

## **Problems for English Language Teachers Working in Private Organizations in Pakistan**

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### **Abstract:**

The purpose of this study is to develop theoretical foundation for the researchers for empirical analysis in this field. This paper points out the problems that are being faced by English Language Teachers working in private organizations in Pakistan. The study is qualitative in nature. A Lot of literature has been read by the researchers to find out the problems of English Language Teachers of private sector. The researchers have investigated the causes of problems. Finally, some suggestions are given to solve the problems of English Language Teachers.

**Key Words:** Job satisfaction, conducive leadership, knowledge sharing and English Language Teachers etc.

### **Problem due to the Absence Job Satisfaction**

Job dissatisfaction is a basic problem that is being faced by English Language Teachers. Job satisfaction is a factor that plays a significant role for improving English Language Teachers' performance. Locke, (1976) defines the job satisfaction as a positive and pleasing emotional state from the appraisal of one' job or experience. The very definition suggests that the employees' attitude towards their jobs is formed by their behaviors, beliefs and feelings. According to Galup, Klein and Jiang (2008) , successful organization ensure their employees' job satisfaction realizing the fact that poor job satisfaction can cripple an organization. Kalleberg (1977) suggests that job satisfaction includes two components. These are intrinsic (referring to the work itself) and extrinsic (representing the facets of the job external to the task itself) job satisfaction. Lashbrook (1997) is of the view that leadership style plays an important role in influencing the employees' job satisfaction. Bogler (2001) demonstrates that the different leadership styles engender different working environment and directly influence employees' job satisfaction. Emery and Barker (2007) state that transformational leaders motivate and

encourage their followers to take on more responsibility which increases employees' sense of accomplishment and job satisfaction. Castaneda and Nahavandi (1991) indicate that the employees are more satisfied with both relational and task-oriented behaviors exhibiting simultaneously by their heads. Spector (1997) refers to job satisfaction in terms of how people feel about their jobs and different aspects of their jobs. Ellickson and Logsdon (2002) support this view by defining job satisfaction as the extent to which employees like their work. Schermerhorn (1993) defines job satisfaction as an affective or emotional response towards various aspects of an employee's work. C.R.Reilly(1991) defines job satisfaction as the feeling that a worker has about his job or a general attitude towards work or a job and it is influenced by the perception of one's job. J.P. Wanous and E.E. Lawler (1972) refers job satisfaction is the sum of job facet satisfaction across all facets of a job. Abraham Maslow(1954) suggested that human needs from a five-level hierarchy ranging from physiological needs, safety, belongingness and love, esteem to self-actualization. Based on Maslow's theory, job satisfaction has been approached by some researchers from the perspective of need fulfillment (Kuhlen, 1963; Worf, 1970; Conrad et al., 1985). Herzberg's Two Factor Theory encompasses factors that cause satisfaction and dissatisfaction among employees. According to this theory, quality of work, pay, physical working conditions and job security are the factors associated with dissatisfaction of the employees. He uses the term 'motivators' for the factors like opportunities for promotion and personal growth, recognition, responsibility and achievement that increase the job satisfaction of the employees. (Greenberg and Baron, 2003: p. 153). There is another theory named Value Theory. This theory is about the job reward. According to this theory, the key to employees' job satisfaction is to minimize discrepancy between employees' desires and job rewards (Greenberg and Baron, 2003: p. 153-154). Better human resource management practices also play a vital role in enhancing the employees' job satisfaction (Bloom and Van Reenen, 2007 and Petrescu and Simmons, 2008).

### **Problems due to the Absence of Job Security, Job Autonomy, Workplace Flexibility, Handsome Salary and Leadership Style**

English Language Teachers also face some problems due to the absence of Job Security, Job Autonomy, Workplace Flexibility, Handsome Salary and Leadership Style. Leadership directly influences the performance of employees. If the leadership is conducive for employees, the employees' performance will be improved. Leadership is a way to influence the groups' behavior and direct them towards achieving the defined goals. (Robbins, 2003, P314). There have been discussions about leadership and leaders since man started working in group. Leader can be defined as a person who has managerial authority and who can influence others. Leadership is simply what the leader does. Leaders should have the qualities like drive, desire to lead, honesty and integrity, self confidence, intelligence, job-relevant knowledge and extraversion.

Leaders influence the behavior, feelings and performance of their subordinates. Performance of subordinates is improved if they are positively influenced by their leaders. Researches have been made to explore the leadership styles to find the most effective one for both the quality and quantity of work. The autocratic style, the democratic style and laissez-faire style and their impact on employees' performance have been deeply researched. In autocratic leadership, work methods are dictated to the employees not involving them in decision making process. In laissez-faire leadership, the leaders let the group make decisions and complete the work in whatever way it saw fit. In democratic leadership style, the employees are involved in decision making. It is concluded that democratic style is the most effective to make employees' performance better. Recently, the researches are being made to investigate the influences of transactional and transformational leadership on employees' performance. Burns, J.M. (1978) opines that transactional and transformational leadership styles are more prominent among leadership styles. Transactional leaders give rewards and punishments to encourage performance, making the leader/ worker relationship essentially an economic transaction. (Bass, 1985). Transactional Leaders work with their team members exchanging rewards with them and being responsive to their immediate interests. Transformational leaders are active leaders that have four distinguishing qualities: charisma, inspiration, intellectual stimulation and individualized consideration. (Bass, 1985 & Conger, 1999). Charisma is the extent of pride, faith and respect leaders encourage their workers to have in themselves, their leaders and their organizations. Inspiration is the ability to motivate followers through communication of high expectations. Intellectual stimulation is the frequency with which leaders encourage employees to be innovative in their problem solutions. Finally, individualized consideration is the degree of personal attention and encouragement of self-development a leader imparts to the employees. (Bass, 1985 & Bass, 1990). Conducive leadership style create eagerness among employees to achieve the goals with sincerity and it also brings satisfaction among employees (Aydin and Ceylan, 2009). Lee and Ho, (1989) are of the view that the employees are more satisfied if they are involved in decision making by the leadership. Tanke (1990) states that unpleasant behavior of the leader creates dissatisfaction among the employees and even the employees may leave the organization. Markow and Klenke (2005) and Milliman et al. (2003) point out that the pleasant behavior of the leadership can enhance the efficiency and job satisfaction of the employee.

The term job autonomy refers to the state of the self-governing of the people (Smith, 1993). Job autonomy is one the important factors that enhances the employees' job satisfaction (Dawson, 1987). Job autonomy is one of the key factors that plays a vital role for the job satisfaction of the employees (Nguyen et al, 2003) Person's job is more than some obvious activities. The factors like the nature of work, supervision, present pay and promotion opportunities bring satisfaction among employees (Robbins, 2003: pp. 78-79). Hackman (1990) is of the view that intrinsic as well as extrinsic rewards play an important role for employees' satisfaction. James Brown (2007) defines the fairness as equal treatment in which all the employees receive same benefits rendering

the same services like other employees in the organization. Lepper and Green (1978) state that the employees experience greater satisfaction in the situations where the probability of making endogenous attributions is higher than the probability of making exogenous attributions. Lawler and Porter (1967) opine that the performance of the employees will be increased if they get proper reward of their efforts. They further state that if the employees' rewards are inequitable to their co-workers, it will result dissatisfaction. Adams (1963) expresses that the employees are dissatisfied if the rewards will not match their efforts. Podsakoff (1982) gives his view that employees are more satisfied when they receive just rewards after their performances. Hackman (1976) demonstrates that the employees perform better with satisfaction if they will be favored. Herman (1973) is of the view that the economic conditions affect job satisfaction-performance relationship. Miller (1982) explains that job security and higher pay are important factors that bring job satisfaction. Furnham (1992) categorizes the factors that can have impact on job satisfaction into three categories: organizational policies and procedures, working conditions at workplace and personal issues of employees. Robbins (1998) gives his opinion that flexible work situations and supportive work environments bring satisfaction among employees and increase their performance.

### **Problems in Utilizing Full Potential**

English Language Teachers confront some problems as far as the use of knowledge is concerned. Siddiqui, S. (2007) opines that the assessment system deeply influences the educational set-up of Pakistan. It does not allow the teachers to utilize their potential for using their knowledge. It is also concluded that nothing has been done to improve this system. Burgess et al, (2002) and Fisher, R. (2004) conclude that prescriptive curriculum and tightly defined assessment system damage teachers' professional autonomy and creativity. Teachers are no independent in their teaching so they cannot use knowledge independently. They have to seek permission from higher authorities at every step. Hanke, V. (2002) believes that if the curriculum and assessment system are not flexible for the teachers, the natural potential for use of knowledge will be constrained. Scholte J.A. (2001) demonstrates that the teachers must enhance the competitive abilities of their students by using number of technologies. In this way the learning of students can be made better. It becomes necessary to have well equipped classroom for using technologies. Less equipped classrooms cannot provide an environment in which the teachers can use their knowledge with ease. Here in Pakistan, lack of resources is an obstacle in making classrooms well-equipped. Crystal D. (2001) suggests that the teacher should adjust their curriculum plans to meet the demands of society. But the situation in Pakistan is quite pathetic as far as the curriculum is concerned. The prescriptive curriculum does not allow the teachers to use their knowledge independently. The teachers are always bound to follow this well- defined curriculum. So, this situation is a hurdle for teachers to use their knowledge in classrooms. Heller, M. (2005) agrees that the decentralization and deregulation of English curricula makes the schools and teachers more autonomous in using knowledge. But in Pakistan, nothing has been done to change the curricula so the

teachers are unable to use their knowledge freely. Smith, L.(2008) says that the institutions are becoming autonomous in developing curriculum. In this way, teachers are free to teach whatever they want according to the taste of students. But in Pakistan, teachers are still bound to teach according to prescriptive curriculum. It hampers the teachers to use their knowledge. Al-Otaibi (2004) is of the view that motivated learners can pay high cost and even make sacrifices to achieve their goals in learning foreign language. It was also found that motivated learners can learn language more effectively. The assumption can be made that de-motivated students themselves are a great hurdle for teachers in using knowledge.

### **Problems due to the Absence of Knowledge Sharing and Knowledge Receiving Environment**

Absence of knowledge sharing and knowledge receiving environment causes problems for English Language Teachers. Leonard-Barton (1995) gives his opinion that an organization is both the storage of knowledge and creator of knowledge at the same time. Storage of knowledge is in form of employees replete with unique skills and expertise and some formal knowledge in the explicit form. Knowledge creation starts after knowledge sharing. Shared knowledge of employees puts forward solutions to problems faced by an organization. Problem solving is one of major knowledge creating activities. The positive role of an organization is very important in the effective process of knowledge sharing and knowledge creation process. Nonaka & Takeuchi (1997) are of the view in their knowledge conversion model that knowledge creation happens when there is the interaction between explicit and tacit knowledge. Knowledge conversion activities include externalization, internalization, combination and socialization. Nonaka & Takeuchi (1995) also explain in their SECI model that tacit knowledge gets converted into tacit knowledge by sharing experiences. Tsai and Ghoshal (1998) demonstrate that the interaction built through socialization among the employees of the organizations facilitates the knowledge sharing activities. So it can be concluded that the absence of socialization in the organization hinders the knowledge sharing and knowledge creation process. Lin (2008) explains that knowledge sharing behavior of employees in organizations very is very important in order to transfer the knowledge of an individual to many individuals to make the organizations successful. Jiacheng et al (2012) agree that knowledge sharing behavior among employees creates cooperation for mapping out the fortunes of the organization. Szulanski (1996) suggests that some individuals are unwilling to share their knowledge because they feel that it will bring others to their level and their promotions will be disturbed. Abrams et al. (2003 p.65) point out that " trust leads to increase overall knowledge exchange, makes knowledge exchanges less costly, and increases the likelihood that knowledge acquired from a colleague is sufficiently understood and absorbed that a person can put it to use." Tsai (2002) gives his view that decentralized structure of the organization promotes communication and causes increase in employees' motivation and satisfaction. Damanpour (1999) considers decentralized structure of the organization facilitative to the success of knowledge management activities and methods.

## Conclusion

The purpose of this study was to point out English Language Teachers' problems. The problems that English Language Teachers face have been investigated in this study. English Language Teachers face some problems due to the absence of Job Security, Job Autonomy, Workplace Flexibility, Handsome Salary and Leadership Style. Absence of the environment that is conducive to knowledge sharing, knowledge creation and knowledge use causes many problems for English Language Teachers.

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