motivating. It inspires us to take action, including the pursuit of a new career.

Teachers, according to Cherabin, Praveena, Azimi, Qadimi, and Shalmani (2012), are the nation builders of Pakistani society. Teachers cannot achieve outstanding results if they are

dissatisfied with their jobs. Increasing self-confidence is one way to increase teacher satisfaction. This research will assist institutes and non-governmental organisations in developing motivational and other positive features in order to improve self-appreciation, which will lead to job satisfaction. To that end, the researchers will look into the effects of gender and school type on self-esteem and job satisfaction among Pakistani teachers in a small sample of schools. This research also contributed to a better understanding of current personnel and organisational outcomes. Other factors, such as compensation and promotion, have an impact on these variables. Pay, advancement, monitoring, compensation, conditional remuneration, and working conditions are also factors to consider.

Care can be expressed in a variety of ways, according to (Kirsten Weir, December 2013), but it has a direct impact on career advancement and adult wellness, as well as being taken seriously and appreciated for excellent work. People who like the institution care about it and take steps to improve their jobs and lives, which leads to higher levels of satisfaction. Job satisfaction is critical to the school organization's overall commitment and productivity..

Saba and Zafar (2013) discovered in a study conducted in Pakistan that pay, promotion opportunities, job uncertainty, and the work itself all have an impact on the job satisfaction of private and public academics.

Nimisha Beri (2013) investigated the purpose of this investigation of learning about occupational fulfilment among elementary school teachers in accordance with their decision-making. This evaluation is descriptive. The goal of this research was to find a link between teachers' employee performance and their decision-making styles. The study also sought to investigate the job satisfaction gap between rural and urban primary school teachers, as well as the gap between male and female primary school teachers. The study's findings revealed that employment satisfaction is insignificant among primary and rural teachers in both urban and rural schools, as well as among male and female primary school teachers. There is no significant relationship between primary school teachers' job satisfaction and top-level decision-making, according to research. The research also discovered that primary school principals continue to make routine decisions.

According to Zulhamri Abdullah and Jong Hui (2014), the purpose of this study is to describe the relationship between performance in interaction and career progression among teachers. In this study, the Contact Satisfaction Questionnaire model developed by Downs and Hazen in 1977 is used to analyse relationships. Primary school teachers in Johor, Malaysia, completed 226 questionnaire surveys. The main finding suggests a slight but statistically significant positive relationship between work quality and job quality. Despite the fact that the impact or impact of communication satisfaction on teacher job satisfaction is minimal or near zero, school administration must create a good quality contact environment for teachers in order to improve job performance.

Shabbir (2014) stated that we were happy to do what we did if we were happy with ourselves. As a result, we operate effectively and efficiently. Motivation is extremely important in all aspects of personal, social, and professional life.

Machado-Taylor et al. (2016) investigated a number of demographic variables, such as employee age, gender, and psychology that may influence work satisfaction.

According to Rosalia (2020), stress reduces learning performance, diminishes a student's ability to engage and contribute to their surroundings, and increases the likelihood of material misuse and other risky behaviours.

Stress has been defined by scientists as the knowledge of uncertainty between natural weight and the entity's volume in order to meet these requirements. Scientists typically define stress as the unfavorable reaction that entities have to a tremendous strain or another type of load placed on them. Stress occurs when a person is confronted with a situation that they perceive to be overwhelming and uncontrollable.

Academic performance or the result is due to students' activities on a consistent basis, for a specific time period, and in accordance with a developer's specific rule for a recreational purpose (Emond et al., 2016). Academic performance can be best tested or planned through various habits dictated by students' psychological levels, such as observations, tests, and assessments (Getachew, 2018).

Opinions naturally shape the required level of a student's academic performance. While duties and exams are the best way to assess academic performance or academic knowledge in high school, these composed tests or assessments are referred to as home-made tests because they are focused by

the school institute. The yearly assessment procedure is used to reform or humiliate students in Pakistan, so if a student is wise but does not attend the yearly test, he/she will be placed in the same class until he/she passes the test. Students learn in schools and institutions, and their records, known as academic performance and academic results, are kept. The understudy works in a specific location and for a specific period of time under the supervision of a teacher, and their performance is evaluated through tests. This is referred to as academic performance. Dropping out of students from school is linked to a lifetime decrease in earning capacity and job security (Lamb Huo, 2017). People with lower levels of education have poorer psychological health and more illnesses than those peoples with higher levels of education (de Looper, Turrell, Stanley, Oldenburg, 2006). Early school dropout has also been linked to intergenerational problems like unemployment, deficiency, and poor academic performance (Maguire, Muir, Family, Slack-Smith, Murray, 2003; Lamb Huo, 2017).

Secondary school academic achievement and accomplishments indicate superior employability, less support for social welfare funding, and a higher likelihood of furthering one's education (Roffey, Wyatt, Noble, McGrath, Rowling, 2008). Among these outcomes are efforts to increase the likelihood of long-term employment, self-sufficiency and adequate revenue (Noble et al., 2008), which have the capacity to save governments huge expenditure each year (Lamb Huo, 2017).

Job satisfaction had a significant impact on teachers' commitment to the organisation. Teachers who enjoy their jobs are more likely to remain with the organization. The greater the employers' job satisfaction, the greater their participation and commitment to the organisation. The teachers' positive or negative feelings toward the organisation affect the overall process of carrying out their duties, which contributes to the overall success of the school. (Priyanka,2018).

Job satisfaction is defined by Shiyani (2019) as "the total relationship between an individual and the employer for which he is paid." Satisfaction is defined as the simple feeling of having completed a task or goal. Job dissatisfaction decrease motivation level at work.

### **Population**

The population of the study was mainly comprised of female secondary school teachers from Peshawar's public and private secondary schools.

### **Sample and Sampling techniques**

Data was collected from participants at all public and private schools in Peshawar using a convenient sampling technique. The main goal was to compare teacher performance in public and private schools. Data was collected from a sample of 100 school teachers using self-administered questionnaires. The questionnaire has been completed by public and private schools in the Peshawar district. A total of ten schools were chosen for this purpose, with five public and five private schools.

### **Instrument**

A questionnaire was used as a data collection tool. Sheldon Cohen's Perceived public and private school teachers' job satisfaction and job performance Scale was used to present the survey in the form of scales. The method is rated from 0 to 4 on a 5-point scale.

### **Data Collection**

The researchers collected data from public and private school teachers in the Peshawar district using a questionnaire. To avoid discrepancies, the researcher used a questionnaire to collect information. The researcher personally visited the schools to accomplish this. To collect 100% of the data from selected schools, a convenient method was used.

### **Data Analysis**

The researchers used SPSS version 20 to analyse the data. The data was analysed using the Mean Independent Sample T-test. On the majority of the 21 dimensions of job satisfaction, there was no significant difference between teachers in public and private schools. However, there were significant differences between public and private school teachers' perspectives on certain aspects of job satisfaction.

### **Result**

Based on data analysis, the following conclusions were reached:

**Table .1: Independent t-Test  
Group Statistics & Independent T-Test Results**

Dimensions of Job Satisfaction	Government (N=75)		Private (N=75)		Sig. value of t-test
	Mean	S.D	Mean	S.D	
Teacher satisfy of his/her job	3.0800	1.21655	2.8800	1.26234	.820
2. The school environment is clean and orderly.	2.8667	1.44571	2.8933	1.36137	.665
3. Teacher workload is appropriate.	3.4933	1.17833	3.5600	1.16526	.858
4. Work environment (stress, frustration) is manageable.	3.4267	1.16449	2.9200	1.24943	.230
5. Teacher salary increases are proportionate to job performance and responsibilities.	2.9600	1.21299	2.9067	1.26463	.522
6. Teachers other benefits (vacation, paid holidays, etc.) is competitive	3.4667	1.32882	3.4400	1.23288	.447
7. Teacher group insurance and retirement benefits are competitive	3.1600	1.31560	3.1600	1.25246	.394
8. Teacher satisfies with chances for promotion.	2.8667	1.29795	3.0000	1.33558	.611
9. Teachers training are beneficial for them	2.3467	1.07167	2.4533	1.20015	.089
10. Teacher gets training regarding changes in curriculum.	2.3467	1.07167	2.4667	1.15470	.282
11. Teachers get skills development and training from school organization.	2.4533	1.14246	2.5467	1.22246	.277
12. Supervisors communicate effectively.	2.1867	1.08669	2.2667	1.16634	.251
13. Supervisor demonstrated equal and fair treatment	2.2400	1.11307	2.5200	1.21210	.059
14. Supervisor promoted cooperation and teamwork within school environment.	2.3067	1.20778	2.4400	1.10576	.727
15. Supervisor successfully resolved complaints or problems	2.1200	1.02614	2.3333	1.18929	.021
16. Colleague are cooperative in term of teamwork	2.2133	1.17742	2.1600	1.11549	.516
17. Colleague give advice and feedback towards your performance	2.3067	1.17374	2.5200	1.24510	.170
18. School work environment is comfortable and adequate to meet your needs	2.3333	1.18929	2.3600	1.18139	.726
19. Teacher satisfies with the school benefits, including insurance and bonuses	2.3733	1.10004	2.6400	1.26960	.009
20. Teachers are happy with your retirement package	2.3600	1.24813	2.5200	1.26662	.449
21. Teacher's group insurance and retirement benefits are competitive	2.9467	1.41319	2.7600	1.44110	.885

It was used to see if there is a difference in job satisfaction between female teachers in public and private schools. The T-test value indicates whether the satisfaction of female teachers differs significantly between public and private schools. A T-test value greater than 0.05 indicates that female private school teachers and government females teachers satisfaction is not significantly affected, and that male government and private school teachers' satisfaction is not different.

**Workload:**

The workload of government and private school teachers was calculated using the mean and standard deviation. The mean score of public school teachers is higher than that of private school teachers in the statement "Teachers satisfaction with his/her job," implying positive responses from respondents. The table results show that teachers have the highest significant level for the statement "I enjoy and am satisfied with my work" (Mean=3.08, S. D=1.21).

As a result of the respondent result of the statement "The school environment is was clean and orderly," the private school teachers are more satisfied as the mean score identifies this (M=2.89, SD=1.36), (M=3.5,SD=1.7), as a result of the result of the statement "Work environment (stress, frustration) is was manageable," Both government and private teachers have the same mean score, and both have the same workload satisfaction level for the other factors discussed above; thus, there is a significant difference in the workload satisfaction of public and private female school teachers, as the t-test significant value is greater than.05 in all cases.

#### **Salary and promotion:**

The findings indicate that public (M=2.96, SD=1.213, Sig=.522) teachers are more satisfied with their salary increases and have opportunities for advancement in their future jobs. paid holidays (M=3.47, SD=1.33, Sig=.447) are higher than the private Mean Score of private school teachers. As a result of the above findings, all statements in the table indicated that the insurance, retirement, and promotion means were also higher than the private school teachers' mean score. The t-test results show a significant difference, with a value greater than 0.05 indicating a significant difference in the job satisfaction of public and private female school teachers.

#### **Training:**

Teachers in both public and private schools agree that training should be mandatory in their careers as a result of the training statements because it benefits all teachers and improves their work quality. On-the-job training was supported by both public and private school teachers because it improved their teaching strategies and style. They were also useful for understanding the curriculum and developing teachers' skills, because the means and standard deviations of all factors were the same, and the significant value of the t-test value was greater than 0.05, indicating that there is a significant difference in training perspectives among public and private female school teachers.

#### **Supervision/Management/ Administration:**

Academicians in private schools were more or less satisfied with the supervision they received (M=2.27, SD=1.17, Sig=.251), as well as with fair treatment and demonstration (M=2.25, SD=1.21, Sig=.727), according to the data. The outcome of supervisor cooperation and teamwork is (M=2.44, SD=1.105), indicating that both public and private school teachers are equally satisfied with supervisor cooperation and teamwork in the school setting. The supervisor solves teacher problems, and the t-test significant value was greater than 0.05, indicating that there is a significant difference in the satisfaction of public and private female school teachers.

#### **Colleagues:**

Collegial cooperation yields nearly identical results in terms of means and standard deviation, whereas colleague feedback and advice on teacher performance reveals that private teachers have a higher mean than public teachers, and a significant t-test value greater than 0.05 indicates a significant difference in the satisfaction of public and private female school teachers.

#### **Retirement Benefits:**

When compared to their counterparts in private sector schools, academicians in public sector schools report a higher level of satisfaction or high satisfaction from "job security." The unpredictability of personal policies, as well as the contractual nature of jobs in both sectors, may cause fear of job insecurity. The school benefits in the form of insurance and bonuses are greater, indicating that government teachers are happier and more satisfied from retirement benefits, group insurances, and for all factors, the significant value of the t-test is greater than 0.05, indicating that there is a significant difference in female satisfaction between public and private schools.

#### **Conclusion**

According to the table values, public school teachers were more satisfied with their job packages than private school teachers. However, there were no significant differences in the level of overall job satisfaction derived from the following aspects of their jobs: coworker relationships and supervisor behavior between public and private teachers. Public school teachers were more satisfied

with their salaries, advancement opportunities, and job security, as well as bonuses, group insurance, and retirement benefits, according to the study's findings. Public school teachers were more satisfied with their job packages than private school teachers, according to the table values. However, there were no significant differences in overall job satisfaction based on coworker relationships or supervisor behaviour between public and private teachers. According to the study's findings, public school teachers were more satisfied with their salaries, advancement opportunities, and job security, as well as bonuses, group insurance, and retirement benefits.

According to the findings, public school teachers were more satisfied than private school teachers. This is due to public school teachers' flexibility, job security, high pay, and independence. Private school teachers, according to the study's findings, were extremely sensitive to wage payment. Both private school teachers were dissatisfied with the factor "Teachers Training," according to the analysis. As a result, authorities should organize regular training courses to keep teachers up to date on the latest developments.

### **Recommendation**

Based on the findings and conclusions reached, the following recommendations are made:

1. To improve the performance of public schools, the government may implement a proper monitoring and balancing system.
2. The government may also monitor the operation of private schools and enact relevant rules and regulations to ensure that their curriculum, teachers, and facilities are all in sync.
3. The government may not encourage the private sector to open schools solely for the purpose of collecting money.
4. To surprise both private and public schools, special teams of educational experts may be formed.
5. Private school teachers are extremely picky when it comes to salary payments. The private sector's salary structure should be revised. When the government restructures teachers' pay, they should be included. At the same time, private school teachers are dissatisfied with the fairness of promotion procedures. Unbiased promotion decisions can increase teachers' dissatisfaction in this area.
6. In order to advance their careers, teachers in the private sector may be given opportunities for regular in-service training.
7. Training facilities should be made available to both sectors on a regular basis to assist in understanding the curriculum and improving teaching methodology.

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