

Job Satisfaction Variance among Public and Private School Teachers, Case of Pakistan Administrative Kashmir

Muhammad Shabbir

Corresponding Author, Email: khan786@mail.ustc.edu.cn

Song Wei

Professor & Dean, School of Public Affairs, University of Science and Technology of China, Hefei, Anhui, 230026, P.R C

Doi:10.5901/mjss.2015.v6n4s1p574

Abstract

A comparative account for job satisfaction analysis was conducted between public and private school teachers ($n=300$) in Pakistan Administrative Kashmir. The study was primarily based on teachers' perception to assess work environment conduciveness at schools and their consequent impacts. Nine key determinants were used in the survey as delineated by Lester, (1987) in Teacher's Job Satisfaction Questionnaire (TJSQ) which included: supervision, colleague, working condition, pay, responsibility, working itself, advancement, security and recognition to find the differences. We applied descriptive statistic and binary logistic regression in two steps to find the significant difference in teaching motivational and job satisfaction factors. Among public schools, 84% teachers regarded teaching as 'best profession to serve the nation' which appeared as most significant motivational factor (odds ratio (OR) =15.16; $p<0.000$) where as better 'salary' has instigated 59% teachers to join private schools. Results of logistic regression analysis showed that 'independency' is most significant determinant variable (OR=1.8; $p<0.000$) followed by 'recognition' (OR=1.72; $p=0.002$) in bringing job satisfaction among school teachers. Our results are important education indicators that can improve dedication of teachers in both public and private schools. We believe that job satisfaction efforts should be in place by school administrations in both forms of schooling to achieve better results in school education.

Keywords: Teachers, Education, Job satisfaction, Motivation, Public school, Private school, Comparison.

1. Introduction

Historically education has been financed and supervised by the private sector. Only in the 20th century it was brought under the domain of government sector with exclusive objectives of nation building, social integration, sharing a set of central values and to achieve social cohesion. However, over the years governments all over the world have faced numerous constraints in financing and providing educational services to their people. Rapidly growing population and low efficiency in resource allocation are some of major constraints felt by various governments (Shobhana Sosale). Thus privatization of education became a central feature of policies in many developed and developing countries (Lockheed, 1991; Lavin 2001). As a result private schooling has expanded on a substantial level and got a prominent position for the provision of education in all over the world but form of privatization and role of private schooling is different in different countries based on difference in culture, social and economic structure. Emerging trends in education show that the private sector is playing an increasingly important role in financing and providing educational services in many countries. Eventually research studies were initiated from various aspects to compare the public and private sector school systems covering variety of measures. But study of job satisfaction, particularly in developing countries has been rarely focused where the main focus of comparison is school cost funding and effectiveness and student achievement (Akhtar, 2010; Çolakoglu, 2013, Deeba, 2013; Raj, 2013).

Primary schools are meant for providing foundation stone in the educational development of a child. Primary school teachers therefore have significantly role in this context. Unless teacher's job satisfaction is fully ensured, success of the entire education system cannot be achieved. There is lack of comparative studies of public and private school teacher in Pakistan and in Pakistan administrative Kashmir even no one has compared the public and private school teacher's job satisfaction except our previous research Shabbir (2014a; 2014b) has dealt only with public schools in AJ&K, which are all homogeneous in terms of teacher's benefits. The current study aims to clarify difference in job motivation and satisfaction by using Elena (2005) motivational factors for choosing teaching profession and Lester (1987)

job satisfaction nine factors that has been undertaken in this study especially in contexts that have not been adequately investigated before in AJ&K. The dominant proportion of education in AJ&K is provided by private sector thus it is considered a main player in educational system especially at school level. This study is a devoted effort to express the perception and motivation of school teachers in public and private sectors of AJ&K in order to differentiate level of and job satisfaction and reasons behind joining teaching as their profession.

The main objective of this research work was to analyze the differences in job satisfaction and motivation of public and private primary teachers in Pakistan administrative Kashmir. In particular, we focus on the way in which motivation and satisfaction in each context influence teachers' perception toward their jobs. Effort was also made to highlight the constraints in schools for profession development of teachers. Finally, purpose of this work was to put forward rational suggestions that concerned authorities could use to improve the performance of school teachers which is closely related to job satisfaction.

2. Public and Private Schools Case of AJ&K Pakistan

Azad Jammu & Kashmir is Pakistan administrative area of 5134 square miles with 4.09 million populations which came into existence as a result of civil war in 1947 (AJKGOVT). The administrative structure of AJK, have the characteristics of too much centralization and authoritarianism. The education is generally provided by public sector schools. Mostly schools in AJ&K have a poor infrastructure with lack of facilities. Although major portion of the budget (28%) of the AJ&K is being spend on education (AJK ASER 2012) but still it is not sufficient to have good facilities for the teaching. Presently the educational data of AJK indicates that 4202 government primary school are located with 9589 available primary teachers and 41% primary schools are without buildings 87 % without electricity, 73% are without availability of drinking water and 82% are without boundary walls (Pakistan Education Statistics, 2011; Shabbir, 20014d).

Although education system of AJK is dominant by public sector schools but private education is also a major part of education system of AJ&K. Almost 37 % enrolment at school level is covered by private schools. But there is lack of statistics about private schools especially in rural area. According to Pak. Education Statistics (2010-11) there are 21 pre-primary school, 648 primaries, 811 middle, 343 high and 33 higher secondary schools are located in Azad Kashmir. Each of middle , high and secondary schools contain primary section but in these statistics' there is not mentioned that whether the primary section is treated as separate primary schools or not. Moreover some schools in rural area are not registered. So it can be inferred that private schools are more in numbers based on education statistics. Not enough information available for teaching staff and physical facilities in private sectors schools. Almost all private schools located in AJ&K are business oriented. Although private schools are playing an important role in educating the masses of Kashmir by sharing the responsibility of government but there are few drawbacks of private schooling which are often published in news paper. The flaws and loopholes of private school systems are also commonly discussed among local people such as ignoring national education goal, unprofessional and short term teaching, lower salaries , commercialism, lack of facilities in rural areas schools, business – oriented attitude, ignoring national culture, ignoring national curriculum, unregistered schooling in rural areas and parallel education system. But government teachers are also criticized by media and common people for their carelessness, laziness, purposeful lethargy, and lack of devotion, enthusiasm to work and absenteeism (Shabbir, 2014C). Moreover teacher's organization often disagrees for existing pay structure, benefits and working conditions. On the other hand private school teachers are passing through the same situation of lower salary, long working hours, and stressful work condition.

3. Background of Study

3.1 Teaching career motivation factors

Motivation is a strong desire to make something which comes from inside of us. It moves us to do something, including beginning a new career. According to Dornyei (2001) motivation is thought to be the reason for "why people come to a decision to do what they do, how long they are eager to keep up the activity and how hard they are going to practice it" . We take pleasure in what we do if we do it willingly and feel well about ourselves. As a result, we work efficiently and effectively (Recepoglu, 2014). Motivation offers a good importance throughout personal, societal and professional life just as it comes directly into sight throughout every aspect involving.

The choice of a career is a complex decision making process that is influenced by a variety of motivating factors. Researchers identified numbers of motivating factor affecting to opt a profession. Career motivation is distinct in terms of three main components: career resilience, career insight and career identity (London 1983). Particularly in teaching

profession, Sinclair (2008) identified eleven motivational factors divided into intrinsic and extrinsic motivations. Intrinsic motivation includes, aspiration to working with students, intellectual stimulation, altruism, authority and leadership, self-evaluation and personal and professional development whereas extrinsic motivations consist of career change, working conditions, life-fit, influence of others and nature of teaching work. Further Neil et al. (1978) model points out to six major factors and 22 sub-factors are main determinants in the procedure. The six major factors in the model are socio, economic, familial, individual, societal, situational and psychosocial-emotional factors. Each of the six factors to be attributing variables in career choice processes. Balyer & Ozcan recently (2014) pointed out three motivational determinants for choosing teaching as a career. Altruistic-intrinsic reasons, extrinsic reasons and influence of others. Altruistic-intrinsic motivations are dealt with considering teaching within society valuable and meaningful job. It includes working itself such as teaching students and interest in teaching subjects. It includes all characteristics of job activates-working itself such as to teaching students and interest in teaching the school subject. Previous studies (Kelly, 2012; Lawver, 2011) provide an evidence in support of choosing teaching as a career on base of intrinsic motives. Extrinsic reasons submit to economic as well as service conditions and social status. The young graduates interested in teaching profession for its vast contribution to society, good salaries and good working conditions (Butcher & Lewis, 2002; Hayes, 2000; Knobloch, 2005; Lai Ko, & Li, 2000). The other factor which influences a person to enter in teaching profession is persuasiveness of parents, teachers or relatives on choices and decisions. Numerous studies pointed out those parents, close family members, their former teachers influence the traditionalists in their decision to join teaching (Butcher & Lewis, 2002; Reid & Caudwell, 1997; Williams, 1988).

3.2 *Motivation and Job satisfaction*

Success of any organization is depending on the combined efforts of its members. Motivation governs the relationship between an organization and its member as what motivates them to do this job and how satisfaction they derive from their work. According to Bentea (2012) Work motivation is a significant construct, both theoretical and practical, because of its relationship and direct implications on performances at individual and organizational levels.

Michaelowa (2007) suggested three reasons for job satisfaction of teachers, first, it influences the quality of teaching and students' progress second, it is a significant factor for teaching stability finally, job satisfaction is crucial for the quality of life, psychological health and self actualization involving teachers. Job satisfaction depends upon teacher's motivation of choosing job; through which ones get job, their motives to do so and how satisfier full fills their motivation of choosing teaching as a career. The level of motivation is closely related to job satisfaction. The teacher's high motivation causes high job satisfaction whereas low motivation leads to low job satisfaction (Mehmet & Iskender, 2009). Job motivation plays a fundamental role in increasing the level of teacher's satisfaction (Nadim, 2012). Motivators or satisfiers are those factors of job satisfaction that provide optimistic approach about job and cause satisfaction. Concerning to Sharabyan (2011) job satisfaction motivators categorized in to three groups, intrinsic, extrinsic and autonomy. Intrinsic motivation, an internal desire to teach, a dialogic relation between teachers and students, an elevated sentiment of efficacy in the classroom, a sagacity of achievement, and the realism that high teacher intrinsic motivation is inspiring for students. Positive extrinsic motivators comprise such factors working conditions such as stress and workload, appropriate compensation as pay, pension, insurance and other benefits long-term job stability that we consider to a lot contribute to job satisfaction and the inspiration to teach. Vital to autonomy is the independence of methods and materials as well as options in the classroom. In other words, having academic freedom and the power to choose is extremely linked to many people's decisions to become teacher.

3.3 *Public vs. private school teachers job satisfaction*

Teaching is one of most important and nation building profession as teachers is the pillars of educational system. Thus teacher's job satisfaction is essential for success of the entire education system whether he belongs to public or private institution. The privatization of education has been a priority agenda item in new liberal policies from last few decades and it prolonged substantial level in all over the world. Obviously a large numbers of studies in the world have been conducted to compare the public and private schools at different dimensions. Particularly, comparative study of job satisfaction among public and private schools teachers in the last decade (mostly in the US) have shown that private school teachers in general are more satisfied with their jobs as compare to their colleagues in public schools (Alt & Peter, 2002; Henke & Knepper, 2000; Perie, et al., 1997). However, such kind of studies especially in developing countries with respect to teacher job satisfaction has been limited or has rarely been undertaken. But most of them support higher satisfaction of public school teachers as compared to their colleagues in private schools.

Colakoglu & Odabas (2013) compared public and private school teachers' job satisfaction in Istanbul by concluding that public schools teachers have a higher job satisfaction than the ones working at private schools in term ability to self-study, to perform different activities, having a better job security as well as better working conditions whereas teachers working in private schools are more satisfied in terms of the freedom to perform on their own wills, respect and social status, the acts of their superiors, the match between their qualifications and their duties, social interactions, promotional opportunities and finally the feeling of success.

Raj (2013) compared govt. and private school teacher's job satisfaction in Rohtak city in the State of Haryana and found the govt. teachers are more satisfied by their job as compared to their colleagues in private school. According to Bukar et al. (2011) who compared public and private schools in Maiduguri metropolis, Nigeria, the results obtained showed that private schools teachers are much dissatisfied by their job than public school teachers in area of on grounds of lack of promotion and opportunities for professional development and training, poor remuneration as compared to their colleagues in public schools, lack of annual increments, medical allowances and retirement benefits among others. So many studies in developing countries indicate the high job satisfaction of public / govt. schools teachers as compared to their counterpart in private schools.

In Pakistan less attention was given in this research area. A few studies have been undertaken to compare the job satisfaction of public and private schools teachers.. Studies so far available have commonly focused on comparisons between salaries, job security, working condition promotion and mostly conducted in developing countries which overall reveal that public school teachers are comparatively more satisfied than their colleagues in private sector schools (Akhtar, 2010; Amjad, 2013; Aziz, 2014; Deeba, 2013).

3.4 *Setting context of this study*

Similar to every other organization where personnel and commitment workforce are regarded as the main organizational resources, teachers are considered as the major pedagogical sources in educational context. Attempts to improve performance in schools will never succeed unless teachers, as one of the most important elements of educational system, are taken into account in all of their physical, psychological and physiological dimensions. Teacher's attitudes, thoughts, feelings, job's affairs and information are of utmost importance in considering the most effective factors in teaching performance.

Internationally, a considerable amount of literature has emerged on the factors influencing job satisfaction. The researchers have usually adapted the concept theories and measure from other discipline although teaching is a distinctive there is a discrepancy in profession, value system and job features. In education context job satisfaction demand to investigate the nature of educational work setting and distinctiveness of teacher themselves to measure the job satisfaction specifically according to education setting. Teaching is a unique and there is a great variance among professions, value system and job feature. It is there for essential to explore the nature of educational work setting and characteristics of teachers themselves in order to understand the teacher job satisfaction. Clearly, there is a growing need to create a more exact measure of job satisfaction that can be specifically applied to educational settings.

In the current study we compared public and private schools in AJ&K by using Lester Paul Teacher Job Satisfaction Questionnaire (TJSQ), an instrument which is specifically designed to measure teacher's job satisfaction with nine factors, Recognition, Security, Work itself, Responsibility, Working Condition, Advancement, Colleagues, Pay, and Supervision. The nine facets of job satisfaction were best determinants of primary teachers in Pakistan administrative Kashmir according to the socio-economic background of teachers and a representative of all the methods used in area of job satisfaction and show the best discrimination the different job areas.

Furthermore we applied motivation factors that effect while choosing teaching profession. No one has compared public and private school teachers on base of Lester Paul, TJSQ and Elena C motivation factors. However, there is a paucity of recent, comprehensive empirical research in this area in the context of AJ&K public and private schools. Even it is first attempt to compare public and private school teacher's job satisfaction on this setting.

3.5 *Objective of study*

Job satisfaction has a long history and it has been focused on organizational and industrial settings. Although a great level research have been conducted in advance countries However, empirical evidence regarding job satisfaction in school teachers is scare in the developing countries especially Pakistan. The vast majority of research on different facets of job satisfaction especially Lester Paul TJSQ has been undertaken in the USA. Findings in these countries can be applied to the Pakistan's context has not been tested. Hence, the objectives of the present study are:

- i. To find out the difference in motivational factors influence public and private primary school teachers to join teaching profession.
- ii. To undertake a comparative study between public and private school teachers regarding job satisfaction.
- iii. To give suggestions to policymakers to better prepare for teacher retention and recruitment as well as for improvement of working situations in the schools and further studies to explore the problem in more depth.

4. Research Methodology

4.1 Hypothesis

- o There is no significant difference in motivational factors influence public and private primary school teachers to join teaching profession.
- o There is no significance difference in level of job satisfaction among public and private school teaches in AJ&K.

4.2 Population and sampling

Population of this study comprises all primary school teachers working in public and private schools in AJ&K. A sample of 300 teachers consisting 150 public school teachers and 150 private school teachers were taken randomly from three divisions of AJ&K.

4.3 Research Instruments and Methods

Survey technique was applied to collect data through Lester, P. E. (1987), development and factor analysis of the Teacher Job Satisfaction Questionnaire (TJSQ) with nine factors, supervision, colleague, working condition, pay, responsibility, working itself, advancement, security and recognition

4.4 Analysis of Data

Data collected from the field was entered in spreadsheet for the purpose of tabulation and performing descriptive statistics. Logistic regression analysis was applied to predict the most significant determinant variable for job satisfaction and for analyzing the motivation behind joining school teaching as profession. All analyses were performed in the IBM SPSS 21 software registered for Windows®.

5. Analytical Results

5.1 Logistic model of motivational factors for acquiring teaching profession

The first logistic regression model was applied to find out whether there were differences in the motivational factors that had influenced these individuals to become teacher in public and private school. Six independent variables were used in this analysis. These predictors were "Always wanted to become teacher," "Because of pressure from family," "Because of hour and holidays," "Because of salary," "Best profession to serve nation" and "No other opportunity except this profession"

The overall chi-square test for the logistic model was significant ($\chi^2 = 204.827$, $p = .00$) which indicates that there were significant differences between the two groups of teachers based on the four motivational factors that had influenced them to choose the primary teaching profession.

The Omnibus test was carried out to measure the model performance and its significant value ($p=0.0000$) demonstrates high degree of model fitness.

The Cox and Snell test, indicating the percentage of variance of the dependent variable explained equaled R^2 49.5 %, while the Nagelkerke R^2 explained 66.0 % of the variance. Based on this analysis 88.0 % of the teachers who were in public schools were classified correctly and 84.7 % of the teachers in private schools were classified correctly. Thus, 86.3 % of the teachers in the sample were classified correctly based on this logistic regression.

By examining the table 1, it is revealed that there was significant difference found in all motivational factors except one i.e. family pressure to choose teaching profession. The result presented in table 2 indicates that majority of public schools teachers always wanted to become teachers as teaching is an ideal and best profession for them to serve the nation whereas private school teachers entered this profession on temporary basis as no other adequate job was

available for them.

Table 1. Logistic model of motivational factors for acquiring teaching profession

Factors	B	S.E.	Wald	df	Sig.	Exp(B)
Always wanted to become teacher	1.847	.464	15.855	1	.000	6.344
Because of pressure from family	-.397	.565	.495	1	.482	.672
Because of hour and holidays	-1.375	.488	7.945	1	.005	.253
Because of salary	-1.846	.428	18.623	1	.000	.158
Best profession to serve nation	2.719	.478	32.304	1	.000	15.167
No other opportunity except this profession	1.591	.496	10.281	1	.001	4.911

Table 2. Percentage of motivational factors for acquiring teaching profession

Factors	Public	Private
Always wanted to become teacher	73 %	33%
Because of pressure from family	13%	28%
Because of hour and holidays	11%	48%
Because of salary	17%	59%
Best profession to serve nation	84%	32%
No other opportunity except this profession	26%	48%

5.2 Logistic model of Lester Paul job satisfaction factors

Using logistic model of Lester Paul job satisfaction factor we tried to predict the difference between the public and private teachers with respect to nine factors of teacher's job satisfaction. These nine factors including supervision, colleague, working condition, pay, responsibility, working itself, advancement, security and recognition were taken as independent variable. The overall χ^2 test for model was significant ($\chi^2 = 139.222$, $p = .00$). The test result indicates that significant difference was found between two groups of public and private schools. To check the adequacy of the logistic regression model Hosmer and Lemeshow test was performed. The Hosmer and Lemeshow statistics indicates that $\chi^2 = 10.61$ with degree of freedom (df) = 8 and non significant with p-value = .224 which shows a well fitness of model. Hence we conclude that the model does not differ significantly from the observed data. Thus model is appropriate and is satisfactorily fit the data. The Omnibus test was carried out to measure how well a model performs. They provide a test for all the explanatory variables affect simultaneously. It gives significant result with $p = 0.0000$ and demonstrates that we are 95% confident that the model is appropriate/significant. The percentage of variance of the dependent variable was identified by Cox and Snell test explained equaled $R^2 = 37.1\%$, while the Nagelkerke R^2 explained 49.5 % of the variance. Thus 80.7 % public and private schools classified correctly. By looking at table 3, it is revealed that there exists a significant difference for 7 measures of job satisfaction i.e. recognition, working condition, security, promotion, colleague, independency, and pay factor as p - value is significant for all these variables at alpha = .05. Whereas there is no significant difference was found remaining two variables i.e. supervision and responsibility as p value is non significant for these two factors. The table 4 indicates that public school teachers are more satisfied as compared to their colleague regarding, recognition / status, working conditions, job security, promotion opportunities, and relation with colleagues and pay. Whereas the private school teachers were comparatively more satisfied by independency factor as compared to public school teachers.

Table 3. Logistic model of Lester Paul job satisfaction factors

Measures of job Satisfaction	B	S.E.	Wald	df	Sig.	Exp(B)
Recognition	.537	.172	9.751	1	.002	1.712
Working condition	-.549	.178	9.468	1	.002	1.141
Security	.857	.148	33.566	1	.000	.425
Promotion	.668	.141	22.369	1	.000	.513
Colleague	-.384	.180	4.553	1	.033	.681
Supervision	-.193	.148	1.710	1	.191	.824
Independency	.591	.152	15.131	1	.000	1.806
Responsibility	-.036	.157	.053	1	.818	.965
Pay	.275	.124	4.931	1	.026	.760

Table 4. Descriptive statistics of Lester Paul job satisfaction factors

Measures of job satisfaction	Mean		Standard Dev.	
	Public.	Private	Public	Private
Recognition	3.5800	3.5533	.93601	1.02673
Working Condition	3.4467	3.3733	.94504	.83019
Job Security	3.9000	2.9067	1.04753	1.10731
Promotion	3.3000	2.4867	1.10369	1.25712
Colleagues	3.3733	2.9400	1.25712	1.25712
Supervision	3.0400	3.0667	1.21997	1.04699
Independency	2.5867	3.1467	1.19387	1.15501
Responsibility	3.7600	3.5800	1.12136	1.08232
Pay	3.3600	2.5067	1.12495	1.37936

6. Discussion

There exists a great deal of responsibility on primary school teachers as they are associated with early education of children. Highly motivated and committed school teachers create long-lasting imprints on the minds of children. This study presents an in-depth analysis of this profession from the backdrop job satisfaction and motivational factors influencing young graduates to join teaching in Pakistan administrative Kashmir. Our study demonstrates that teachers are influenced by many factors of job motivations when they choose this profession such as personal interest, salary, parent's interest, hour and holidays and there is significant difference is found between two groups of public and private were found in term of these motivational factors that had influenced when they became school teachers. Findings indicate that private schools enterprises provide less extrinsic benefit to their teachers as compared to public sector schools. Inadequate salary, job insecurity, stressed work environment with demanding work hours and have few holidays were the negative aspects observed in private schools while teachers in public sector schools had rarely faced these difficulties. So it is not surprising fact that differences exist between two groups of school in their motivational factors. Mostly the young graduates join private schools on temporary basis either when they are free from colleges and universities. Private school teaching is not an ideal profession for them and most often they leave this profession whenever they find any other better job opportunity. However, this trend of giving low preference to teaching profession was not observed for public schools teachers. Here the faculty recruitment is on permanent or intrinsic basis and people consider this an ideal profession and enter in job with committed frame of mind. Our result is similar to previous findings in many developing countries such as Tooley (2006) and Elena (2005) findings who concluded that mostly teachers in private schools get less extrinsic benefits.

Next we compared job satisfaction of teachers on basis of Lester Paul nine factors. A significant difference was observed between public and private schools teachers with respect to seven factors i.e. recognition, working condition, job security, promotion, independency, responsibility and pay except supervision and colleague factors.

Regarding to factor of recognition, our study finding revealed that, public school teachers are most satisfied as compared to their colleagues in private's schools. Teaching job in private sectors is thought to be temporary and not excellent job, and private schools do not provide appropriate benefits as compared to public sector schools. Although the teachers working in private schools receive appreciation from parents, friends and society in general for their routinely good work but temporary nature of job and low teaching status made them miserable in their own eyes. Due to this a sense of insecurity was observed prevailing among private school teachers whereas overall working conditions for teachers in public sectors were lot more encouraging and relaxed consequently they looked more satisfied as compared to private school teachers. There is general feeling that working conditions in private schools are hard as compared to public schools. The private teachers put up with extra work load, long working hours and fewer holidays. Private school teachers do not enjoy facility of leaves as their counterpart in public schools. In most of the general schools, teachers get 03 days casual leaves only and if they are availing more leaves due to any reason like health issue or any personal problem, they have to consider their jobs on stake. There is no guarantee about the sustenance of their jobs after vacations. Whereas public school teachers get smart leave package mostly no deductions have been seen in salaries due to leaves. These findings are quite similar to earlier reports (Deeba, 2013) where private schools teachers in Pakistan described job conditions and working hours very tough as compared to public schools teachers.

Furthermore, a great deal of dissatisfaction was attributed by private school teachers particularly with respect to job security. Government school teachers enjoy secure future of their job even after retirement they get benefits like pension, medical etc. They don't have any fear of losing their job in case they were unable to take classes regularly or their

students perform worse, while private school teachers do not have permanent jobs. They always strive for securing job future first rather than concentration on teaching. In private schools, freshly appointed teachers are mostly young pass outs who recently have completed their intermediate level of education. There is no concept of training for them and their jobs are routinely terminated at the commencement summer vacations by administrators of private schools to save summer vacation salaries.. If teachers are not showing best results and obedience towards management they can easily be terminated. Moreover they are not promoted and neither have any opportunity for promotion. Private schools in AJK do not have any regular system of promotion or specific criteria exist for promotion like in public schools. Last indicator of job satisfaction is pay and our study findings indicate that private schools teachers are less satisfied by their salary. According to Shabir (2014d) teachers in private schools are paid very low and in some instances, three times less salary was noted for public school teachers as compared to private schools. Like public sector schools, proper salary structure do not exists in private schools. Public school teachers get pays according to pay scale for the government school teachers along with house rent allowance, medical allowance, conveyance allowance, compensatory allowance, adhoc relief and special allowance. These allowances are in very little quantity but paid to teachers. Pay scale usually starts from 7th grade up to 15. But this pay scale is bare minimum. In case of private school teachers it is not confirmed to get such fixed package or place in any grade of pay scale. They get very little amount in the name of salary, depending on student's strength, fees and their performance about class output. Private school teachers do not receive any kind of allowance facility especially transportation and they bear such expenses on their own. There is no concept of any fund and no security or any kind of benefit after retirement. Majority of private schools do not pay salary to teachers during summer vocation and a few schools pay half salary during summer & winter vocations.

7. Conclusion and Recommendations

This study extends knowledge to the differences between public and private schools teachers in terms career motivation and satisfaction. Our findings conclude that private school teachers are dissatisfied with extrinsic benefits such as their pay incentives, promotion & professional development opportunities and face hard service conditions such as long working hours and fewer holidays. Moreover, absence of a systematic service and pay structure has further increased a sense of deprivation in private sectors schools. It is an established fact that teachers whether in public or private schools are important asset, and directly affect the quality education. Satisfaction and motivation regarding teachers both are usually vital for teachers along with the education institutions. These findings provide valuable insights about the subject matter as it is essential to provide all benefits and working environment besides appropriate social and emotional factors in the education institutions. It is essential for policy makers to identify the fact that educational quality is largely related with regard to teacher job satisfaction. How to improve teachers' working live should be a great central component involving effective policy-making. Unfortunately, job satisfaction of teachers is often ignored and forgotten factor in education policy-making. Ministry of education or private enterprise should focus to maximize the teacher's satisfaction and minimize the disaffection not only for benefits of teachers themselves but for the sake of students as well.

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