

Exploring Job Satisfaction among Pakistani EFL Teachers

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ABSTRACT

This study tries to investigate the elements that affect Pakistani English Language Teachers' job satisfaction. The variables that boost job happiness include job security, workplace flexibility and fairness, handsome salaries and rewards, job autonomy, and leadership behaviours that are supportive of the work environment. On the other side, the absence of these factors results in teacher dissatisfaction. The research has a quantitative design. No of their age, gender, amount of experience, or sector, 500 English language teachers were given questionnaires to complete. At the conclusion of this study, several recommendations are made regarding the job satisfaction of English language teachers based on the findings.

Keywords: employment stability, workplace justice and flexibility, beautiful pay and benefits, job autonomy, and supportive leadership conduct.

INTRODUCTION

The performance of English Language Teachers can be significantly improved by factors such as job satisfaction. According to Locke (1976), job satisfaction is an emotional state that results from a positive evaluation of one's work or experience. The definition itself implies that an employee's attitude toward their work is shaped by their actions, convictions, and emotions. Successful companies, according to Galup, Klein, and Jiang (2008), guarantee their workers' job satisfaction because they understand that low job satisfaction might destroy a company. According to Kalleberg (1977), occupational satisfaction has two parts. These are intrinsic and extrinsic job satisfaction, which refer to the task itself and the aspects of the job that are unrelated to it, respectively. According to Lashbrook (1997), leadership style has a significant impact on how satisfied employees are with their jobs.

According to Bogler (2001), various leadership philosophies create various work environments and have a direct impact on how satisfied individuals are with their jobs. According to Emery and Barker (2007), transformational leaders inspire and motivate their followers to assume more responsibility, which boosts workers' feelings of pride and job satisfaction.

According to Castaneda and Nahavandi (1991), heads demonstrating both relational and task-oriented behaviours simultaneously result in higher staff satisfaction. According to Spector (1997), job satisfaction relates to how employees feel about their jobs and various job-related factors. According to Ellickson and Logsdon (2002), job satisfaction is the degree to which employees like their employment. Job satisfaction is described by Schermerhorn (1993) as an affective or emotional reaction to many facets of an employee's work. According to Reilly (1991), job satisfaction is the attitude a worker has toward his or her employment, and it is determined by how that person perceives their position.

Employee satisfaction and dissatisfaction factors are covered under Herzberg's Two Factor Theory. This hypothesis contends that factors influencing employee dissatisfaction include job security, physical working conditions, remuneration, and the quality of the work. He refers to "motivators" as elements like chances for advancement and personal development, acknowledgment, responsibility, and achievement that raise workers' levels of job satisfaction (Greenberg and Baron, 2003: p. 153). Value Theory is a different theory. This philosophy focuses on employee rewards. This theory claims that minimising the gap between employees' expectations and job incentives is the key to ensuring that workers are happy in their jobs (Greenberg & Baron, 2003: p. 153-154). Improved human resource management techniques are also essential for raising employee work satisfaction (Bloom & Van Reenen, 2007; Petrescu & Simmons, 2008).

STUDY OBJECTIVES

The aims of this study, which looks into the variables affecting English Language Teachers' job satisfaction in Pakistan, are as follows:

- To investigate the actual working circumstances in educational organisations.
- To draw attention to the challenges English language teachers encounter on the job.
- To identify the elements that boost English language teachers' job happiness.

REVIEW OF LITERATURE

Employee performance is directly influenced by leadership. Employee performance will increase if the leadership is supportive of the workforce. Leadership is a strategy to shape a group's actions and guide them toward accomplishing the set objectives (Robbins, 2003, P314). Since man began cooperating in groups, discussions concerning leadership and leaders have existed. A leader is someone who has managerial power and has the ability to persuade others. Simply said, leadership is what the leader does. Leaders should possess traits like ambition, the will to take charge, moral rectitude, self-assurance, intelligence, industry expertise, and extraversion. Leaders have an impact on how their followers act, feel, and perform. If leaders have a favourable impact on their followers, performance will improve. The most successful leadership style for both the quality and quantity of work has been identified through research into the various leadership philosophies. There has been much research on the effects of authoritarian, democratic, and laissez-faire management styles on employee performance. Autocratic leadership imposes work procedures on its subordinates without consulting them in the decision-making process.

Laissez-faire leadership is letting the group decide how to proceed and how to complete the task at hand. When a leader adopts a democratic approach, the workforce participates in decision-making. It has been determined that the democratic style of management improves employee performance the best. The effects of transactional and

transformational leadership on employees' performance have recently been the subject of research. According to Burns (1978), transactional and transformational leadership styles are more prevalent than other types of leadership. The relationship between a leader and their team members is fundamentally an economic transaction when transactional leaders use rewards and punishments to promote performance. (Bass, 1985). Transactional leaders collaborate with the members of their teams, sharing benefits and attending to their immediate needs. Active leaders with four distinctive traits—charisma, inspiration, intellectual stimulation, and individual consideration—are considered transformational leaders (; Nuseir et al., 2020; Asada et al., 2020; Shehzadi et al., 2020).

The level of self-confidence, faith, and respect that leaders urge their staff to have in themselves, their leaders, and their organisations is referred to as charisma. Inspiration is the capacity to communicate lofty expectations and inspire people. Leaders frequently inspire staff to solve problems innovatively by providing intellectual stimulation. The level of individual thought and self-development motivation a leader gives their team members completes the list of personalised considerations (Bass, 1985; Bass, 1990). A supportive leadership style inspires people to work diligently toward their objectives and increases employee happiness (Aydin and Ceylan, 2009). According to Lee and Ho (1989), employees are happier if the leadership involves them in decision-making. According to Tanke (1990), unfavourable leadership style makes workers unhappy and even causes some of them to consider leaving the company. Both Markow and Klenke (2005) and Milliman et al. (2003) note that an employee's productivity and job happiness can be increased by the leadership's pleasant behaviour.

The word "work autonomy" alludes to the people's ability to govern themselves (Smith, 1993). Job autonomy is one the essential characteristics that promotes the employees' job happiness (Dawson, 1987). (Dawson, 1987). One of the crucial elements that greatly influences how satisfied individuals are with their jobs is their level of job autonomy (Nguyen et al, 2003) A person's employment entails more than just some evident tasks. Employee satisfaction is influenced by elements including the nature of the work, supervision, current compensation, and promotion chances (Basheer et al., 2021; Yan et al., 2020).

According to Hackman (1990), both intrinsic and extrinsic rewards are crucial for fostering employee happiness. According to James Brown's definition from 2007, fairness is when all employees are given the same advantages and are expected to perform the same services as other employees inside the company. According to Lepper and Green (1978), employees report feeling more satisfied in circumstances where the likelihood of making endogenous attributions is higher than the likelihood of making exogenous attributions. According to Lawler and Porter (1967), if employees receive adequate compensation for their efforts, their performance will improve. They go on to say that employees will get dissatisfied if their rewards are unfair to their coworkers.

According to Adams (1963), if the rewards do not correspond to their efforts, the employees will become unhappy. According to Podsakoff (1982), workers are happier when they receive fair rewards for their efforts. According to Hackman (1976), employees perform more effectively and with satisfaction when they are treated favourably. According to Herman (1973), the relationship between job happiness and performance is impacted by the economy (Raof et al., 2021; Abdulmuhsin et al., 2021). According to Miller (1982), having a secure job and earning more money are key elements in achieving job happiness. Furnham (1992) divided the variables that

could affect a person's job satisfaction into three groups: organisational policies and procedures, workplace conditions, and individual employee personal difficulties. According to Robbins (1998), supportive work cultures and flexible work arrangements boost employee satisfaction and productivity.

The objective of the current study was to identify the elements that affect Pakistani English Language Teachers' job satisfaction. The study's conclusions and recommendations will be presented to those who make decisions in the field of education so they can be taken into account. The results of this study will be useful to educational institution leaders in boosting employee job satisfaction.

HYPOTHESES

Following hypotheses were designed.

H1. Job satisfaction improves with job security.

H2. Job autonomy enhances job happiness.

H3. Fairness and workplace flexibility increase job happiness.

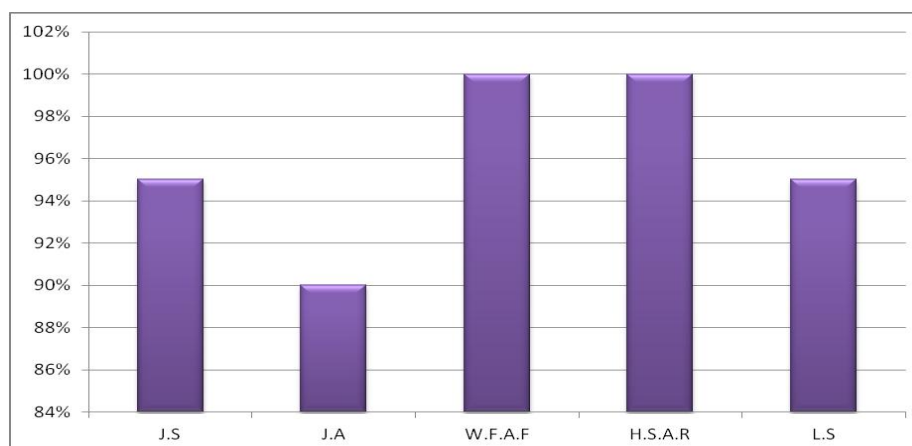
H4. The things that increase job happiness are a competitive wage and attractive benefits.

H5. Job satisfaction is ensured through leadership's supportive and constructive actions.

METHODOLOGY

No matter their level, age, experience, or industry, the 500 in-service English language teachers who made up the study's population were all female. English teachers were chosen for the data collection because they are involved in practically all of the programmes and because English is taught as a required subject. The study's methodology was quantitative. Through the use of a questionnaire and random sampling, data were gathered. A Likert scale with five options was utilised in the survey. In this study, five factors were examined: employment security, workplace flexibility and fairness, handsome income and incentive, job autonomy, and supportive leadership behaviour. Each respondent was required to provide four answers to each of the questionnaire's twenty items, four on each variable. The questionnaire was presented to individuals who demonstrated their desire to participate while keeping in mind the research ethics. 79.60% or 398 out of 500 questionnaires were returned. Eight questionnaires were too unfinished to be interpreted. Charts were used to interpret the responses from the last 390 questions.

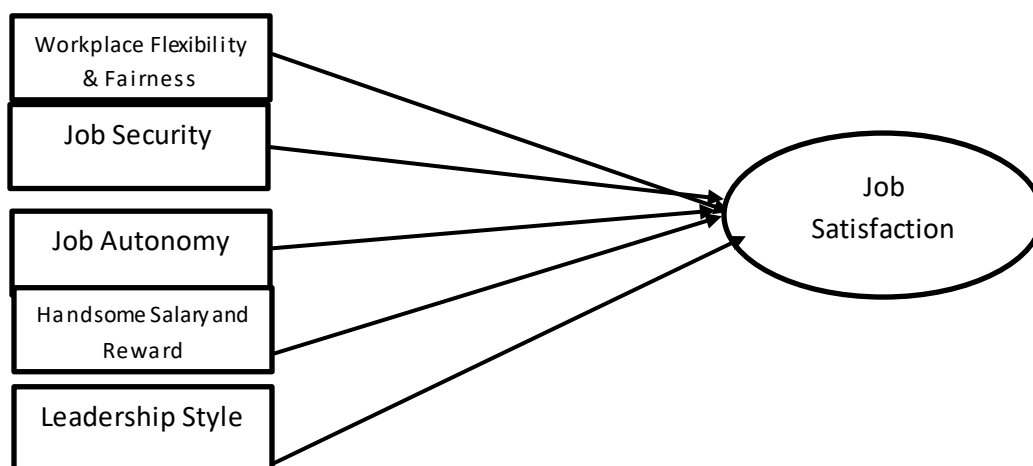
RESULT AND DISCUSSION



The data shows the 390 respondents' answers to the questions about the variables affecting English language teachers' job satisfaction. 371 out of 390 respondents believed that job security is a factor in determining job happiness. 351 out of 390 respondents said that job autonomy was a significant factor influencing job satisfaction. 371 out of 390 respondents regarded leadership style as a significant factor that influences job satisfaction. According to 390 out of 390 respondents, attractive pay and benefits are important variables that influence job satisfaction. Workplace flexibility and fairness are the elements that affect job happiness, according to all 390 respondents. The variables are all shown below based on how the respondents responded.

<u>Indicators</u>	<u>Percentage Response</u>
Security about Job	(95% responded in agreed form)
Autonomy on Job	(90% responded in agreed form)
Styles of Leadership	(95% responded in agreed form)
Reward and Salary	(100% responded in agreed form)
Fairness and Flexibility on Workplace	(100% responded in agreed form)

Indicators that have an impact on English teachers' job satisfaction



Recommendations, Conclusion, and Limitations

The goal of this study was to identify the elements that affect Pakistani English Language Teachers' job satisfaction. The following are the study's limitations:

Because respondents' responses to the survey are vulnerable to bias and prejudice, 100% accuracy cannot be guaranteed. Because of the short time allotted for this research, it was not possible to expand it. The study's findings can be extrapolated to a smaller population. The results show that factors like job security, workplace flexibility and fairness, handsome salaries and rewards, job autonomy, and leadership behaviours that are supportive of the job increase job satisfaction, while the absence of job security, job autonomy, handsome salaries and rewards, workplace flexibility and fairness, and

supportive leadership behaviours results in teacher dissatisfaction. Here are some recommendations based on findings: In order to reduce staff turnover, educational organisations should guarantee workplace flexibility and justice. To promote job satisfaction among employees and give them peace of mind and relaxation so they can work with creativity and zeal, educational institutions should prevent bias. If the employees have job security and autonomy, absenteeism, fatigue, and health setbacks can be reduced. Employee salaries should be raised to a level where they feel comfortable and can easily meet their needs. This will improve the effectiveness of their efforts. The Pakistani government needs to act right away to create regulations safeguarding the employment security of those employed by for-profit educational institutions. In short, the level of job satisfaction of the employees will rise to the point where they will work cheerfully and with their best efforts if the recommendations are given consideration by the decision-makers in the education sector.

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