

Facet-Specific Job Satisfaction and Experience of Elementary School Head Teachers in Pakistan

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The main purpose of this study is to explore the facet-specific levels of job satisfaction of the head teachers. For the purpose, data was collected through a modified version of MSQ from elementary school head teachers. Results were generated according to the objectives of the study using ANOVA and post hoc test in SPSS. It was concluded that compensation, working conditions, social status, and school practices and policies were the facets of job which contributed to head teachers' low satisfaction. The head teachers having minimum and maximum experience seemed to be more satisfied for the dimensions of job; advancement, school policies and practices, social service, creativity, recognition, activity, moral values, social status, as compared to the head teachers having medium experience (6-15 years). The head teachers having different years of experience significantly differed for their job satisfaction level for dimensions; activity, authority, colleagues, creativity, moral values, recognition, responsibility, school policies/practices, social service, social status, supervision human relations, variety and working conditions) of their job. Results of the study provide sufficient bases to frame recommendations accordingly.

Keywords: satisfaction, job satisfaction, facet-specific, head teacher, experience, elementary school

Introduction

Job satisfaction is the degree to which people like their jobs (Rocca and Kostanski, 2001). A person with a high level of job satisfaction holds positive attitudes towards the job, while a person who is dissatisfied with his or her job holds negative attitudes about the job (Robbins et al. 1994). Busch, Fallan, & Pettersen (1998) define job satisfaction as the positive emotional response to a job situation resulting from attaining what the employee wants and values from the job (Locke, 1976, Locke et al., 1983, & Olsen, 1993).

Over the last two decades researchers have identified a number of variables that appear to contribute to job satisfaction. These variables can be divided roughly into three groups: (1) variables that describe characteristics of the job tasks performed by the workers; (2) variables that describe characteristics of the organizations in which the tasks are performed; and (3) variables that describe characteristics of the workers who perform the tasks (Glisson & Durick 1988). With some exceptions (Herman & Hulin, 1972; Buchanan, 1974; Herman, Dunham, & Hulin, 1975; Steers, 1977; Rousseau, 1978; Stevens, Beyer, & Trice, 1978; Morris & Sherman, 1981; Staw & Ross, 1985),

categories of predictors at a time, making simultaneous comparisons of the unique effects of variables from all categories impossible. Research efforts have tended to examine variables from only one (or occasionally two) of the three. Also with some exceptions (Porter et al., 1974; Marsh and Mannari, 1977; O'Reilly & Caldwell, 1981; Bateman & Strasser, 1984; Williams & Hazer, 1986; Lee & Mowday, 1987), individual studies have tended to investigate the predictors of satisfaction or making comparisons impossible between the relative effects on satisfaction and of each predictor studied. Finally, less research has been conducted with human service organizations, which have been reported to have particularly low levels of job satisfaction relative to other types of organizations (Schoderbek, Schoderbek, & Plambeck, 1979; Solomon, 1986).

Job satisfaction can be captured by either a one-dimensional concept of global job satisfaction, or a multi-dimensional, faceted, construct of job satisfaction capturing different aspects of a job situation that can vary independently and should be measured separately. The facet-specific job satisfaction might include aspects like inner rewards, conflict-balance dimensions, recognition and support, and economic compensation.

The Minnesota Satisfaction Questionnaire (MSQ) measures satisfaction with the 20 work facets. Analysts compute overall measures of individual satisfaction by summing the individual

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facet satisfaction levels, or by asking individuals a specific question about their overall satisfaction. The MSQ is available in both long form and short form. The long form contains 100 items which measure twenty job facets and the responses can be converted to respondent's satisfaction on each of the facets. The short form uses the same response format but contains twenty items and only measures intrinsic and extrinsic satisfaction. Both forms can be used to report a measure of general job satisfaction (Weiss et al. 1967).

The relationship between tenure and job satisfaction tends to indicate a relationship such that the longer the individual is in an organization, the more satisfied he is, the conclusion of Hunt and Saul (1975) are worth recording. Feinstein, (2002) concluded that tenure had a significant effect on several of the component scores for satisfaction while Raisani (1988) concluded that teaching experience was significantly but negatively related to advancement and recognition, whereas positively related to security. Thus, experienced teachers tended to express more satisfaction with security than those with less experience but were less satisfied with advancement and recognition than their less-experienced counterparts. Newby, (1999) found that the respondents' mean scores according to their years of experience indicated that regardless of experience, these principals were satisfied with their positions. It is important to note that satisfaction declined after 4-6 years' experience and then increased after 10 or more years of experience. These findings were congruent with those reported by Cytrynbaum & Crites (1988), whose explanation for the drop related to the presence of barriers encountered on the job.

A Statistical Analysis Report (1997) on United States teachers' job satisfaction shows that in private schools, the very youngest and very oldest teachers had the highest levels of satisfaction as did the least and most experienced teachers. Hayat (1998) and Sarker et al. (2003) in their studies found a significant relationship between employee tenure and job satisfaction. There is also a significant relationship between tenure and facets of satisfaction, but the effect of tenure on satisfaction is significantly modified by age.

Wild and Dawson (1972) found job satisfaction to be related to both age and length of service. Furthermore, job satisfaction has been shown by Hulin and Smith (1970) to increase with increased tenure while Gibson and Klein (1970) showed a decrease in satisfaction with increased tenure and attributed this to a realization that the rewards on the job are not going to be as great as they expected. According to Gruneberg (1979), the relationship between job satisfaction and tenure (length of service) is by no means clear. Therefore,

the results in this area are inconsistent and different studies show different results.

Teachers that are dissatisfied with work will not only suffer themselves, but they will not also be more effective in the classroom (Csikszentmihalyi & McCormack, 1986; Firestone & Rosenblum, 1988; Rosenholtz, 1989). Studies show that heads' different leadership styles have often been found to play an important role in determining teacher job satisfaction (Blase et al., 1986; Nidich & Nidich, 1986; Hoy & Miskel, 1996). As the teacher's sense of satisfaction, and school's accomplishments, may depend on the head teacher's sense of satisfaction, likewise, the policies and practices of higher management and administration may affect the school leader's satisfaction.

In educational organizations quality improvement is a complex construct. Leadership plays an important role in enhancing student outcomes and experience through different pathways. Leithwood et al (1999) argue that leaders have the capacity to influence teachers' technical knowledge around curriculum, teaching and learning; emotional climate in the school such as trust in one's colleagues and students, collective teacher efficacy as well as overall teachers' job satisfaction; involving students' families in educational process as well as a number of organizational characteristics such as structures, policies and culture. Some empirical studies confirm that head teachers' characteristics (e.g. use of humor in communication with teachers) have a positive effect on teacher's job satisfaction.

An organization's climate is a result of the day-by-day behavior of the leader and other significant people in the organization. Managerial attitude is a significant part of climate in the workplace and school climate is a potential means for making schools more effective (Hoy et al., 1991). Ever since Edmonds's (1979) model of effective schools proclaimed school climate had an effect on academic achievement, school climate has become a part of the school effectiveness reform in education. In fact, the head has more influence on the school climate than anyone else (Hurren, 2006). According to Felsenthal (1982), school climate appears to be the most important factor in determining a school's effectiveness.

School leaders communicate core values in their everyday work. Teachers reinforce values in their action of words. Parents bolster spirit when they visit school, participate in governance, and celebrate success. In the strongest schools, leadership comes from many sources. Their words, their nonverbal messages, their actions, and their accomplishments all shape the culture. They are models, potters, poets, actors, and healers. They are historians and anthropologists. They are visionaries

and dreamers. Without the attention of leaders, school cultures can become toxic and unproductive. By paying fervent attention to the symbolic side of their schools, leaders can help develop the foundation for change and success (Peterson and Deal, 1998).

Background of the Study

Education system in Pakistan is undergoing a process of reforms. The government is concerned with quality improvement, increasing organizational efficiency, quality control and assurance (Jaffer, 2010). Clearly, if educational reforms are to succeed, developing and maintaining the productive links between head teachers and the rest of the school community has to be considered. But what about school leaders themselves? Are they in a position to be productive agents of educational reforms? Are they motivated with the tasks they are charged with? Are they satisfied with their jobs? As they are the first link between policy reforms and implementation and are leading figures in the transformation process, is it important they feel satisfied and committed?

Job dissatisfaction is the leading cause of ineffectiveness in the education sector in Pakistan. Headship is believed to be a stressful role although there is little current research on job satisfaction among head teachers. Moreover, changing environment and change in the education sector from last decades have meant that the findings of many existing studies are out-dated in the present scenario. Therefore, the head teachers' job satisfaction is important to the future of schooling, teachers and the teaching profession; but government of Pakistan has no obligation to administer in styles that produce satisfaction. And as long as there exists the possibility that organizational climate could be a device that government needs to raise head teachers job satisfaction, then facilities in the schools should be used as stratagem to conduct business in schools (Hurren, 2006).

Although in recent National Education Policy the importance of the issue was realized with the comments that governments have a responsibility to improve social status and morale of teachers. These include: up-scaling of teacher salaries as part of establishing a separate teaching cadre and teaching career; teachers' professional development, and as a reward system based on performance measures. In addition the govt. of Pakistan recognises the need for incentives to teachers in rural or other difficult areas, at least to compensate for loss in salary through reduction of various allowances given for urban but not for rural

postings (Govt. of Pakistan, 2009). On the other hand, the Pakistan National Education Census 2006 reveals that most schools are sparsely equipped. Library facilities, computer resources, sports and recreation facilities are in short supply (Govt. of Pakistan, 2006). In addition, recent statistics show that the paucity of facilities is exacerbated by the fact that only 63.9% of schools had drinking water; and only 60.8% had latrine facilities; and 60% schools had boundary walls in 2007-08, notwithstanding the fact that progress has been recorded in each of these areas since 2000-01 (Govt. of Pakistan, 2009). Moreover, as the principal researcher of this article has been working as a teacher and an elementary school head teacher for a number of years and has been facing the problem of lack of facilities while working in different schools. He is also an eyewitness to authoritarian attitude at all levels of education in Pakistan.

Nazir (2010) also comments the same, whether at pedagogical level between teachers and learners, managerial level between head teachers and colleagues, or administrative level between bureaucrats and head teachers, education in Pakistan is characterised by authoritarian and hierarchical relationships.

In Pakistan, a secondary school teacher may also work as a teacher or as an elementary school head teacher. Commonly, there should be always a competition and preference to join as a head teacher. While someone has a headship he can enjoy more authorities as a head teacher as well as he has good opportunities of administrative experience which is a pathway for promotion as a head teacher of secondary school; either this is a departmental promotion or fresh induction. In this scenario, secondary school teachers should be attracted for the posts of head teachers in elementary school but the situation is very different. It is observed that a number of government elementary schools are running without qualified or regular head teachers and elementary school teachers are working as incharge head teachers in those schools.

The main cause for this situation, as noted by the principal researcher, was the teachers' negative attitude toward elementary school headship. Especially, the new inducted secondary school teachers work for some time as a head teacher in an elementary school and then prefer to work as a teacher in a secondary school. Therefore, the prevalent situation in government elementary schools in Pakistan, and interested and important literature on job satisfaction attracted the researchers to explore the area. As found in the literature, factors affecting job satisfaction can be broadly categorized as environmental,

psychological or demographic (Crossman and Harris, 2006). The most significant positive environmental factors are those relating to working environment and the nature of the job (Corwin, 2001; Scott & Dinham, 2003). For example, recognition, support and respect from colleagues, and superiors can cultivate a feeling of job satisfaction (Dinham & Scott, 1998; Evans, 1998).

With regard to psychological factors, there are many studies investigating the potential influence on job satisfaction (O'Brien, 1983; Spector and O'Connell, 1994). Finally the effects of demographic factors such as age and gender on job satisfaction have also been investigated in the literature (Brush et al., 1987; Clark, et al., 1996; Hickson & Oshagbemi, 1999; Spector 1997; Chaplain, 1995; National Union of Teachers, 2001). However, no study has been conducted to investigate the job satisfaction level of the elementary school head teachers under the above mentioned three categories of factors. The researchers attracted to explore this area with twenty environmental and psychological factors of job and experience as a demographic factor of the job.

For the purpose, the modified Minnesota Satisfaction Questionnaire was found most suitable to measure environmental and psychological factors with demographical variable experience, and to suggest some measures to resolve the present situation in elementary schools in the district Toba Tek Singh of Pakistan.

Procedure of the Study

The study was designed with the following objectives: i) To identify the facet specific satisfaction level of the head teachers as measured by the MSQ according to their experience; ii) To assess the satisfaction differences among the head teachers having different experience for the selected twenty dimensions of job; and iii) To recommend some suitable steps for the enhancement of the satisfaction level of the head teachers, especially, regarded to their experience as head teacher.

To give recommendations for further researches to explore the area of job satisfaction in more depth. This study was descriptive in nature. Teachers of all categories who were working as head teachers of government elementary schools in district Toba

Tek Singh of the Punjab, Pakistan constitute the population of the study. One hundred eighty teachers of all categories who were working as head teachers of government elementary schools in district Toba Tek Singh of the Punjab, Pakistan were sampled. Among all the returned surveys, 180 were found usable for data analysis.

A popular measure of job satisfaction, the Minnesota Satisfaction Questionnaire (MSQ) was adapted as a research instrument. Keeping in view the characteristics of the sampled population some necessary and minor changes were made in the questionnaire and then it was translated into Urdu. A pilot study was also conducted for the reliability and validity of the Urdu version of the questionnaire. Reliability coefficients ranged from .85 to .65 for the dimensions, and a coefficient of .91 was obtained for the group on the MSQ. Instrument in its original shape is already standardized having high validity but the researchers has to use an Urdu version keeping in view the local context, therefore, the Urdu version was checked by the committee of experts of university of Sargodha, Pakistan. Later on it was also improved in the light of the suggestions of the twenty head teachers who were the respondents of the pilot run of the instrument.

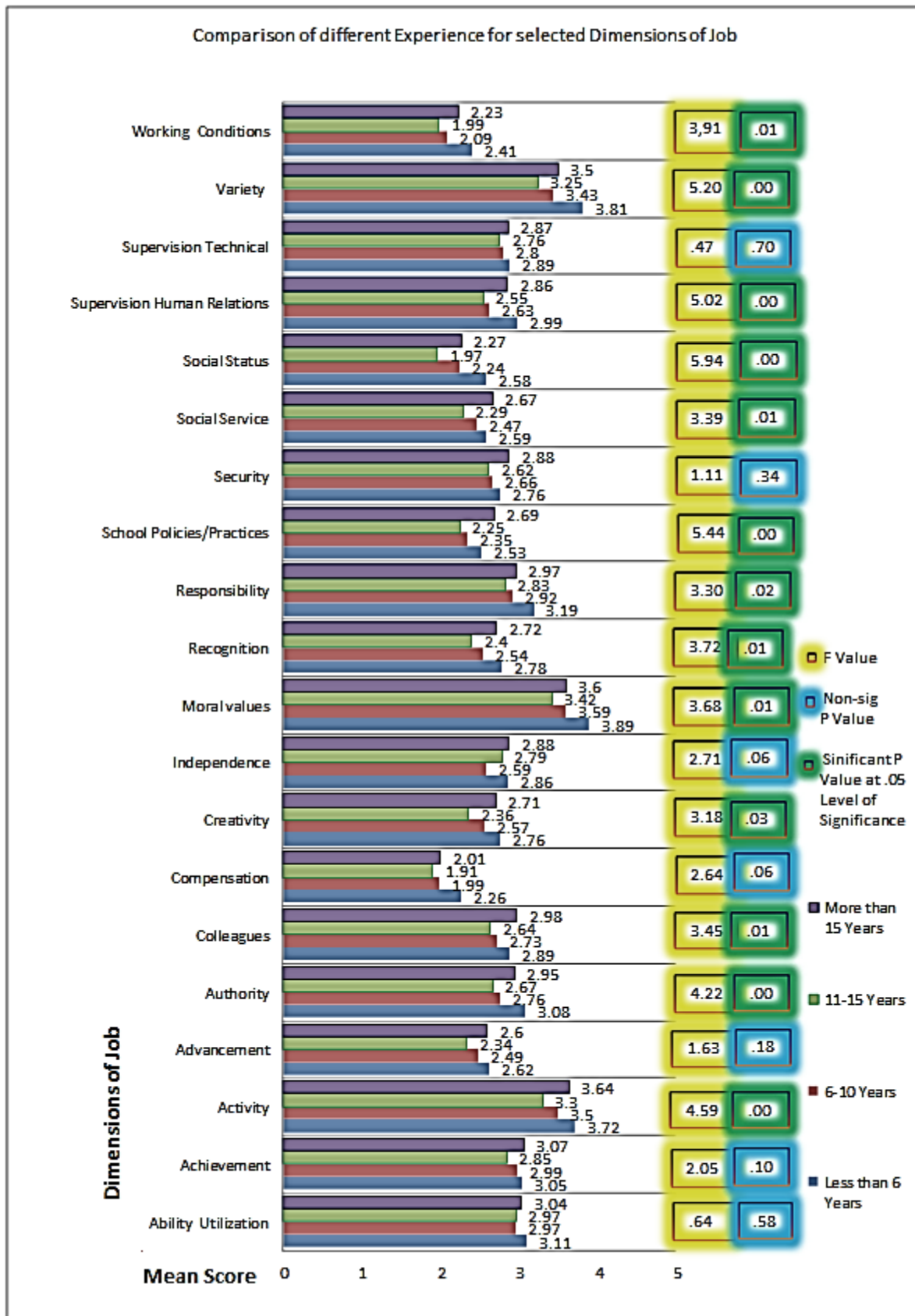
Through personal visits of the researcher in urban schools, and by mail from rural schools, relevant data on the questionnaire was collected from the sampled government elementary school head teachers.

Data analysis

The collected data was entered in SPSS-10 and was computed accordingly. Collected information was treated statistically using mean, Analysis Of Variance (ANOVA), and Scheffe Post Hoc Test, and presented in the tabulation form according to the objectives of the study. A detailed interpretation for each table was also given to help in concluding the results of the study. The scores on the five items were averaged and mean for each dimension was computed.

The assigned weight and mean ranges for finding central tendencies on each scale were: 1, 1.00-1.50=Not Satisfied, 2, 1.51-2.50= Slightly Satisfied, 3, 2.51-3.50= Satisfied, 4, 3.51-4.50= Very Satisfied, 5, 4.51-5.00= Extremely Satisfied.

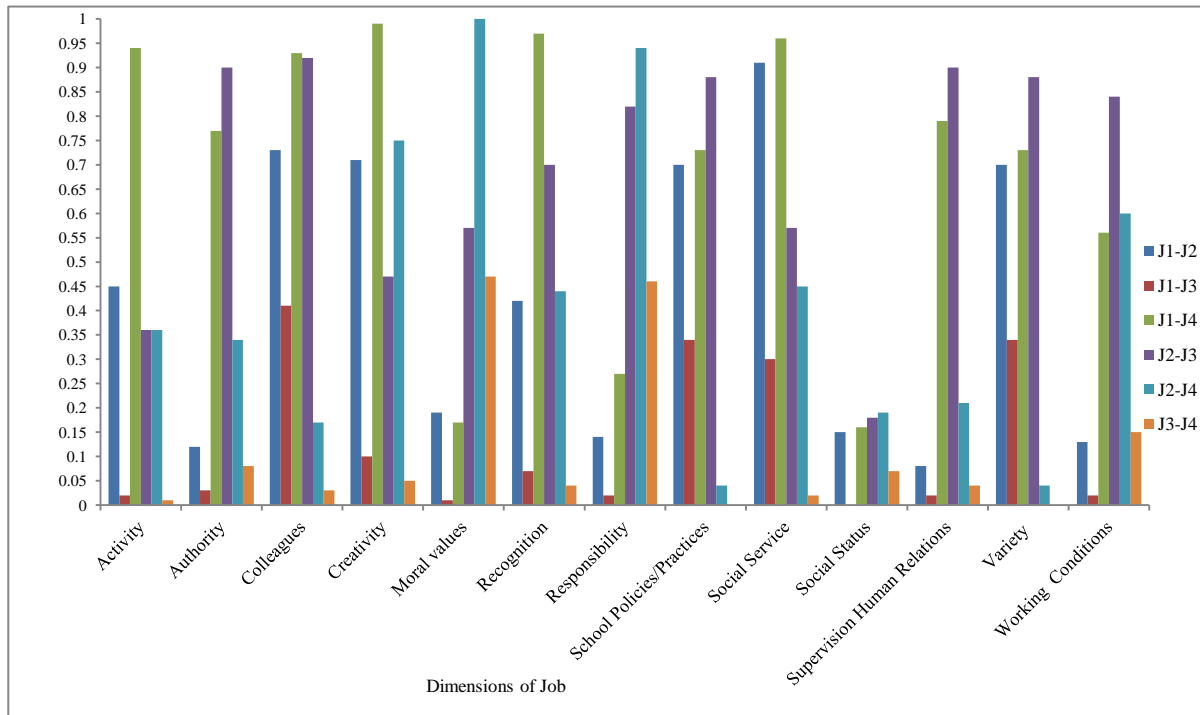
Table 1: Graphical comparisons among different experienced groups for twenty dimensions of job



The graphical representation of data in Table 1 shows that the respondents of each category of experience are “Satisfied” with the dimensions; ability utilization, authority, colleagues, independence, responsibility, security, supervision human relations and supervision technical with mean scores ranged from 2.51-3.50. The head teachers of each category of experience are “Slightly Satisfied” with the dimensions; compensation and working conditions with mean scores ranged from 1.51-2.50. The head teachers less than 6 years and more than 15 years’ experience are “Satisfied” with mean scores ranged from 2.51-3.50 for the dimensions Advancement, School Policies/Practices and Social Service of job while the head teachers with experience 6-15 years are “Slightly Satisfied” with mean scores ranged from 1.51-2.50 for these dimensions of job. The head teachers less than 11 years and more than 15 years’ experience are “Satisfied” with mean scores ranged from 2.51-3.50 for the dimensions of Creativity and Recognition while the group having experience 11-15 years is “Slightly Satisfied” with mean scores ranged from 1.51-2.50 for these dimensions of job. The head teachers up to 15 years’ experience are “Satisfied” with mean scores ranged from 2.51-3.50 for the dimension Achievement and the head teachers with experience more than 15 years are “Slightly Satisfied” with mean scores ranged from 1.51-2.50 for this dimension of job. The head teachers less than 6 years and more than 15 years’ experience are “Very

Satisfied” with mean scores ranged from 3.51-4.50 for the dimension Activity while the head teacher having experience 6-15 years are “Satisfied” with mean scores ranged from 2.51-3.50 for this dimension of job. The head teachers less than 11 years and more than 15 years’ experience are “Very Satisfied” with mean scores ranged from 3.51-4.50 for the dimension Moral Values while the head teacher having experience 11-15 years are “Satisfied” with mean scores ranged from 2.51-3.50 for this dimension of job. The head teachers less than 6 years’ experience are “Satisfied” with mean scores ranged from 2.51-3.50 for the dimension Social Status while the head teacher having experience 6 or more than 6 years are “Slightly Satisfied” with mean scores ranged from 1.51-2.50 for this dimension of job. The head teachers less than 6 years’ experience are “Very Satisfied” with mean scores ranged from 3.51-4.50 for the dimension Variety while the head teacher having experience 6 or more than 6 years are “Satisfied” with mean scores ranged from 2.51-3.50 for this dimension of job. The P value for thirteen dimensions (activity, authority, colleagues, creativity, moral values, recognition, responsibility, school policies/practices, social service, social status, supervision human relations, variety and working conditions) is significant at 0.05 level of significance which means that head teachers having different experience significantly differ for these dimensions of job. Therefore, ANOVA analysis is followed by a Post Hoc test.

Table 2. Scheffe post hoc test for significantly differing dimensions and experience.



*P ≤ .05 is significant; Key: J₁= Less than 6 years (N=25), J₂=6-10 (N=46), J₃=11-15 (N=42), J₄=More than 15 years (N=67)

The graphical representation of Table 2 predicts that there are no significant differences between head teachers having experience less than 6 years and 6-10 years; less than 6 years and more than 15 years; and 6-10 years and 11-15 years for any dimension of job. There are significant differences between head teachers having experience less than 6 years and 11-15 years; 6-10 years and more than 15 years; and 11-15 years and more than 15 years for the thirteen dimensions of job. The head teachers with experience less than 6 years significantly differ from the head teachers having experience 11-15 years for the dimensions; Activity, Authority, Moral Values, Responsibility, Social Status, Supervision Human Relations and Working Conditions; and the head teachers with experience 11-15 years also differ with the head teachers having experience more than 15 years among the dimensions Activity and Supervision Human Relations. The head teachers with experience 11-15 years significantly differ from the head teachers having experience more than 15 years for the dimensions Colleagues, Creativity, Recognition, School Policies/Practices, Social Service, and Variety; and the respondents with experience 6-10 years also differ with the respondents having experience more than 15 years among the dimensions School Policies/Practices and Variety.

Findings

The head teachers of each category of experience were "Satisfied" with the dimensions; ability utilization, authority, colleagues, independence, responsibility, security, supervision human relations and supervision technical with mean scores ranged from 2.51-3.50 while the head teachers of each category of experience were "Slightly Satisfied" with the dimensions; compensation and working conditions with mean scores ranged from 1.51-2.50. The head teachers Less than 6 years and more than 15 years' experience were "Satisfied" with mean scores ranged from 2.51-3.50 for the dimensions advancement, school policies/practices and social service of job while the head teachers with experience 6-15 years were "Slightly Satisfied" with mean scores ranged from 1.51-2.50 for these dimensions of job. The head teachers less than 11 years and more than 15 years' experience were "Satisfied" with mean scores ranged from 2.51-3.50 for the dimensions of creativity and recognition while the group having experience 11-15 years was "Slightly Satisfied" with mean scores ranged from 1.51-2.50 for these dimensions of job. The head teachers up to 15 years' experience were "Satisfied" mean scores ranged from 2.51-3.50 for the dimension Achievement and the head teachers with experience more than 15 years were "Slightly

Satisfied" with mean scores ranged from 1.51-2.50 for this dimension of job. The head teachers less than 6 years and more than 15 years' experience were "Very Satisfied" with mean scores ranged from 3.51-4.50 for the dimension Activity while the head teachers having experience 6-15 years were "Satisfied" with mean scores ranged from 2.51-3.50 for this dimension of job and the head teachers less than 11 years and more than 15 years' experience were "Very Satisfied" with mean scores ranged from 3.51-4.50 for the dimension Moral Values while the head teachers having experience 11-15 years were "Satisfied" with mean scores ranged from 2.51-3.50 for this dimension of job. The head teachers less than 6 years' experience were "Satisfied" with mean scores ranged from 2.51-3.50 for the dimension social status while the head teachers having experience 6 or more than 6 years were "Slightly Satisfied" with mean scores ranged from 1.51-2.50 for this dimension of job while the head teachers less than 6 years' experience were "Very Satisfied" with mean scores ranged from 3.51-4.50 for the dimension Variety while the head teacher having experience 6 or more than 6 years were "Satisfied" with mean scores ranged from 2.51-3.50 for this dimension of job.

There were significant differences among the head teachers having different experience for thirteen dimensions (activity, authority, colleagues, creativity, moral values, recognition, responsibility, school policies/practices, social service, social status, supervision human relations, variety and working conditions) of job at 0.05 level of significance and no significant differences were found between head teachers having experience less than 6 years and 6-10 years; less than 6 years and more than 15 years; and 6-10 years and 11-15 years for any dimension of job. Significant differences were found between head teachers having experience less than 6 years and 11-15 years; 6-10 years and more than 15 years; and 11-15 years and more than 15 years for the fifteen dimensions of job. The head teachers with experience less than 6 years significantly differed from the head teachers having experience 11-15 years for the dimensions activity, authority, moral values, responsibility, social status, supervision human relations and working conditions; and the head teachers with experience 11-15 years also differed with the head teachers having experience more than 15 years among the dimensions activity and supervision human relations and the head teachers with experience 11-15 years significantly differed from the head teachers having experience more than 15 years for the dimensions colleagues, creativity, recognition, school policies/practices, social service, and variety; and the respondents with experience 6-10 years also differed with the respondents having experience more than 15 years among the dimensions school policies/practices and variety.

Discussion

The graphical representations and results of this study provide a sufficient ground for discussion. Overall compensation, working conditions, social status, and school policies and practices contributed to least satisfaction for the head teachers without any discrimination of experience. The reason for the low satisfaction was not explored in this study. However, a picture may be depicted from the prevalent situation and environment.

Firstly, head teachers felt that they have very low salaries as compared to work they have to do. Commonly, the teachers' salaries rise annually but this increase takes place at a very slow rate. The rate of increase has, maybe, caused the difference between teachers' salaries and head teachers' salaries to be a narrow one. Considering the responsibilities of the teachers and their pay versus the responsibilities of the head teachers and their pay, the small salary differences between the two may be creating some concern among head teachers to the extent that their satisfaction level is affected.

Second area which contributed to the lowest satisfaction to head teachers was Working Conditions. The reason for low satisfaction with working conditions is unavailability of many necessities or facilities in the schools. For instance, there were no boundary walls, fresh water, sanitation system, playground, library, science laboratory, electricity or fuel gas, or lack of building, teachers, furniture, electric fans, heaters and other facilities in many schools of the district Toba Tek Singh in the Punjab, Pakistan. Obviously, such physical environment of work necessarily contributes to low satisfaction of the head teachers.

Thirdly, head teachers showed low satisfaction with Social Status. It means that they feel less respect for them in the community. In the present socioeconomic culture it is very difficult for head teachers to come in contact with important people with low salaries and status. Especially, when there is a race for wealth and all the preferences are being given to wealthy people in the society. That's why, in this scenario any head teacher cannot exist within high society. Moreover, political interferences and influences are destroying head teachers' morale and downing his respect in the community. All these factors were contributing to low satisfaction of the head teachers.

Lastly, the main area which contributed to low satisfaction was the School Policies and Practices. There may be so many causes for the low satisfaction in this area. For many last years, government policies do not seem to be in the favor of the teachers. Some main steps which perhaps contributed to low satisfaction of the head teachers were; freezing of house rent, stoppage of advance

increments and move-over in service, appointments of non-departmental officers, scrutiny committees, army surveys, contract based appointments, new dismissal/termination rules, privatization of institutions, political involvement, change of curriculum and evaluation system without proper training and guidance.

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

Conclusions

The head teachers seemed to be satisfied with the eight dimensions of job; ability utilization, authority, colleagues, independence, responsibility, security, supervision human relations and supervision technical. therefore, compensation, working conditions, social status, and school practices and policies were the facets of job which contributed to low satisfaction. The head teachers having minimum and maximum experience seemed to be more satisfied for the dimensions of advancement, school policies/practices, social service, creativity, recognition, activity, moral values, social status, as compared to the head teachers having medium experience (6-15 years).

The head teachers having different experiences significantly differed for thirteen dimensions (Activity, Authority, Colleagues, Creativity, Moral Values, Recognition, Responsibility, School Policies/Practices, Social Service, Social Status, Supervision Human Relations, Variety and Working Conditions) of job and no significant differences were found between head teachers having experiences less than 6 years and 6-10

years; less than 6 years and more than 15 years; and 6-10 years and 11-15 years for any dimension of job while significant differences existed between head teachers having experience less than 6 years and 11-15 years; 6-10 years and more than 15 years; and 11-15 years and more than 15 years for the fifteen dimensions of job. The head teachers having experience less than 6 years significantly differed from the head teachers having experience 11-15 years for the dimensions Activity, Authority, Moral values, responsibility, social status, supervision human relations and working conditions; and the head teachers having experience 11-15 years also differed with the head teachers having experience more than 15 years among the dimensions Activity and Supervision Human Relations and the head teachers having experience 11-15 years significantly differed from the head teachers having experience more than 15 years for the dimensions Colleagues, Creativity, Recognition, School Policies/Practices, Social Service, and Variety; and the head teachers having experience 6-10 years also differed with the head teachers having experience more than 15 years among the dimensions School Policies/Practices and Variety. Moral values and variety were the two aspects of job for which the head teachers showed the highest satisfaction level.

Recommendations

The lowest contributor to the head teachers' job satisfaction was compensation; therefore, a big rise in their salaries is required according to the inflation rate in the country, with some special packages for them. Not only for the compensation purposes but also the educational budget should be increased to improve the working conditions in the schools. Different steps by the government, society and teachers are required to uplift the social status of the head teachers. There is also a need to make school system policies and practices more favourable for the head teachers. Satisfaction level of the head teachers having medium experience should be enhanced for the job dimensions; advancement, school policies and practices, social services, creativity, recognition, activity, moral values and social status using different strategies. Studies on satisfaction and experience should be conducted to investigate the reasons as to why satisfaction increases with minimum and maximum experience while decreases with medium experience and to investigate more predictors of job satisfaction to explore the concept in more depth.

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