

Determinants of Job Satisfaction in Schools of Agha Khan Education Board, Karachi

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Abstract

The purpose of this research was to identify various determinants that are responsible for job satisfaction of employees in schools operating under Agha Khan Education Board, Karachi. The five determinants, chosen for testing their impact on job satisfaction included Salary and Benefits, Training and Development, Performance Appraisal, Working Conditions and Work-Life Balance. Adopting deductive approach, hypotheses were formulated and a well-structured questionnaire was prepared. To get views of the employees of selected schools, quantitative data were collected through the questionnaire. The data were then treated with the help of statistical tool multiple regression to examine the impact of independent variables on job satisfaction. Findings of the research indicated that employees of the selected schools were generally satisfied with their job, with varying degree of impact of different determinants. There was a significant impact of three determinants including salary & benefits, performance appraisal and working environment, on job satisfaction. However, impact of training & development and work-life balance was not significant. This study is considered to be of immense value for the management of Schools of Agha Khan Education Board in understanding impact of different factors on employee motivation and taking appropriate measures to further improve employee satisfaction and motivation. Other institutions of the education industry may equally benefit from the study. Head teachers and top management of the schools can take appropriate measures, as proposed at the end, to ensure high level of job satisfaction of teachers.

Keywords: Job Satisfaction, Salary and Benefits, Training and Development, Performance Appraisal, Working Conditions and Work-Life Balance.

1. Introduction

1.1 Background and Significance of Study

Ensuring employee satisfaction is always on the top priority of almost all leading organizations. For that to happen, managers take appropriate measures, including offering competitive salary, flexible benefits, better work environment etc. Out of a number of incentives used for employee satisfaction, pay is an important factor. According to Frye (2004), employee compensation, based on equity and justice, leads to better job satisfaction and enhances employee performance. In the context of education institutions, job satisfaction has unique significance because education plays a vital role in social development of human resource. Whether education is formal (prescribed) or informal (casual), its significance cannot be overlooked. In this context, teachers have an important role in the society as they are main catalyst in ensuring quality education and personality development of young students. No effort to improve teachers' commitment and performance is likely to be successful unless their job satisfaction is properly taken care of. It is a well-known fact that when teachers are motivated, they will render services to the institution quite effectively and efficiently (Mbua, 2003). Motivated teachers shall have a positive attitude towards their job and are likely to remain committed and enthusiastic to the sacred cause of education. Competent and motivated teachers can perform most effectively if they are provided with working conditions that induce mutual trust, respect and managerial support. Such workplace environment is likely to keep employees motivated and committed to organizational goals. In case of education industry, keeping teachers motivated towards studies and youth development is paramount. According to Ostroff (1992), professionally competent and motivated teachers are inevitable for success an education institutions. Hence, it can be said that no institution can grow and achieve sustained success unless it is blessed with honest, competent, motivated and committed teachers. Like any other employee, a motivated teacher is likely to display positive attitude towards job, stay committed to the set goals and continue to work in the organization for longer time period.

In the field of organizational psychology, a lot of research is available on employee job satisfaction (Keung-Fai, 1996; George and Jones, 2008). Teachers are said to be a source of inspiration for the students

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as they look towards them for seeking guidance not only in studies but in other spheres of like as well. For the students, a teacher is a mentor and fatherly figure, who develops them socially, emotionally and intellectually. At school level, it is more important to keep the teachers motivated so that, they devote themselves whole heartedly in developing and grooming young generation. This research was aimed at identifying different determinants of job satisfaction for the school teachers operating under Agha Khan Education Board, Karachi.

1.2 Problem Statement

Every organization, irrespective of the industry it belongs to, has a natural ambition to retain its competent and loyal employees for longer duration. This is more so in the context of education industry because motivated teachers shall elevate image of the institution by producing best results among other competitors of the industry. When it comes to mutual benefits, job satisfaction is equally important both for teachers and the institution. While job satisfaction enhances productivity, it reduces employee turnover (Shanthapparaj, A. Solucis, et.al., 2005). Motivated and committed teaching faculty is likely to be better devoted and more excited towards educating and developing young students. On the contrary, dissatisfied teachers are likely to take least interest in the job, have greater absenteeism and will leave the institution as soon as they get better alternate opportunity. A research undertaken by Bennell & Akyeampong (2007) on job satisfaction and motivation of teaching faculty in Asia and Sub-Saharan Africa has pointed out that teachers having low job satisfaction have excessive rate of absenteeism and are least concerned for their task. In the recent past, turnover rate of teachers of Agha Khan Schools has been slightly more than expected. This research aimed at finding out various determinants of employee job satisfaction and then examining impact of each factor on job satisfaction, in the context of primary and secondary schools of Agha Khan Education Board, Karachi.

1.3 Research Questions

In view of the problem statement, following research questions were set:

- To what extent salary & benefits have an impact on job satisfaction of teachers?
- What is the role of training and development on job satisfaction?
- Does performance appraisal contribute in teachers' job satisfaction?
- Are employees satisfied with the working conditions of the institution?
- What is the role of work life balance on teachers' job satisfaction?

1.4 Research Objectives

Following were the research objectives:

- To find out the extent to which teachers are satisfied with their job.
- To examine the impact of salary and benefits on job satisfaction of teachers.
- To study the role of training & development on job satisfaction of teachers.
- To find out the impact of performance appraisal on job satisfaction of teachers.
- To examine influence of working environment on job satisfaction of teachers.
- To understand the role of work life balance on job satisfaction of teachers.

1.5 Scope of Research

This study was limited to finding out impact of five factors of job satisfaction of teaching staff of only three private English medium schools of Agha Khan Education Board, Karachi. As all schools under study were located at Karachi, so efforts were made to contact maximum available teachers for obtaining their views about the job satisfaction.

2. Literature Review

2.1 Significance of Job Satisfaction

Employee job satisfaction is of unique significance in the context of education sector and it ranks quite high among others factors including professional knowledge, teaching skills, educational resources and strategies as the absolute determinants of educational success (Ololube, 2006). There is ample evidence that when teachers are kept satisfied, their commitment towards teaching increases (Morgan & O'leary, 2004). Job satisfaction has great importance for employees and employers both. It increases employee commitment and productivity which leads to reduced turnover intention. A lot of research on job

satisfaction has been conducted by the social researchers and this trend is on the rise with increasing frequency (Gamero, 2003). Irrespective of the nature of organization or industry, employee's job satisfaction is usually the result of various perceived benefits including pay, supervisor support, work environment, training and development and career growth opportunities (Opkara, 2012).

According to a research conducted by Hulin and Judge (2003), job satisfaction is a broader term that encompasses a number of psychological reactions to an individual job and these personal responses have three different components which include affective (emotional), cognitive (evaluative) and behavioral. An empirical research conducted by Crossman and Harris (2006), in the United Kingdom indicated that job satisfaction of teachers varied according to the nature of school. In this regard, they found that teachers working in private schools of United Kingdom were better satisfaction with their job as compared to those working in other types of schools. Besides, some other researchers found out that teachers working in both public and private schools had similar level of the job satisfaction (Zhongshan, 2007).

There are a number of symptoms indicating varying degree of job satisfaction; these include employee commitment towards assigned task, less absenteeism, low turnover rate and better organizational citizenship behavior (Organ and Konovsky, 1989). On the contrary, factors like low job security, poor working conditions, low wages and little job autonomy have adverse effect on the level of job satisfaction of employees (Guest, 2004; Silla et al., 2005). In order to create more job satisfaction many firms invest substantial resources every year to create conducive work environment where employees feel happy and continue to work with pride and honor (Intuit 2013). However, creation of such an environment costs heavily to the firm but this investment is always beneficial in the long run (Cooper 2012). For instance, flexi work hours (Conger 2009; Gold 2012), childcare center (Bright Horizons, 2013), open communication with upper-level managers (Conger 2009), and easy access to organizational benefits and pay raises (Smith, 2011; Yusko 2013) are some of the factors that are usually introduced in the organization with the aim of promoting or maintaining a happy and healthy workplace.

2.2 Salary and Benefits

Providing competitive salary to employees is not a new concept. Long time back in the history, in 1916, Henry Fayol contended that "remuneration plays a vital role in employees' job satisfaction". He presented fourteen principles of management and remuneration is one of them (Hoy & Miskey, 2008). Employee satisfaction on the job does not depend on the total wage only but it also depends profoundly on the wage increase; it is responsibility of the school management to precisely examine teachers' job satisfaction (Liu & Wang, 2007). Absolute salary package and subsequent pay raises have positive impact on the job satisfaction. An employee puts extra effort on the job so that his current wage increases. According to a study, conducted by Davidson (2007), on teacher motivation in Tanzania, most of the teachers were unhappy with their pay and fringe benefits as these were perceived to be less than what they deserved.

Robbins and Judge (2008) asserted that employees derive their job satisfaction from such facets as: the job itself, salary, possibilities to advance themselves, supervision, and relationship with their workmates. If an employee receives high wages and is provided supportive working environment, he/she is likely perform better and earn more rewards as compared to other colleagues. In the context of schools, teachers' satisfaction is dependent on factors like "salaries, fringe benefits, educational policies and administration, working conditions, advancement opportunities, responsibilities within the job recognition, and so on" as Denga, 1996; Nwagwu & Salmi, 1999; Ossai, 2004; Ubom & Joshua, 2004; and Ubom, 2001 (cited in Ololube, 2008).

Besides basic salary, overall compensation package, including non-financial incentives, is viewed by employees as a source of great satisfaction. At the end of day, it the wholesome value that is acquired by the employees. It is natural that employees who are more satisfied with their work are likely stay committed and their display higher level of motivation. Due to this reason, many organizations are trying to create workplace environment that is respectful, playful and rewarding so that workforce is always satisfied, committed and motivated (Intuit, 2013).

2.3 Training and Development

Training is usually defined as teaching or practicing some skill in order to bring a desired standard of behavior. After final selection newly hired employees are afforded training related to their work and organization's culture so that they can perform their task easily and efficiently and become more committed toward their job (Freyermuth, 2004). Training and development interventions increase employee effectiveness and efficiency in the existing work and also lead to future growth needs. In the present age where fast paced changes are taking place in almost all walks of life, basic education of an individual is not sufficient enough to perform the assigned tasks successfully and grow in profession. A study on students' results prior and after teachers' training indicated that there was a positive impact of teachers' training on students' scores (Rivkin, Hanushek and Kain, 2005; Clotfelter, Ladd and Vigdor, 2006). Education sector has made tremendous advancement in teaching methodology and excessive use of information technology which has made the task of teachers more demanding. The influence of professional training in developed countries has been amply discussed in some recent researches. In the US, fewer studies have assessed the influence of certified programs and those of new programs with reduced requirements prior to teaching (Kane, Rockoff and Staiger, forthcoming; Boyd et al., 2006). Old methods of passive lecturing have been replaced with interactive sessions involving heuristic learning and flipped class room environment. This demands continuous training of teachers to keep them current on the new ways of interactive learning. Newly inducted faculty members need practice in teaching heuristic methods along with effective mentoring in order to help students understand what is expected of them and how they can become useful for the society.

Scott Brum (2007) stated that employees show their higher level of commitment toward the organization when they are exposed to more training and development programs. According to Roya Anvari et al. (2010), employee retention is possible when properly planned and systematic efforts for training based on needs analysis are made by the company. Thomas Joseph McCabe and Thomas N Garavan (2008) stated that through training and development programs organizations give opportunity of learning practical knowledge to their employees and assist them in delivering this knowledge to others.

2.4 Performance Appraisal

Performance appraisal is considered to be an important HRM function that is aimed at assessing employee performance, identifying strengths and weaknesses, rewarding superior performance and providing training to overcome deficiencies. Dessler and Varkkey (2004) emphasized that PA has a clear link between organizational strategy and end results. It is not a one-time activity undertaken at the end of year; rather it is continuous process to measure employee performance, provide regular feedback, identify deficiencies and take corrective measures to overcome weaknesses. As mentioned by Briscoe (2008), an effective PA system helps organizations in setting realistic work goals, determine work standards, evaluate work, provide performance feedback, determine developmental needs and distribute appropriate rewards (Briscoe and Claus 2008). Performance appraisal system consists of the process which is used to identify, encourage, measure, evaluate, improve, and reward employee performance. Dick Grote (2002) suggested that performance appraisal is not a stand-alone 'one time activity'; it is rather a complete process extended over the entire performance appraisal cycle. The overall PA process may be same for different organizations but specific factors may vary from industry to industry, which need to be attended to while implementing the system. The sequence of activities that are undertaken is further discussed below:

- **Participative Goal Setting**

In the beginning of appraisal cycle, mutually agreed, realistic goals are set for the forthcoming appraisal period. Planned goals are recorded and formalized by obtaining signatures on prescribed appraisal form.

- **Periodic Reviews**

Having carefully monitored employee performance, senior managers must provide timely feedback during periodic reviews. Principals and departmental heads provide such feedback to the teachers with an aim to improve their teaching assignments. These periodic review meetings are formally held to discuss the progress and exchange points of common interest. Here, seniors provide expert advice to the junior teachers for further improving their performance and overcoming weaknesses, if identified.

- **Final Evaluation**

As appraisal cycle reaches its end, a final meeting is held during which the concerned senior official reflects on how well each of his subordinate teachers has done his job throughout the appraisal period. Various appraisal forms are discussed and formalities are completed. The appraiser decides about the rewards that employee might have earned; he may also decide about the training and developmental interventions required for the employee for overcoming some weaknesses.

2.5 Working Conditions

Workplace environment has great bearing on employee commitment. Every employee desires to be looked after, supported and respected by the people around at workplace. It is generally perceived that perhaps playful workplace cannot be maintained unless employees are involvement in various activities (Kesebir and Diener, 2008). Moreover, happy workers have been found to be more creative who take initiative to solve multiple problems (Amabile, Barsade, Mueller and Staw 2005), provide superior customer service (Gold, 2012), create better Working Conditions (Seppala, 2013), and improve the firm's overall financial performance (Harter et al. 2010; Kansas State University 2009).

While happy workers are likely to add positive input towards achieving organizational goals, they decrease undesired negative workplace issues. A study by Cooper et al. (2012) indicated that happy employees are more committed to the firm, leading to lower employee turnover rate (Cooper 2012; Gregory 2009; Seppala 2013; Smith, 2011). Further, happy workers do not indulge in non-productive and harmful activities like strikes and/or class-action law suits against the firm (Waggoner 2013). If working conditions are not acceptable by employees, it leads to poor performance, higher absenteeism, poor attitude towards job etc.; ultimately employees would leave the job (Bigliardi, Petroni & Ivo Dormino, 2005).

2.6 Work Life Balance

Although not very popular in third world countries like Pakistani, work and family life balance has gained enormous acceptance in the developed countries, during the past three decades. Greenhaus and Singh (2004) describes that in recent decades managers are facing more demands at work and side by side their family responsibility is also on the rise perhaps due to growing number of family members and less householder earners - either one or two, in developing and underdeveloped countries. Roles of gender are ambiguous and rising shift in employees' values is concurrently taking place. According to a study by Deery M. (2008), role of work-life balance is quite vital in employee intention to leave an organization or continue to work. In this study, specific emphasis was laid on employee attitudes besides organizational commitment, job satisfaction and work-life balance. It was concluded that healthy work-life balance measures proved more effective in employee retention as compared to other relevant factors. According to a study by Cappelli (2000), some factors including career development, work environment and work-life balance are believed to have a direct impact on employee turnover intention.

A study, undertaken by Aslam R. et al. (2011), has drawn a relationship between work-life conflict and turnover intention, in Pakistani culture. It says that when an employee is overburdened and has faced job burnout, it is going to have a negative impact on family relations. Such an employee shall be constrained to share household responsibilities, including cleaning, cooking, laundry and childcare activities. Excessive demands at workplace shall lead to strained work-family conflicts. As mentioned by Greenhaus & Beutall (1985), role pressures from two different domains ultimately lead to bad taste at work and poor relations at home. According to a research by Batt and Valcour (2003), and Ford (2007), employees who spend less time at home and stay extra time at workplace face family related issues. If an employee's mood is negatively influenced by excessive work load, it is likely to create bitter taste in family relationship. As mentioned by Shelton and John (1996), unstable and uneven distribution of time results in disturbance at work and also family distress.

According to Mulvaney (2006) and Clieveland et al. (2007), personal traits of employees, organizational culture, and supervisory support are related to the conflict both at workplace and family life. As mentioned by Robert (2005), growth and prosperity of an organization depends upon employee commitment, loyalty, job satisfaction and active involvement in all matters of interest to both the organization and the employees. In order to create a balance between office workload and family obligations, managers

3.4 Data Treatment

Using SPSS 22.0 software, Multiple Regression was applied to examine impact of independent variables on job satisfaction and all hypotheses were accordingly tested for their acceptance or rejection.

4. Data Analysis

4.1 Respondents Profile

Table No. 1: Gender-Wise Distribution of Respondents

Gender		Frequency	Percentage	Valid Percentage
Valid	Male	29	22%	22%
	Female	101	78%	78%
	Total	130	100%	100.0%

Table 1 outlines breakdown of respondents on the basis of gender. Representation of male respondents is 22% while representation of female is 78%. Generally, female teachers/employees were found more than male teachers.

Table No. 2: Age-Wise Distribution of Respondents

Age (years)		Frequency	Percentage	Valid Percentage
Valid	20-30	54	41.5%	41.5%
	31-40	55	42.3%	42.3%
	41-55	21	16.2%	16.2%
	Total	130	100.0%	100.0%

In Table 2, breakdown of age group of respondents is presented. Representation of respondents falling age bracket 22-30 is 41.5%; respondents between the age group of 31-40 are 42.3%, whereas 16.2% respondents fall in age group of are 41-55.

Table No. 3: Education-wise Distribution of Respondents

Education		Frequency	Percent	Valid Percent
Valid	Under Graduate	2	1.5%	1.5%
	Graduate	54	41.5%	41.5%
	Masters	74	57.3%	57.3%
	Total	130	100.0%	100.0%

Education breakup of respondents is illustrated in table 3. The data shows that majority of teachers have completed their Master level of studies i.e. 57.3%, remaining 41.5% of teachers have completed their Graduation. There are only 2 teachers (1.5%) who are Undergraduate.

4.2 Test of Reliability 'Cronbach Alpha'

The test of reliability 'Cronbach Alpha' was applied to test internal consistency of the items. It helps in improving the quality of the items in the instrument as Muijs (2004) suggests. When Cronbach's alpha reliability test value is greater than 0.7, the questionnaire is considered to be reliable.

Table No. 4: Reliability Statistics

Independent Variables	Cronbach's Alpha	N of Items
Salary and Benefits	.851	5
Training and Development	.793	5
Performance Appraisal	.842	4
Working Conditions	.825	5
Work Life Balance	.714	4

Explanation of Reliability Test

As indicated in table 4, value of Cronbach's Alpha for 'salary and benefits' is .851 whereas items are five. In case of 'training and development', value of Cronbach's Alpha is .793 (items 5). The value of Cronbach's

Alpha for the third item i.e. 'performance appraisal' is .842 (items 4). In case of 'working conditions', value of Cronbach's Alpha is .825 (items 5). For the last construct 'work life balance', value of Cronbach's Alpha is .714 (items 4). According to Ritter, N. (2010), any value of Cronbach's Alpha that is greater than .7 is acceptable. It is evident from the values of Cronbach's Alpha in respect of each construct (>.7) that research instrument is reliable.

4.3 Multiple Regression

Table No. 5: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.765 ^a	.585	.569	.44478

a. Predictors: (Constant), Salary and Benefits, Training and Development, Performance Appraisal, Working Conditions, Work Life Balance.

The table 5 depicts values of R and R square and adjusted R². The R value is .765 which represents simple correlation. It shows that there is a high degree of correlation among the variables. The value of R square represents total variation in the dependent variable that can be explained by independent variables. Here, it means that 58.5% of the total variation has been explained. It also indicates that there are some other factors, not part of this research, which have 41.5% impact on job satisfaction.

Table No. 6: Application of ANOVA

ANOVA^a

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	34.922	5	6.984	35.304	.000 ^b
	Residual	24.637	124	.198		
	Total	59.658	130			

a. Dependent Variable: Job Satisfaction

b. Predictors: (Constant), Salary and Benefits, Training and Development, Performance Appraisal, Working Conditions, Work Life Balance

The ANOVA table 6 indicates how well the regression equation fits the data (predicts the dependent variable). The 'Sig' column shows that dependent variable is significantly well. Here, sig value is .000, which is less than 0.05. This indicates that overall, regression is statistically significant which predicts the outcome variable

Table No. 7 : Coefficient Application

Independent Variables	Un-standardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-.911	.365		-2.496	.014
Salary and Benefits	.221	.074	.178	2.985	.000
Training and Development	.201	.023	.231	8.739	.169
Performance Appraisal	.277	.065	.264	4.261	.004
Working Conditions	.260	.084	.231	3.095	.002
Work Life Balance	.130	.021	.316	6.190	.137

Dependent Variable: Job Satisfaction

The Coefficient table 7 provides us requisite information to predict impact of independent variables on dependent variable. It also determines whether independent variables are statistically significant to the model or not. Detailed results are discussed below:

- **Salary and Benefits**

The value of r is .221 which means, one unit increase in Salary and Benefits will increase Job satisfaction by 0.221 units. As value of P is .000 which is <0.05 , hence, there is significant impact of Salary and Benefits on job satisfaction. First hypothesis is accepted.

- **Training and Development**

The value of r indicates that one unit increase in Training and Development will increase Job satisfaction by 0.201 units. Here value of P value is .169 which is >0.05 ; it shows that impact of 'training and development' on job satisfaction is not significant. Hence, second hypothesis is rejected.

- **Performance Appraisal**

The r value is .227 which indicates that one unit increase in Performance Appraisal will increase Job satisfaction by 0.277 units. Moreover, value of $p=.004$ which is <0.05 ; it shows that Performance Appraisal is having a significant impact on job satisfaction. Third hypothesis is accepted.

- **Working Conditions**

In case of working conditions, value of $r=.260$ which indicates that one unit increase in Working Conditions will increase Job satisfaction by 0.260 units. As $P=.002$ which is <0.05 , it shows that impact of Working Conditions on job satisfaction is significant. Thus, fourth hypothesis stands accepted.

- **Work life Balance**

For the last variable, value of $r=.130$ and value of $p=.137$; it indicated that one unit increase in Work Life Balance will increase Job satisfaction by 0.130 units. However, the value of P (.137), being greater than .05, indicates that impact of 'Work Life Balance' on job satisfaction is not significant. Hence, last hypothesis is rejected.

5. Discussion

The first essential determinant of job satisfaction examined in the research is 'salary and benefits'. Findings of study indicate that in Agha Khan Schools, teachers are generally satisfied with existing salary package. It is true that comparatively Agha Khan Schools pay better salary as compared to other schools in Karachi. The values of r (.221) and p ($<.05$) indicate that salary and benefits have positive impact on employee satisfaction and this influence is quite significant at 95%. In case of second variable 'training and development', value of r (.201) and P value (.169), both indicate that impact of 'training and development' on job satisfaction is although positive but it is not significant as value of p is greater than .05. It can be said that enough emphasis is not laid on primary and secondary teachers' training in Pakistani culture. Even newly hired fresh graduates are not provided any training before assigning classes for teaching. Likewise, in Agha Khan Schools, formal regular training is not arranged for the teachers deployed on primary and secondary level classes. As far as third factor is concerned, the value of r (.227) and p value $<.05$, clearly show that impact of performance appraisal on job satisfaction is positive and it is significant as well. Teachers are generally of the view that head teachers do consider their performance at the time of promotions and salary increases. Moreover, feedback is also provided to them on regular basis. The results are in accordance with the study undertaken by Davis (1995) which says that organizations will experience improved quality of output and increased productivity if their employees are effectively appraised and suitably rewarded. The statistical result of next determinant 'working conditions' indicates that $r=.260$ and $p=.002$ (less than .05); it indicates that there is a positive impact of working conditions on job satisfaction and this impact is significant. Since most of the teachers working in the Schools belong to Agha Khani (Ismaili) community, they enjoy fraternal environment and share leisure moments together at school. They help each other and are looked after by the head teachers quite well. This is supported by the research conducted by Judge, Thoresen, Bono and Patton (2001) in which they mentioned that "firms which focus on their employees' happiness at work achieve better results than the ones which neglect this aspect". In case of last variable 'Work Life Balance', statistical results indicate that value of $r=.130$ and value of $p=.137$. Here, value of r indicates very low impact on job satisfaction, whereas p value being greater than .05 reflects that impact of 'Work Life Balance' on job satisfaction is not significant. Again this factor, being a new concept in Pakistani culture, has not gained much attention and employees do not worry much about work life balance. Although, female teachers do want to spend most of the leisure time with their families, they do not feel that the job School is posing any hurdle in this regards. School timing, being from 9am to 1 pm, is

not an issue so they do not display any desire for this factor. The importance of work life balance, although not so widespread in Pakistani culture, is supported by the research conducted by Greenhaus & Singh, (2004), who mentioned that “work and family life balance has gained a lot of popularity during the past two decades. Managers are now facing more demands at work whereas they are more mindful of their family responsibility.

6. Conclusion

This study has unique significance as it has examined various factors responsible for job satisfaction of teaching staff in Schools of Agha Khan Education Board, Karachi. The aim was to examine the impact of various determinants on job satisfaction of teachers. Out of the five determinants, three factors i.e. ‘Salary & Benefits’, ‘Performance Appraisal’ and ‘Working Conditions’ were found to have significant positive impact on job satisfaction of teachers whereas remaining two factors i.e. ‘Training and Development’ and ‘Work-life Balance’ had weak impact which was not significant. It revealed that Agha Khan Schools are offering competitive salary package and maintaining fraternal and supportive working conditions at the Schools. Similarly, performance appraisal is also considered to be equity based and helpful in creating sense of achievement and earning beneficial rewards. Although satisfaction level of employees was found to be encouraging, it is felt that there is a lot of room for improvement not only in two weak areas but in remaining three determinants, as well.

7. Recommendations

On the basis of some weaknesses identified during analysis, following measures are recommended to the management of schools of Agha Khan Board:

- Agha Khan Schools should chalk out annual training program for the teachers, during summer vacations. More emphasis should be laid on newly hired fresh graduates who have no teaching experience.
- Training budget should also be allocated, both for new inductees and also for the old teachers to keep them current with latest teaching techniques and modern technology.
- In order to create a sense of pride and achievement, teachers displaying superior performance for the year may be given a title of ‘best teachers of the year’ and be allowed to wear a sash displaying this title.
- Emphasis should be laid on work-life balance aspect and teachers having large number of dependent family members may be offered flexi timings. This shall further improve their loyalty towards the School.

8. Further Research Suggestions

Due to time and resource constraints, only few determinants of job satisfaction were considered in this research. Other scholars interested in this area may explore more determinants of job satisfaction, especially in the context of education industry. Besides, a similar research on employee job satisfaction may be undertaken in other industries for examining impact of different variables.

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