



## THE IMPACT OF WORKING CONDITIONS, LEADERSHIP, AND JOB SATISFACTION ON JOB PERFORMANCE: A CASE STUDY OF PRIVATE AND PUBLIC SCHOOLS

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### **Abstract:**

*Job satisfaction of teachers in Karachi's secondary schools, which are both public and private, is investigated in the present research by adopting a simple random sampling approach. Additionally, it explores how certain factors affect both academic and job accomplishment, and it compares the factors that influence job satisfaction in both categories of institutions. In Karachi Central district, 130 teachers from six secondary educational institutions participated in a survey. Furthermore, the hypotheses were examined using the Pearson Chi-square test. The empirical outcomes uncover a number of direct causes of job discontent in educators. The research findings offer suggestions for resolving the issues brought up. According to the investigation's findings, job satisfaction and performance are significantly correlated in both divisions of schools.*

**Keywords:** Educators, Teachers, Schools, Job Satisfaction, Chi-square, Institutions, Karachi

### **1. Introduction:**

Many organizational practitioners as well as researchers in the public sector have become interested in concerns of governmental effectiveness and transparency during the past few decades. According to Lopes and Oliveira (2020), one of among the most significant work dispositions that can enhance employee and organizational performance is job satisfaction. This is because it affects employee work motivation and the way an organization acts. Organizational management has long debated the connection between productivity and job satisfaction (León et al., 2021; Siddiqui et al., 2019; Hussain et al., 2022).



The happy-productive worker theory has received a lot of attention from academics ever since the Hawthorn trials. Based on the human relations hypothesis, satisfied workers are inclined to work together and embrace organizational objectives if they are happy with their jobs. This will ultimately lead to higher productivity (Zaman et al., 2021). The explanation for the association is, however, inadequate because empirical research has not consistently identified a link between satisfaction with work and job accomplishment (Patricia and Asoba, 2021; and Rainey-Clayton, 2023). According to some researchers, this could be because satisfaction at work and achievement are inversely correlated, meaning that while greater satisfaction at work is more likely to lead to improved efficiency, the converse is also true (Noori, 2023; Dahler-Larsen and Foged, 2018). Others contend that the significant variation in the connection may be explained by certain contextual elements, like person-to-person variations in work attitudes, which have an impact on the relationship (Nkrumah and Back, 2023; Roy et al., 2017; and Gius, 2015). According to meta-analyses, additional studies have discovered direct relationships between job efficiency and satisfaction (see, for example, Lee and Sabharwal (2016) and Demircioglu (2023)).

To more readily instruct students through excellent schooling, research has distinguished aspects at the educator level that can impact work execution like work satisfaction (Toropova et al., 2021; Lopes and Oliveira (2020)). Job satisfaction is depicted as one's very own impression of the work space, perspectives encompassing the work, and associations with collaborators (Olsen and Huang (2019); and Pepe et al. (2017)). Practitioners have been researching the concept of work-related satisfaction for more than a century. As far as assessment, research has divided the evaluation of job satisfaction into two categories: a faceted method and a global approach. The global perspective is described as a general idea that declares employment as dissatisfying or satisfying and Woods et al. (2023), whereas the faceted perspective emphasizes particular aspects of employment (such as the pay, co-workers, work itself, promotion, and supervision) (Woods et al. (2023) and Ebrahimi and Mohamadkhani, 2014).

In Pakistan, the educational system puts pressure on instructors to help learners achieve outstanding academic performance in order to please the parents. There are two primary categories of schools in this region: private as well as public. Due to their superiority over public schools, private sector schools are typically chosen over the latter for admittance. Since the government owns public schools, working there is desirable due to job stability and set government salary. Private schools are reputed to provide teachers with enticing compensation packages, although on a transitory basis. There is a variance in the standard of teaching services provided by these institutions due to the varying job perks provided to the teachers (Siddiqui et al., 2019). As a result, different levels of teacher job satisfaction and contentment are anticipated, with implications for how well students do in both educational institutions (Amen and Raziq, 2019).

According to Zaman et al. (2021), many Pakistani schools especially their apparent conditions of employment are unfavorable to teachers because productivity is closely tied to schools' academic success, satisfaction of parents, and the execution of laborious documentation. This present



circumstance abstains educators from keeping up their abilities and execution lined up with high confidence and inspiration to hold in service (Patricia and Asoba (2021); and Jabeen et al., 2023). There are not many research in Pakistan that describe the dynamic association between teachers' well-being and their job satisfaction (Patricia and Asoba (2021); and Jabeen et al., 2023). As a result, this investigation in a developing nation like Pakistan is necessary to fill the highlighted gap in previous literature.

This study attempts to examine the determinants of job satisfaction of instructors in Karachi Central district's low-performing secondary schools. The study is important because it offers a comprehensive understanding of instructors' wellness and job satisfaction in various educational systems, leading to the possibility of solutions to improve teaching effectiveness. Additionally, it evaluates the comparison of academic performance and job satisfaction among teachers in secondary schools in Karachi from the private and public sectors. These factors for teachers' job satisfaction in Karachi Central district have not been previously studied.

## **2. Literature Review:**

According to Herzberg (1966), employees' moods might influence their behavior depending on whether they are happy or sad in a situation. They appear to have a mixed impact on their job efficacy and satisfaction, both favorably and negatively. Due to these factors, it causes satisfaction. The term "factors of dissatisfaction" refers to those elements that the employees find objectionable. These variables are known as dissatisfaction and satisfaction factors. Job satisfaction is influenced by a number of elements, including success, development, accountability, and recognition. The interplay of these factors results in happiness (Arendt 2013; Argyle 2013; Crooker and Near 1998; Ryan and Deci 2000). Consequently, teachers' levels of happiness with their employment and institutions are influenced by elements such as compensation, psychological safety, workload, a favorable work environment, security and professional growth possibilities. This study thus offers a crucial starting point for exploring how organizational characteristics impact teacher retention. According to Baluyos et al. (2019), Usop et al. (2013), and Wolomasi et al. (2019), the major reasons for teachers to stay at the educational institutions for an extended period of time include support from management, salary packages, the burden of teaching, and career development chances.

### **2.1. Pay and Benefits for Teachers**

The necessity of teacher compensation as a crucial element in teacher retention has been regularly explored by a number of academics. Teachers are motivated by strong compensation packages and stay in the same organizations and profession for an extended time. Teachers' intentions to stay in the field of instruction are influenced by their remuneration. Teaching should be seen as a career with numerous kinds of incentive grants, including dentistry, and medical care, just like any other career. The "quality of the skilled teachers and rate of retention" are both improved by high pay. Teachers' internal satisfaction is greatly impacted by their income, which can also be used as



a reason for choosing to continue to work. Several researchers have discovered that the participants state that "they will remain on their teaching jobs if the salary is raised and incentives are provided" (Rezaee et al., 2018; Kumar, 2022; Anastasiou and Papakonstantinou (2014); Ololube (2006); Eliyana and Ma'arif (2019); and Amin, 2021).

## **2.2. Workload for Teachers**

The majority of educational institutions lack clear, centralized methods and guidelines for distributing academic workload that take into account particular activities connected to blended learning and teaching. It is difficult to determine the workload connected to the mixed learning environment without formally documented information. There isn't enough properly recorded data to accurately depict the effort connected to the blended instructional environment. Additionally, it has been noted that managerial and teaching duties play a substantial role in instructors' unhappiness (Wula et al., 2020). In Pakistan's privately owned schools, an undesirable result has been noted as an increase in teacher workload (Iqbal et al., 2016). Numerous studies have indicated that teachers' workloads and levels of anxiety increased because they spent the majority of their time on tasks unrelated to teaching. It primarily has to do with the teachers' weariness and job satisfaction. According to the management, the excessive workload and melancholy contributed in part to the way the teachers organized themselves and struggled.

Teachers' discontent and lack of motivation may be related to their workload. They are unable to participate effectively in the process of instruction and learning, and the dissemination of knowledge and information could fail to result in the accomplishment of educational objectives (Samsuddin, 2021; Bettini, 2018). These principles of organization are likely to optimize effort when total restructuring is necessary by dividing, duplicating, and adding new steps to those existing in place (Jomuad et al. (2021) and Wood, 2019).

One of the main factors that demotivates the majority of employees in businesses and institutions is the workload. Additionally, it is anticipated that teachers will eventually become stressed out from their workload owing to repetitive tasks (Samaden (2021); and Balang (2021)). Students would suffer academically as a result, harming both their emotional health and overall achievement (Jerrim and Sims, 2021). In addition to making teachers anxious and unhappy, the workload has an impact on children's academic achievement and the school climate (Spicksley, 2022). Lack of educators or another essential service sector staff creates a troubling situation that prompts the administration to face difficult choices quickly (Gul et al., 2021). Although these judgments are frequently in the school administration's favor, they are difficult to handle (Creagh et al., 2023).

## **2.3. Career Growth Opportunities**

The development of abilities to think critically and solve problems in instructors and students is the primary requirement of modern education. Building variation in teaching methods is necessary to foster the development of these talents. Active learning methodologies also focus on improving problem-solving abilities. There are many instructional approaches, such as team work and the



process of brainstorming, cooperative instruction, workshops, conferences, and seminars; these methods of instruction are additionally driven by stressing the significance of providing instructors with the knowledge and traits to become highly autonomous and self-directed over the long term (Hojo (2021); Zhao et al., 2022; (Huyghebaert et al., 2018); Ancho and Bongco (2019); and Hosain (2016)). HR departments should constantly take succession planning into account while making future plans (Heffernan et al. (2022)). Similar to this, it is frequently anticipated that teachers would be supported in making campuses more desirable if they are self-assured, skilled, and motivated enough to take on additional responsibilities in addition to their usual teaching obligations (Pacaol, 2021). There are two divisions for learning and growth. Level of human capital 2. Local administrative (Pace et al., 2021). According to Werang (2018), human growth involves combining training and advancement at all levels of leadership, innovation, and planning abilities as well as the creation of self-sufficient communities and the establishment of local workforces.

### **3. Methodology:**

This investigation has adopted an approach of simple random sampling. The sample consists of five private secondary schools and five public secondary schools in Karachi's central districts. Both schools were low-performing. Of which 35 were male instructors and 30 were female instructors in Public sector schools. Whereas in private sector schools, the majority of respondents were female instructors and male instructors were 29. The survey questions comprise four segments:

Segment A contains details on the respondents' profiles. The respondents' present level of job satisfaction concerning the factors has been evaluated in Section B. Section C: The effect of factors influencing job satisfaction on student academic achievement and educators' work performance is uncovered in segment C. Overall opinions of teachers and suggested methods for raising job satisfaction in secondary schools with low progress has investigated in segment D.

A pilot test is conducted, to determine the processing time for organizing a real survey. Eleven instructors who weren't a part of the sample were chosen at random to take part in the pilot investigation. The final form of the questionnaire was prepared for distribution to the selected group of instructors after a few small adjustments were made to the language and order of the questions based on the evaluation of their replies. An organized questionnaire with both close-ended and open-ended questions was utilized to conduct the survey. Using a Likert-type scale that went from "Very satisfied" (1) to "Very dissatisfied" (5), respondents from secondary schools, were requested to rate their degree of work satisfaction on the basis of perks and pay.

For unbiased responses, the survey questionnaires were sent out and collected from instructors on the same time without the collaboration of the relevant rectors or managers. The data was analyzed using SPSS 17.0, based on two hypotheses.



### 3.1. Hypothesis Testing:

In order to assess the association between instructors' Job Performance, Academic Achievement, and Job Satisfaction, this study explored two hypotheses by using the Pearson Chi-Square Test. Accordingly, this research's first null hypothesis ( $H_0$ ) states that there is no relationship between instructors' job performance and their level of job satisfaction in Private and Public Schools. Therefore, an alternate hypothesis ( $H_1$ ) states that there is a significant association between instructors' job performance and their level of job satisfaction in Private and Public Schools. Furthermore, our study's second null hypothesis ( $H_0$ ) illustrates that there is no association between instructors' job satisfaction and their academic performance in Private and Public Schools. Whereas, an alternate hypothesis ( $H_2$ ) states that there is a significant association between instructors' job satisfaction and their academic performance in Private and Public Schools.

### 4. Result and Discussions:

The majority of respondents in our sample study's demographic profile who worked in public schools were between the ages of 35 and 45, held master's degrees, had more than ten years of experience as teachers, and had salaries ranging from 30,000 to 40,000. In contrast, the majority of respondents in our sample study who were employed in private schools were between the ages of 25 and 35, held bachelor's degrees, and had fewer than five years of experience as teachers. Furthermore, their pay ranged from 30,000 to 40,000 (Table: 1).

**Table 1: Demographic Profile**

| Public Sector Schools        |             |             |                |
|------------------------------|-------------|-------------|----------------|
|                              | Particulars | Respondents | Percentage (%) |
| Age-Group                    | <25         | 9           | 13.84          |
|                              | 25-35       | 15          | 23.07          |
|                              | 35-45       | 19          | 29.23          |
|                              | 45-55       | 17          | 26.15          |
|                              | >55         | 5           | 7.69           |
| Qualification                | Bachelors   | 24          | 63.07          |
|                              | Masters     | 41          | 36.92          |
| Work Experience (Years)      | <5          | 21          | 32.30          |
|                              | 5 to 10     | 29          | 44.61          |
|                              | >10         | 15          | 23.07          |
| Income Group (thousands Rs.) | <30         | 25          | 38.46          |
|                              | 30-40       | 33          | 50.76          |



|                                     |                    |                    |                       |
|-------------------------------------|--------------------|--------------------|-----------------------|
|                                     | >40                | 17                 | 26.15                 |
| <b>Private Sector Schools</b>       |                    |                    |                       |
|                                     | <b>Particulars</b> | <b>Respondents</b> | <b>Percentage (%)</b> |
| <b>Age-Group</b>                    | <25                | 14                 | 15.38                 |
|                                     | 25-35              | 21                 | 21.87                 |
|                                     | 35-45              | 10                 | 32.30                 |
|                                     | 45-55              | 15                 | 23.07                 |
|                                     | >55                | 5                  | 7.69                  |
| <b>Qualification</b>                | Bachelors          | 43                 | 66.15                 |
|                                     | Masters            | 22                 | 33.84                 |
| <b>Work Experience (Years)</b>      | <5                 | 33                 | 50.76                 |
|                                     | 5 to 10            | 20                 | 50.76                 |
|                                     | >10                | 12                 | 18.46                 |
| <b>Income Group (thousands Rs.)</b> | <30                | 21                 | 32.30                 |
|                                     | 30-40              | 37                 | 56.92                 |
|                                     | >40                | 17                 | 26.15                 |

Source: Authors Own estimation

**Table 2:** Mean Response Scores Concerning Salary and Benefits' Impact on Job Satisfaction in Public Secondary Schools

| Cases                            |         | The amount of money I get paid for my work | The pay scale for teachers | Policies of the school on absences (holiday, casual, and sick, etc.) | Perks provided by the school (transportation allowances, and medical allowances, etc.) |
|----------------------------------|---------|--|----------------------------|--|--|
| <b>Private Secondary Schools</b> |         |  |                            |  |  |
| N                                | Valid   | 65   | 65                         | 65   | 65   |
|                                  | Missing | 0  | 0                          | 0  | 0  |
| M                                |         | 3.18                                       | 2.79                       | 3.09   | 2.69   |
| <b>Public Schools</b>            |         |  |                            |  |  |
| N                                | Valid   | 65   | 65                         | 65   | 65   |
|                                  | Missing | 0  | 0                          | 0  | 0  |
| M                                |         | 3.09                                       | 2.70                       | 2.27   | 3.01   |

Source: Authors estimations



Table 2 displays the average scores for the various statements under the "Salary and Benefits" criterion for teachers employed by both private and public schools. The two items that elicited the greatest degree of dissatisfaction were "The amount of money I get paid for my work" (Mean value = 3.18) and "Policies of the school on absences" (Mean = 3.09). Furthermore, Table 2's data suggest that teachers employed at private schools that are low-performing were content with their pay scale and the perks package provided by the institution/Ministry. When comparing government-owned low-performing secondary schools to privately owned ones, the statements "The amount of pay for the work I do" and "Perks provided by the school (transportation allowances, and medical allowances, etc.)" received the highest level of dissatisfaction from teachers. The average score for these two statements were 3.09 and 3.01. They were happy with the pay scale and the school's leave policies, nevertheless, as indicated in Table 2 above. The research findings indicated that teachers employed in secondary low-performing schools, whether in the public or private sector, believed their compensation did not align with their actual workload. The salaries were insufficient to cover their expenses. Employees were being compensated less when compared to other employees from different institutions who had similar skills and qualifications. Regarding absence policies, teachers in private schools expressed displeasure as well (Average score = 3.09). Every non-public school has its own approaches concerning the administration of leaves of its workers.

Teachers, for example, are required to give plenty of notice before undertaking an unpaid vacation. Their leave requests were occasionally denied without providing a clear explanation. These most likely had a negative impact on the teachers' job satisfaction in private educational institutions. The benefits package did not satisfy teachers employed by public schools. They said that the advantages were inferior to those of the majority of different organizations. Instructors were of the assessment that they did not given generous retirement package, and this adversely influences their work fulfillment levels. In this manner, in light of the above results, it very well could be concluded that there is a favourable association between earnings and perks and perks.

**Table 3: Mean Response Scores Concerning How Work Environment Affects Job Satisfaction**

| Cases                            |         | The nature of your job as an instructor | The diversity of my job (extracurricular, attendance, etc.) | Tasks you manage | Allotted time for guidelines for organizing | The ratio of students to teachers in the educational setting |
|----------------------------------|---------|---|---|------------------|---|--|
| <b>Public Secondary Schools</b>  |         |   |   |                  |   |  |
| N                                | Valid   | 65                                      | 65  | 65               | 65  | 65   |
|                                  | Missing | 0                                       | 0   | 0                | 0   | 0  |
| M                                |         | 3.06                                    | 3.03  | 3.31             | 3.58  | 3.79   |
| <b>Private Secondary Schools</b> |         |   |   |                  |   |  |



|   |         |      |      |      |      |      |
|---|---------|------|------|------|------|------|
| N | Valid   | 65   | 65   | 65   | 65   | 65   |
|   | Missing | 0    | 0    | 0    | 0    | 0    |
| M |         | 3.09 | 3.03 | 3.51 | 3.69 | 3.90 |

Source: Authors estimations

Table 3's results showed that teachers at schools, both public and private, agreed that conditions like high ratios of students to teachers in classes (Mean = 3.79), a heavier workload (Mean = 3.31), and unjustified time allocated for setting up instructions (Mean = 3.58), contributed to their lack of job satisfaction. The proportion of students to instructors is high in both categories of schools. Teachers believe that they are unable to provide every student with the individualized attention they need because of the growing workload. Besides the aforementioned, teachers at the private schools expressed dissatisfaction with the nature of their employment (Mean = 3.09). They claim that in addition to the hard burden they have, the school administration has been assigning them additional jobs that did not fall on their assigned schedule. Teachers became even more displeased as a result of this. The influence of opportunities for career advancement on satisfaction with work was also examined in the investigation's questionnaire.

According to Tables 4, the findings indicated that teachers employed in secondary schools, both public and private, agreed that the aspect like "the career growth prospects in this position" demotivated teachers to put in extra effort at work, which in turn led to decreased job satisfaction. The only opportunities for advancement to a greater level are from jobs as a rector, senior educator, or deputy rector. They also must endure a very long period for better opportunities to open up. The majority of educators said that their job discontent stems from the reality that their profession does not encourage upward progression.

**Table 4:** The mean scores of the responses concerning the impact of career growth prospects on job satisfaction.

|       |        |   |   |  |                                       |   |  |  |
|-------|--------|---|---|--|---------------------------------------|---|--|--|
| Cases | Career | The opportunity to work on projects that are a good fit for my skills | The possibility of being looked to by other co-workers for guidance | The career growth prospects in this position | The opportunity to work independently | The ability to create updated and more effective work methods | Possibility of gaining new skills via education and career advancement | The assurance of job stability in my field |
|-------|--------|---|---|--|---------------------------------------|---|--|--|



| <b>Private Secondary Schools</b> |         |      |      |      |      |      |      |      |      |
|----------------------------------|---------|------|------|------|------|------|------|------|------|
| N                                | Valid   | 65   | 65   | 65   | 65   | 65   | 65   | 65   | 65   |
|                                  | Missing | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    |
| M                                |         | 3.20 | 2.76 | 2.80 | 4.11 | 2.70 | 2.89 | 3.02 | 2.99 |
| <b>Public Secondary Schools</b>  |         |      |      |      |      |      |      |      |      |
| N                                | Valid   | 65   | 65   | 65   | 65   | 65   | 65   | 65   | 65   |
|                                  | Missing | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    |
| M                                |         | 2.99 | 2.59 | 2.79 | 4.25 | 2.99 | 2.77 | 3.00 | 3.03 |

Source: Authors estimations

**Table 5:** Mean Scores of the Responses Concerning How the School atmosphere affects Job Satisfaction?

| Cases                            | School-Culture | The secondary school's rules and practices regarding teachers | How does an organization notify educators about its policies? | The execution of organizational policies | Effective collaboration between students and parents | The cooperative attitude of all of my departmental colleagues | The head of the institution is concerned about the teachers' career advancement over time. | The administration of the institution acknowledges the achievements of the teacher |      |
|----------------------------------|----------------|---|---|--|--|---|--|--|------|
| <b>Private Secondary Schools</b> |                |   |   |  |  |   |  |  |      |
| N                                | Valid          | 65  | 65  | 65                                       | 65   | 65  | 65   | 65   |      |
|                                  | Missing        | 0   | 0   | 0  | 0  | 0   | 0  | 0  |      |
| M                                |                | 3.12  | 3.90  | 3.80                                     | 3.61   | 3.25  | 2.96   | 2.89   | 2.91 |
| <b>Public Secondary Schools</b>  |                |   |   |  |  |   |  |  |      |



|   |             |      |      |      |      |      |      |      |      |
|---|-------------|------|------|------|------|------|------|------|------|
| N | Valid       | 65   | 65   | 65   | 65   | 65   | 65   | 65   | 65   |
|   | Mis<br>sing | 0    | 0    | 0    | 0    | 0    | 0    | 0    | 0    |
| M |             | 3.39 | 3.56 | 3.77 | 3.61 | 3.25 | 2.94 | 3.70 | 3.99 |

Source: Authors estimations

According to Table 5's results, teachers employed by public schools expressed dissatisfaction with the majority of the aspects (Mean values = 3.90, 3.80, 3.61, 3.25, and 3.12) listed in Table 5, with the exception of three: The head of the institution is concerned about the teachers' career advancement over time; the administration of the institution acknowledges the achievements of the teacher; and the cooperative attitude of all of my departmental colleagues. The average scores are 2.89, 2.91, and 2.96 in that order. Nonetheless, results showed that teachers working in private optional schools were disappointed with every one of the variables referenced in Table 5 with mean scores of 3.99, 3.94, 3.77, 3.61, 3.39, and 3.25 except for one, the cooperative attitude of all of my departmental colleagues" (Mean value = 2.94).

According to the study's findings, teachers at low-performing public and private schools occasionally feel as though senior management is imposing its policies on them. They were forbidden to have a say in the creation of school regulations, which directly affected the teachers. Furthermore, there was a highly unprofessional approach taken in informing instructors about such regulations. Rarely were staff meetings held to provide information about these procedures. The school procedures were frequently ambiguous, and unjust, and did not apply to all teachers equally. Many educators experienced dissatisfaction, low motivation, and decreased job satisfaction as a result of this. Guardians of understudies from the schools frequently reprimanded teachers for neglecting to really try to grasp their kids, for not training, not mindful, and for being subtle, accordingly causing position disappointment in numerous instructors. On the other hand, employees at private schools expressed satisfaction with the educational institution leader's attention to the teachers' career advancement over time. The institution's head is worried about how the instructors' careers will develop over time (Mean = 2.89), and the administration is aware of the teachers' accomplishments (Mean = 2.91). The findings of the survey proved that leaders were against support staff development initiatives in their schools, which would have improved the abilities of teachers. In addition, the leaders failed to appreciate or acknowledge the hard work and accomplishments of the teachers in schools. Over time, this specific approach led to a decline in the educators' motivation, self-worth, confidence, and job satisfaction. According to the study, teachers in both kinds of schools were happy with the collaborative environment that prevailed among peers in every area. The educators claim that excellent working environments and strong collegial ties among staff members increase the educators' desire to stay at their current jobs longer.



**Table 6:** Mean Scores on the Impact of Leadership on Job Satisfaction

| Cases                            | Leader  | The understanding between me and my seniors | How does the head handle staff grievances? | The chance to take part in making decisions regarding matters pertaining to schools | Equitable handling within the division | The department head's and school head's professionalism |
|----------------------------------|---------|---|--|---|--|---|
| <b>Private Secondary Schools</b> |         |   |  |   |  |   |
| N                                | Valid   | 65  | 65   | 65  | 65                                     | 65  |
|                                  | Missing | 0   | 0  | 0   | 0                                      | 0   |
| M                                | 3.00    | 2.75  | 2.85                                       | 3.70  | 3.54                                   | 3.49  |
| <b>Public Secondary Schools</b>  |         |   |  |   |  |   |
| N                                | Valid   | 65  | 65   | 65  | 65                                     | 65  |
|                                  | Missing | 0   | 0  | 0   | 0                                      | 0   |
| M                                | 3.12    | 2.80  | 3.01                                       | 3.65  | 3.62                                   | 3.59  |

Source: Authors estimations

The influence of leadership on instructors' job satisfaction was evaluated in question 11 of the survey. The findings presented in Table 6 demonstrate that teachers employed in public and private schools are not satisfied with the professionalism of the department head and school head (Mean = 3.59, 3.49); the chance to take part in making decisions regarding matters pertaining to schools (Mean = 3.65, 3.70); and equitable handling within the division (Mean = 3.62, 3.54). The influence of leadership on instructors' job satisfaction was evaluated in question 11 of the survey. The findings presented in Tables 6 demonstrate that teachers employed in public and private schools are not satisfied with the professionalism of the department head and school head (Mean = 3.59, 3.49). Teachers employed in private schools expressed greater satisfaction with the way school administrators address staff issues than did educators in public schools (Mean value = 2.85). According to survey results, school administrators frequently show favoritism to individuals who are on their "good books" even when they may not have had valid grounds. They also lack the ability to handle problems. This can result in an imbalance of trust between the head of the school and their employees, which would afterwards cause a lack of dedication and, eventually, low teacher enthusiasm and fulfillment in their job.

In Part C of the survey, the participants were asked to recognize the degree to which the respondents think about various aspects: kind of work, compensation and perks, leadership, career growth and working environment are significant in enhancing work and academic



accomplishments. The findings indicated that more than 89% of the participants agreed that enhancing job satisfaction for educators required consideration of all of the above-mentioned job satisfaction variables. Over fifty-three percent (53%) of the participants held the view that enhancing academic performance was not significantly impacted by elements like salary and perks, the type of work, and career growth chances. Regarding the elements of working circumstances, over half (55%) of the respondents said that these elements played a significant role in raising academic achievement.

The outcomes of the first hypothesis investigations by using the Pearson Chi-Square test confirm the significant association between Job satisfaction and Job Performance of instructors. The calculated value of Pearson Chi-Square is 5.03 at a 1 percent level of significance (P-Value = 0.001). These outcomes are consistent with the findings of Hosain, 2016; Jomud et al., 2021; Jabeen et al, 2023; Kumar (2022); Rezaee et al., 2018; Siddiqui et al., 2019; Usop et al., 2013; Wolomasi et al., 2019; and Wula et al., 2020. On the other hand, the outcomes of the second hypothesis investigations by using the Pearson Chi-Square test confirm the insignificant association between Job satisfaction and academic Performance. The calculated value of Pearson Chi-Square is 1.03 at P-Value = 0.21.

A comparison is also made between both schools that shows that at private secondary schools, there is a significant impact between Job satisfaction and performance among instructors the calculated value of Pearson Chi-Square is 4.18 at a 1 percent level of significance (P-Value = 0.001). However, no significant association is obtained in Public schools (P-Value = 0.321). Moreover, the empirical results for the relationship between academic performance and Job satisfaction neither have any significant relation in both categories of schools as the P-value is 0.54 and 0.31 percent, so the null hypothesis is accepted. The results of this study align with the investigations conducted by Sehar and Alwi (2019); Imran and Akhtar, 2023; Iqbal et al., 2016; and Ganyaupfu (2013).

### **Conclusion and Recommendations:**

The study found that educators' satisfaction with their jobs is significantly impacted by their working environment. Both public and secondary schools experienced similar issues with regard to working conditions, such as a shortage of resources for teachers to use in the classroom and an inability to find resources for instruction. Private schools also experienced issues with badly maintained physical spaces, which demotivate staff members and lead to job discontent. Additionally, the factors that influence teachers' job satisfaction in both public and private schools were addressed. Accordingly, empirical exploration confirms that school culture is among the most significant factors that contribute to the level of Job satisfaction among teachers.

Many educators experienced discontent; loss of motivation, and decreased job satisfaction as a result of this. The results also showed that inadequate professional interactions with students and



their parents were a contributing factor in the job disappointment of educators at those schools. Parents and children both showed a lack of regard for teachers. The leadership of the school administrators was the final factor that had an impact on educators' job satisfaction. The findings showed that teachers were dissatisfied with the capacity for decision-making of their school heads. Additionally, they were excluded from decision-making processes pertaining to the institution. Some teachers even experienced unjust treatment in the workplace. The lack of professionalism exhibited by school administrators resulted in job discontent among numerous educators.

Therefore, the following are the policy recommendations derived from this investigation:

- ✓ Teachers need to be guaranteed career advancement and promotions.
- ✓ Instructors are encouraged to participate in Decision-Making.
- ✓ In schools, a fair reward system should always exist.
- ✓ The administration of schools aims to promote community and parental engagement.
- ✓ Ensuring favorable working circumstances for educators.

Furthermore, this research suggested that developing a feeling of belonging to the institution could increase job satisfaction. By including them as well as supporting them to take part in decisions pertaining to school concerns, educators can be made to feel like a part of the community at their institution. The government must put in place a just compensation structure that will allow educators to be paid a competitive wage. To increase teacher satisfaction, it is necessary to offer incentives, guarantee job stability, and compensate them based on effort. This study used datasets from the Karachi Central District to examine the factors impacting instructors' job satisfaction among instructors. In future studies, the dataset could potentially be enlarged to cover more districts in the selected area.



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