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Perception of Teachers Regarding Job Satisfaction at Government Secondary School in Muzaffarabad

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ABSTRACT

This study explores the teacher job satisfaction in secondary school of Muzaffarabad. Employing a quantitative approach, the research integrates quantitative surveys. The sample of study was 258 secondary school teachers, the tools of Job Satisfaction Survey (JSS) were used to gather the data. The data were analyzed using, mean, standard deviation, using SPSS 21 Version. The study reveals that teachers at Government secondary schools in Muzaffarabad experienced high level of job satisfaction, particularly in areas such as supervision and contingent rewards.. Despite overall satisfaction, areas such as communication and co-worker's relationship show higher variability and slightly lower satisfaction level, indicating potential areas for improvement. The job satisfaction highlights the importance of fostering a supportive and satisfying job environment for teachers. Future research could explore specific aspects of job satisfaction that most strongly influence, guiding targeted interventions to improve the educational system.

Introduction

Teacher job satisfaction is the degree to which teachers feel a sense of professional accomplishment, emotional well-being, and fulfillment in their roles. This satisfaction derives from several intrinsic and extrinsic factors, such as professional autonomy, support from school administration, relationships with colleagues, and respect from students and the community. Job satisfaction is closely linked to teachers' motivation, commitment, and retention rates in the profession (Skaalvik & Skaalvik, 2011).

The succeeding sections investigate into specific factors affecting academic performance, comprising socioeconomic status, teacher job satisfaction, motivation, classroom environment, and peer effect. Both factor is inspected for its distinctive involvement to the general educational practice, drawing on relevant studies and theoretical frame jobs. Lastly, the chapter explores conspicuous models that offer perceptions into the changing aspects of job satisfaction, including the Job Demands-Resources Model, Motivation-Hygiene Theory, Social Exchange Theory, and Job Characteristics Model. Concluded this literature

review, we aim to begin an initial considerate of how job satisfaction not only affects teachers but also shapes student academic performance (Banerjee, Stearns, Moller, & Mickelson, 2017).

In educational environments, especially in schools, colleges, and universities, academic accomplishment refers to performance outcomes that demonstrate how effectively an individual has met goals that were the focus of efforts. Teachers and governments are particularly interested with students' learning outcomes, such as academic success, as evidenced by the significant quantity of research in the literature that is now accessible that focusses on this issue. In the domains of education and educational psychology, it is among the most important subjects.

The classroom instructor is the one who begins and concludes the process of educating students. Based on scholarly study, it has been determined that the classroom instructor has the most significant role in shaping a student's education and learning results (Gilbert & Gilbert, 2013). There is a connection between teachers' self-confidence and job satisfaction and the learning outcomes of their students.

Teachers with poor effectiveness attribute their mistakes and even successes to other factors that they believe to be bigger than themselves (Ware & Kitsantas, 2007). When issues develop, low efficacy teachers hold students accountable for their shortcomings and have lower basic expectations for students who might not naturally or quickly achieve to the educational level. According to Ross and Bruce (2007), instructors with low self-efficacy "concentrate their efforts on the upper ability group, devoting less attention to lower ability children who the teachers regard as possible causes of disruption." Moreover, educators who report greater job satisfaction also tend to be more open to experimenting, trying new ideas, and using instructional innovations brought about by educational reforms (Shaukat & Iqbal, 2012).

Objectives of the Study

The objectives of this study is:

1. To identify the perception of teachers about job satisfaction at Government secondary school in Muzaffarabad.

Literature Review

Factors influencing primary school teachers' job satisfaction in the Johi and Dadu Tehsils of Dadu District of Sindh Province of Pakistan are the foundation of the study, which highlights the significance of primary education in shaping a country's future and the critical role that teachers play in providing high-quality education. Every country's primary school education system is its foundation, and teachers have a big say in how successful their students will be in the long run. However, the degree of job satisfaction that teachers have has a big impact on how effective and efficient they are in their vocation. A lack of morale, poor performance, and high rates of teacher turnover are all consequences of unpleasant job circumstances, as previous studies have shown, and they will all negatively impact the educational system. A lack of professional development opportunities, inadequate resources, and unfavorable work conditions are some of the major factors impacting teachers' job satisfaction (Ahmad et al., 2014).

Nonetheless, there is a dearth of research on primary school teachers in Pakistan; moreover, no studies have been done on PST satisfaction in the Johi tehsil in the Dadu district. The Federal Ministry of Education is primarily in charge of curriculum formulation, certification, and funding for research and development, while provincial governments and the Federal Education Ministry supervise managing education and literacy in Pakistan (Memon, 2007).

As per Article 25-A of the Pakistani Constitution, the state is obligated to furnish youngsters between the ages of 5 and 16 with a free, obligatory, top-notch education. "All children between the ages of five and sixteen must receive free and compulsory education from the State, to the degree allowed by law. The educational agendas that main to bachelor and degree at institute of higher education include kindergarten, primary (for students the primary grades (one to five), middle classes (grades six to eight), high grades (grades nine and ten, leading to the Secondary School Certificate or SSC), intermediate levels (grades eleven to twelve, leading to a Higher Secondary School Certificate or HSSC), and education programs at playgroups and primary schools. All colleges and universities that offer degrees fall under the jurisdiction of the HEC, which was created in 2002. As the organization’s founding chairman, Atta-ur-Rahman founded it in 2002. The literacy rate ranges from 82 percent in Islamabad to 23 percent within Torghar District. Location and gender differences in literacy rates (Shamim, 2008).

The HEC was established in 2002 and has authority over all schools and universities that provide degrees. Atta-ur-Rahman established the organization in 2002 in his capacity as its founding chairman. Islamabad has an 82 percent literacy rate, whereas Torghar District has a 23 percent rate. Disparities in literacy rates by gender and location (Shamim, 2008). In Azad Kashmir, women's literacy rates are 74%, compared to only 9.5% in tribal regions. Pakistan generates around 445,000 university graduates annually in addition to between 25,000 and 30,000 computer science graduates. Despite these figures, Pakistan still

maintains a low rate of literacy. Furthermore, Pakistan (22.8 million) has the second-highest population (after Nigeria) in terms of the percentage of children who do not attend school (Memon, 2007).

Associated policy documents developed over time have established principals and teaching staff as the cornerstones of the system and their importance for growth. Numerous initiatives to increase teacher effectiveness have been launched by the federal and provincial governments (Zia, 2003).

By determining the factors that influence primary school teachers' job satisfaction in the Johi tehsil of the Dadu district and investigating strategies to improve these factors for improved teacher performance and retention, this research aims to fill the gap. The survey's findings will help the department of education and local government take the required actions to raise the level of job satisfaction among PST in the area. Review of the Literature in order to ascertain the mental health of educators, managers, and employees as well as the relationship between personality traits and mental health in these persons, Kumar (2017) conducted a study. The study comprised a sample of 117 male and 112 female instructors, 32 male and 18 female supervisors, and 54 male and 37 female employees from 75 secondary schools in Allahabad. The study's findings demonstrated that there was no correlation between the mental health of male instructors and any other factor, or between any of their other traits and their socioeconomic status or family history.

According to Arduous, Kowalski, and Parayitam, (2020) conducted research to investigate the relationship between a number of variables, such as socioeconomic status, mental health issues, occupational stress, and teacher burnout. Approximately 400 instructors were chosen by the authors as a sample for their study from each of the 20 districts in Haryana. A variety of measuring instruments were used by the researchers to evaluate various elements of instructor tiredness, occupation pressure, and emotional happiness, including Private Data Sheet, the Matura Teachers Disorder of Cerebral Gage, and the Maslach Burnout Stock. The review's findings showed that, on their own, educator stress and all of its manifestations have been connected to a variety of factors. specifically, the place of residence and marital status of elementary school teachers, it has been demonstrated that the impacts of teaching, centuries spent instruction, anxiety at job, and psychological strength problems differ in intensity.

The most significant features influencing academic achievement is teacher job satisfaction. Research has demonstrated a positive correlation between abstract success and parents' encouragement, comfort, and nurturing of their kids' education (Fan & Chen, 2001). According to Epstein (2001), teacher job satisfaction extends beyond the home environment and includes relationships with schools and other educators, as well as fostering a cooperative effort that improves student teaching.

School Teacher’s Job Satisfaction

The definition of dispositions according to Gershman (2005) is "an empty vessel that can be filled with any agenda.” You can give dispositions any values and objectives you choose. Teachers' attitudes have the power to create their professional ethics, values, and commitments, which in turn influence how they interact with children, families, coworker, and communities. The growth, development, and involvement of students in the classroom as well as the teacher's career are all impacted by these acts. A person's disposition can be guided by values like compassion, honesty, fairness, social justice, and responsibility. Examples include a vision of high and demanding standards, a dedication to a safe and encouraging learning environment, and the conviction that all children can learn (NCATE, 2002).

There are a lot of things that affect how well a student does in school, but none could be more important than the instructor. From childhood through early adulthood, teachers play a critical role in the intellectual and personal development of their students. The "teacher effect," or the impact an educator has on their students, has been the focus of extensive study since the 1960s (Blanton, Sindelar, & Correa, 2006).

Educators nowadays are aware that candidates for teaching require more than simply pedagogical knowledge. As this kind of contact is favorably accepted by students, candidates should also have positive views that affirm all students. Children with supportive relationships in school are more likely to job harder in the classroom than children from other backgrounds, according to research (Talbert-Johnson, 2006).

Effective teaching and learning in the classroom have been associated with specific mindsets. Given this, there is a common argument that before enrolling in an ITE program, aspiring teachers should already have certain attitudes or job on developing them. Clarifying these is crucial because, according to Villagas (2007), "teacher educators must provide ample opportunity early in the program for candidates to critically examine their taken-forgranted ideas in relation to classroom behaviors." The issues that Sarwar and Hussain (2010) list as concerns and potential solutions for Pakistan's teacher preparation programs include: discipline, lesson planning, classroom management, subject matter expertise, and classroom management. They believe that these problems can be resolved by emphasizing the areas where teachers need to improve through rigorous exercise.

Numerous things may influence teachers' opinions of their job place. As a result, these ideas have a major role in determining the course of interpersonal and individual relationships. Therefore, it seems that males should focus on creating ways to offer fulfilling job experiences, emphasizing positive interactions and attitudes. By knowing more about the factors that influence or contribute to job satisfaction, humans may be able to create employment that is more fulfilling for their employees. According to Sorge (2007), factors such as poor status, low rewards, a lack of professional autonomy, and a lack of professionalization may contribute to teachers' discontent. These items might not be the reason, though. This is where a practical interpretation of job satisfaction is used. A straightforward way to see how much instructors respect Models that do not distinguish between contentment and discontent include Herzberg's (1968) well-known two-factor analysis. However, there isn't a single, universally applicable theoretical definition of job satisfaction in the literature.

Reviews of the relevant literature on job satisfaction and motivation among teachers and school employees are provided by Wasicsko (2002). Teachers' Dispositions Compared to Their Demographics Heinz contends that more weight should be given to candidates' "personal characteristics attitudes, cultural responsiveness, and commitment to the teaching career" in addition to the current, overly restrictive criteria employed in Ireland to select future teachers (Hirsch, et al., 2006).

Using quantitative approaches, Ripski, LoCasale-Crouch, and Decker (2011) examined the relationships between adult attachment style, personality, and the previously listed negative feelings of stress, anxiety, and melancholy. Ripski and colleagues looked at potential connections between survey replies and the end product. Compared to their colleagues of comparable ages, the preservice instructors in this study exhibited higher degrees of positivity in both their personalities and their feelings. As noted by Ripski and colleagues, future research may want to focus on traits like emotional capability, interpersonal style, and other traits that may be pertinent to their conversations with students. The traits selected for the present investigation may not be the most important ones. Those who wrote the paper "What Considered a STAR Teacher?" According to research presented by Hartlep and McCubbins (2013), educators' beliefs and attitudes were the focus.

They examined potential relationships between several facets of teachers' backgrounds using the Haberman Star Teacher Pre-screener. Individuals who "are so effective that the difficult circumstances of teaching in poorly performing schools or regions do not deter them from being exceptionally successful educators" are considered "star teachers," according to Haberman (Hartlep & McCubbins, 2013).

The authors draw the conclusion that "teaching experience matters" as a result (p. 14). Second, teachers with National Board Certification had a higher chance of continuing to be committed to their children. The authors conclude that "formal education might matter" (p. 14), but further study is required to determine the exact relationship between graduate ITE and instructors' efficacy. The degree of job satisfaction among teachers reached a low point more than thirty years ago, since the study's inception in 1984. The study identified a number of significant areas that indicated a dramatic drop in teacher job satisfaction and, eventually, the likelihood that instructors would leave the field.

Put another way, the factors outside of their control that hampered their students' ability to learn were the real source of the instructors' dissatisfaction, not the teaching profession itself. Other research, with varying results, has examined factors that may influence teachers' job satisfaction. Numerous studies have examined how gender affects teachers' job satisfaction. Research indicates that female professors are less satisfied with their professions than male instructors when they report feeling encouraged in their job by administration and colleagues (Jeong et al., 2016).

This suggests that the gender of the educator is not a significant, predictable indicator of the educator's level of job satisfaction. There is also conflicting data on whether or not increased experience improves job satisfaction among teachers, and it has been demonstrated that a teacher's level of job satisfaction increases with the length of time they job in the field of education. Nevertheless, when given more freedom to make decisions in the classroom, female teachers have been found to be more satisfied with their careers than their male counterparts (Michaelowa, 2002). Furthermore, other research has found no difference at all between males and females for job satisfaction (Sargent & Hannum, 2003).

According to previous researchers, teachers are more likely to continue in their current position until they retire if they have been teaching for a longer period of time (Ilgan, Parylo, & Sungu, 2015).

Nevertheless, another study found a negative correlation between instructors' job satisfaction and duration of service, indicating that teachers' satisfaction levels decline with classroom experience. Similar results were found when early childhood educators' job satisfaction was examined; as they gained experience, they became less satisfied with their positions. Furthermore, studies indicate that teachers with five or fewer years of experience have the highest job satisfaction level, while those with 10 or more years report the lowest (Akiri & Ugborugbo, 2009).

However, the field of education is undergoing fast change, and the objectives are also subject to change (Bogler, 2001), which makes it challenging for educators to evaluate their own job.Teachers with more experience will have a greater knowledge of the changes that need to be made, whereas those who have been teaching for less than ten years might not be aware of them. It is difficult to become closer to one's goals if they are constantly changing. Additionally, conflicting results in studies on teacher tenure and job satisfaction may be explained by the stagnating rise of teacher salary over time (Evans, 2001). Teachers' pay and benefits have been stagnant over the past few decades, despite the fact that most people enter the job force with the expectation of earning more money as they gain experience and knowledge (Green & Munoz, 2016).

Another area of study on the connection between educators and job satisfaction is teacher communication style. The relationship between a teacher's preferred mode of communication with students and their degree of job satisfaction has been studied. DiClemente, Ditrinco, Gibbons, and Myers (2013) found that contented teachers are more likely to interact with students in a way that promotes engagement and participation. When students believe their teachers value them as individuals and pay attention to their needs and concerns, they become more engaged in their studies. The findings of a meta-analysis by Goe (2007) indicate that the traits of teachers have a major influence on the academic performance of their students.

The attitudes that form the disposition are contained inside its structure. Students will respond favorably to teachers who exhibit optimism (Gourneau 2005). Student accomplishment and teacher attributes have been found to be significantly correlated in other studies (Leana & Pil, 2006).

However, it was found that student performance and instructor characteristics were significantly correlated (Matsumura et al., 2006). There was a substantial correlation between teachers' attitudes and their students ' literacy assessments. Drawing from previous studies, the researcher postulated that there would be a positive correlation between students' academic achievement and certain facets of their instructors. The results of this study support those of earlier studies that indicate a moderate relationship between the attitudes of teachers and the academic performance of their students. Knowing what makes teachers happy or unhappy in their professions is crucial because many of them quit teaching to pursue other careers (Ingersoll, 2002).

In school districts, teacher turnover results in a reduction in students' academic achievement (Alliance for Outstanding Education, 2008). The results of this study contribute to our understanding of how factors like classroom size, experience, and resource availability affect job satisfaction. Lastly, very successful educators are grounded in reality.

Notwithstanding their best efforts, they may not be able to reach every student, and they acknowledge that parental assistance would enable students to perform even better. This study demonstrates that these two dispositions are associated with better student outcomes, despite the fact that they are viewed as unfavorable traits in the literature (Woolfolk & Hoy, 1990). The notion that student engagement tactics, such as adapting a lesson to a student's level and coming up with many approaches to teach a challenging skill, are positively connected with student accomplishment is another conclusion that runs counter to the literature (Mitchell et al., 2018).

Motivation and Job Satisfaction

Academic performance is expressively influenced by psychological factors like motivation and job satisfaction. According to Bandura (1997) and Pintrich & De Groot (1990), undergraduates who possess high job satisfaction attitudes, establish exciting goals, and are fundamentally driven are more likely to outperform their peers academically. Furthermore, enhanced academic achievements are linked to a development mindset and a good academic self-concept (Dweck, 2006).

Classroom Environment

One of the main locations for student enactment modelling is the school environment. Student involvement and success are impacted by variables including classroom climate, instructional performance, and teacher worth (Brophy & Good, 1986). A supportive environment between instructors and students, effective teaching strategies, and differentiated tutoring create an environment that is favorable to academic success (Hattie, 2009).

Peer Influence

Peer models, peer compression, and social ties all allow peers to have a big impact on academic achievement (Wentzel, 2002). Better academic outcomes are a result of positive peer interactions, participation in cooperative learning, and peer support netjobs (Ryan & Patrick, 2001). On the other hand, negative peer impacts, including peer pressure or rejection, can lower student achievement (Wentzel, 2002). Numerous factors spanning financial, family, motivational, environmental, and social domains influence theoretical performance. Understanding these reasons is crucial to developing successful interventions and tactics that raise students' achievement and understanding.

Models

For a considerable time, educators, politicians, and researchers have been observing the relationship between teachers' job satisfaction and students' academic performance. This relationship requires careful consideration in order to foster educational achievements and create supportive school settings. Many models have been expected to investigate and clarify the complex relationships between student achievement and teacher satisfaction over the years. The resolve of this education of the literature create new research, inspect various theoretical frame jobs, and examine empirical evidence that clarifies the connection between students' theoretical performance and educator work happiness (Caprara, Barbaranelli, Steca, & Malone, 2006).

The Job Demands-Resources Model

A comprehensive frame job for taking into account how job features affect jobers' well-being and presentation is provided by the Job Demands-Resources (JD-R) Model, which was initially presented by Demerouti et al. (2001). This model suggests that instructors may experience stress and reduced job satisfaction as a result of employment demands like assignment and student behavior organization. Research utilizing the JD-R Model has demonstrated an empirical basis for the correlation between student academic progress and teacher job satisfaction (Bakker et al., 2007; Skaalvik & Skaalvik, 2011).

Job Characteristics Model

Hackman and Oldham (1976) developed the Job Characteristics Model, which emphasizes how important job features such as ability diversity, mission individuality, task importance, self-sufficiency, then response may influence motivation and job satisfaction. Teachers are more likely to have greater job satisfaction and engage more effectively in teaching activities that promote student learning when they view their positions as important, interesting, and self-directed. Research on the application of the Job Characteristics Model to educational settings has highlighted the significance of designing teaching roles that provide chances for students to be more independent, develop new skills, and provide feedback in order to increase teacher satisfaction and theoretical concert (Hakanen et al., 2006; Karakose & Karatas, 2013).

Research Methodology

The study's methodology is descriptive and correlational. Due to the requirement for estimates to be gathered from a large number of instructors, a survey research approach was employed. Lopez and Whitehead (2013) assert that this data rally approach is more sensible and useful for a large number of people.

Population

According to EMIS (2023) Employee Management Information System Report, there are 770 teachers enrolled in district Muzaffarabad. In Muzaffarabad, Azad Jammu and Kashmir, there are 117 government high schools. The researcher intends to utilize the district's population for her research due to the now resides there and it is very suited for her to job directly with the teachers (respondents). In this study, the participants are the instructors of City Muzaffarabad Secondary School.

Sample Size

The research sample comprised only 258 male and female secondary school teachers at government schools in the District Muzaffarabad, where data was collected. For this investigation, a representative sample of 10% to 30% is adequate (Omair, 2014). Based on the data shown in the table by Jans, Sirkis, and Morgan (2013), a suitable sample size is estimated to be between 258 and 260 when the population size is between 750 and 770.

Population	School GHS	Teachers
Total	117	770
Selected Sample	30	258

Sampling Techniques

According to Ritchie, Lewis, and Elam (2013), the researcher chose the convenient sampling strategy since it allows for the selection of contributors who were ready and capable to share in the study.

Research Instruments

The researcher adopted standardized instrument of Job Satisfaction Survey, or JSS, which was developed by Spector in 1994 after getting permission letter. The tool's permission is attached in the appendix (B). One of the best instruments for evaluating job satisfaction is the standardized instrument that has been used in several researches using a common set .

Analysis Of Data

Descriptive statistical techniques emerged as the dominant approaches for data analysis. The data were examined using, mean, standard deviation, analysis using SPSS 21 Version.

Results and Discussion

Table 1: Perception of teachers about job satisfaction

One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Pay	258	3.99	.87	.051
Promotion	258	3.76	.93	.053
Supervision	258	4.15	.84	.052
Fringe Benefits	258	3.78	.89	.053
Contingent rewards	258	4.89	.81	.052
Operating condition	258	3.69	.931	.052
Coworker	258	3.72	1.33	.083
Nature of job	258	4.02	.975	.061
Communication	258	3.61	1.01	.063

The table displays the descriptive statistics of the many aspects that affect Muzaffarabad's Government secondary schools' teachers' job satisfaction. To comprehend the general perspective and variety among the teachers, each element has been examined.

Reward: Teachers typically have a positive impression of their reward, as indicated by the average satisfaction rating of about near 4. Mean score Even if the majority of instructors are content with their reward, there are some disparities in opinion, according to the standard deviation of 0.87 which indicates substantial variability in replies.

Promotion: The average level of satisfaction with opportunities for promotion is 3.76, which is significantly less than the level of satisfaction with reward. Similar to the degree of variety in rewards, the standard deviation of 0.93 reveals that, although many instructors are content, opinions on advancement chances differ.

Supervision: A higher mean satisfaction score of about 4.15 indicates a satisfactory opinion of supervision. With less variety in their replies as compared to other criteria, the comparatively low standard deviation of 0.84 indicates that the majority of teachers consistently perceive supervision positively.

Fringe Benefits: The average level of satisfaction with fringe benefits is 3.79, with a mean of 3.78, indicating a generally positive opinion. The moderate variety shown by the standard deviation of 0.89 suggests that although a large number of instructors are happy, there exist variations in the perceptions of fringe benefits.

Contingent Rewards: With a mean satisfaction score of around 4.89, contingent rewards have the highest mean among all categories, suggesting a very positive opinion among instructors. With variation in replies, the comparatively low standard deviation of 0.81 indicates constant satisfaction.

Operating Conditions: The mean score for satisfaction with operating conditions is 3.69, with an average of 3.69. This suggests a more impartial to somewhat positive viewpoint. The moderate variability shown by the standard deviation of 0.93 is indicative of varying experiences with respect to operational circumstances.

Coworker: The average level of satisfaction with Coworker is around 3.72, which is somewhat lower. Among the components, the one with the largest standard deviation, 1.33, indicates the highest degree of response variability. This implies that teachers have a range of experiences with and perspectives about their colleagues.

Nature of Job: Teachers usually have a good opinion of the nature of job, as evidenced by the mean satisfaction score of 4.03. The moderate diversity indicated by the standard deviation of 0.97 suggests that although many instructors find their profession enjoyable, individual experiences may differ.

Communication: At around 3.61, communication has the lowest average satisfaction score, suggesting a more neutral viewpoint. Teachers' attitudes on communication inside their schools appear to differ, as seen by the relatively high standard deviation of 1.01, which indicates substantial same across replies.

In general, the data indicates that teachers at Muzaffarabad's Government secondary schools have good views about their job satisfaction, especially when it comes to areas like monitoring and contingent rewards. Teachers' experiences and perceptions can vary greatly from one another, as seen by the noticeable variety in several areas, such as communication and Coworker. In order to increase total job satisfaction, it is critical to address these areas, as this data makes clear.

Salary

There is a generally good opinion of salary, as indicated by the average satisfaction rating of nearly 4. The modest variability (SD = 0.87) indicates that there may be some variation in the views of the teachers. This is consistent with the findings of Herzberg's Two-component Theory (Herzberg, 1968), which views salary as a hygienic component that can avert discontent but does not always increase contentment.

Promotion

The results of study revealed that teachers have low level of satisfaction regrading promotion as indicated in the mean score 3.76. the study of Klassen, & Chiu, (2010) has also concluded the same results United States Colleges and Universities have low level of satisfaction regarding promotion as indicated in the giving a response rate of 51 percent with a comparable degree of variability (SD = 0.93), the mean satisfaction with promotion prospects is significantly lower (M = 3.76). This implies conflicting thoughts on prospects for job progress. Promotional chances have a major influence on job satisfaction because they are perceived as an acknowledgement of an individual's effort and growth potential (McCausland et al., 2005).

Supervision

Teachers' perceptions of their supervisors are largely positive and stable, as evidenced by their increased satisfaction with supervision (M = 4.15) and low variability (SD = 0.84). Since supportive leadership may improve morale and job performance, effective supervision is essential for teacher satisfaction (Shen et al., 2012).

Fringe Benefits

There is moderate diversity (SD = 0.89) and a fairly positive (M = 3.78) level of satisfaction with fringe benefits. This is in line with research by Perrachione et al. (2008), who highlight the fact that sufficient fringe benefits, by offering more financial stability and incentives, enhance job satisfaction.

The element with the greatest satisfaction score (M = 4.89) and the lowest variability (SD = 0.81) among teachers is contingent rewards. This suggests that teachers strongly agree on the significance of contingent rewards. Mertler (2002) asserts that performance-based incentives and recognition are essential motivators for educators.

Job circumstances

With modest variability (SD = 0.93), teachers' perceptions of job circumstances are more neutral (M = 3.69). This implies that there may be variations in the job place, which may have an impact on job satisfaction. Stress and discontent at job can result from job circumstances (Johnson et al., 2005).

Coworker

Despite considerable variability (SD = 1.33) and lesser satisfaction (M = 3.72), coworker have a range of experiences and viewpoints. A supportive job environment and general job satisfaction depend on having positive interactions with coworker (Skaalvik & Skaalvik, 2011).

Nature of Job

There is moderate variability (SD = 0.97) and a positive mean satisfaction score (M = 4.02). One important component of job satisfaction is finding fulfilment in one's job (Dinham & Scott, 2000).

Communication

With a large variability (SD = 1.01) and the lowest satisfaction score (M = 3.61), this component reflects varying views on communication in schools. Collaboration and satisfaction among teachers depend on effective communication (Ingersoll, 2001).

In general, teachers in Muzaffarabad's Government secondary school's express satisfaction with their jobs in a good light, especially when it comes to topics like supervision and dependent rewards. On the other hand, variation in aspects like colleagues and communication implies that these aspects should be improved in order to raise general job satisfaction.

Conclusion

This study provides valuable insights into teacher job satisfaction at secondary schools in Muzaffarabad, revealing generally high levels of job satisfaction, particularly in the areas of supervision and contingent rewards. However, certain dimensions such as communication and co-worker relationships were identified as areas with greater variability, suggesting opportunities for improvement. These findings highlight the importance of creating a supportive work environment that fosters positive relationships and effective communication among educators. The results emphasize that job satisfaction is a multifaceted concept that requires ongoing attention to different aspects of the workplace. Future research could focus on identifying the specific factors within these areas that have the most significant impact on teacher satisfaction, allowing for more targeted interventions to enhance the overall effectiveness and satisfaction of teachers within the educational system.

Recommendations

The findings indicate the following recommendations for researchers, educators, and policy makers.

1. Improving Communication: To address the disparities in communication satisfaction, establish frequent and open lines of contact within schools.
2. Strengthening Coworker Relationships: Promote a cooperative and encouraging job atmosphere by organizing team-building exercises and professional development seminars that target strengthening bonds between employees.
3. Handling Promotion Opportunities: To improve instructors' satisfaction with their chances of career progression, provide fair and transparent promotion regulations and offer professional development opportunities.
4. Maintaining High Standards for Supervision and Rewards: To keep teachers' job satisfaction high, keep up the emphasis on good supervisory techniques and maintain efficient mechanisms for contingent rewards.
5. Operational Conditions: To improve the job environment and general job satisfaction, schools should improve their physical and operational conditions.

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