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Determiants of Teacher's Job Satisfaction: Evidence from the Primary and Secondary Schools of Karachi

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Abstract: *Teacher's job satisfaction has been considered a very important element in the training and development of pupils in their early academic years. This study investigates the impact of five determinants of the teacher's job satisfaction in the context of primary and secondary schools, when controlling for their age, gender, experience, marital status and education. These five determinants include occupational stress, empowerment, interpersonal relationships, working conditions and self-efficacy. A sample, of 280 respondents, is drawn from school teachers of Karachi. Principal component and hierarchical multiple regression analyses are used to test the proposed hypotheses. With exception of self-efficacy, the results show that occupational stress, empowerment, interpersonal relationships and working conditions have been found statistically significant predictor of teacher's job satisfaction in Karachi. Therefore, the school administration and management should mainly concentrate on developing interpersonal relationships as well as providing them with a suitable working conditions. Consequently, school teachers could remain satisfied with their job which may lead to produce better candidates for the higher education as well as highly-competitive professionals for different manufacturing and service industries. Moreover, teachers should also be given an appropriate level of autonomy to manage the academic affairs of students in classrooms. It would not only help them reduce their occupational stress but also enhance their level of job satisfaction. Managerial implications and areas for future research are also discussed.*

Keywords: occupational stress, empowerment, interpersonal relationships, working conditions, self-efficacy, job satisfaction, school teachers, Pakistan.

Introduction

Teacher's job satisfaction has been considered a very important element in the training and development of pupils in their early academic years. Teachers play an integral role in the successful execution of education and learning process. School teachers not only inculcate a positive learning attitude among students but also enable them to develop their thinking pattern for better ideas with improved learning. Moreover, teachers provide pupils with a team-working atmosphere where they could also learn how to work in a team formation. Besides,

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they also learn how to control over their emotions while either studying in a classroom or engaging in an informal social settings e.g. playgrounds etc.

In fact, this is equally important for students at higher as well as primary and secondary education level. It is because of the fact that when a school teacher positively shapes a student's attitude and behavior into the desired study behavior, the student would possibly replicate the desired study behaviors and patterns at higher education level. Thus, the student not only perform better than other class fellows but also inherently motivates other students. If this positive study behavior is successfully developed among a number of students, the society produces and observes useful citizen. During the entire development phase, one cannot condone the importance of teachers. Theoretically, if school teachers are satisfied with their profession, they could bring their optimum level of efforts in improving pupils' study attitude and behavior which could in turn, lead to observe aforementioned results for the society.

Teacher's job satisfaction depends on a number of facets. For instance, occupational stress, self-efficacy, level of empowerment, interpersonal relationship, working conditions, etc. The notion of stress may be translated differently because it may have different meanings to different individuals (Ivancevich & Matteson, 1996). Usually an excessive work load increases the level of stress among school teachers which often diminish their performance. Similarly, their competency (i.e. language of performance) dictates their self-efficacy to manage daily affairs by controlling over their excessive workload and stress. To improve job satisfaction, teachers also welcome an appropriate level of empowerment to administer their study-related obligations. In addition to appropriate and harassment-free working conditions, they are also encouraged to perform better by good and meaningful interpersonal relationships.

Undoubtedly, teacher's performance is strongly based on their level of job satisfaction which may have a number of predictors e.g. stress, self-efficacy, level of empowerment, interpersonal relationship, working conditions. Teaching is a difficult profession as it has its own rewards, benefits and challenges. At one side, students are required to be trained to effectively and efficiently figure out study-related challenges and enhance productivity. However, on the other hand, there is an increasing need to improve teacher's job satisfaction in the light of excessive workload and occupational stress. Failure to improve teacher's job satisfaction usually results in absenteeism, low work engagement, less motivation in improving pupils' performance and study-related attitude and behavior, high teachers' turnover, etc. Besides, teachers would possibly take less interest in organizing extra-curricular activities the way through which pupils rapidly learn desired attitudes and behaviors. Noticeably, (Berry, Smylie, & Fuller, 2008) highlighted that school teachers often compelled to look for better job opportunities if they were dissatisfied with current working conditions, disappointment in getting appropriate level of supervisor's support, and unmanageable teaching assignments. The major problem with respect to teacher's job satisfaction is that school management and administration often remains unmindful about the antecedents which could improve this satisfaction level in the context of primary and secondary schools of Karachi.

More precisely, good and effective teaching is highly regarded as an art which encapsulate patience, emotional stability, and continuous selfless efforts in imparting the knowledge in the most appropriate way to concerned students. Therefore, the study aims to investigate the following primary research question:

How well we can predict teacher's job satisfaction using a combination of stress, self-efficacy, empowerment, interpersonal relationship, and working conditions when controlling for teacher's gender, education, marital status, age, and overall teaching experience?

Literature review and hypotheses

Occupational Stress and Teacher's Job Satisfaction

Antoniou, Ploumpi, Ntalla, et al. (2013) investigated the levels of occupational stress and professional burnout of school teachers and teachers' strategies to cope with it, and the relationship between them. The researcher used survey method to collect data from 388 public schools teachers. Results showed that teachers from Primary Education experience higher levels of stress compared to the teachers of Secondary Education. Female teachers stressed up more and enjoy lower personal accomplishment than their counterpart. Rationalizing attitude, serves as a measure to deal with unwanted negativity at work and allows teachers to get to their goals; while negligence leads to increased stress and burnout.

In addition, McCormick and Barnett (2011) examined relationship between stress and burnout by using quantitative data. Variables are considered personal domain, student domain, emotional exhaustion, depersonalization of school domain, external domain, and personal accomplishment. By performing confirmatory factor analysis, the results suggested that stress attributed to student misbehavior in predicting each of these magnitudes of burnout, depersonalization, emotional exhaustion, and personal accomplishment. It was suggested that different programs should be designed for teachers to minimize the burning out effects.

Similarly, Shapira-Lishchinsky (2012) investigated teachers' withdrawal behaviors by using quantitative data. Variables are considered caring climate, formal climate, procedural justice, distributive justice, gender, school seniority, and age. A GLIMMIX procedure in SAS was used for data analysis. Results revealed that all ethical perception were significantly correlated. However, school seniority was found negatively related to kind climate while age was found negatively proportional to formal climate.

In addition, Ekundayo and Kolawole (2013) analyzed stress among secondary school teachers by using quantitative data with variables such as indiscipline among students , inadequate physical facilities in schools, late payment of teachers' salaries, poor working conditions, lack of support from parents, poor relations with superiors and colleagues. Percentage score and Pearson Product Moment Correlation techniques were used. Results showed that effective time

management strategies cope up stress among teacher and stressful work situation may affect the effectiveness of teachers. Therefore, it was also recommended that government should improve working conditions, pay scale, some special facilities such as Internet to enable them cope up with stress.

Moreover, Jan, Malik, and Ahmad (2013) investigated the social and family role stress on primary school teachers by using quantitative data. Stress variable is calculated among male and female teachers in both primary and secondary school teachers. By using T-test, the results indicated that female teachers have been found more under stress as compared to their male counterparts. Besides, private school teachers experience more job insecurity and stress from home and society.

Similarly, Sass, Seal, and Martin (2011) predicted teacher retention using stress and their support variables by using quantitative data. The variables included: student engagement, job dissatisfaction, student stressors, social support superiors, workload stressors and social support colleagues. By using exploratory and confirmatory factor analyses, the study advised that the management of schools should minimize the teacher's job stress in order to reduce teacher turnover rate.

Likewise, Fisher (2011) study on factors included the variable of stress, burnout and retention in secondary school teachers by using quantitative data. Stress and burnout are the variables. Multiple regression and Anova techniques have been used. Results indicated that teaching is highly stressful job, without effective collaborative administrators and stress levels increase.

Gümüs, Hamarat, Colak, and Duran (2012) examined the effects of occupational and organizational work of school teachers. They used quantitative data. A correlation technique was used to analyze the research. Several demographics were used such as age, tenure, gender. Findings showed that early retirement and satisfaction both have positive impact on job satisfaction. This study gave result saying that school management should play a supportive part for the improving the perception of teachers.

Furthermore, Eres and Atanasoska (2011) conducted a comparative study between Turkey and Macedonia about occupational stress of teachers by using quantitative data. Behaviors of school Principal, behaviors of school students, colleague relations, participation in decision making and professional development are the variables used. Factor analysis and multiple correlation techniques have been used. Results indicated that demographics characteristics of teachers who living in different society affects stress level differently.

Similarly, Ravichandran and Rajendran (2007) study on perceived source of stress in teachers was conducted by using quantitative data. Variables were personal stress, teaching assignment, lack of support from parents, facilities available at school level, organization policy and parental expectation. Results indicated that female teachers reported more stress as compared to male teachers. Both female and male teachers differ significantly in their perception of the source of stress. Based on the above literature review, the following hypothesis on suggested:

Hypothesis 1: Occupational stress has significant negative impact on teacher's

job satisfaction.

Self- Efficacy and Teacher's Job Satisfaction

Caprara, Barbaranelli, Steca, and Malone (2006) determined teachers' self-efficacy of job satisfaction and their effects on students' academic level by using quantitative data. Satisfaction, academic achievement and self-efficacy variables are considered. Intra-class correlation coefficient (ICC) & multilevel analysis techniques have been used. Results of the study contributed in the existing knowledge of body that self-efficacy contributed of teachers' job satisfaction. The finding also shows that teachers with high level of self-efficacy values are create and to encourage the interpersonal networks that encourages and maintains their work satisfaction.

Likewise, Lewandowski (2005) examines relationship of teachers' self-efficacy, leadership and professional development by using mix strategies. Self-efficacy, professional development variables have been used. Correlation technique has been used for quantitative and for qualitative analysis open ended question has been for acquire more depth of the topic. It has been recommended that to conduct study self-efficacy influence leadership skills in teachers with other contextual factors. Include more schools for greater generalities.

In addition, Bogler and Somech (2004) investigated about the influence of teacher's empowerment on their association and professional responsibility by using quantitative data. Variables considered were decision making, professional growth, status, self-efficacy, autonomy, impact, organizational commitment, professional obligation and organization citizenship behaviors. Multiple regression analysis was used. It was revealed that two of the six subscales, self-efficacy significantly predicted all these outcomes Organizational commitment, Professional commitment and organizational citizenship behavior. When teachers showed high self-efficacy it was directly proportional to the organizational behaviors. Teachers who had high self-efficacy felt more committed to their school and the teaching profession.

Moreover, Keogh, Garvis, Pendergast, and Diamond (2012) investigated on student- teacher self-efficacy beliefs by using quantitative data. Instructional strategy, classroom management and student engagement variables are considered. Factor analysis and ANOVAs test were also conducted. Findings shows that teacher self-efficacy showed self-efficacy to be dependent on the content, context, age, gender and program studied and should hence, not be significant. Based on the above literature review, the following hypothesis was suggested:

Hypothesis 2: Self Efficacy has positive significant impact on teacher's job satisfaction.

Empowerment and Teacher's Job Satisfaction

Bogler and Nir (2012) studied the effect of teacher empowerment on the relationship between teachers? perception of their school support and their intrinsic

and extrinsic job satisfaction. Data was gathered from a sample of 2,565 teachers. They adopted the path analysis procedure to test the relationship. As per their findings the results showed that the empowerment of teachers acted as a referee to improve relations between structural support and gratification. They also found out that teacher empowerment showed different attitudes for intrinsic and extrinsic satisfaction. Therefore, it was concluded that since both types of job satisfactions showed different behaviors and they had to be discussed differently.

Besides, Wall (2012) investigated an Exploratory Study of Teacher Empowerment and Technical Education in Kentucky by using both qualitative and quantitative data. Variables described were decision making, status, self-efficacy, autonomy and professional. This research identifies a connection between teacher empowerment and principal power and proposes that principals know how to utilize leader power effectively, as it will affect student success and school efficiency. The findings indicated that most teachers recognize themselves as operating from self-efficacy empowerment, while their principals were using the lawful power.

In addition, Mokhele (2013) investigated on empowering teachers by using qualitative data. Variables considered were effective professional development, teacher's collaboration, personal transformation and growth. Results indicated that there should be critical features that define effective teacher's development and second are professional development influence teachers and student outcome.

Likewise, Akbar, Yousaf, Ul Haq, and Hunjra (2011) studied the impact of empowerment on job satisfaction by using quantitative data. Variables considered were employee empowerment and job satisfaction. Regression, independent sample T- test and frequency distribution techniques have been used. Results showed that male employees were more satisfied as compared to female employees. It was recommended that further studies should be at the advanced level with larger sample size; more demographics factors must be added. Based on the above literature review, the following hypothesis was suggested:

Hypothesis 3: Teacher's empowerment has positive significant impact on teacher's job satisfaction.

Working conditions and Teachers Job Satisfaction

Bakotić and Babić (2013) examined relationship between working condition and job satisfaction by using quantitative method. Job satisfaction, working condition, working hours and salary considered as variable. Co relational technique had been used. It was discovered that workers who worked under difficult working condition, their working conditions were important for the overall job satisfaction.

Further, DeStefano, Clark, Gavin, and Potter (2005) investigated about the relationship between work environment and job satisfaction by using quantitative data. Results showed that the organizational factors of sustains involvement and innovation contributed significantly to eleven dimensions of job satisfaction.

Regression technique was used. It was recommended that if there was involvement of staff in a cooperative team approach it led to improved satisfaction amongst employees. Thus, There should be positive supportive relationship among workers and supervisors.

In addition, Ladd (2009) studied on teachers' perceptions of their working condition by using quantitative data. Variables considered were teacher's empowerment, professional development, time and facilities and resources. Results indicated that working conditions are highly predictive of teachers' career plan.

However, Ekundayo and Kolawole (2013) investigated stress amongst secondary school teachers by using quantitative data. Variables are consider Indiscipline among students, inadequate physical facilities in schools , late payment of teachers' salaries, poor working conditions, lack of support from parents, poor relations with super ordinates and poor relations with colleagues. Percentage score and Pearson Product Moment Correlation techniques were used. Results showed that effective time management strategies cope up stress among teacher and stressful work situation may affect the effectiveness of teachers. Therefore, it was also recommended that the government should improve working conditions, pay scale; some special facilities such as Internet to enable them cope up with stress. Based on the above literature review, the following hypothesis was suggested:

Hypothesis 4: Working Conditions has significant positive impact on teacher's job satisfaction.

Interpersonal Relationship and Teacher's Job Satisfaction

Gaines (2011) investigated about perceived principal support and school teacher burnout by using quantitative data. Teacher's burn out, self-efficacy, class room management, teacher collaboration, role of the Principal and demographic factor variables are considered. Researcher gives three dimensions of Burn out that are Depersonalization (DP), Emotional exhaustion (EE) & Personal accomplishment (PE) same as give three different behaviors of principal that are supportive, directive and descriptive. Correlations and a three-stage hierarchical multiple regression techniques had been used. Findings showed that directive principal behavior had no significant effect on any of the factor of burn out; however due to supportive principal teachers less exhibit EE or DP. Restrictive principal behavior was the only factor that was significant for all burnout dimensions and show higher level of EE, DP and PA.

Moreover, Moye, Henkin, and Egley (2005) investigated teacher- principal relationships by using quantitative data. Interpersonal trust, empowerment, competence, meaning, self-determination and impact are the variables. Factor analysis technique had been used. Results indicated that teachers who were empowered in their work environments had higher level of trust in their principal.

Rani and Tyagi (2011) studied interpersonal relationship between teachers and principal. Results indicated that interpersonal relation are two way process

.If teachers had good interpersonal skills then they can make use of it for the good results in academics and other administrative activities.

Mustapha (2013) studied measuring job satisfaction through interpersonal relationship and faculty workload by using quantitative data. Job satisfaction, work load, and interpersonal relationship are considered variables. Pearson correlation techniques have been used. Results indicated that there was significant positive relationship between interpersonal relationship and job satisfaction .Whereas work load and satisfaction was inversely correlated. Researcher recommended that organizations should promoting job satisfaction in order to increase citizenship behaviur. Based on the above literature review, the following hypothesis was suggested:

Hypothesis 5: Interpersonal Relationship has significant positive impact on teacher's job satisfaction.

Methodology

Sample and data collection

This study adapted a quantitative approach since the aim was to compute the research variables; generalize the statistically-computed findings; and to provide a large-scale social trends and connections between research variables. After analyzing both face and content validity from three relevant industry experts, the final survey questionnaire was sent in a number of private schools of Karachi. A total of 207 usable responses were received which include 25 males (12.1 percent) and 182 female (87.9 percent). The composition of data is tabulated in Table 1.

Table 1: Descriptive Statistics

Gender		
	Frequency	Percent
Male	25	12.1
Female	182	87.9
Total	207	100.0

Education		
	Frequencyq	Percent
Intermediate	12	5.8
Bachelors	152	73.4
Masters	43	20.8
Total	207	100.0

Marital Status		
	Frequency	Percent
Single	115	55.6
Married	92	44.4
Total	207	100.0

Age		
	Frequency	Percent
18-24	79	38.2
25-35	58	28.0
36-45	51	24.6
46-55	11	5.3
56-65	4	1.9
above 65	4	1.9
Total	207	100.0

Overall Experience		
	Frequency	Percent
1 to 5 Years	111	53.62
6 to 10 Years	51	24.64
11 to 15 Years	33	15.94
16 to 20 Years	9	4.3
More than 20 Years	3	1.45
Total	207	100.0

There were thirty three (33) items in the survey questionnaire related to six variables such as stress, self-efficacy, empowerment, interpersonal relationship, working conditions, and teacher's job satisfaction. Respondents were asked to rate their responses on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The following regression equation shows the hypothesized model:

$$\text{Job Satisfaction} = \text{Constant} + \beta_1(\text{Stress}) + \beta_2(\text{Self-Efficacy}) + \beta_3(\text{Empowerment}) + \beta_4(\text{Interpersonal Relationship}) + \beta_5(\text{Working Conditions}) + \epsilon$$

Analysis and Results

In addition, a total of 73 univariate and multivariate outliers were detected and removed from the dataset by using standard z-score [3.29 in absolute value] and Mahalanobis distance (D2) critical Chi-square CDF.CHISQ function at $p< .001$ respectively. (Tabachnick & Fidell, 2007) stated "Cases with standardized scores in excess of 3.29 ($p< .001$, two-tailed test) are potential outliers" (p.

73). Similarly, (Tabachnick & Fidell, 2007) explained, "A very conservative probability estimate for a case being an outlier, say, p< .001 for the Chi-square value, is appropriate with Mahalanobis distance" (p. 74). Thus, after removing both sets of outliers, the sample size of the useable responses was 207. The study performed Pearson's correlation, reliability, exploratory factor and hierarchical multiple regression for data analysis using SPSS version 22.

Exploratory Factor Analysis

Exploratory factor analysis was performed to assess the underlying structure for the thirty three items of the teacher's job satisfaction questionnaire. Based on the hypothesized equation shown above, six factors were requested. This is because of the fact that the items were designed to index six constructs: teacher's job satisfaction (dependent variable) while, stress, self-efficacy, empowerment, interpersonal relationship, and working conditions (predictors). The value of Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (0.741) showed that the sample was sufficient enough to run factor analysis. Moreover, a significant result of Bartlett's Test of Sphericity (p<.05) indicated that the matrix was not an identity matrix. It means that these six components did relate to one another enough to run a substantial and meaningful factor analysis. Table 2 shows KMO and Bartlett's Test results.

Table 2: KMO and Bartlett's Tests

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.741
Bartlett's Test of Sphericity	Approx. Chi-Square	1228.70
	df	190
	Sig	0.000

Moreover, the initial solution of factor analysis was rotated by using an orthogonal (varimax) rotation method with Kaiser Normalization which extracted the required six 'uncorrelated' factors. They accounted for 13.41, 12.59, 12.01, 8.73, 8.66, and 8.31 percent of the variance respectively. However, these six components explained over 63.71 cumulative percent of the total variance. The internal consistency of measuring scale (Cronbach's Alpha) of each variable was also calculated. To improve clarity, the factor loading less than —0.40— were omitted. Only 20 items were loaded after varimax rotation however, all of them were loaded onto their respective components in the rotated solution therefore, convergent validity was ensured. Moreover, the final solution observed no cross-loadings thus, discriminant validity was also ensured. Besides, all of the loaded items were heavily loaded onto their respective factor. The minimum loading was 0.607 resulting a very strong construct validity also. Table 3 displays the items, factor loadings for the rotated factors, the reliability statistics, as well as three types of validity ensured.

Rotated Component Matrix[a]

	Component					
	1	2	3	4	5	6
Working_Conditions_6	.804					
Working_Conditions_5	.780					
Working_Conditions_4	.751					
Working_Conditions_3	.611					
IP_Relationship_2		.817				
IP_Relationship_1		.804				
IP_Relationship_5		.753				
IP_Relationship_4		.626				
JS2			.752			
JS3			.734			
JS4			.680			
JS5			.661			
Empowerment_4				.785		
Empowerment_3				.650		
Empowerment_5				.607		
Stress3					.743	
Stress2					.688	
Stress4					.679	
Self_Efficacy_4						.883
Self_Efficacy_2						.811
Cronbach Alpha	0.79	0.75	0.73	0.58	0.57	0.67
Eigenvalues	2.68	2.52	2.40	1.75	1.73	1.66
% of Variance	13.41	12.59	12.01	8.73	8.66	8.31
Cumulative %	13.41	26.01	38.02	46.75	55.40	63.71

Extraction Method: Principal Component Analysis.
Rotation Method: Varimax with Kaiser Normalization.
a. Rotation converged in 6 iterations.

Correlational Analysis

Prior to conducing a hierarchical multiple regression, the relevant assumptions of this statistical analysis were tested. Firstly, a sample size of 207 was deemed adequate given five independent variables to be included in the analysis (Tabachnick & Fidell, 2007) The assumption of singularity was also met as the independent variables (stress, self-efficacy, empowerment, interpersonal relationship, working conditions) were not a combination of other independent variables. An examination of correlations (see Table 4) revealed that no independent variables were highly correlated. Table 4 shows means, standard deviations, and Pearson Correlations for teacher's job satisfaction and its predictors.

	Mean	Std. Deviation	1	2	3	4	5	6
Working_Conditions	3.83	0.73	1					
IP_Relationships	4.04	0.63	.022	1				
Job_Satisfaction	4.21	0.50	.333**	.273**	1			
Empowerment	3.83	0.54	.414**	.049	.279**	1		
Stress	3.32	0.77	-.127	-.017	-.238**	.061	1	
Self_Efficacy	4.13	0.82	.105	-.174*	-.004	.054	-.001	1

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Hierarchical Multiple Regression Analysis

After satisfying basic parametric assumptions, hierarchical multiple regression was performed with Forward (criterion: Probability-of-F-to-enter <= .050) when controlling for overall experience, gender, education, age, marital status in order to determine a) what is the size of the overall relationship between determinants of teacher's job satisfaction (predictors) and teacher's motivation (dependent variable); and b) how much each of the independent variables uniquely contributed to predict teacher's job satisfaction.

Table 5 and 6 shows the model summary and analysis of variance (ANOVA) results respectively in predicting teacher's job satisfaction. The combination of variables significantly predicted over 27 percent of the total variance in predicting teacher's job satisfaction F (9, 197) = 9.37; p=.000), with only four variables which significantly predicted teacher's job satisfaction except self-efficacy (0.009, p=.883). Moreover, the issue of multicollinearity was not present among predictors because the value of variance inflation factor (VIF) for each of the predictors was less than 3.

Table 5: Model summary (using control variables)

Model	R	R Square	Adj R Square	Std. Error	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.296[a]	.088	.065	.479	.088	3.873	5	201	.002
2	.438[b]	.192	.168	.452	.104	25.704	1	200	.000
3	.506[c]	.256	.230	.435	.064	17.134	1	199	.000
4	.527[d]	.278	.249	.429	.022	6.078	1	198	.015
5	.548[e]	.300	.27	.424	.022	6.137	1	197	.014

a. Predictors: (Constant), Overall Experience, Gender, Education, Age, Marital Status (Controls)
b. Predictors: (Constant), all controls, Working_Conditions
c. Predictors: (Constant), all controls, Working_Conditions, IP_Relationships
d. Predictors: (Constant), all controls, Working_Conditions, IP_Relationships, Stress
e. Predictors: (Constant), all controls, Working_Conditions, IP_Relationships, Stress, Empowerment

Table 6: ANOVA (using control variables)

Model(a)		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	4.44	5	.888	3.87	.002[b]
	Residual	46.08	201	.229		
	Total	50.52	206			
2	Regression	9.69	6	1.615	7.91	.000[c]
	Residual	40.83	200	.204		
	Total	50.52	206			
3	Regression	12.93	7	1.846	9.77	.000[d]
	Residual	37.60	199	.189		
	Total	50.52	206			
4	Regression	14.04	8	1.756	9.53	.000[e]
	Residual	36.48	198	.184		
	Total	50.52	206			
5	Regression	15.15	9	1.683	9.37	.000[f]
	Residual	35.38	197	.180		
	Total	50.52	206			

a. Dependent Variable: Job_Satisfaction
b. Predictors: (Constant), Overall Experience, Gender, Education, Age, Marital Status (all controls only)
c. Predictors: (Constant), all controls, Working_Conditions
d. Predictors: (Constant), all controls, Working_Conditions, IP_Relationships
e. Predictors: (Constant), all controls, Working_Conditions, IP_Relationships, Stress
f. Predictors: (Constant), all controls, Working_Conditions, IP_Relationships, Stress, Empowerment

Hypothesis Testing

The coefficients of parameter estimate suggests that 'working conditions' (.160; p=.001), 'interpersonal relationship' (.188; p=.000), 'occupational stress' (-0.119; p=.004), and 'empowerment' (.158; p=.014) have been found statistically significant to predict teacher's job satisfaction in the context of primary and secondary school of Karachi. Thus, their four respective hypotheses (H1, H3, H4, and H5) were supported. On the contrary, self-efficacy (.009, p=.883)

has shown a statistically insignificant impact in predicting teacher's job satisfaction thus, H2 was not supported. Table 7 shows the results of hierarchical multiple regression with Forward (Criterion: Probability-of-F-to-enter <= .050) when controlling overall experience, gender, education, age, marital status.

Table 7: hierarchical multiple regression with Forward (Criterion: Probability-of-F-to-enter <= .050)

Hypothesis		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	VIF	Remarks
		B	Std. Error	Beta				
	(Constant)	2.464	.403		6.12	.000		
Controls	Gender	.111	.098	.073	1.13	.259	1.172	
	Marital Status	.007	.083	.007	0.08	.933	1.958	
	Education	.021	.063	.021	0.33	.739	1.097	
	Age	-.104	.035	-.241	-2.98	.003	1.847	
	Overall Experience	.018	.008	.185	2.35	.020	1.746	
H4	Working_Conditions	.160	.048	.236	3.34	.000***	1.407	Supported
H5	IP_Relationships	.188	.051	.240	3.72	.000***	1.170	Supported
H1	Stress	-.119	.041	-.184	-2.88	.004*	1.151	Supported
H3	Empowerment	.158	.064	.173	2.48	.014*	1.374	Supported
		Variable Excluded						
H2	Self-Efficacy	0.009			.148	.883	1.062	Not Supported

a. Dependent Variable: Job_Satisfaction

Note: For clarity, the results of the model 5 is shown only.

***p<.001; *P<.05

Discussion

The overall results of hierarchical multiple regression analysis reveal that with exception of self-efficacy, rests of the four independent variables (i.e. working conditions, interpersonal relationship, occupational stress, and empowerment) have been found significantly related to predict teacher's job satisfaction when controlling for their gender, marital status, education, age, and overall teaching experience.

In fact, interpersonal relationships (0.188; p<.001) revealed the highest significant positive impact in predicting teacher's job satisfaction. The rigorous learning atmosphere among teachers usually motivates less-connected teachers to participate in sharing academically-effective ideas for better pupils' performance. However, it is also imperative to realize the importance of top management support in reinforcing this learning culture which may be highly strengthened by interpersonal relationships among fellow teachers at primary and secondary level of school education in Karachi.

In addition, working conditions (0.160; p<.001) demonstrated the second highest determinant in predicting teacher's job satisfaction when controlling for their gender, marital status, education, age, and overall teaching experience. An effective working conditions not only energize a teacher to improve his/her peer-learning but also enables him/her to perform better by learning a number of related prowess. It is the working conditions which help them supervise pupils in better ways as well as encourage them to develop their [pupils] skills in both

reading, writing and listening skills. Eventually, parents would also realize that their children are being developed by professionally-trained teachers.

Besides, empowerment (0.158, $p<.05$) has also shown a significant positive relationship in predicting school teacher's job satisfaction. Empowered teachers (within capacity) may also further empower their pupils in a particular direction to achieve certain academic objectives. It is very important to empower teachers particularly in a classroom setting because they directly interact with their students. Students find them comfortable to share their study-related problems and those obstacles which particularly hinder them to perform better on daily basis as well as in examinations. If the school administration and management trains their teachers for a mutually-agreed classroom behavior and developing social skills, teachers would be satisfied with their job hence they are getting variety of skills. Furthermore, teachers should earn knowledge about the obligations they are made responsible for, their significance as well as supervisor's feedback. Empowered teachers will be allowed to adequately manage their routine tasks and then spare some time to attend different skills development workshops and seminars whenever announced in their schools.

Finally, occupational stress (-0.119, $p<.05$) has been found a significant negative impact in predicting teacher's job satisfaction. If the level of stress at workplace increases, a teacher initially puts considerable amount of efforts to manage stress, but in case if it continues, it is very difficult for her to manage occupational stress on continual basis. Therefore, a higher level of occupational stress will reduce teacher's job satisfaction. Indeed, it is essential for teachers to manage their routine tasks in order to avoid a high rate of work-related stress. It is equally important for school management to arrange a few stress management training sessions for their teaching and non-teaching staff. This would surely be an attempt to mitigate the level of stress among teaching staff by optimizing their job satisfaction.

In short, hypotheses for working condition, interpersonal relationship, occupational stress, and empowerment were supported which can be shown in the following regression equation to predict teacher's job satisfaction when controlling for gender, marital status, education, age, and overall teaching experience:

Teacher's Job Satisfaction = 2.464 + 0.188 (interpersonal relationship) + 0.160 (working conditions) + 0.158 (empowerment) - 0.119 (occupational stress)

Conclusion

The present study analyzed the impact of self-efficacy, working conditions, interpersonal relationship, occupational stress, and empowerment on teacher's job satisfaction when controlling for their gender, marital status, education, age, and overall teaching experience. The results reveal that interpersonal relationship, working conditions and empowerment are the key antecedents in increasing

teacher's job satisfaction in Karachi. However, it is also required to alleviate the level of occupational stress for teaching staff in order to improve job satisfaction. In contrast, the study found no statistically-significant impact of self-efficacy in predicting teacher's job satisfaction in the primary and secondary schools of Karachi.

Managerial Implications

The school administration and management should mainly concentrate on developing interpersonal relationships as well as providing them with a suitable working conditions. Consequently, school teachers could remain satisfied with their job which may lead to produce better candidates for the higher education as well as highly-competitive professionals for different manufacturing and service industries. Moreover, teachers should also be given an appropriate level of autonomy to manage the academic affairs of students in classrooms. It would not only help them reduce their occupational stress but also enhance their level of job satisfaction.

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