

Negligence of Today is Darkening Our Tomorrow (A Case Study of Private Schools in KPK)

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Abstract

This research attempts to investigate the awareness and implementation of newly formed laws for the benefits of the private school teachers at their schools. Descriptive statistics is used to investigate the implementation and awareness about labour laws among teachers and owners of private schools. It is also attempted to test the impact of awareness regarding labour laws and its working conditions and implementation of labour laws in private schools on job satisfaction of a private school teacher. Data was collected from 21 private schools located in Peshawar (Pakistan). The target respondent in this research was teachers of private schools and owners of the schools. Sample comprises of 122 private school teachers and owners of 21 schools. A survey method was adopted and data was collected through a questionnaire. For data analysis SPSS 16 version was used. Hypotheses were tested in twenty one schools. The reliability of construct is validated by Cronbach's Alpha value. Regression is used to test the hypothesis. Results of study showed that application of labour rights and awareness about labour laws has positive significant impact on job satisfaction of a private school teacher. Study results provide support to role of application of labour laws in the private education institutes and awareness about labor laws among the different stakeholders as and when achieved can bring more job satisfaction among the private school teachers which can result in better quality of education.

Keywords: Education, Labor, Private Schools, Regression, Quality of education.

Introduction

1.1 Background of the study

Development of countries is greatly linked with their level of education. Without education, development cannot be even imagined. Educated people earn higher than those with low education, then the countries with more education will also be earning more than those countries with less education (Philip & Martin, 2003). Giving education to others is also a good source of employment. In many countries, serious steps have been taken to give it a status of industry. In Western countries wages and working conditions of teachers are decided by the union of teachers and employer (Bela and Vera, 2008). However, in other countries for instance in Ireland and Scotland, the wages are decided by tripartite public policy boards such as the Teachers' Conciliation and Agreement Scheme and the Scottish Negotiating Committee for Teachers established in 2001 instead of trade unions (Glassner, 2008).

In Millennium Development Target for education set in year 2000 for Pakistan, mention that literacy level is to be increased from 53% to 88% by the end of year 2015. Presently, nearly 44% children are enrolled in private schools for their education. The figure clearly shows that the millennium development target cannot be achieved without the contribution of private schools. At the same time, increase in literacy rate is useless if the quality of education is not up to the mark.

In 2001 in KPK, Government established a regulatory authority to look after the functioning of the private educational institutions. So far, it has only provided registration of the private education institutes and is not focusing at the employee benefits of the private school teachers. Resultantly, employee benefits of teachers are decided by the market forces and are usually well below than the other professions and so teaching at private school is not a field of choice for teachers and they switch over to any other profession whenever they get chance. Research shows that a public sector teacher with same level of education and experience gets seven to eight times higher employee benefits as compared to a private school teacher with same education and experience because pay system of public sector teachers is based on government pay scale system and has no link with the market.

Andrabi and Jishnu (2002) find out that a private teacher in a government school gets Rs.5897 a month, while a private school teacher gets Rs.1789 per month (almost one-third!).

In US, public teacher's salaries are 13% higher than that of private school teachers with similar education and experience (Podgursky, 2005). Goyal and Pandey (2009) claims that private school student takes

more marks than government school student and the quality of education and learning at private school is better than the government school. According to Pakistan Education statistics 2008-09, in Pakistan, total number of private teachers is 543,114. In Province Khyber Pakhtunkhwa of Pakistan, number of private school teachers is 51,523 but due to several reasons, employee benefits of these school teachers are very low as compared to public sector school teachers with same level of education and experience. To improve the employee benefits of the private educational institutes, the Governor of the KPK, promulgated an Ordinance “The KPK Industrial Relations Ordinance, 2010”, which clearly brought the private school teachers under the umbrella of labour policy. The said Ordinance was later on replaced with “Industrial Relations Act KPK 2012. Under the law, private educational sector has been given the status of industry and thus labour policy stands implemented on private educational institutes of KPK. These laws are about minimum wage, social security benefits including pension, health care and educational scholarships etc.

1.2 Research Problem

This study will try to explore the opinion of following stakeholders of private education sector about the labour laws mentioned in Industrial Relations Act KPK 2012 of this sector:

- a) Owners of the private education institutes.
- b) Teachers teaching in private educational institutes.
- c) Government through the regulatory bodies including education regulatory authority and labour department.

1.3 Objectives of the Study

Specifically the study will:

- a. Investigate the existing situation about employee benefits offered to private school teachers.
- b. Explore the laws ensuring minimum employee benefits for private school teachers.
- c. Explore the perception of teachers about the prevailing labour laws.
- d. Government bodies including labour department and education regulatory authority about the implementation of prevailing laws regulating the private education industry.
- e. To test the impact of awareness about labour laws, working conditions, application of labour laws in private schools on job satisfaction of a private school teacher.

1.4 Scope of the Study

The scope of this study is limited to the teachers working in private schools of Peshawar.

1.5 Significance of the Study

The study will explore the relevant laws framed for the employee benefits of industrial workers including private educational institute's teachers. By exploring the opinion of different stakeholders regarding the prevailing laws, the study will be helpful for the Government in making such laws and procedures which will be acceptable to all the stakeholders. Employers can incorporate the employee benefits for the private school teachers endorsed by the Government and it may have a positive impact on the job satisfaction of the teachers resulting in organizational success and increased profitability. At the same time, Government will also get the opinion of owners of private schools which will be helpful in making laws acceptable to all the stakeholders of private education industry. The study will also be helpful for the government departments for implementation of labour laws in the private schools.

1.6 Limitations of the Study

Some of the respondents may have responded in a way which may not be the actual situation. Due to short time and financial resources, the data was only gathered from Peshawar. City of Peshawar was selected as it has the largest number of schools in the province and has all levels of schools in terms of students and teachers strength.

1.7 Research Contribution

Finding of this study will add to the knowledge and understanding of the stakeholders for ensuring employee benefits for the private school teachers. This study will be significant as it will:

- a. Add to the existing knowledge about the prevailing employee benefits of the private school teachers.
- b. Education regulatory authority is trying to regulate the private education industry. Research findings can be shared with it which can improve its regulatory role and the implementation of prevailing labor laws in private educational institutes will improve.
- c. Labor department may get activated for ensuring the implementation of Industrial Relations Act KPK 2012 in private educational institutes.

Literature Review

2.1 Human Capital

Human capital is the combination of education, health, on job trainings, skills, aptitudes and migration to better job, but education is the vital ingredient (Khilji, 2005). Farooq (2011) states that the theory of human capital had been in the economic and statistical literature for more than 300 years before as the floodgates were opened by Schultz and Becker.

Better education plays a vital role in well being of people. It makes a person social and confident. Education results in improved governance and higher output (Hannum and Buchmann, 2006). Education being a vital ingredient of human capital stimulates the output through different ways (Bergheim, 2005). Education increases the pace of learning and output in comparatively less time (Faisal, 2011). Waheed (2011) argues that human capital is increases the economic growth. Economies of a country as well as the individuals, both are benefited from education. Fabre & Veron (2004) stated that poor families cannot afford private education for their children and due to which they send their children to public schools where quality is low and resultantly, the education cannot reduce the poverty gap. Raja (2010) argues that only high literacy rate cannot bring development in a country unless and until the quality of education is not better. A study conducted by Sabir, Hussain & Saboor (2006) in Pakistan in agriculture sector found that education can reduce poverty. In the poverty reduction, education has an important role to perform (Chaudhry & Rehman, 2009). Moroto (2000) argued that the relationship between education and development is not always direct and other factors also affect their relationship. Kruger & Maleckova (2003) studied the causal relationship between education, poverty and terrorism. They found that poverty, low wages, low level of education and Madarasa's education are adding to the crimes. Farooq (2011) states that it is now a well-established fact that education, a human capital variable, plays a crucial role in contributing to the economic growth and development of a country. Economists are of the view that countries with higher level of education are those countries with higher income. Education contributes to economic growth through the productive labour force in the markets. It is a general agreement that education and earnings are closely related. It is generally believed that individuals with more education will earn higher average income than those persons with less education even they are employed in the same occupation in the same industry.

Teachers benefits are not fair if the social benefits resulted by a teacher pay are more than the costs (Podgursky, 2005).

One of the reason of low pace of development of Pakistan is it's under investment in human capital. According to a report of UNESCO Fact sheet 2012, Pakistan has reduced spending on education from 2.6% of gross national product (GNP) in 1999 to 2.3% of GNP in 2010. According to Economic Survey of Pakistan, 2005--06, Pakistan is spending only 2.1 percent of GDP on education sector. This underinvestment in human capital has greatly hampered the development process of Pakistan. In 2010, the country allocated only 10% of government spending on education. Pakistan spends around 7 times more on the military than on primary education. The country ranks 113 out of 120 countries in the Education Development Index.

Government is neither discouraging nor encouraging the private school sector in the country. Unlike other countries, it provides no financial support to the private schools. Private schools are run with the fees collected from the students while public sector schools gets funding from the Government (Emmanuel Jimenez and Jee Peng Tan, 1987).

Number of private schools increased due to market demand. In 2000, 35 percent of children enrolled in private schools and this percentage is increasing further. The teachers' salaries are a major expense of a private school. In private schools, female gets lower wages than their male counter parts (Tahir Andrabi, Jishnu Das, 2008). From 1999-2000 to 2007-08, the children enrolment in private schools has increased by 69% while that of public sector schools has increased by only 8%. In 2000, the private 6 million children are enrolled in private schools which increased to 12 million in 2007-08. The number of teachers also doubled in private educational institutions during this period. (Census of Private Educational Institutions in Pakistan 1999-2000)

Bela Galgoczi and Vera Glassner (2008) claims that in Organization for Economic Co-operation and Development (OECD) countries, the percentage of private schools is slightly higher, but in the majority of countries the total share of private schools at the secondary level is below 10 percent. In Holland, the Government funds the private schools in the same way as it fund the government schools.

In Pakistan, private sector is providing education facilities to millions of children. But the compensation packages and other benefits of the teachers are quite low which is undermining the quality of education. According to Pakistan education statistics 2006-07, total number of teachers up to degree level in Pakistan is 12, 44, 306 while private teachers up to degree level are 543114 and in KPK, total teachers up to degree level are 116,387 while private teachers up to degree level are 51, 523. (Pakistan Education Statistics 2008-9). In private educational institutions, the number of female teachers is twice the number of male teachers.

An average female teacher in a public sector school gets Rs.5897 per month, while a male gets Rs.6408. In private schools male teachers gets Rs.1789 per month while females get Rs.1069 (Tahir Andrabi & Jishnu Das,

2005).

Research shows that quality of a teacher has a significant role in achievements of student. The effect of improvement in teacher quality is more result oriented than reducing the class size. Such improvements can have dramatic results in terms of educational achievements (Dan Goldhaber, 2006).

2.2.2 Pakistan

Through the promulgation of ordinance “The KPK Industrial Relations Ordinance, 2010” by the Governor of the KPK vide notification dated 14th July, 2010, private education institutions have been included in “industry” in sub section (xv) of section 2 of the ordinance.

The KPK IRA2010 gives the right to form a Trade Union. So far, only trade union of employees of Ghandara University, Peshawar stands registered with Labour department.

The Industrial and Commercial Employment (Standing Orders) Ordinance was enacted in 1968 to address the relationship between employer and employee and the contract of employment.

Every worker must be given formal appointment letter by the employer containing the main terms and conditions of employment, like job nature, salaries and other benefits.

Termination of the contract

The services of a permanent worker cannot be terminated for any reason other than misconduct unless one month’s notice or wages in lieu thereof has been furnished by the employer or by the worker if he or she so chooses to leave his or her service. One month’s wages are calculated on the basis of the average wage earned during the last three months of service.

According to section 34 of Factories Act 1934, no worker shall be required to work more than 48 hours a week or nine hours a day.

Under the law, a private teacher is eligible for the following:

- a. Minimum wage announced time to time by the government. Presently, it is Rs. 8000/- per month
- b. Enrollment with Employees Social security Institution
- c. Enrollment with Employees Old age benefit Institute (EOBI)for pension
- d. Benefits of workers welfare board
- e. Establishment of labour union in the institute
- f. One month notice in case of termination
- g. Maximum work hours per day / per week
- h. Provision of leave
- i. Pension

Minimum Wage

In Britain and USA, minimum wages were initially fixed for woman and children and were later on extended to general work force after great depression. The macroeconomic research group in South Africa opined that minimum wage legislation redistribute income from employers to workers and stimulates demand and supply of goods and services which boost the economy as a whole. (Sesinyi, 1998)

There was no law to provide for the fixation of minimum wages particularly for large number of workers of smaller establishments who had no bargaining capacity with employer. With this consideration government of Pakistan Promulgated the

Minimum Wage Ordinance 1961 with the objective to create an institution to determine minimum wage rates for different categories of workers in different industries. Consequently Tripartite Minimum Wage Boards were formed in all the provinces with powers to examine the general price level, ability of the establishment to increase wages and other relevant factors for determination of minimum wages and refer them to concerned provincial government.

Monthly minimum wages in Pakistan are recommended by the Federal Government

Table 1. History of minimum wage in Pakistan

S.No	Minimum Monthly Wage In Pak Rupees	Year
1	1650	1996
2	1950	1998
3	4000	2006
4	4600	2007
5	6000	2008
6	7000	2010
7	8000	2012

Source: Labour policies of Pakistan

Different laws have been made by the Government in order to protect the industrial workers and to bring harmony in employee – employer relationships. Such laws are as under:

- IRA2012 (Industrial relation ordinance 1969)
- Minimum Wages Ordinance, 1961
- The Workmen's compensation Act, 1923
- The West Pakistan Maternity Benefit Ordinance, 1958
- The Employees Old-Age Benefits Act, (EOBI) 1976
- The Provincial Employees Social Security Ordinance, 1965
- Workers Welfare Fund, 1969

a) IRA2012 (Industrial Relation Ordinance 1969)

This Act was enacted to regulate the relations of employees and employers of commercial establishments.

b) Minimum Wages Ordinance, 1961

Under this Ordinance, the Provincial Government can decide minimum rate. For this purpose, a Board is constituted comprising of representatives of workers, employers and labour department which suggests the minimum wage rate to the Government.

c) The Workmen's, Compensation Act, 1923

This Act provides for the compensation if a worker receives injuries during his work and the employer will be liable to compensate him or his family in case of death, dismemberment and disability.

d) The West Pakistan Maternity Benefit Ordinance, 1958

According to this ordinance, a female worker in case of her pregnancy will be entitled for paid leave for six weeks before delivery and six weeks after delivery.

e) The Employees Old-Age Benefits Act, (EOBI) 1976

The Employees Old-Age Benefits Act, (EOBI) 1976 was enforced with effect from April 01, 1976 for providing compulsory social insurance to citizens of Pakistan. It extends Old-Age Benefits to insured persons or their survivors and requires all private organization to register their employees with EOBI.

It provides following benefits to insured persons or their survivors:-,

Old-Age Pension

Under this benefit, EOBI starts paying pension when an insured person attains the age of 60 and this payment continues till death of the insured person.

Survivor's Pension

In case the insured person receiving the pension passes away, the pension doesn't stop but EOBI starts paying it to the widow for her lifetime and if the widow passes away then the pension is paid to her unmarried daughter till her marriage.

Invalidity Pension

Before attaining age 60, if an insured person becomes disable, the pension starts.

Old-Age Grant

EOBI requires fifteen years of contribution for the eligibility of lifetime pension. If an insured person attains age 60 but has paid contribution for less than fifteen years, then instead of life time pension, EOBI pays lump sum amount as old age grant when an insured attains age 60.

Scheme started with pension of Rs. 75/- per month. It was the first social security pension in the region. Initially, only employers were required to pay the contribution of their employees till 2001, when employees were also asked to pay a portion of their EOBI contribution. In 2005, the payable contribution was linked with minimum wage. In the last annual budget for the year 2011-12, government fixed minimum wage to Rs. 7000/- Total monthly contribution of each employee amounts to Rs.420/- Out of Rs. 420, Rs. 350/- i.e. 5% of Rs. 7000/- is to be paid by the employer for and Rs.70/- i.e. 1% of Rs. 7000/-is to be paid by the employee. (www.eobi.gov.pk) EOBI has registered 55374 employers so far and number of insured persons is above 2.4 million. There are 186,000 old age pensioners, 6600 invalidity pensioners and 77000 widow pensioners. "EOBI is the only institution which has the potential to expand pension and benefits widely in the society". (Ogborn, 2004)

f) The Provincial Employees Social Security Ordinance, 1965

This ordinance provides for the medical care, maternity benefit, death grant, pre-natal and post-natal care, injury benefit, disablement pension, disablement gratuity for the employees of commercial establishments. Employees drawing wages up to PKR10, 000 fall under the ambit of this Ordinance. Employer's Social Security contribution has been capped at 6% of the minimum wage.

g) Workers Welfare Fund:

Workers' Welfare Fund (WWF) was established under WWF Ordinance, 1971 for providing low cost housing and other amenities to the industrial workers.

The scope of Workers' Welfare Fund Ordinance, 1971 includes:

1. Construction of residential colonies for the industrial labour
2. Construction of schools for the children of industrial labour
3. Construction of Dispensaries for industrial labourers
4. Construction of Drinking water supply schemes
5. Provision of educational scholarships to workers' children
6. Provision of Marriage Grant (Jahez Fund) for the workers' daughters and female workers.
7. Provision of Death/Funeral Grant to the family of a deceased industrial labour

Marriage/wedding grants (Jahez Fund):

Marriage Grant under the Workers Welfare Fund provides a handsome amount of money to a worker for marriage of his/her daughter. After an announcement made by the Prime Minister on May Day 2012, the marriage grant has been increased from Rs.70, 000 to Rs.100, 000. A female worker may also avail this benefit on her own marriage (once in life time). There is no limit on the number of daughters of an industrial worker that can avail the wedding grant. There is no pay limit for the workers to receive this benefit; however, the worker must have 3 years of continuous service. Moreover, the industrial worker must be registered with EOBI and Social security institutions.

Death Grant

Under the Workers Welfare Ordinance 1971, a death grant is provided to the family of deceased worker in order to provide them with some financial support in hour of bereavement and grief. After the announcement made by the Prime Minister on May Day 2012, the death grant has been increased from Rs. 150,000 to Rs. 500,000. As above, the worker must be registered with EOBI and Social Security; however this condition is not mandatory for mine workers. There is also no pay or service limit for provision of this grant. (www.wwf.gov.pk).

Methodology

The study contained two phases. In first phase, pilot study was carried out and the instrument was pretested. The main study was conducted in the second phase. The pilot study was conducted to check the reliability of the scale adopted for the measurement of job satisfaction, awareness about labour rights, working conditions at the school and the value of Cronbach's Alpha was found to be 60.6% which was in the acceptable range. (Clark and Watson, 1995)

Table 2. Reliability Statistics of pilot study

Cronbach's Alpha	N of Items
.606	19

Source: Field Data

The population for this study was owners and teachers of private schools of Peshawar. Data was collected by using questionnaires for collection of data from private school teachers and owners of the private schools. In order to collect point of view of Government with respect to the implementation of labour laws at private educational institutes, interviews were also taken from the personnel of labour Department and educational regulatory authority, Peshawar.

Pilot study was drawn conveniently from four schools. 32 questionnaires were distributed among them. All the questionnaires were received duly completed.

The instrument for data collection of the study was questionnaire. Initially the questionnaire was adapted from a previous study performed in Bahrain by Metawa and Almoosawi (1998). The same questionnaire of Metawa and Almoosawi (1998) was also used by Khan, Hassan and Shahid (2009). In light of discussion with experts in private schooling, few questions were added to the questionnaire about the implementation of prevailing laws at private schools. The pilot study was conducted to find feedback on the readability, comprehensibility, wording, order effects, and any ambiguity of its statements. The questionnaire comprises of 06 parts. The 1st section was designed to gather information about the sample's personal, demographic and economic characteristics. 2nd part was about "History of Employment" consisting of questions regarding their teaching experience. Part-C was asking about the satisfaction level regarding their teaching at their existing schools comprising of five questions. The level of satisfactions was measured about employee's salary, working atmosphere, location of the school, quality of students and duty timings. Part-E was about the teachers' selection criteria of their existing school of teaching. Part-F was about their responses of the teachers regarding the implementation of prevailing laws in their school. All questions were asked on five point rating scale (Likert scale) for the measurement of variables.

The teachers of the private schools were approached individually. After introducing the study, the respondents were asked to fill the questionnaire. For getting a genuine reply, respondents were assured of their confidentiality as the questionnaire didn't contain any question regarding the identity of the respondent. The teachers were assured of their confidentiality. They were given sufficient time to fill the questionnaires.

It was taken on a larger scale in the second phase. Two questionnaires were developed. One was meant

for collecting data from the private school teachers while the other one was developed for collecting data from the owners of the private schools. The objectives of the study were as under:

To explore opinion of the teachers about prevailing labour laws and their implementation in their schools. Descriptive statistics was used to find the above. Also to find the impact of awareness about the labour rights among the teachers, working conditions at the schools for teachers and application of labour rights at private school on job satisfaction of teachers. Following hypothesis was developed:

H₁: Awareness in teachers significantly affects the satisfaction level of private school teachers.

H₂: Conditions at school significantly affect the satisfaction level of private school teachers.

H₃: Application of labour laws significantly affects the satisfaction level of private school teachers.

To investigate the relationship of the variables, a total of 200 questionnaires were distributed in teachers of twenty different private schools, out of which 122 were returned. The response rate was found to be 61%. The instrument used in the pilot study was found reliable and understandable to the respondents. So, no change was made in it for the main study. Non-probability sampling method was adopted for the study and the selection of the sample was based on convenience. Teachers were approached, explaining the nature of the study and asked if they would be prepared to fill in the questionnaire. All those teachers that were easily available for filling the questionnaire were considered for the study. The survey questionnaires were distributed among the private schools of the Peshawar. Peshawar was chosen for data gathering as Peshawar has nearly all sizes of schools and the sample could be the representative one. Five schools of every town of Peshawar were selected for the data gathering.

The statistical techniques applied are discussed here. To check the reliability, Cronbach's alpha was calculated which was found to be 68.6% being in normal range. Regression was used to find the relationship of awareness about the labour rights among the teachers, working conditions at the schools for teachers and application of labour rights at private school on job satisfaction of teachers.

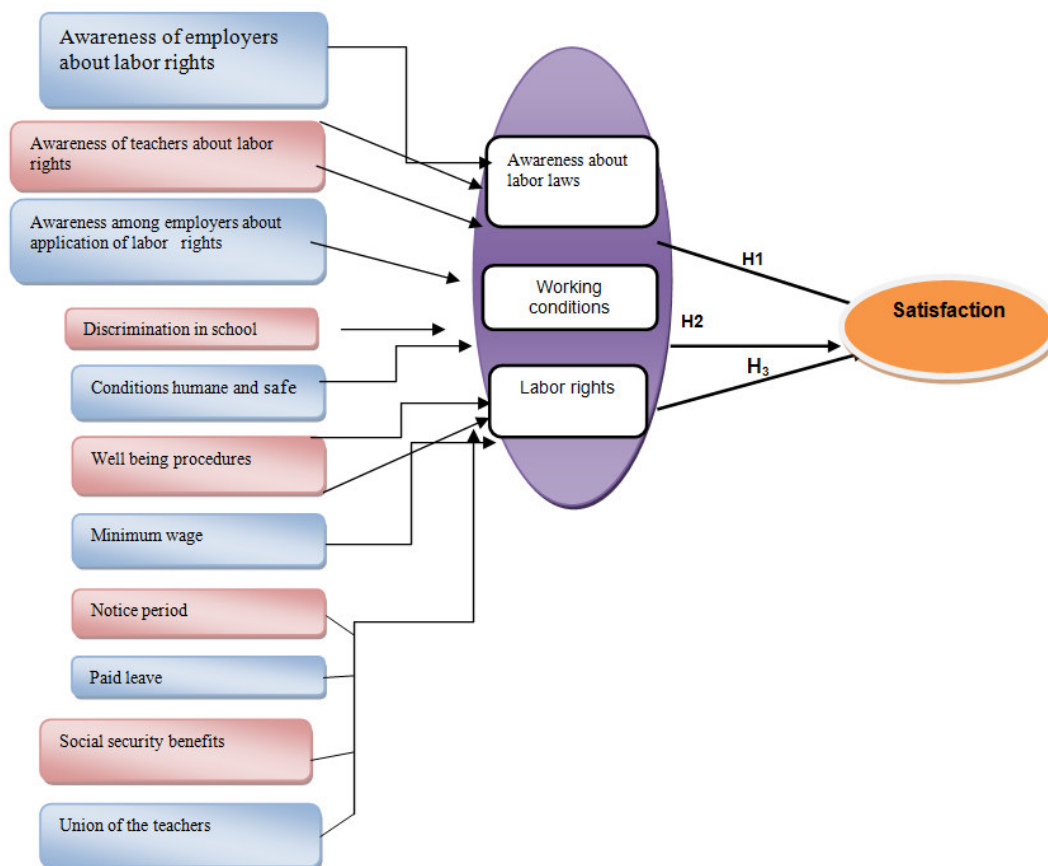
Table 3. Reliability Statistics of main study

Cronbach's Alpha	N of Items
.686	19

Source: Field Data

3.9 Theoretical Framework

This study is undertaken to find out the impact of awareness about the labour rights among the teachers, working conditions at the schools for teachers and application of labour rights at private school on satisfaction of teachers. Literature cited above signifies the role of employee benefits of the teachers in bringing job satisfaction for the private school teachers. Labour laws are formed and implemented to protect the rights of workers and ensuring the employee benefits. Since private educational institutes are also included in the labour industry, therefore, implementation of labour laws in private schools can help in increase in job satisfaction of the teachers.



The above theoretical framework guides for the development of following hypothesis:

H₁: Awareness in teachers significantly affects the satisfaction level of private school teachers.

H₂: Conditions at school significantly affect the satisfaction level of private school teachers.

H₃: Application of labour laws significantly affects the satisfaction level of private school teachers.

Analysis;

Demographics of the teachers ;

Variables	Categories	Percent
Age	Less than 25 years	46.3
	25-35 years	43.8
	36- 45 years	8.3
	Above 45 years	1.7
Gender	Male	37.2
	Female	62.8
Gross Salary	3000-5999	20.7
	6000-7999	28.9
	8000-11,999	12.4
	12,000-14,999	9.9
	15,000 – 19,999	15.7
	20,000 & above	12.4
Qualification	Intermediate or Equivalent	8.3
	Bachelors or Equivalent	30.6
	Masters or Equivalent	57.9
	MS/PhD	3.3
Experience	Less than 2	42.1
	Between 2 & 4	25.6
	Between 4 & 6	23.1
	Between 6 & 10	5.0
	Between 10 & 15	3.3
	15 & above	.8

46.3% teachers have ages with less than twenty five years. 43.8% teachers have ages between twenty five to thirty five years. 8.3% teachers are between 36-45 years while 1.7% teachers are above 45 years of age. This trend shows that tendency of taking teaching at private school as a career is less and teachers join private schools in start of their career and join another profession or public sector institution later on.

In private schools, majority of teachers are female which may be due to the reason that they are more reliable for management of schools and may work on less salary.

20.7% teachers are getting monthly salary between Rs. 3000 to Rs. 5999/- while 28.9% teachers are getting monthly salary between the range of Rs. 6000/- to Rs. 7999/-. 12.4 %teachers are getting monthly salaries between the range of Rs. 8000/- to Rs. 11,999/- while 9.9% teachers are getting monthly salaries between Rs. 12000/- to Rs. 14,999/-. 15.7% teachers are getting monthly salaries between Rs. 15000/- to Rs. 19,999/- while 12.4% teachers are getting monthly salaries between Rs. 20,000/- and above. From the above analysis, it can be noted that nearly 49% of the teachers are getting less than Rs. 8000/- monthly salaries while the minimum wage announced by the Government is Rs. 8000/-

8.3% teachers are intermediate while 30.6% are graduates and 57.9% are masters. 3.3% teachers have MS/PhD qualified.

42.1 % teachers have less than two years of teaching experience while 25.6% have between two and four years of experience. 23.1% have between four and six years of experience while 5% have between 6 to 10 years of experience. 3.3% have experience between ten and fifteen years while 0.8% have experience of fifteen years and above. These figures also show the tendency that very small percentage of the teachers continues their career in private teaching.81% teachers have worked with one or two private schools while 14% have worked at three to four schools and 4% have worked at five or more schools.

Table 2: Aspects of schools affecting job satisfaction of a teacher

Variables	Categories	Percent
Age	Less than 25 years	46.3
	25-35 years	43.8
	36- 45 years	8.3
	Above 45 years	1.7
Gender	Male	37.2
	Female	62.8
Gross Salary	3000-5999	20.7
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	Masters or Equivalent	57.9
	MS/PhD	3.3
Experience	Less than 2	42.1
	Between 2 & 4	25.6
	Between 4 & 6	23.1
	Between 6 & 10	5.0
	Between 10 & 15	3.3
	15 & above	.8

Regarding salaries, 38% teachers are highly dissatisfied, 5% are dissatisfied, 2% are not sure about their level of satisfaction while 53.4% are satisfied and 1.7% is highly satisfied. In earlier figures, it was noted that 48% teachers are getting less than minimum wage of Rs. 8000/- and the above figures shows that 43% teachers are not satisfied with their salaries. Regarding atmosphere of the school, 17.4% teachers are dissatisfied, 65.5% are dissatisfied, 3% are not sure, 4.1% are satisfied while 10% are highly satisfied.

Regarding location of the school, 21.5% teachers were highly dissatisfied, 1.7% were dissatisfied, 4% were not sure, 65.4% were satisfied while 7.4% were highly satisfied.

Regarding duty timings of the school, 3.3% teachers were highly dissatisfied, 26.4% were dissatisfied, 1.7% were not sure, 66.1% were satisfied while 2.5% were highly satisfied.

Essential features of employment of a teacher

Variables	Categories	Percent
Age	Less than 25 years	46.3
	25-35 years	43.8
	36- 45 years	8.3
	Above 45 years	1.7
Gender	Male	37.2
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Gross Salary	3000-5999	20.7
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Experience	Less than 2	42.1
	Between 2 & 4	25.6
	Between 4 & 6	23.1
	Between 6 & 10	5.0
	Between 10 & 15	3.3
	15 & above	.8

47.1 % teachers say that they have received appointment letter from their employer while 52.9% say that they have not received their appointment letter from their employer. 0.8% teachers say that they work for more than forty eight hours in a week while 99.2% teachers say that work forty eight hours or less in a week. Among 57% female teachers, 38.8% teachers say that they get paid maternity leave up to six months while 19% female say that they are not given paid maternity leave.

Responses of private school teachers about awareness of labour laws among the teachers

Delivery of appointment letter from your employer.	Yes	47.1
	No	52.9
Working for more than forty eight hours a week at school.	Yes	.8
	No	99.2
Do they pay maternity leave up to six weeks?	Yes	38.8
	No	19.0
	Not applicable	42.1
Delivery of appointment letter from your employer.	Yes	47.1
	No	52.9

Regarding existence of awareness among the teachers about labour laws and rights, 19.8% teachers strongly disagree, 69.2% disagree, 9% have no opinion, 0.8% agree and 0.1% strongly agree that private school teachers are aware about labour rights and laws.

Regarding application of labour laws on private educational institutes, 9.1% strongly disagree that teachers are aware about it while 56.2% disagree that private school teachers are aware about it while 33.8% have no opinion while 0.8% agree and 0.1% strongly agree that private school teachers are aware that labour laws are also applicable on private education institutes.

1.7% teachers strongly disagree that school owners are aware that labour laws are also applicable on private education institutes while 16.5% disagree that school owners know labour laws are applicable on private education institutes, 72.7% have no opinion while 5.8% agree that owners know that labour laws are applicable on private education institutes and 0.1% strongly agree that owners know that labour laws are applicable on private education institutes.

9.1% teachers strongly disagree that teachers know that labour laws are applicable on private educational institutes, 56.2% teachers disagree that teachers know that labour laws are applicable on private educational institutes, 33.8% have no opinion while 0.8% teachers disagree that teachers know that labour laws are applicable on private educational institutes while 0.1% teachers strongly agree that teachers know that labour laws are applicable on private educational institutes.

Responses of private school teachers about working conditions at schools

Private teachers have awareness about Labour Rights or Labour Laws of Pakistan?	Strongly disagree	19.8
	Disagree	69.2
	Neutral	9.0
	Agree	.8
	Strongly agree	0.1
Your employer has awareness about Labour Rights or Labour Laws of Pakistan?	Strongly disagree	1.7
	Disagree	16.5
	Neutral	72.7
	Agree	5.8
	Strongly agree	0.1
Private teachers know that now prevailing Labour laws are also applicable on private educational institutes?	Strongly disagree	9.1
	Disagree	56.2
	Neutral	33.8
	Agree	.8
	Strongly agree	0.1
Your employer knows that Labour laws are also applicable on private educational institutes?	Strongly disagree	1.7
	Disagree	16.5
	Neutral	72.7
	Agree	5.8
	Strongly agree	3.3

7.4% teachers strongly disagree about any sort of discrimination from the employer, 33.1% teachers disagree about any sort of discrimination from the employer, 57.6% have no opinion, 1.7% teachers agree about discrimination from the employer, while 0.3% teachers strongly agree about discrimination from the employer. 86.8% teachers are not satisfied with working conditions at their school, 9.1% have no opinion, 4.1% teachers are satisfied with their working conditions at their school. 6.1% teachers strongly disagree that they are satisfied with employee well being procedures at my school, 17.2% teachers agree that they are satisfied with employee well being procedures at my school, 5.1% have no opinion, 54.5% teachers agree that they are satisfied with employee well being procedures at my school, 16.2% teachers strongly agree that they are satisfied with employee well being procedures at my school.

Regression

Regression was used in order to find the impact of awareness about labour laws, working conditions, application of labour laws in private schools on job satisfaction of a private school teacher. The questions were measured on a five point Likert scale. The mean was calculated for both the satisfaction and the independent factors. In the linear regression the mean of dependent variable (Satisfaction) were regressed with the mean of three independent variables. (i.e. awareness among the teachers and employers, working conditions at schools and application of labour rights). Following hypothesis were tested:

H₁: Awareness in teachers significantly affects the satisfaction level of private school teachers.

H₂: Conditions at school significantly affect the satisfaction level of private school teachers.

H₃: Application of labour laws significantly affects the satisfaction level of private school teachers.

Table 16: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.412 ^a	.170	.148	.4650

Independent variables: Awareness, Working condition, Labour Rights

Dependent variable: Job satisfaction Source: Field data

The value of R² is .17 which indicates that 17% variation in the dependent variable (satisfaction) is explained by the explanatory variable.

Table 17: ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.090	3	1.697	7.849	.000 ^a
	Residual	24.861	115	.216		
	Total	29.952	118			

Table 17: ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5.090	3	1.697	7.849	.000 ^a
	Residual	24.861	115	.216		
	Total	29.952	118			

Independent variables: Awareness, Working condition, Labour Rights
 Dependent variable: Job satisfaction
 Source: Field data

The significance value of the F test is less than 0.05 which shows that the overall model is significant and the model is a good fit. F-test is usually used for comparing models.

Table 18: Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.088	.394		5.306	.000
	Wcondition	.092	.075	.131	1.231	.221
	LR	.203	.110	.199	1.843	.068
	Awareness	.201	.072	.272	2.781	.006

Independent variables: Awareness, Working condition, Labour Rights
 Dependent variable: Job satisfaction
 Source: Field data

P-value is less than 0.05 indicates that the relation between the variables is significant i.e., the independent variables including awareness and labour rights have significant impact on the dependent variable (Satisfaction). Beta positive sign shows that there is the positive relationship between the dependent and independent variables and moves in the same direction because as the change occurs in "Labour Rights" by one unit than there will be a 20.3% change in the dependent variable (Satisfaction) while change of one unit occurring in "Awareness" will change the dependent variable (Satisfaction) by 20.1%. Labour laws are made for the protection of the interests of the employees, so awareness of those laws in the institution increases its chances of implementation which ultimately improve the satisfaction of the employees and their unawareness and resultant non-implementation may result in dissatisfaction of the employees. If the application of labour rights is more, satisfaction will be higher if application is low, satisfaction will also be low. Rights of the workers are if honored by the institution like minimum wage, working hours etc, then satisfaction of employees increases otherwise dissatisfaction among the employees increase. So, if more rights of the employees are honored by the employer, satisfaction of the employees will be more but if rights are not honored then satisfaction of the employees will fall.

Conclusion:

The study shows that there is a very limited awareness among teachers, school owners and Government departments about application of labour laws in private schools. Due to this limited awareness about teacher's rights, majority of the teachers are getting salaries less than minimum wage which is Rs. 8000/- (Increased recently up to Rs. 10,000). They are not given appointment letter and in case of termination, majority of them are not served with one month prior notice. They have no social security protection. Majority of school owners also agree that teacher's salaries are less than the minimum wage and that owners are not aware about labour laws and their applicability at private schools. Only 3% teachers are aware that they can form their teachers union. This ignorance shows that in future, with same conditions, there is little hope for improvement. Right now, nothing is being done for the awareness of labour laws among the teachers and school owners by the relevant Government departments and they have not yet taken any step for implementation of the labour laws in private educational institutes of the province which is resulting in low employee benefits for the teachers and deterioration in quality of the education. Although regulatory authorities are working for improving the quality of education by classifying the schools in different schools but the criteria does not focus on employee benefits of a private school teacher. Labour department is responsible for implementation of IRA 2012 at the establishments and institutions mentioned in the Act, but despite of private education institutes being mentioned

in the Act, the labour department has not yet made any progress about implementation of the Act at the private education institutes, although, almost a year has passed since the passage of the IRA 2012. The study also shows that there is no coordination between regulatory authority and labour department which is also an important factor of non implementation of labour laws in the private schools.

Recommendations;

On the basis of this study, we would recommend the following to different stakeholders relevant to education industry of Pakistan including private school teachers, school owners, parents, teachers associations and government authorities.

Private school teachers

Government has made laws protecting rights of private school teachers. As discussed in detail, these rights are about their minimum wage (which is Rs. 10,000/- now) old age benefits including pensions, health facilities, scholarships for their children, leave including maternity leave and right of registering their teachers union. All these rights are enforceable through court of law. So, teachers should educate themselves and their fellow teachers as well. They should raise voice for their rights. In some countries of Europe, salaries of private school teachers are decided by tri- party bodies including teachers union, school owner associations and government. Teachers should try to have similar kind of arrangement

Private school owners

The school owners should inform the government that nearly 40% children are enrolled at private schools for their education. So, the government should provide conducive environment for private schools. At one side, if government is ensuring employee benefits of the private school teachers, which will increase expense of the private schools, therefore at the other side, the owners should demand for the support of government in terms of tax rebates, discount in land price and provision of annual grants. As we have noted in the study that in Holland and Finland, government provides funding to the private schools in the same way as it provides to the public sector schools.

Moreover, Table 11: shows that school owners also demanded for single regulatory authority for regulation of public and private schools which will provide level playing field to both types of schools and their performance may be compared with each other. Such comparison will enhance competition among public and private sector schools which will further improve the quality of education.

Parents of the students

Parents are always concerned with the quality of education which their children receive at schools. Regarding private schools, they should play an active role for enhancement in quality of education. At one side, they should join the teachers in their voice for ensuring the employee benefits while at the other side, they should also support private school owners for getting support from the governments as these steps will enhance the quality of education.

Government authorities

On the basis of the study, recommendations on policy perspective as well as on managerial perspective are as under:

Policy perspective

According to a law expert retired at a senior position of BPS-21 from the regulation wing of the Establishment department of KPK, for autonomous bodies like education regulatory authority, Acts are made by the assembly and the administrative department then draft detailed rules in conformity to the Act for the autonomous bodies and give powers to it through rules for carrying out its functions. In light of rules, the autonomous bodies then prepare its regulations for the usage of its powers for carrying out its functions. According to the Consultant of education regulatory authority Peshawar, the Act for the education regulatory authority stands passed by the Provincial assembly but in light of Act, the Education Department has not yet made rules for the education regulatory authority. To run the affairs of the regulatory authority, the authority has made its regulations. The missing link of the rules need to be filled by the education department and in the rules, among the tasks of the education regulatory authority, ensuring the minimum benefits of the private school teachers mentioned in the Industrial Relations Act 2012 should also be included. By incorporating the implementation of labour laws in private schools, it will become mandatory for the officials of the regulatory authority to implement labour laws in private schools which will improve the situation of ensuring minimum employee benefits of private school teachers.

Implementation of labour laws is the responsibility of labour directorate of labour department. Therefore, in light of IRA KPK 2012, labour department should give clear instructions to the labour directorate for implementation of labour laws in private schools. Right now only, employees of Ghandara University Peshawar have registered their union with the labour directorate which seems an initiative of the employees of

Ghandara University.

Managerial perspective

Regulatory authority and labour department should develop effective strategies and procedures for implementation of labour laws in private schools. The regulatory authority should register new private schools and renew the registration of old private schools only if they follow labour laws. The authority should make on site inspections to find out the implementation of labour laws. The authority should establish counters where the teachers may report any non implementation of labour laws at their private school. In KPK, Private schools are providing employment opportunities to more than 50,000 teachers. As private schools have been recently added to those sectors in which labour laws are applicable, therefore for implementation of labour laws in a new but large sector needs special steps. Labour department should give special targets to its labour directorate for implementation of labour laws in private schools. Labour directorate can take help from the data base of Employees old age benefit institute which have enrolment of private schools. Coordination between regulatory authority and labour directorate should be developed. Joint teams can be made which should make on site checks of private schools. Action should be taken against schools which are not following labour laws. If joint teams are not made then education regulatory authority can provide list of registered private schools to the labour department which can have its surprise checks at those schools. The labour department can then provide the list of such schools which are not following the labour laws to the regulatory authority which can cancel or suspend the registration of those schools. Government and non government bodies should launch awareness campaign among the teachers, owners of the private education institutes and parents of the school going children. Print and electronic media can also be utilized in this regard. Government should announce privileges for the private schools following the labour laws.

Contribution of the study

The contribution of the study is that laws relevant to private schoolteachers have been explored. The impact of three factors including awareness, working conditions and labour rights on the satisfaction level of private school teachers was checked through linear regression and in case of labour rights and application has been found significant. So, school owners can utilize it for increasing satisfaction of their staff. Observance of labour laws will result in increased satisfaction of the teacher and hence the student will also be satisfied.

The implementation of the labour laws in private schools can be improved if above mentioned recommendations are considered and refined further.

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