Asian Social Studies and
Applied Research (ASSAR)
Published by ASAR Council

Volume 2 Issue 4
November, 2021
ISSN (E): 2709-9229

Examining the Teachers' Perception of Job Satisfaction and Their Performance: Analyzing the Effect in Government and Private Schools

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Abstract

A favourable or pleasant emotional state arising from employees' appreciation of their job or experience is called job satisfaction. Teachers are the foundations of society, assisting students in developing the skills necessary to lead their country forward. The primary goal of this research is to see how to work satisfaction affects teacher performance in both government and private schools. The study was descriptive, and data were collected through two scales, i.e., Job Satisfaction Survey (Spector, 1985) and Teacher Performance Questionnaire (Haider, Khan & Iqbal, 2018). The study population comprised of secondary level teachers teaching 9th and 10th classes in government and private schools. The sample was obtained from the population using multistage sampling. Total 384 questionnaires were distributed among teachers, and 1536 questionnaires were given to students for rating their teachers' performance, and the response rate was 100% due to vigorous follow-up by the researchers. Researchers applied different statistical techniques to the collected data to get accurate results. The results showed that government and private teachers were not satisfied regarding pay, promotion, operating conditions, and contingent rewards. However, they are happy with the supervision and nature of work. Moreover, there is no significant relationship between job satisfaction and teachers' performance in government teachers, while, in private teachers, job satisfaction has a significant positive association with teachers' performance.

Key Words: *Government School, Private School, Job Satisfaction, Teacher Performance, Punjab.*

Introduction

When we talk about an organization, we refer to a collection of people who are connected through their behaviour and work together toward a common goal. According to this idea, human capital is more important to an organization's efficiency and usefulness than physical capital (Burke & Noumair, 2015). Organizations have personalities, much like people, but unlike personal identities, organizational personalities or identities are built on values, ideas, and experiences instead of facts and figures (Child, 2015). Ballantine, Hammack and Stuber (2017) stated that school is viewed as a learning organization, just like any other establishment. Like organizations, schools also have a number of unofficial goals, including friendship and interest sharing and their officially announced goals, membership qualifications, and a hierarchy of offices. The character or identity of a school is the result of the community, students, and staff beliefs, experiences, and values.

Staff or people are regarded as the most precious resources in each school because their professional knowledge enables them to provide major services to the institution. In the educational context, a school is sometimes thought of as an organization or an educational organization. Many researchers have discovered that many elements associated with the organization (school) have a significant impact on workers' performance (teachers). As a result, it is critical to figure out what factors affect the effectiveness of school staff (instructors). Domitrovich et al. (2015) explored a successful criterion in their study: organizational goals, top-level management support, the mission, management style and size were all mentioned, and the school's culture as contributing factors. Atmojo (2015) identified various elements that impact teachers' ability to perform at their best in schools, such as physical facilities, teaching and learning resources, student enrolment and involvement, and organizational staffing levels.

Review of Related Literature

Employee job satisfaction refers to their contentment and desire for monetary compensation at work. Employees' perceptions of their job obligations and comparing what they have and what they should have often led to this situation. The work of Locke (1973) might be viewed as the first work on job satisfaction and its definition. He defines job satisfaction as the degree of perceived alignment between one's employment expectations and what one gets from them. It is a beneficial or pleasurable condition that arises from a person's enjoyment of his or her vocation or learning. Miller, Mire, and Kim (2009) expressed that the Locke's definition of job satisfaction is a widely used and well-accepted explanation, describing the essential components needed to demonstrate the wide meaning of job satisfaction.

It is the constructive evaluation of employees' work that results from examining a variety of attributes (Robbins & Judge, 2012). Chiu and Chen (2005) identified that extrinsic and intrinsic job satisfaction were divided by Herzberg's theory of job satisfaction. The first looked at how satisfied people were with the organization's policies, compensation systems, and working circumstances. In contrast, the second looked into how comfortable personnel was with their internal contentment. Black-Branch (1996) believed that teachers' job satisfaction could be broken down into three parts, such as the nature of the work (circumstances of employment, obligations of instructors, and connections with students and parents), the context of one's work (the institutions' physical environment), as well as the monetary benefits that come with being a teacher (the development of capabilities, the reward of professionals, and remuneration).

It is a multi-dimensional concept that includes employee perceptions of a variety of job-related factors. It considers work environment, salary, supervision, administrative methods, benefits, resources,

promotions, and coworker relationships (Zeinabadi, 2010). Karimi, Alipour, Pour, and Azizi (2013) expressed employment satisfaction is defined as a set of beliefs and perceptions about one's current job. It refers to how employees feel about their jobs and how they approach their work. Good and positive feelings about work indicate job satisfaction, while negative or unfavourable feelings show job dissatisfaction. Aziri (2011) indicated numerous consequences of job unhappiness, such as low productivity, high turnover and absence, job disloyalty, and an increased likelihood of workplace accidents, became obvious the importance of job satisfaction.

Currivan (2000) argued that job satisfaction had been extensively researched as a set of work-related behaviours. He claimed that work-related happiness is a multifaceted concept that includes the quality of one's work product, one's working relationships, the amount of money one makes. Zamini (2014) argued that job satisfaction encompasses more than just money and advancement; it includes interpersonal relationships with coworkers and administrative employees. Job satisfaction differs from person to person and is dependent on the individual's traits and working conditions. Most studies believed job satisfaction to be an individual issue, with the knowledge that everyone experiences different levels of pleasure.

When it comes to an educational institution's effectiveness and performance, job satisfaction and staff performance are significant factors. In organizational and psychological research, work satisfaction and performance have been intensively investigated. Judge, Parker, Colbert, Heller, and Ilies (2001) argued that life satisfaction, job performance, and withdrawal attitude are all expected outcomes of job satisfaction. According to the findings of this study, there is a moderate link between job satisfaction and employee performance. They also discovered a link between job satisfaction and turnover and between job satisfaction and absenteeism. Al-Zu'bi (2010) explored that individual happiness and productivity are critical factors in determining an organization's success. Niazi and Ali (2014) demonstrated a positive relationship between job satisfaction and the prevalence of justice in the institution. Many people believe it to be particularly significant for an organization's production and development. They concluded that those who are happy with their jobs perform better.

One sentence sums up the connection between job satisfaction and productivity, such as a contented worker is a fruitful worker (Zhang & Fang, 2005). Some academics feel that rewards are the most important element interfering with the link between job happiness and performance. William, Werther, and Davis (1996) narrated that employee work happiness is mostly determined by whether or not the incentives meet the individual's expectations, aspirations, and needs. According to the findings of various studies, happy people have a more positive attitude towards their jobs, are more committed, and perform better at work. Moreover, the teachers' performance, effectiveness, and school success are positively correlated with job happiness. (Baloch, 2009).

Mbua (2003) believes that if we ignore employees' job satisfaction, our efforts to increase school performance will fail. When people feel inspired, they are willing and competent to assist an organization. As a result, work satisfaction and teacher motivation are critical factors that influence school performance. Teachers' job satisfaction is important to school administration because it affects their performance, motivation, effectiveness, school atmosphere, and quality of work life. On the other hand, some studies claim that there are few studies to back up the claim that job happiness affects employee performance. Robbins and Judge (2015) argued that there was no link between job satisfaction and performance in numerous researches. There is a growing consensus among academic circles that job satisfaction has an impact on teachers' performance. While just a few empirical research have been undertaken to investigate this concept fully. As a result, the current study is a systematic attempt to fill

this gap by studying the impact of work satisfaction on teacher performance in Punjab's government and private schools.

Objectives of the Study

For this investigation, a variety of objectives were set. The objectives of the study were to measure.

(a) The level of job satisfaction of government and private school teachers.
(b) The relationship between the components of job satisfaction and teachers' performance.
(c) The impact of job satisfaction on teachers' performance in government and private schools.

Material and Methods

The study objectives necessitated a thorough examination of the subject under investigation, and descriptive research was deemed the most effective method for achieving this goal. Haider and Hussain (2014), Haider and Qureshi (2016) expressed that descriptive research is an effective method for analyzing any current situation. It is a technique for gathering data that can be utilized to test an idea or answer inquiries regarding the subject's present and past conditions. Although questionnaires and interviews are traditional methods of gathering data for surveys, the data for this study was collected using two scales.

Population and Sampling

The study population consisted of school teachers teaching 9^{th} and 10^{th} classes in government and private schools and 9^{th} and 10^{th} class students of these teachers. According to the study nature, a multistage sampling technique was used to draw an appropriate population representation. Firstly, 04 tehsils (Bahawalnagar, Rajanpur, Jhelum, and Narowal) were randomly selected employing fishbowl drawing. Secondly, 12 schools [06 government, {03 male and 03 female}, (03 urban and 03 rural) and 06 private, (04 urban and 02 rural) from each tehsil were conveniently selected. Thirdly, 08 teachers (04 science and 04 general) were chosen from each government and private school. Fourthly, 04 students of the 9^{th} class (the teacher chosen is teaching) were selected purposively to rate their teachers' performance. At last, 48 schools, 384 teachers, and 1536 students were selected for data collection.

The present study collected data from 384 teachers and 1560 students (Table 1). The average age of government teachers was 37 years, and private teachers were 25 years old. While government schools' boys' average age was 14 years and private schools was 15 years. There were 96 male teachers (50%) and 96 female (50%) in government schools. Moreover, 142 were female teachers (73.95%), and 50 were male (26.05%) in private schools. While considering students' gender in government schools, 384 boys' students (50%) and 384 girls' students (50%). Total 493 were girls' students (64.19%) in private schools, and 275 were boys' students (35.81%). In government schools, the ratio of male and female teachers and boys' and girls' students of urban and rural areas was the same. However, in private schools, most teachers 128 (66.6%) and students 512 (66.6%) testified their location as urban schools' teachers and students. In government schools, there were 32.29% BA/ BSc, 58.33% MA/ MSc, 7.81% M.Phil and 1.56% PhD degree holder teachers. While in private schools, 56.25% BA/ BSc, 40.63% MA/ MSc, and only 3.13% were M.Phil teachers. Concerning professional qualification, most government teachers were 59.37% B.Ed and 40.62% M.Ed degree holders. While, in private schools, the majority of teachers, 45.83%, were without any professional qualification.

Table 1: Characteristics of the Participants

	Category	Government	%	Private	%
Teachers Average Age		37 Years		25 Years	
Teachers Average Experience		12 Years		05 Years	
Students Average Age		14 Years		15 Years	
Teachers' Gender	Men	96	50.00	50	26.05
	Women	96	50.00	142	73.95
Students' Gender	Boys	384	50.00	275	35.81
	Girls	384	50.00	493	64.19
Teachers' Location	Urban	96	50.00	128	66.66
	Rural	96	50.00	64	33.33
Students' Location	Urban	384	50.00	512	66.66
	Rural	384	50.00	256	33.33
Academic Qualification	BA/B.Sc	62	32.29	108	56.25
	MA/M.Sc	112	58.33	78	40.63
	M.Phil	15	7.81	6	3.13
	PhD	3	1.56	0	0.00
Professional Qualification	No	0	0.00	88	45.83
	B.Ed	114	59.37	71	36.98
	M.Ed	78	40.62	33	17.19

Instruments

Job Satisfaction Survey (JSS)

JSS developed by Spector (1985) was used in this study for data collection. The original scale was based on 36 questions and 09 dimensions. Moreover, for the present study, 07 facets (Pay, Promotion, Supervision, Contingent Rewards, Operating Procedures, Co-Workers, and Nature of Work) were found suitable and used in this research. Two dimensions (Fringe Benefits and Communication) were removed due to non-correspondence of study purpose. So, the final scale was based on 28 statements (04 items for each facet), and overall, Cronbach's Alpha for this study was $\alpha = 0.92$ for government and $\alpha = 0.88$ for private teachers. Out of 28 statements, 13 were negative, their weights were reversed, and the six-point scale was converted to four points.

Teachers' Performance Questionnaire (TPQ)

TPQ developed by Haider, Khan, and Iqbal (2018) for measuring teachers' performance through their students' rating, was used in this study. This scale is developed to rate teachers' performance by their students in which class they are teaching. The scale comprised of 22 statements based on four components such as Instructional Abilities (7 items), Administrative Qualities (5 items), Classroom Management (4 items), and Professional Skills (6 items). Overall, Cronbach's Alpha for this study was $\alpha = 0.86$ for government and $\alpha = 0.91$ for private teachers.

Results

The fundamental descriptive and inferential statistics were calculated first in this study. Furthermore, the responses of government and private teachers were assessed separately to establish their level of job satisfaction.

Table 2: Descriptive Statistics for Dimensions of Job Satisfaction

Factors	Government Teachers		Private Teachers	
	Mean	SD	Mean	SD
Pay	2.61	.70	2.34	.80
Promotion	3.08	.50	3.01	.40
Supervision	2.99	.51	2.89	.68
Contingent Reward	3.09	.62	2.81	.71
Operating Conditions	2.21	.49	2.10	.59
Co-Workers	3.15	.68	3.01	.69
Nature of Work	3.31	.67	3.21	.64
Overall JS	2.92	.59	2.76	.64

It is evident in (Table 2) that government (*M* = 2.92, *SD* = .59) and private (*M* = 2.76, *SD* = .64) teachers are uncertain with their job satisfaction. According to the findings, work satisfaction is quite low in both sets of data. Nature of work has highest mean score in government (*M* = 3.31, *SD* = .67) and private (*M* = 3.21, *SD* = .64) teachers. Co-workers has the second highest mean value in government (*M* = 3.15, *SD* = .68) and private (*M* = 3.01, *SD* = .69) teachers. While, operating conditions has the lowest mean score in government (*M* = 2.21, *SD* = .49) and private (*M* = 2.10, *SD* = .59) teachers. Teachers in government and private high schools are generally happy and satisfied in only one facet of their jobs and that is nature of work. According to the results of this study, government instructors were happier than private teachers.

Table 3: Comparison of Male and Female Teachers regarding Job Satisfaction

		Government Teachers				Private Teachers			
		M	SD	t	p-value	M	SD	t	p-value
Pay	M	2.71	.59	4.206	.001	2.10	.80	-1.836	.03
	F	2.41	.69			2.30	.81		
Promotion	M	2.91	.78	2.794	.081	2.49	.73	2.829	.002
	F	2.69	.68			2.92	.87		
Supervision	M	2.99	.70	-3.374	.031	2.79	.61	.693	.432
	F	3.09	.57			3.01	.58		
Contingent Reward	M	2.61	.59	2.517	.263	2.30	.67	-2.735	.005
	F	2.73	.64			2.62	.74		
Operating Condition	M	2.10	.61	-2.628	.241	2.01	.73	3.441	.04
	F	2.20	.68			2.22	.79		
Co-workers	M	3.04	.67	-.581	.421	2.81	.81	3.018	.001
	F	3.07	.62			3.10	.51		
Nature of Work	M	3.19	.58	1.514	.318	3.10	.61	2.314	.214
	F	3.18	.53			3.20	.59		
Job Satisfaction	M	3.01	.71	.859	.349	2.51	.58	-3.176	.002
	F	3.06	.82			2.79	.68		

The mean difference between male and female teachers regarding job satisfaction is presented in Table 3. In government teachers, male (*M* = 2.71, *SD* = .59) and female (*M* = 2.41, *SD* = .69) differ significantly *t*(191) = 4.206, *p* < .001 concerning pay. Similarly, male (*M* = 2.99, *SD* = .70) and female (*M* = 3.09, *SD* = .57) also differ significantly *t*(191) = -3.374, *p* < .031 regarding supervision. Likewise, in private teachers, male and female differ significantly in five dimensions of job satisfaction such as pay, promotion, contingent rewards, operating conditions and co-workers. As a whole, the results revealed that government male (*M* = 3.01, *SD* = .71) and female (*M* = 3.06, *SD* = .82) teachers do not differ significantly *t*(191) = .859, *p* < .349 concerning job satisfaction. While private male (*M* = 2.51, *SD* = .58) and female (*M* = 2.79, *SD* = .68) teachers differ significantly *t*(191) = -3.176, *p* < .002 concerning job satisfaction. Moreover, the high average value of female teachers in both government and private schools manifest that female are happier and satisfied with their compensation they received in schools.

Table 4: Comparison of Urban and Rural Teachers regarding Job Satisfaction

		Government Teachers				Private Teachers			
		M	SD	T	p-value	M	SD	t	p-value
Pay	U	3.01	.70	.478	.601	2.30	.69	4.453	.021
	R	3.10	.76			2.11	.68		
Promotion	U	3.14	.79	.836	.243	3.02	.86	4.318	.008
	R	3.09	.74			2.63	.83		
Supervision	U	2.98	.72	.716	.434	3.01	.71	.473	.628
	R	2.92	.81			3.08	.60		
Contingent Reward	U	3.13	.63	2.551	.082	3.12	.83	5.197	.037
	R	3.10	.57			3.07	.70		
Operating Condition	U	3.15	.69	.119	.854	2.21	.78	3.642	.041
	R	3.08	.70			2.00	.79		
Co-workers	U	3.06	.64	2.376	.247	3.18	.70	4.294	.022
	R	3.00	.68			3.00	.62		
Nature of Work	U	3.35	.63	2.241	.351	2.89	.56	.411	.743
	R	3.21	.71			2.81	.61		
Job Satisfaction	U	3.14	.41	2.536	.264	2.71	.60	4.622	.020
	R	3.07	.49			2.53	.75		

There was no significant difference in job satisfaction and all of its characteristics (Table 4) between teachers in urban (*M* = 3.14, *SD* =.41) and rural areas (*M* = 3.07, *SD* =.49) *t*(191) = 2.536, *p* < .264. However, urban and rural private school teachers differ significantly regarding pay *t*(191) = 4.453, *p* < .021, promotion *t*(191) = 4.318, *p* < .008, contingent rewards *t*(191) = 5.197, *p* < .037, operating condition *t*(191) = 3.642, *p* < .041 and co-workers *t*(191) = 4.294, *p* < .022. Similarly, private urban (*M* = 2.71, *SD* = .60) and rural (*M* = 2.53, *SD* = .75) teachers also differ significantly *t*(191) = 4.622, *p* < .020 concerning job satisfaction. Moreover, the high average value of urban teachers in government and private schools manifest that teachers from urban area schools are happier and satisfied with compensation they received in their schools.

The results in Table 5 demonstrated the mean comparison between government and private school teachers concerning their job satisfaction. Private and government teachers differ significantly in five dimensions of job satisfaction such as pay *t*(383) = 4.627, *p* < .003, supervision *t*(383) = 2.324, *p* < .022, contingent rewards *t*(383) = 4.584, *p* < .048, operating conditions *t*(383) = 3.632, *p* < .001, and co-workers *t*(383) = 3.214, *p* < .041.

Table 5: Comparison of Government and Private Teachers regarding Job Satisfaction

	Institution	M	SD	t	p-value
Pay	G	3.15	.70	4.627	.003
	P	3.01	.80		
Promotion	G	3.23	.71	.369	.258
	P	3.20	.67		
Supervision	G	2.98	.70	2.324	.022
	P	2.50	.57		
Contingent Reward	G	3.04	.60	4.584	.048
	P	2.61	.71		
Operating Conditions	G	2.32	.63	3.632	.001
	P	2.01	.79		
Co-Workers	G	3.41	.62	3.214	.041
	P	3.15	.69		
Nature of Work	G	2.97	.59	2.103	.083
	P	2.91	.62		
Job Satisfaction	G	3.21	.55	5.239	.004
	P	3.00	.61		

Altogether, the results revealed a significant difference between government (M = 3.21, SD = .55) and private (M = 3.00, SD = .61) teachers $t(383) = 5.239$, $p < .004$ concerning job satisfaction. Conclusively, the high average value of government teachers expressed their high satisfaction level and happiness with their schools.

Table 6: Relationship among Dimensions of Job Satisfaction and Teachers' Performance

	1	2	3	4	5	6	7	8
Government								
1. Pay	–							
2. Promotion	.13**	–						
3. Supervision	-.05	.20**	–					
4. Contingent Reward	-.02	.37**	.37**	–				
5. Operating Conditions	.05	.11**	.11**	.30**	–			
6. Co-Workers	.08*	.23**	.39**	.37**	.27**	–		
7. Nature of Work	.05	.14**	.18**	.19**	.10**	.37**	–	
8. Teachers' Performance	.07	.15	.19	.08**	.17	.10	.12*	–
Private								
1. Pay	–							
2. Promotion	.74**	–						
3. Supervision	.28**	.45**	–					
4. Contingent Reward	.70**	.68**	.40**	–				
5. Operating Conditions	.69**	.60**	.27**	.67**	–			
6. Co-Workers	.59**	.60**	.49**	.66**	.71**	–		
7. Nature of Work	.24**	.37**	.46**	.32**	.35**	.40**	–	
8. Teachers' Performance	.18	.13**	.09	.14*	.17	.05	.11	–

**Significant at 0.01 level, *Significant at 0.05 level

Spearman correlation among the dimensions of job satisfaction and teachers' performance is presented in Table 6. The results of government teachers revealed a statistically weak positive association among the study variables. In government teachers, contingent reward has a weak positive association (r = .08, p < .01) with teachers' performance. Similarly, the nature of work also has a significantly weak correlation (r = .12, p < .05) with teachers' performance. Furthermore, there is again a weak positive relationship between promotion (r = .13, p < .01) and teachers' performance in private teachers. Likewise, contingent reward (r = .14, p < .05) also has weak positive association with teachers' performance.

Table 7: Correlation Between Job Satisfaction and Teachers' Performance

	Teachers' Performance
Job Satisfaction of Government Teachers	.216
Job Satisfaction of Private Teachers	.102*
Mixed Effect of Job Satisfaction	.031

*Significant at 0.05 level

The results of correlation between job satisfaction and teachers' performance (Table 7) revealed that there is a significant weak positive correlation (r = .102, p < .05) between private teachers' job satisfaction and their performance. However, the association between government teachers' performance and job satisfaction was insignificant (r = .216, p = n.s). Similarly, the mixed effect of job satisfaction of the government and private teachers was also negligible (r = .031, p = n.s).

Table 8: Analyzing the Effect of Job Satisfaction on Teachers' Performance

	Dependent Variable	B	*t*	F	R^2
Government Teachers					
	Teachers' Performance	.011	1.146	.022	.012
Private Teachers					
	Teachers' Performance	.192	3.142**	5.361**	.231
Mixed Effect					
	Teachers' Performance	.201	1.133	.214	.038

**Significant at 0.01 level,

Table 8 demonstrate the results of simple linear regression for job satisfaction and teachers' performance. Private teachers' job satisfaction has a significant contribution and explained 23.1% variance in teachers' performance (R^2 = .231, F(1, 191) = 5.361, p < .01). According to the findings, every additional point of work satisfaction causes 19.2% rise (β = .192, p < .01) in teachers' performance. However, the effect of job satisfaction of government teachers' on their performance is negligible (R^2 = .012, F(1, 191) = .022, p = n.s). Moreover, the mixed effect of government and private teachers' job satisfaction on teachers' performance was also insignificant (R^2 = .038, F(1, 383) = .214, p = n.s).

Discussion and Conclusion

It is easy to see how the teacher faces many challenges in the Pakistan educational landscape as they transition from their previous roles as the major agent of change through education. Several factors influence teachers' performance, and one of them is job satisfaction, which has an explicit or implicit impact on teachers' performance in both government and private schools. As a result, the current

research looked into the effects of job satisfaction on the performance of government and private school teachers teaching at grade 9th and 10th levels.

The first study objective was to determine how happy teachers at Punjab government and private schools were with their jobs. The existing degree of job satisfaction in both school types was measured using mean and standard deviations. The findings demonstrate that both government and private teachers had mixed feelings about the remuneration in their institutions. In the same way, they were unsure about the promotion in their schools. The degree of monitoring at their schools, on the other hand, had them somewhat satisfied. Teachers in both the government and private sectors, on the other hand, are skeptical about contingent rewards as a source of job satisfaction. Furthermore, teachers in government and private institutions were dissatisfied with their workplace conditions. Teachers in government and private schools have a lot of work to do, and a slew of new laws and regulations only exacerbates the difficulty and stress of their employment.

Teachers in government and private sectors are equally dissatisfied with their coworkers. However, they are content with the work quality and agree on its degree. They take delight in what they do and consider it to be a pleasurable experience. Overall, both government and private teachers felt indifferent about their jobs. They were dissatisfied with the quality of their work. It was also discovered that there was no substantial difference between male and female instructors in government schools in terms of job satisfaction and all of its characteristics. This finding follows Al-Zu'bi (2010), who found no connection between respondents' gender and their level of job satisfaction. Except for two traits that were not significant, male and female teachers have significantly different levels of job satisfaction and most of its aspects in private schools.

Female teachers at private schools had a higher mean score than male teachers, showing that they were happier and more satisfied with their work. Kniveton (2004) identified that males place a higher value on money, while females value enjoying their work. Moreover, urban and rural government school teachers had similar levels of job satisfaction, with no discernible trends. However, teachers in urban and rural private schools have vastly different experiences regarding job satisfaction. Compared to rural teachers, urban teachers had a higher mean score in government and private schools, indicating that they were more satisfied and agreed with the job. Furthermore, there is a large disparity in job satisfaction between government and private teachers. The findings revealed that government teachers are more satisfied and contented with their job satisfaction than private teachers.

The second objective was to find out the correlation among the study variables. Spearman correlation was used to measure the level of relationship and findings suggest that work satisfaction has little bearing on government teachers' performance. Demirtas (2010) results were also in line with current findings expressing that teacher happiness and dissatisfaction have no bearing on their job performance. Brayfield and Crockett (1955) also indicated no link between job satisfaction and performance at work. In private teachers, however, work satisfaction shows a significant positive relationship with performance. These findings are consistent with other research that has found a link between job happiness and employee performance, overall productivity, and institution profitability (Baloch, 2009). Job satisfaction has been shown to influence work performance, as evidenced by the findings in (Weeks, Loe, Chonko, & Wakefield, 2004) and others like it.

The third study objective was to see how job satisfaction affected teachers' performance in government and private institutions. The results of simple linear regression show that job satisfaction does not affect the performance of government school teachers. The conclusions of our study agree with those of Wall,

Stephenson, and Skidmore (1971) suggested that employee motivation, job performance, and mental health were all found to be unaffected by job satisfaction. Similarly, in mixed-effect, job satisfaction had no substantial impact on teachers' performance. These are consistent with Petty, McGee, and Cavender (1984) meta-analysis results found that job satisfaction does not affect employee performance. Supriyanto (2013) findings on job satisfaction and employees' work performance revealed insufficient empirical evidence to show that job satisfaction directly impacts employee performance. In private schools, however, employee satisfaction has a major impact on teacher performance. Yavuz (2010) identified that teachers' performance would improve if they had a positive opinion of their work satisfaction. As a result, improving job happiness in schools may be beneficial, and school administrators should seek out various approaches to promote dignity that contribute to overall staff performance.

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