



Job Satisfaction Unveiled: A Deep Dive into Employee Experience in Private Educational Institutions

Farrukh Latif Raja¹, Sumaiya Syed², Shahbaz Hyder³

¹ MS Scholar, Institute of Business Administration, Shah Abdul Latif University Khairpur, Pakistan.

Email: farrukhrajagmail.com

² Associate Professor, Institute of Business Administration, Shah Abdul Latif University Khairpur, Pakistan.

Email: ssm_syed@yahoo.com

³ Assistant Professor, Institute of Business Administration, Shah Abdul Latif University Khairpur, Pakistan.

Email: shahbaz.hyder@salu.edu.pk

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ABSTRACT

This study examines the fundamental understanding of job satisfaction from the perspective of employee experience to unveil their level of job satisfaction in private educational institutes of Ghotki City, located in Sindh, Pakistan. It is carried out to expand the limited empirical research on the issue. Data from 189 employees working in private educational institutions in Ghotki district representing different schools were collected using a survey method. This study suggests that employee job satisfaction is required to meet the dynamic and ever-increasing problems of maintaining organizational productivity by keeping their staff engaged and motivated at the workplace, satisfied employees are more productive. However, the high level of neutrality and dissatisfaction may indicate areas where employee satisfaction can be improved. The study is limited by its sample size and design, and the satisfaction level of other staff related to different cities is not studied in this study. This study opens the way to understanding practical consequences that help to demonstrate the need for adopting a more self-sacrificing leadership style to increase job satisfaction. Pakistan leaders in the examined region must be aware of the benefits of this method for job satisfaction, which can eventually assist in engaging workers and improving their performance.

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Corresponding Author's Email: ssm_syed@yahoo.com

1. Introduction

1.1. Background and Context of Study

In industrial and managerial settings, job satisfaction is widely acknowledged to be a main predictor of worker and organizational performance and effectiveness (Premesti & Yuniningsih et al.) defines job satisfaction as "a state of mind in which employees feel at ease at work with no internal or external disruption." and it is viewed as the smallest scale concept of life. "Job satisfaction refers to employees' opinions of their working atmosphere, interpersonal connections with coworkers, organizational goals and tactics, and accomplishment standards," write (Koustelios, 2014). In additional arguments, work happiness is linked to an employee's emotional response when their needs are taken into account (Sönmezer, 2008). Employee satisfaction and retention have long been seen as critical challenges in employee management literature and among human resource management practitioners, particularly in developing nations (Ayaga, 2014). To increase performance and production, the organization requires not just highly motivated personnel but also contented and psychologically balanced people.

Employee work satisfaction refers to a person's feelings (a collection of good and/or negative ones) towards his or her employment (Jitendra et al., 2015). Positive emotions will motivate him to give his all to the organization. Employee job satisfaction is required to meet

the dynamic and ever-increasing problems of maintaining organizational productivity by keeping their staff engaged and motivated (Jitendra et al., 2015). Satisfied employees are more productive. Job satisfaction equates with life fulfillment and comfort. It is the amount of enjoyment or contentment associated with one's job. Job satisfaction is an emotional reaction to one's job. Job satisfaction is a widely discussed and thoroughly researched topic in the field of organizational psychology (Spector, 1997). One of the most essential goals of a company is to maximize staff performance to achieve those goals (Rose, 2011).

1.2. Problem Statement and Research Gap

Employee work happiness in educational institutions is not appropriately monitored or recorded in institutes according to job satisfaction theory. To increase performance and production, the organization requires not just highly motivated personnel but also contented and psychologically balanced people. Correctly measuring employee satisfaction reveals how a team truly feels. People who are unsatisfied with their work are tough to retain. Employees who are satisfied with their current occupations are less inclined to depart for another.

1.3. Objectives and Purpose of the Study

The study's purpose is to investigate the fundamental understanding of job satisfaction in private schools of District Ghotki; an employee's perspective, to expand the limited amount of empirical research on the issue. This research study would provide considerable contributions for HR Managers and policymakers that employee performance can be influenced by his/her level of job satisfaction at the workplace. The objectives of this study are as under:

1. To determine the impact of personal characteristics on employee job satisfaction.
2. To establish an association between organizational characteristics and job satisfaction among private school personnel.

1.4. Research Questions

Q1: To what extent do Personal Traits (Creativity, Responsibility, Variety, Ability Utilization, and Moral Values) associate with job satisfaction for Private Education Sector professional staff?

Q2: How do Organizational Traits (Company policies and practices, Human Relations Supervision, Working Conditions, Technical Supervision, Activity, Advancement, Authority, Compensation, and Security) affect the job satisfaction of Private Education Sector Professional Staff?

Q3: To what extent do social traits (Coworkers, Independence, Recognition, Social Services & Social Status) affect Private Education Sector professional staff?

2. Literature Review

2.1. Theoretical Framework

According to Tamim, and (2022), job happiness is still a key attribute that managers look for in employees to ensure the company's success and productivity. Education experts have focused their efforts on it to educate legislators and school authorities about its consequences for teachers' dedication, motivation, stress, retention, and burnout. This study has two goals. It will first investigate the level of job fulfillment among Lebanon's teachers, and then it will investigate how effective they believe their principals are. To analyze teachers' assessments of the qualities most substantially connected with their job satisfaction levels. 133 Teacher Job Satisfaction Surveys were gathered from six private and six community K-12 institutes. Even though extrinsic aspects (such as working circumstances and professional growth) were more strongly connected with educators' work satisfaction, intrinsic factors outperformed extrinsic factors in overall means. The study's findings are consistent with a body of research indicating that in less developed countries when educators' extrinsic needs are met, their work pleasure rises. Further qualifications for practices and research are also discussed (Dhivya et al., 2023; Ragmoun & Alfalih, 2024).

Mishra and (2021) stated in their article that employees are well understood to be the key to every organization's success. Every company must maintain employee satisfaction; otherwise, it will be impossible to maintain its market share. Employee job satisfaction contributes to personal life fulfillment. An employee's performance at work is influenced by their level of stress. The two issues that many organizations are currently facing are employee unhappiness and a rising turnover rate. It is generally acknowledged that employee efforts

directly affect an organization's overall effectiveness. Every firm has a responsibility to ensure that its employees are content, as doing so will help the business retain its best employees.

2.2. Job Satisfaction Discrepancy Model Approach

The primary premise of the work fulfillment discrepancy model is that people compare their existing jobs to their ideal jobs to evaluate how satisfied they are with their current careers. This ideal job may be that someone imagines about the ideal job would have to be. When personnel have high potential for their model job, when those hopes are not encountered, they are not pleased or satisfied, according to the discrepancy model of job satisfaction. Recent college graduates may have high expectations for their first job. Discrepancy models of job satisfaction predict that if new employees' high expectations are not realized, they will gradually become dissatisfied with their jobs. Several studies show mutual aspects of discrepancy models of job satisfaction i.e. we can ask workers how much of each job facet stated in Exhibit (Job/s Facets) they currently have at work in comparison to what they believe their job should have.

2.3. Job Satisfaction Steady-State Theory

Every worker has a distinctive or distinguishing level of job satisfaction, referred to as "the steady state or equilibrium level", according to the "steady state" hypothesis. Diverse situations and conditions can occur at work and may momentarily deviate a worker from his or her equilibrium level, but according to the steady-state hypothesis, every employee has a normal degree of job satisfaction, referred to as "the steady state or equilibrium level". Diverse work-related situations or procedures may temporarily deviate a worker from his or her equilibrium level, but the individual will eventually return to it. Getting an upgrade and increase, for example, provisionally increases a worker's sense of work happiness, but shortly back to equilibrium. The conclusion that job satisfaction is consistent throughout time gives credence to the steady state concept. The steady-state method backs up the importance of personality in job satisfaction. Job happiness is expected to remain stable over time because elements of work fulfillment, and personality, remain constant with time.

2.4. Job Satisfaction Facets Model Approach

According to Ioannis, and (2008) the sum of one's partial satisfaction with numerous areas of their employment, such as compensation, security, the task itself, working conditions, hours worked, and the like, is likely to be reflected in their overall job satisfaction. The weighted average of how satisfied an individual is with each of these characteristics of their employment is the degree of total job satisfaction. This study attempts to investigate the breadth and significance of partial satisfaction to influence and explain total job satisfaction. Using data from the European Community Household Panel (ECHP), a two-layer model is generated, which suggests that work satisfaction with various aspects of jobs is interrelated and that an individual's reported total job happiness is dependent on the weight that the individual assigns to each of these aspects. Employees in each of the 10 countries studied view work satisfaction as the key criterion in evaluating their jobs in both the short and long term.

2.5. Organizational Performance

The current study's purpose, according to Inayat and Jahanzeb Khan (2021), is to investigate the effect of professional satisfaction on employee productivity in Peshawar, Pakistan's private sector enterprises. For this reason, 180 employees ($N = 180$) from Peshawar-based private organizations were chosen as a sample. Using the random sampling method, 60 employees were picked at random, one from three types of organizations. It may be hospitals, banks, and universities. The measures used in the study were the self-created "Performance Evaluation Form (PRF)" and the "Minnesota Satisfaction Questionnaire" (MSQ), both of which were established by Weiss et al. in 1967. To establish the usefulness of the scales, the reliability statistics of both instruments were initially determined. The type of career has a substantial association with job happiness, according to the study's findings. Similarly, a favorable association between job happiness and employee performance has been found. As a result, the study concludes that contented employees outperformed disgruntled employees, contributing to the improvement of their organizations. Given the volatile political and economic realities in Peshawar, every company must adopt a variety of tactics and procedures to encourage and satisfy its employees so that they may achieve high stage.

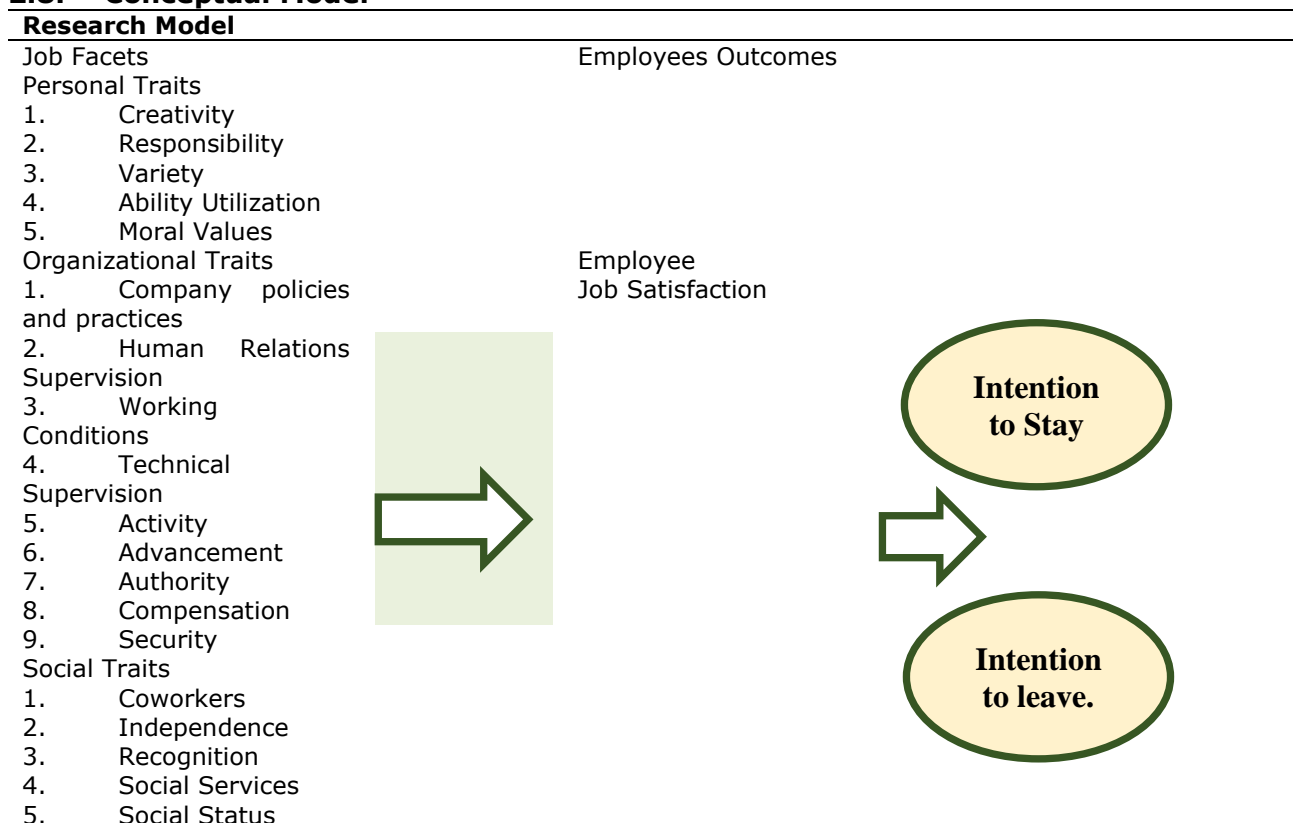
2.6. Job Satisfaction and Employee Job Facets

According to the study, job satisfaction and HRMPs both significantly affect employees' intentions to leave. Job satisfaction is significantly impacted statistically by HRMPs as well. Furthermore, work happiness is shown to have a regulating outcome on the influential association among HRMPs and employees' propensity to depart. According to the report, top management should regularly assess and improve their HRMPs to prevent excessive turnover rates and retain their personnel. The study's implications and limitations are also discussed at the end.

2.7. Job Satisfaction and Job Performance

Job satisfaction is crucial for enhanced productivity, lessened intention to leave the company, higher organizational loyalty, and decreased job burnout, according to Mgaiwa (2021), numerous studies have been conducted over the last few decades to examine the connection between professional pleasure and office surroundings all around the world. However, research on academics' job satisfaction in non-European nations is uncommon, with Tanzanian data being particularly difficult to come across. The goal of this study, which was based on "Lewin's field theory", was to fill that void by investigating the affiliation between Tanzanian academics' supposed work atmosphere and work happiness, as measured by the "Minnesota Satisfaction Questionnaire" (MSQ). This study's practical consequences help to demonstrate the need for adopting a more self-sacrificing leadership style to increase job satisfaction. Leaders in the examined region must be aware of the benefits of this method for job happiness, which can eventually assist in engaging workers and improving their performance. Originality/value of the research purposes to advance our accepting of the association amongst servant leadership and work gratification in the Middle East's service industry.

2.8. Conceptual Model



H1: Personal Traits have a significant positive relation with (JS)

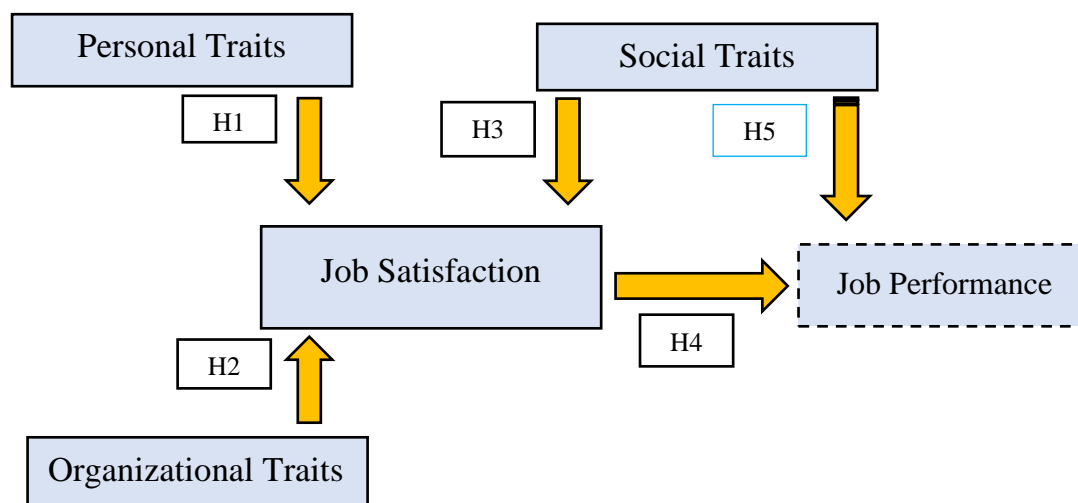
H2: Organizational Traits have a significant positive relation with (JS)

H3: Social Traits have significance positive with (JS)

H4: Job Satisfaction has a direct positive relation with (JP)

H5: Personal Traits have positive significance with (JP)

2.9. Research Hypothesis



3. Methods

3.1. Research Design

The research study is quantitative in nature and was carried out in the education sector at Ghotki District, Sindh, Pakistan. Given the global issue of teacher shortages, increasing focus should be paid to educator employment pleasure. The purpose of the study is to investigate the relationships between job satisfaction, institute operational circumstances, and educator attributes.

3.2. Data Collection Methods

Data is collected through questionnaire surveys and structured interviews for this study. Employees, teachers, and principals of District Ghotki Educational Institutes are the subjects of this research study. The study makes use of JSPES (Job Satisfaction in the Private Education Sector) data. The key methodologies are assenting factor evaluation and operational calculation. Female teachers who were more qualified, and extra effective reported advanced stages of work happiness when came to teacher characteristics. Furthermore, the level of teacher cooperation and job happiness will be assessed, who believe in their efficacy. The policy consequences will be investigated further.

3.3. Sample Size and Sampling Techniques

The study's population was comprised of all institute personnel and top-level managers. The sample was collected from 189 workers working in private educational institutions in Gotki, Sindh, Pakistan through a random sampling method. The paired sample t-test, Pearson correlation analysis, regression, frequency analysis, and descriptive statistics are all part of the analytical approach. Both primary and secondary data collocation sources are used.

3.4. Data Analysis Tools and Techniques

This study's data processing would be a massive undertaking that would entail summarizing the outcomes of the main data collected. This activity would be carried out with the use of specialized tools such as SPSS and MS Excel spreadsheets. Furthermore, frequency distributions and exhibited graphically. This would benefit the reader and help them build a better understanding of the study. This research has a positive impact on society and results in societal change. According to Torlak and Kuzey (2019), the purpose of this essay, to learn which type of transactional leadership or transformational leadership is most effective in Pakistan's educational system and to compare their effects on employees' job performance and job happiness (EJP).

4. Results

Data was collected for this study through the Minnesota Job Satisfaction questionnaire. The Minnesota Satisfaction Questionnaire (MSQ) is a tool designed to measure an employee's satisfaction with his/her job role at the workplace. Results compiled from responses obtained have two sections. Section A deals with the respondent's profile and Section B explains the respondent's response given his/her job satisfaction. Furthermore, items were further distributed into three categories for a more comprehensive view of the responses. 1. Personal

Traits. 2. Professional Traits and 3. Social Traits of the employees for measurement of job satisfaction.

Table 1: Frequency of Gender& Qualification

Gender	Frequency	Percent	Cumulative Percent
Female	46	22.7	22.7
Male	157	77.3	100.0
Total	203	100.0	
Qualification			
College	9	4.4	4.4
Graduation	68	33.5	37.9
Master	126	62.1	100.0
Total	203	100.0	

A total of 203 samples were analyzed through responses obtained from male and female respondents and Table 4.1 shows the gender ratio participated in the research study, where 157 Male and 46 Female responses were taken in this research study. The male ratio was 77% and the Female ratio was 23%. Out of 203 respondents, 09 have college qualifications only which shows that they are assistants in the educational institute. 34% of respondents graduated. Major respondents are teachers, which is 62%. Out of 203, 162 are master's degree holders.

Table 2: Being Able to Keep Busy All the Time

	Frequency	Percent	Cumulative Percent
Very Dissatisfied	9	4.4	4.4
Dissatisfied	15	7.4	11.8
Neutral	24	11.8	23.6
Satisfied	114	56.2	79.8
Very Satisfied	41	20.2	100.0
Total	203	100.0	

The above-mentioned results in the table indicate that most respondents have a positive evaluation, with over three-quarters being either "Satisfied" or "Very Satisfied given their job satisfaction. "The number of respondents who selected each response category as mentioned above very dissatisfied: 9 responses, dissatisfied: 15 responses, neutral: 24 responses, satisfied: 114 responses, and very satisfied: 41 responses took place in this study to view the job satisfaction level of staff of the educational institutions. Most responses (56.2%) were associated with satisfaction being satisfied at the mediating level at their workplace, however, a significant portion (20.2%) were at an advanced level of satisfaction through the response of very satisfied. There were fewer responses noted at the point of neutral (11.8%) that shows some off-balance view of job satisfaction at educational institutes, whereas some respondents were dissatisfied" (7.4%), and very dissatisfied (4.4%) with their workplace satisfaction but it is at a low level.

Table 3: Statistics Personal Traits Variable

Variables One-Sample Statistics				
	N	Mean	Std. Deviation	Std. Error Mean
<i>Busy All the Time</i>		3.80	.990	.070
<i>Chance to Work Alone</i>		3.64	1.003	.070
<i>Do Different Things</i>		4.07	.983	.069
<i>Use of Abilities</i>		3.86	.912	.064
<i>Able To Do Things that don't go</i>	203	3.42	.984	.069
<i>Against my Conscience</i>				

The above-mentioned table provided a summarized view of the descriptive statistics for several trait variables. Here's what each column in the table represents, t is found through results that Respondents' response is on average regarding job satisfaction, reporting feeling relatively busy (Mean = 3.80), with a moderate spread in responses (Std. Dev. = 0.990) for busy all time at their workplace. Whereas for chance to work alone: The average response is slightly lower (Mean = 3.64), with similar variation (Std. Dev. = 1.003). For the, do different things: This variable has the highest mean (Mean = 4.07), indicating that respondents tend to

agree more strongly that they do different things. For use of abilities: Respondents generally feel that they can use their abilities well (Mean = 3.86), with a standard deviation of 0.912. However, able to Do things that don't go against my conscience: This variable has the lowest mean (Mean = 3.42), suggesting that respondents may be more neutral or conflicted about being able to act against their conscience. These statistics give a detailed view of how respondents perceive these different personality traits, with "Do Different Things" being the most strongly agreed upon and "Able To Do Things that don't go Against My Conscience" being the least agreed upon.

Table 4: Personal Traits T-Test

Personal Traits One-Sample t-Test						
Test Value = 3						
	T	df	Sig. (2-tailed)	Mean Difference	95% Interval of the Difference	Confidence of the
					Lower	Upper
Busy All the Time	11.552	202	.000	.803	.67	.94
Chance to Work Alone	9.031	202	.000	.635	.50	.77
Do Different Things	15.500	202	.000	1.069	.93	1.20
Use of My Abilities	13.463	202	.000	.862	.74	.99
Able To Do Things that don't go Against my Conscience	6.134	202	.000	.424	.29	.56

The above results are of a one-sample t-test conducted for various personal traits variables. The test compares the mean of each variable to a test value of 3 (which could represent a neutral or midpoint value on a Likert scale). For busy all the time, the value of $t = 11.552$, $p < .001$: The mean score (3.80) is significantly higher than 3, with a mean difference of 0.803. Chance to Work Alone: the value of $t = 9.031$, $p < .001$ shows the mean score (3.64) is significantly higher than 3, with a mean difference of 0.635. whereas for Do Different Things, the value of $t = 15.500$, $p < .001$: The mean score (4.07) is significantly higher than 3, with a mean difference of 1.069. Use of My Abilities, value of $t = 13.463$, $p < .001$: The mean score (3.86) is significantly higher than 3, with a mean difference of 0.862. Able To Do Things Against My Conscience's = 6.134, $p < .001$: The mean score (3.42) is significantly higher than 3, with a mean difference of 0.424. All the traits are based on the 95% confidence interval for the difference for each as shown in Table No. 04.

All the variables have p-values of .000, meaning all are significantly different from the test value of 3. However, the direction of difference has positive mean differences that indicate, on average, respondents' responses rated all traits higher than 3.0. This suggests that responses given by respondents generally perceive themselves as more than just "neutral" in these areas. If it is view the strength of difference, it has the largest mean difference which is for "do different things" (1.069), indicating that respondents feel most strongly satisfied with this trait, compared to the others. The smallest, though still significant, difference is for "able to do Things that don't go Against My conscience" (0.424), indicating that while respondents still lean towards agreement, the sentiment is less strong compared to other traits.

5. Discussion and Conclusion

The study indicates that a significant portion of respondents (37.4%) are satisfied to some extent, an almost equal percentage are neutral (37.9%), and a considerable minority (24.6%) are dissatisfied at their workplace. In personal traits creativity and variety have more influence on job satisfaction of staff of institutions, whereas organizational traits focus on authority and human relation supervision components that are the good cause of more satisfaction. However, job satisfaction with the role of supervisor and pay and wage structure is on average at a neutral level. The high level of neutrality and dissatisfaction may indicate areas where employee satisfaction could be improved. This might be an opportunity for further investigation to understand the underlying causes of dissatisfaction and neutrality among employees. Employee job satisfaction contributes to personal life fulfillment. An employee's performance at work is influenced by their level of satisfaction.

The large group of respondents (33.5%) are neutral, indicating that a significant portion of the sample neither agrees nor disagrees with the aspect being measured. This suggests a

moderate level of indifference or uncertainty among employees. 24.6% of the sampled population are "Satisfied" and 9.4% are "Very Satisfied," indicating that a combined total of 34.0% of respondents express satisfaction to some extent at the workplace. It is acknowledged by this study that employee efforts directly affect an organization's overall effectiveness. Institutions have a responsibility to ensure that their employees are content, as doing so will help the education sector retain its best employees. A notable portion of respondents are dissatisfied, with 15.3% being "Dissatisfied" and 17.2% being "Very Dissatisfied," totaling 32.5%. This shows a relatively high level of dissatisfaction within the group. Moreover, Job satisfaction predicts that if new employees' high expectations are not realized, they will gradually become dissatisfied with their jobs.

The research study has reflected a balanced distribution of employee sentiments with significant portions of neutrality (33.5%), satisfaction (34.0%), and dissatisfaction (32.5%). The equal spread of these sentiments suggests a mixed experience among employees, indicating that while some are content, a comparable number are either dissatisfied or indifferent. This could point to varying levels of job satisfaction across different aspects of the job or among different employee groups, which may warrant further investigation to better understand and address the underlying factors. The study concluded that contented employees outperformed disgruntled employees, considerably contributing to the improvement of their educational institutions.

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