

Experience and Job Satisfaction among Bachelor and Master Degree holder Head Teachers at Elementary Level in Pakistan

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Abstract *The general intent of this descriptive study was twofold. First, the study was to measure general job satisfaction of government elementary school head teachers in context of their qualification and experience. Secondly, the influence of the head teachers' qualification and experience on their job satisfaction was considered. Survey design was used to obtain needed information. The head teachers working in government elementary schools at district Toba Tek Singh in the Punjab, Pakistan, were asked to take part in the survey. The Urdu version of the modified Minnesota Satisfaction Questionnaire (MSQ) was used as a research tool. The head teachers were generally satisfied with their positions and no job satisfaction differences among the head teachers were found for degree status. The head teachers with minimum (less than 11 years) and maximum (more than 15 years), experience were found significantly more satisfied than the head teachers with medium (11-15 years) experience. As the head teachers were found satisfied with their positions, therefore, policy makers and other concerned authorities should put forth effort to either maintain this level of satisfaction or increase it to a higher level in order to promote positive perceptions for this important position through an attachment of some more benefits to higher qualification. The results of the study show that head teachers with medium experience were less satisfied than the head teachers with minimum and maximum experience; therefore, it seems prudent therefore that government should make plans to enhance the level of job satisfaction of the medium experienced head teachers. Studies on satisfaction to investigate more predictors to job satisfaction should be conducted with a special focus on the reason why satisfaction increases with minimum and maximum experience while decreases with medium experience.*

Keywords: *Satisfaction, Job Satisfaction, Head Teacher, Qualification, Experience, Elementary Education*

1. Introduction

Although studies of industry workers provide meaningful data on job satisfaction, it is perhaps misleading to assume that findings pertaining to this population can be generalized for all people in all occupations. People differ in the extent to which they report job satisfaction, and the explanation for these differences lies in the nature of the jobs which various employees offer. For this reason, researchers began investigating other occupations in order to bring more diverse findings to the literature.

Consequently, investigations were being conducted on various positions in the field of education.

Findings from the literature conclude that when results are compared across various positions, there are similarities as well as differences in how people in the field of education perceive their jobs. Additionally, throughout the literature, studies reveal that variables pertaining to personal data (e.g., educational level, experience, etc.) influence these perceptions.

Teacher's job satisfaction or dissatisfaction depends on a large number of factors ranging from where he teaches to the sense of self-fulfillment they may receive from doing teaching. Usually, job satisfaction involves a delineation of those factors that a teacher perceives to either foster a positive attitude about job, or a negative attitude about job.

One can conclude that in particular circumstances, each of the factors is important to teachers in relation to their job satisfaction. Exactly, how important each factor is will depend, in addition to other things, on the personality of the teacher and the way the institution deals with the factor and the social context wherein such factor comes to rise. However, recent reports in educational journals and in the popular presses about teacher stress and "burnout" indicate that teacher's satisfaction and morale merit increased attention.

2. Background of the Problem

A popular saying of the Holy Prophet (peace be upon him) is "A hard worker is the companion of Allah". In this context the other saying is that "He should be paid for his labor before his perspiration disappears". The statement shows that the job satisfaction of an individual is very important from Islamic point of view. But the Pakistani teacher, the main changing agent, having a lack of facilities, undergoes many strains and stresses during the discharge of his sacred duties. It is, however, very unfortunate, that in the school system generally, the teachers do not feel much satisfaction in their jobs. So, for improving the situation in Pakistani educational institutions, a radical change is needed to discard the illusion of the dissatisfactions.

It is clear that high satisfaction and morale on the part of school personnel are generally viewed as desirable goals for school organizations. A basic tenet of personnel work has long been that a satisfied employee, one with high morale, is likely to get along better than other employees, will be more accepting of management's directives, will be more committed to achieving organizational goals, and, consequently will be more productive.

When we look at the educational scenario in Pakistan, it can be clearly observed that British government introduced an administrative structure in subcontinent, having the characteristics of too much centralization and authoritarianism. Mostly, educational changes were brought through legislation, without much thinking about the 'system', 'individual', and 'the organizational values'. Although educational planners have made some attempts to reshape the organizational setup but in true spirit change did not occur and the system inherited from the British government continues to remain almost the same with no considerable changes.

The researcher experienced that when head teachers are expected to perform roles and functions in addition to their primary duties, job dissatisfaction may result. In the Punjab head teachers are often overloaded with a multitude of duties (National Census, Elections, Cleanliness of Canals, and Flood etc.) that often are conflicting and confusing, thus helping in making them vulnerable to stress. On the other hand, the contract system, privatization, and societal changes have altered how head teachers feel about their present jobs. The main reason to measure the job satisfaction of the head teachers in context of their qualification and experience; were the researcher's own perceptions who himself has been a head teacher in an elementary school for a number of years; felt that his highly experienced counterparts with high qualification most often seemed to be claiming dissatisfaction with their jobs.

3. Significance of the Study

Satisfaction is strongly and consistently negatively related to an employee's decision to leave the

organization. Dissatisfied employees are more likely to resort to sabotage and passive aggression resulted in not only decline in organization performance but employee health too. Some research even indicates that job satisfaction is better predictor of length of life than is physical condition or tobacco use. These studies suggest that dissatisfaction is not solely a psychological phenomenon. The stress that results from dissatisfaction apparently increases one's susceptibility to heart attacks and the like. Moreover, as a final point in support of job satisfaction's importance is the spin-off effect that job satisfaction has for society as a whole. When the employees are happy with their jobs, it improves their lives off the job. In contrast, the dissatisfied employee carries that negative attitude home. Satisfied employees are more likely to satisfied citizens. These people will hold a more positive attitude toward life in general and make for a society of more psychologically healthy people.

In education sector, head teachers' job satisfaction should be a primary requisite for a successful teaching-learning process. It is a complex phenomenon involving various physical, psychological, personal, institutional and social aspects. If the head teachers attain adequate job satisfaction, they will be in a position to cope with the educational objectives as a successful leader. As the health of an educational institution depends on the job satisfaction of its employees, therefore, the job satisfaction of a head teacher is considered to be a key factor in stimulating a meaningful change. Because of growing emphasis on the head teachers' job satisfaction, it has been of considerable interest to researchers and educationists in recent years. Researches devoted to the study of head teachers' job satisfaction are very scarce in Pakistan It is therefore, important to study the various aspects of job satisfaction of head teachers in our educational institutions. Therefore, this study was undertaken with a hope; it will

- Contribute to a larger body of literature on job satisfaction,
- Assist educational planners, managers, policy makers, administrators and teachers in identifying strategies for making decisions, which affect head teachers' satisfaction and motivation,
- Assist head teachers who complete the survey in clarifying their attitudes about their jobs, and
- Be helpful in making necessary recommendations for improvement of working situations in the schools.

4. Objectives of the Study

This study was conducted with the following objectives:

1. To find out the government elementary school head teachers general job satisfaction levels in context of their qualification and experience at Toba Tek Singh in the Punjab, Pakistan.
2. To identify the differences between the bachelor degree holder and master degree holder head teacher's levels of general job satisfaction as measured by the MSQ.
3. To determine the differences among the different experienced groups of the head teacher's general job satisfaction levels.
4. To propose steps to foster the job satisfaction of the head teachers working in government elementary schools, and suggest further studies to explore the problem in more depth.

- **Hypotheses of the Study:**

Following two null hypotheses were tested in this study.

H₀1: There is no significant difference between bachelor and master degree holder head teachers' level of general job satisfaction.

H₀2: There is no significant difference among different experienced groups of head teachers' level of general job satisfaction.

5. Review of the Related Literature

In reviewing the literature it becomes apparent that job satisfaction can be defined in a number of ways. Milkovich, and Boudreau (1988) define job satisfaction as "a pleasurable or positive emotional reaction to a person's job experiences". According to Ramayah, Jantan, and Tadisina (2001), job satisfaction explains what makes people want to come to work. What makes them happy about their job or not to quit their job? While, according to Ranft, and Ranft (1999), job satisfaction is the constellation of a person's attitudes toward or about the job (Organ, and Bateman 1991). Cano, and Miller (1992), describe job satisfaction as "the condition of contentment with one's work and environment, denoting a positive attitude" (Wood 1973). According to Lawler (1977), the extent to which people are satisfied with their jobs should be a societal concern as work experiences have profound effects on both the individual and on society as a whole. Similarly, job satisfaction can be regarded as one aspect of life satisfaction, experiences on the job influence perceptions off the job, and vice versa (Davis, and Newstrom 1989). According to Rocca, and Kostanski (2001), job satisfaction is the degree to which people like their jobs. It is a general attitude toward the job. A person with a high level of job satisfaction holds positive attitudes towards the job, while a person who is dissatisfied with his or her job holds negative attitudes about the job (Robbins et al. 1995).

According to Stanton et al. (2002), job satisfaction has been measured in several ways, ranging from single-item measures (Kunin 1955, Quinn and Shepard 1974, Scarpello and Combell 1983) to general multi-item measures (Ironson, Smith, Brannick, Gibson and Paul 1989) to multifaceted, multi-item measures (Smith, Kendall and Hulin 1989, Vroom 1964, Warr and Routledge 1969, Weiss, Dawis and Lofquist 1967).

There are two primary ways to measure job satisfaction. One method is to simply measure overall or global job satisfaction. Many times, this overall measure is obtained by asking a single question, such as, "Overall, how satisfied are you with your job?" and the respondents has to answer with yes/no options about his/her overall job satisfaction. Many researchers have a view that by using the global scale one can easily express his/her about job satisfaction and the researcher can easily conclude his results. The other method of measuring job satisfaction involves "facet" scales that are used to measure such separate, or specific, areas of a job as satisfaction with supervision and satisfaction with pay (Nagy, 1996).

According to Guilloux et al. (2002), faceted approaches; the identification of the multi-facets of the job has done a lot of publications (Smith, Kendall and Hulin 1989). The scales that are utilized to measure job satisfaction are: The MSQ (Minnesota Satisfaction Questionnaire) (Weiss et al. 1967), The Need Satisfaction Questionnaire (Porter 1961) and the JDI (Job Diagnostic Survey) (Hackman and Oldham 1975). The Minnesota Satisfaction Questionnaire (MSQ) measures satisfaction with the 20 work facets. Analysts compute overall measures of individual satisfaction by summing the individual facet satisfaction levels, or by asking individuals a specific question about their overall satisfaction (Milkovich, and Boudreau, 1988). The MSQ is available in both a long form and a short form. The long form contains 100 items which measure twenty job facets and the responses can be converted to respondent's satisfaction on each of the facets. The short form uses the same response format but contains twenty items and only measures intrinsic and extrinsic satisfaction. Both forms can be used to report a measure of general job satisfaction (Weiss et al. 1967).

DeMato (2001) conducted a research on, Job Satisfaction among Elementary School Counselors in Virginia: Thirteen Years Later, and used a modified Minnesota Satisfaction Questionnaire. In the study, 90.9% of counselors surveyed indicated they were either satisfied or very satisfied with their jobs. Green (2000) investigated facet-specific and general levels of job satisfaction of community college chairpersons in the United States, and the influence of selected personal and unit-related characteristics on general job satisfaction. The Minnesota Satisfaction Questionnaire, Long Form (MSQ) was chosen by the researcher. Newby (1999) assessed job satisfaction of middle school principals in Virginia as measured by the Minnesota Satisfaction Questionnaire (MSQ). Using this instrument, the general satisfaction score for the respondents resulted in that these principals were "Satisfied" with their jobs.

Kirk first studied the job satisfaction of elementary school counselors in Virginia in 1988. Kirk collected his data through a modified Minnesota Satisfaction Questionnaire (MSQ). Kirk's study found that 93.4% of Virginia's elementary school counselors were either satisfied or very satisfied with their jobs. Kirk's research did not find any of the demographic data a significant predictor of counselors' job satisfaction level. Using the Minnesota Satisfaction Questionnaire (MSQ), Kirk (1990) explored the job satisfaction of elementary school counselors in Virginia. Kirk concluded that the majority of the school counselors in Virginia were satisfied with their jobs. Murray surveyed Virginia elementary school counselors in 1995. Murray collected her data through an Individual Information Form (IIF) and a modified Minnesota Satisfaction Questionnaire (MSQ). The results of Murray's study showed that 96.3% of counselors were satisfied with their jobs in 1995.

Adcock (1992) used the MSQ to study the job satisfaction of superintendents in the state of Arkansas and found that they were highly satisfied with their positions. Lehman (1991) found the overall satisfaction level of middle school principals in Indiana to be high as measured by the MSQ. The long form MSQ was one of the instruments used by Sutter (1996) to determine if predictors of Ohio secondary assistant principals' level of job and career satisfaction could be found. Jewell et al. (1990) conducted a study on "Relationships between Levels of Job Satisfaction Expressed by North Carolina Vocational Agriculture Teachers and Their Perceptions toward the Agricultural Education Teaching Profession" and used the Minnesota Satisfaction Questionnaire (MSQ) in their research. Brown (1996) in his study on "Leadership Practices, Job Satisfaction and Leadership Activities of Trained Reducing Recovery Teachers" found that overall, the leadership practices were significantly correlated with intrinsic, extrinsic and general satisfaction, based on the Minnesota Satisfaction Questionnaire. Collins (1998) conducted a study on "The Job Satisfaction of Agriculture Education Teachers in Georgia's Public Secondary Schools". In this study the researcher measured the job satisfaction by the Minnesota Satisfaction Questionnaire.

McCann (2001) used the Minnesota Satisfaction Questionnaire for a study of job satisfaction among directors of classified personnel in merit (civil service) systems in California public school districts, county offices of education, and community college districts. Similarly, Dutka (2002) also used the same questionnaire in the study on the relationship between job satisfaction and the organizational climate for women higher education administrators at five institutions.

One of the arguments often brought against the theories of job satisfaction is that they take little account of differences between people (Gruneberg 1979). Demographic variables have been examined in a number of studies to determine their effects on the overall level of job satisfaction experienced by workers in various positions. In this portion the question of how differences between individuals affect job satisfaction is discussed in their qualification and experience context.

Gruenberg (1979) states, as far as educational level is concerned a study by Vollmer and Kinney (1955) showed this effect. Their results indicated that more college than high school educated employees reported dissatisfaction with their jobs. Similarly more high school trained workers reported dissatisfaction than lower trained grammar school educated worker. Similar findings to those of Vollmer and Kinney were reported by Klein and Maher (1966), who studied the pay satisfaction of college educated and non-college educated managers. They found non-college educated managers to be more satisfied with pay than college educated managers. A large number of studies have shown that there is increased job satisfaction with increasing occupational level and clearly, the higher the education, the likelier it is that one will be at a higher occupational level (Gruenberg 1979).

Newby, (1999) found that those with educational specialist degrees obtained a higher mean than those with masters and doctoral degrees. Basically, satisfaction increased from the master level to the education specialist level where it peaked and then dropped at the doctorate level, thus forming a curvilinear association between degree status and satisfaction. These findings are contrary to findings reported in the existing small body of literature which report that the most highly educated employees were the most satisfied because they had secured desirable positions (Quinn et al. 1974). Feinstein, (2002) found that the level of education significantly affected satisfaction with recognition dimension of job and Demato (2002)

showed, elementary school counselors who have a master's degree and intend to stay in their current position were more satisfied with their jobs.

Wild and Dawson (1972) found job satisfaction to be related to both age and length of service. Furthermore, job satisfaction has been shown by Hulin and Smith (1970) to increase with increased tenure while Gibson and Klein (1970) showed a decrease in satisfaction with increased tenure and attributed this to a realization that the rewards on the job are not going to be as great as they expected. The relationship between age and tenure and job satisfaction tends to indicate a relationship such that the older the individual and the longer he is in an organization, the more satisfied he is, the conclusion of Hunt and Saul (1975) are worth recording. Hayat (1998) and Sarker et al. (2003) in their studies found a significant relationship between employee tenure and job satisfaction. They found a significant relationship between tenure and satisfaction, but the effect of tenure on satisfaction was significantly modified by age. Feinstein, (2002) concluded that tenure had a significant effect on several of the component scores for satisfaction while Raisani (1988) concluded that teaching experience was significantly but negatively related to advancement and recognition, but positively related to security dimensions of job.

Newby, (1999) found that the respondents' mean scores according to their years of experience indicated that regardless of experience, these principals were satisfied with their positions. It is important to note that satisfaction declined after 4-6 years' experience and then increased after 10 or more years of experience. These findings were congruent with those reported by Cytrynbaum and Crites (1988). A Statistical Analysis Report (1997) on United States teachers' job satisfaction shows that in private schools, the very youngest and very oldest teachers had the highest levels of satisfaction as did the least and most experienced teachers.

Therefore, a review of job satisfaction studies that included education status as a variable indicates that the relationship between qualification and job satisfaction can be negative or positive. The relationship between job satisfaction and tenure (length of service) and education status is by no means clear Gruneberg (1979).

6. Research Methodology

The general intent of this descriptive study was twofold. First, the study was to document general job satisfaction of government elementary school head teachers in context of their qualification and experience. Secondly, the influence of the head teachers' qualification and experience on their job satisfaction was considered. As surveys are the most widely used technique in education and the behavioral sciences for the collection of data, and job satisfaction research is mostly done with questionnaires, therefore, survey design was used to obtain needed information.

- **Population and Sampling**

The population of this study consisted of all male and female head teachers of government elementary schools situated in all areas (rural & urban) of district Toba Tek Singh in the Punjab, Pakistan. The teachers of all categories who were working as head teachers in these schools at district Toba Tek Singh (except the sampled for pilot study), were asked to take part in the survey. In simple words, to make the results more authenticate at district level; population was hundred percent sampled.

7. Development of Research Instrument

Researcher has to use some tools to collect the data/information in survey research. Therefore, the Urdu version of the modified Minnesota Satisfaction Questionnaire (MSQ) was used as a research tool in this study.

The MSQ was developed by Weiss, Dawis, English, and Lofquist (1967) to measure the individual's satisfaction with twenty different aspects of the work environment and is one of the most popular measures of job satisfaction. The selected variable qualification/education status referred to an academic title conferred by a college or university upon the completion of studies. Degree was measured by asking the head teachers to circle their highest degree from given options. The other selected variable experience referred to the number of years' experience as a teacher or tenure. This variable was measured by asking the respondents to select from a range of given figures indicating number of years they had been a teacher.

The MSQ is copyright protected; one sample questionnaire was obtained from the Vocational Psychology Research department of University of Minnesota, USA by mail. Therefore, some wordings were changed; "company" was changed to "school system", "workers" was changed to "colleagues", "boss" and "supervisor" were changed to "A.E.O", "know-how" was changed to "knowledge", "somebody" was changed to "of respect", "rub elbows" was changed to "to come in contact", and "on the go" was changed to "active". Furthermore, the word "his/her" was deleted. The questionnaire with two demographic variables i.e. qualification and experience, were translated into Urdu. For adaptation of the instrument permission was also sought from Vocational Psychology Research, Minnesota University, USA. Therefore, Urdu version of the slightly modified 1967 Long-Form MSQ was used to assess the head teachers' job satisfaction in this study. For this study, questionnaire was subjected to a pilot run for its reliability and validity. A small sample of twenty head teachers were selected randomly who were working in government elementary schools of district Toba Tek Singh. The respondents of pilot study were from the population but were not included in the sample of study later on. Instrument in its original shape is already standardized having high validity but after some changes translation into Urdu was also subject to validation and reliability. Validation of Urdu version was checked by a committee of experts of University of Sargodha, Pakistan. Reliability coefficient of 0.91 was obtained for the group on the questionnaire.

- **Collection, Treatment and Tabulation of Data**

The related literature about job satisfaction and responses of the sampled participants were critically analyzed and presented in different parts of this study. Relevant data from the sampled participants was collected personally and through mail. The participants for this study were selected, listed in the Executive District Officer (Education) office Toba Tek Singh. All the sampled head teachers were asked to participate in this study.

The source of data for this research was the responses made by participants on the MSQ. From urban areas data was collected personally, and for rural areas, survey packages were mailed with a cover letter; and a MSQ with a stamped, self-addressed return envelope. To be able to identify non-respondents of the initial mailing, a code number was placed on every package. Responses were requested within two weeks and those who had not responded within that time period were sent a follow-up letter to non-respondents of the initial mailing. Individuals were thanked in case they had completed and returned the survey in the meantime; if they had not, they were asked to do so. If an individual had not received the survey by chance, or had misplaced it, he/she was encouraged to make contact via phone or e-mail. A second survey package was mailed to individuals in response to their phone calls and e-mails. This package included the same enclosures of the first package. The use of these procedures resulted in a response rate 180 out 207 i.e., 86.95 percent.

All scores on the MSQ were entered in the software Statistical Package for Social Sciences (SPSS-10) data base, and data pertaining to the objectives of this study were generated accordingly. A summary outputs were tabulated in a comprehensive way according to the objectives of the study and research hypotheses.

The purpose of demographic analysis was to show the personal characteristics of the head teachers who participated in the study. Data were gathered from scores on the variables qualification and experience. The

categories for each variable were assigned codes, and the codes were entered into the Statistical Package for Social Sciences (SPSS-10) data base (e.g., for Qualification, Bachelor was assigned the code 1 and Master was assigned 2). Frequencies, percentages, and summary statistics were computed and reported. These scores indicated the number and percentage of head teachers who participated in the study. The numbers and percentages were disaggregated and tabulated by the two demographic variables. To assess the frequencies of response for each of the 5 response options on the MSQ Likert Scale. The 5 options, the assigned weight and the applied scale for descriptive analysis for each were:

Weight Scale	Applied Scale	Option
1	1.00 - 1.50	Not Satisfied
2	1.51 - 2.50	Slightly Satisfied
3	2.51 - 3.50	Satisfied
4	3.51 - 4.50	Very Satisfied
5	4.51 - 5.00	Extremely Satisfied

The job satisfaction scores for each respondent were obtained by summing the scores for specific items on the MSQ. Each following item number represented one of the 20 job dimensions: 24, 25, 28, 30, 35, 43, 51, 61, 66, 67, 69, 72, 74, 77, 82, 93, 96, 98, 99, and 100. Therefore, a measure of general satisfaction was determined by calculating a mean score for these items. Using the weighted scores described above, it was found that the mean satisfaction scores for the head teachers ranged from 1 to 5 ("Not Satisfied to "Extremely Satisfied"). An analysis of the satisfaction scores was also presented according to the both demographic variables selected for this study. A mean satisfaction score and the standard deviation were calculated and tabulated for job satisfaction with each demographic group by categories. This data presents the degree of general satisfaction for each of the demographic groups.

To find out the frequency of survey responses and demographic characteristics of the respondents percentage was used. Mean and Standard Deviation was used to find out the job satisfaction levels of the head teachers, For two groups (i.e. qualification) comparison t-test, and for more than two groups (i.e. experience) comparison, the Analysis of Variance test for significance was conducted and followed by Least Significance Differences post hoc test. The comparative scores were tabulated and presented in tables with important values and interpreted accordingly.

8. Analysis and Interpretation of Data

Keeping in view the objectives of the study, collected data was analyzed following descriptive as well as inferential methods; presented in tabular form and interpreted accordingly.

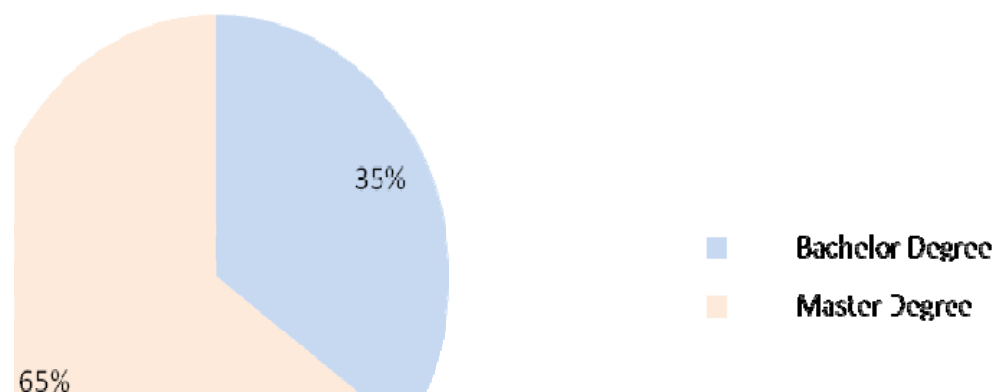
There were 227 government elementary schools in district Toba Tek Singh. Twenty schools were not considered in sample because a pilot study had already been done in these schools. Therefore, 207 elementary school head teachers were taken as a sample for this study. Personally and by mail, using both means data was collected. For the purpose, 162 survey packages were mailed to all over the elementary school head teachers working in rural areas. After all follow-up communications, 139 usable and 5 unusable surveys were returned. These five surveys were not usable because they only had been partially answered. 45 survey packages were delivered personally by the researcher in the urban areas. 41 usable and only one unusable survey was returned. This one survey was also unusable because of partial fulfillment. Moreover, 3 recipients chose not to participate. A brief description of survey responses is presented in the following table.

Table 1: Frequencies of Survey Responses

Area	Number of Respondents	Non Respondents	Unusable Surveys	Usable Surveys	% of Usable Surveys
Rural	162	18	5	139	85.80
Urban	45	3	1	41	91.11
Total	207	21	6	180	86.95

The following graphs present the description of the sampled population for both demographic variables with the percentage of respondents in each category. For qualification, the majority of the respondents held a master degree, and about the half of it had bachelor degree. The largest number of respondents had been a school head teacher for more than 15 years, and only 14 percent of head teacher had been in their jobs less than 6 years.

Frequency of Respondents for Qualification



Frequency of Respondents for Experience

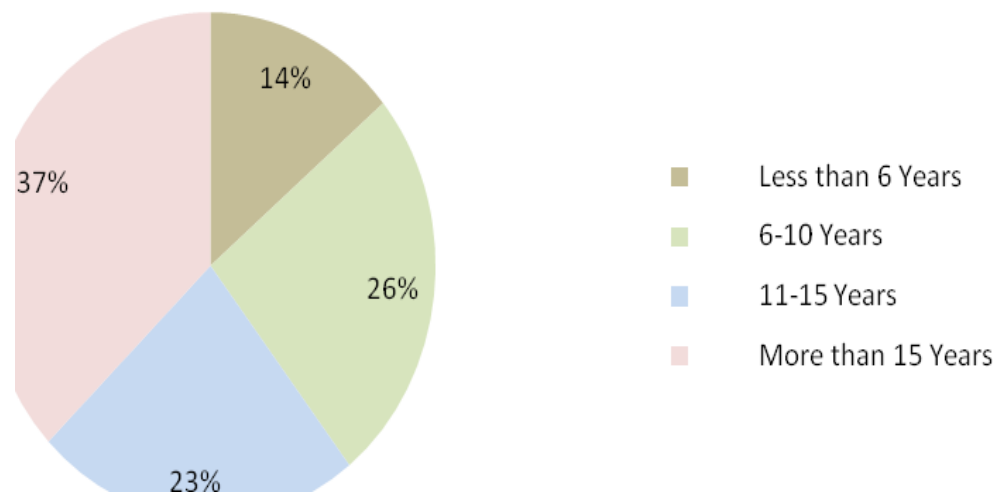


Table 2: Comparison of Demographic Scores for General Satisfaction

Variables	N	M	SD	t or F	P
Degree Status					
a. Bachelor	63	3.11	.35		
b. Master	117	3.06	.37		
Total	180	3.08	.36	.82	.41
Experience					
a. Less than 6	25	3.24	.38		
b. 6-10	46	3.07	.39		
c. 11-15	42	2.93	.29		
d. More than 15	67	3.11	.35		
Total	180	3.08	.36	4.13	.00*

*P<0.05

The highest general satisfaction scores can be observed for the head teachers of the head teachers with a bachelor degree (M = 3.11, SD = .35), and the head teachers having less than 6 years' experience (M = 3.24, SD = .38). All of the highest scores fell within the "Satisfied" range (2.51-3.50). The lowest general satisfaction mean scores can be observed for the head teachers with master degrees (M = 3.06, SD = .37), and the head teachers with 11-15 years' experience (M = 2.93, SD = .29). All the lowest scores fell within the "Satisfied" range (2.51-3.50). Overall, the calculated mean (M) is 3.08 with a standard deviation (SD) of .36. Therefore, the mean for general job satisfaction of the respondents fell within the "Satisfied" range (2.51-3.50) on the scale (< 1.5 = "Not Satisfied" to > 4.5 = "Extremely Satisfied").

Concluding from the output of Independent-Samples t-Test, for degree status explains that t value (.82) is not significant at .05 level of significance, so the null hypothesis that: There is no significant difference

between bachelor and master degree holder head teachers' level of job satisfaction is accepted. The analysis of variance reports statistically significant differences between means for experience. Concluding from the output of One Way Analysis of Variance (ANOVA), that F value (4.13) is significant at .05 level of significance, so the null hypothesis that: There is no significant difference regarding level of job satisfaction among less than 6, 6-10, 11-15, and more than 15 years' experience groups of the head teachers is rejected and it is concluded that there is a significant difference among these groups. As the results are significant, it was decided to run LSD Post Hoc Test.

Table 3. Summary of Multiple Comparisons of different Experience Groups

(I) Experience	(J) Experience	Mean Difference (I-J)	Significance
Less than 6	6-10	.17	.06
	11-15	.30	.00*
	More than 15	.13	.10
6-10	Less than 6	-.17	.06
	11-15	.13	.07
	More than 15	-3.54	.60
11-15	Less than 6	-.30	.00*
	6-10	-.13	.07
	More than 15	-.17	.01*
More than 15	Less than 6	-.13	.10
	6-10	3.54	.60
	11-15	.17	.01*

*P<0.05

Table 3 shows that overall results for the Post Hoc Test indicate that: There is a significant difference in job satisfaction level of head teacher less than 6 and 11-15 years experienced, and 11-15 years experienced and more than 15 years experienced, while there are no significant differences among less than 6 years, 6-10 years and more than 15 years experienced head teachers.

9. Findings

Keeping in view the objectives and data analysis procedures of the study, the findings can be written in two categories.

10. Descriptive Findings (Levels of Job Satisfaction)

1. Generally, the head teachers resulted with a mean satisfaction score of 3.08 (SD = .36), shows that the head teachers were generally satisfied with their positions.
2. All of the respondents for degree status categories scored between 3.06 (SD = .37) and 3.11 (SD = .35); indicating that head teachers, regardless of their level of education, were satisfied with their jobs.
3. The respondents' mean scores according to their years of total experience were between 2.93 (SD = .29) and 3.24 (SD = .38); indicating that the head teachers were satisfied with their positions.
4. Only 14% head teachers were with an experience of less the 6 years.
5. The head teachers of all categories with respect to their demographic variables were found generally satisfied with their jobs.

11. Inferential Findings (Group Comparisons)

1. No significant differences ($P=.41$) were found for degree status among the mean scores of the head teachers' levels of job satisfaction.
2. Significant differences ($P=.00$) were found among the mean scores for the job satisfaction levels of the head teachers having different experience. The job satisfaction level of the head teachers with less than 11 years and more than 15 years' experience significantly differ from the head teachers with 11-15 years' experience.

12. Conclusions

1. The government elementary school head teachers at the district Toba Tek Singh in the Punjab, Pakistan were generally satisfied with their positions.
2. No job satisfaction differences among the bachelor and master degree holder head teachers were found in this study.
3. A considerable least number (14%) of head teachers fall in the category of less than 6 years' experience.
4. The head teachers with minimum (less than 11 years) and maximum (more than 15 years) experience were significantly more satisfied than the head teachers with medium (11-15 years) experience.
5. Among both, one demographic variable i.e. qualification was not found predictor of head teachers' job satisfaction while the other variable i.e. experience was found to be the significant predictor of head teachers' job satisfaction in this study.

13. Discussion

Overall, the responses indicated that the respondents in this study were satisfied with their positions. It was noted that degree status has no effects on job satisfaction because no significant differences were found between the job satisfaction levels of the bachelor or master degree holder head teachers. All the head teachers at least have the bachelor degree because it is the minimum educational requirement for this position. Although there was not a single case with M. Phil or Ph.D. qualification in sampled schools but most of the head teachers were with master degree. The head teachers with bachelor degree scored higher but not significantly higher than head teachers with master degree. Although no considerable gap was found in job satisfaction levels of the head teachers for these two consecutive degrees. Up to some extent the results of this study support that most highly educated employees were the most dissatisfied (Vollmer and Kinney, 1955, Klein and Maher, 1966). The reason may be that head teachers with high qualification were expecting for higher post or promotion and the head teacher with low qualification were at the peak according to their qualification.

Regardless of experience, the head teachers were found satisfied with their jobs but the following graphical representation of the mean scores for different experienced group of head teachers depict interesting and important results.



The head teachers job satisfaction level is at its peak in first five years of their service then it begins to decrease and reaches its bottom when they are in the period of experience 11-15 years, then it again begins to increase and cross the level of job satisfaction that was in 6-10 years' service but not so high as was during the period of less the 6 years' experience. The head teachers with experience less than 6 years were found minimum in numbers and highest in job satisfaction scores while the fresh induction of staff has fifty percent quota and this group (less than 5 years' experience) should be the highest in numbers but in contrast, this group was found minimum in numbers. This shows the non-recruitment of the teachers or head teachers for last some years. It can be assumed that due to high unemployment rate in the country and no induction of the fresh staff for last some years may contribute to high job satisfaction of this group (less than 6 years' experience).

The head teachers with minimum (less than 11 years) or maximum (more than 15 years) experience scored significantly higher than the head teachers with medium experience (11-15 years). These findings were same as reported by Cytrynbaum and Crites (1988) and Newby (1999). The reason for the difference was unclear because it was not investigated in this study; however, one possibility is that if someone has no experience about his job but has a permanent job while there is high unemployment rate in the country then this thing may contribute to high satisfaction. After some years, as the experience increases, employee satisfaction decreases accordingly because of his thinking that now he is more experienced person and he should be paid much with provisions of more facilities or a great respect is also be given to him. But when he is on the peak of his experience (more than 15 years) he feels a strong sense of satisfaction because he is often proud of being a senior. Now being more experienced he may get more chances to share in making school policies. Therefore, this sense satisfies him for being able to be the member of some committees and to get respect for his seniority.

14. Recommendations

1. The head teachers of government elementary schools in district Toba Tek Singh were found satisfied with their positions. Policy makers and other concerned authorities should put forth effort to either maintain this level of satisfaction or increase it to a higher level in order to promote positive perceptions for this important position.
2. Some more benefits (like additional/special increments or improvement in promotion policy) may be attached to a higher qualification of the head teachers to increase the job satisfaction level of the highly qualified teachers and as well as to promote education acquiring culture among the head teachers with least qualification.
3. Government should lift the ban on new appointments of the teachers and head teachers; therefore, the expected effect of the issue of the non-induction of the fresh staff may be resolved to measure the job satisfaction level of the head teachers in future.
4. The results of the study show that head teachers with medium experience were less satisfied than the head teachers with minimum and maximum experience. It seems prudent therefore that government should make plans to enhance the level of job satisfaction of the medium experienced head teachers.
5. Studies on satisfaction and experience should be conducted to investigate the reason why satisfaction increases with minimum and maximum experience while decreases with medium experience.
6. Studies on satisfaction to investigate more predictors to job satisfaction should be conducted.

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