Impact of Job Satisfaction, Work Environment and School Management on Job Performance in Secondary School Teachers of District Multan, Punjab

[1]Dr. Syed Wahid Ali, [2]Rafia Saira, [3]Laraib

ABSTRACT

The purpose of this study was to examine the performance of secondary school on the relationship between teacher performance and job satisfaction. The data were collected from secondary school teachers of Multan district by a questionnaire. The data were analysed on Statistical Package for Social Sciences (SPSS) version 23. In this study the impact of job satisfaction was checked on teacher performance, the results showed a positive impact between job satisfaction and teacher performances. In the study school management effect on teacher performance was found positively significant. The study analysed the impact of work environment on teacher performance the results showed a positively significant effect on teacher performance.

Keywords: teacher performance, job satisfaction, work environment, secondary school teachers.

INTRODUCTION:

In order to carry out the status of profession, a teacher needs substantial support through certified professional development. Teacher certification is one way to improve the quality of instructors by determining whether or not they are qualified to teach. A certification process can help a teacher improve his or her professional skills. An importance of certification in terms of improving the educational process and outcomes. The projected benefit of holding the certification programme is to increase teachers' willingness to improve their professional competence (Lie et al., 2021). It was pointed out that providing certificates to teachers on their performance, may be helpful in increasing their performance level in future. It should not be consider that a teacher is only able to teach formal education but a good teacher must be able to teach their students so that would also be having moral values and also good personality according to their religious values (Sihaloho (2018). The ontological debate independently on the construct should be conceptualized, countless institutions have gone on regularly assessing the job satisfaction of employees with a view to optimize the management, retention and training of human resources. By practicing, job satisfaction has positive association with the behaviour of organizational citizenship, improved employee health and more capable performance (Pepe et al., 2017). Even though job satisfaction has a positive association with characteristics regarding working environment just like administration control, organizational culture and also teaching competence. On the other hand, job satisfaction of employees associated with injury- related absence, targeted to leave the workplace and also organizational behaviours, stress regarding job. Such negative impacts on the teaching profession are crucial. Job satisfaction is having a strong relationship with the work performance of the employees and also with the productivity of the organization.

_____

1. Assistant Professor, Bahauddin Zakariya University, Multan, Sub Campus vehari
2. M. Phil Scholar, NCBA&E, Lahore, Sub Campus, Multan
3. NCBA&E, Lahore, Sub Campus, Multan

Though, the challenges regarding teachers' job satisfaction can be the cause of fallen down education goals in Tanzania (Msuya 2016). The requirement of the schools is satisfied and motivated teachers, so that they can do their work effectively and professionally for the positive development and also for the productivity of the schools.

Job satisfaction has always remained a flash point of discussion between the researchers and the scholars. This important issue has also gained keen attention of researchers all over the world after the start of industrialization, but now it has been applied to every organization (Ali et al., 2011). The system of education has also changed in the organizations. Even in education sector, the measurement of job satisfaction regarding teachers has also remain a major importance of attention for researchers to make it dynamic and effective. Teachers' job satisfaction especially at secondary level is very important. Maximum facilities should be provided for teachers so that they may satisfied with their job status.

LITERATURE REVIEWS:

Many studies have done about teacher performance and job satisfaction. These studies showed the relationship between job satisfaction and teacher performance on the behalf of pay compensation. All these studies showed positive relationship between job satisfaction and teacher performance. Some famous studies reviews are given below.

Sudirman, et al., (2021) examined the determinants of teacher performance by exploring the role of satisfaction and motivation taken as mediator. A quantitative approach to causation was applied in the research design. Obtaining research data through the use of documentation instruments and the distribution of questionnaires via the internet. The study used a sample of 215 people to conduct the research. The basis for determining the sample is based on a purposive sampling formula and a non-probability sampling approach. The structural equation modelling (SEM) approach with partial least squares analysis is used to investigate the mediating influence of satisfaction and the link between principle supervision and salary on teacher performance. Teacher certification has a considerable effect on satisfaction and motivation, but no significant effect on teacher performance, according to the research findings. The principal's supervision and the results of later study have a substantial impact on job satisfaction, motivation, and teacher performance. Furthermore, in both the first and second mediation tests, work satisfaction was unable to mediate the association between teacher certification and principal school monitoring of teacher performance. The results of the third and fourth mediation experiments revealed that motivation was unable to mediate the association between teacher certification and school principal supervision on teacher performance. As a result, principal supervision has a major impact on teacher motivation, job satisfaction, and performance.

Ordu (2016) discussed the effects of diversity of organization work on job satisfaction and the performance of teachers individually, the duration of 2014-2015 teaching faculty was selected for the sample size. The selected sample size was based on around 2362 respondents. After getting the results it was analyzed that there is a significant relationship between the management diversity and the job satisfaction and also the diversity in between the management and also the teachers' performance individually.

Work Motivation affection, Job Satisfaction and Work Stress on the performance of Teacher at Senior High School (SMA) from The State of Central Tapanuli, Sumatera was studied by Riyadi (2015). The respondents of this study were about 230 teachers of senior high schools. According to the results it was observed that the performance and job satisfaction of the teachers can be improved by motivation.

Anastasiou and Papakonstantinou (2014) focused on Factors which affect job satisfaction, work performance and stress of the teachers of secondary education in Epirus, NW Greece. The sample size of 413 teachers was taken for this study which gives the results that factors of Environment have a positive impact on work performance of teachers along with provision of rewards of ethics.

Bakker and Bal (2010) discussed about Weekly performance work and engagement among teachers, on which 54 Dutch teachers were observed as a weekly work engagement model. The theories suggested that weekly job resources of teachers were having a positive relation with their weekly work performance. It was also analysed that temporary work engagement is having positive impact on job resources of week. It was assigned to teachers to fill a questionnaire every Friday between 5 repeated weeks. The results on the basis of multi-level analyses were assumed by showing that weak levels of sufficient, by exchanging the supervisor and development opportunities were having a positive relationship with weekly attachment, which was having a positive relationship with job performance.

Theoretical Frame Work

The study is based on three independent variables i.e., work environment, job satisfaction, and school management, on the other hand teacher performance has taken as dependent variable. This framework based on the Questionnaire to show the similarities and difference between Teacher Performance and Job Satisfaction. The researcher believed it was important and significant to find out how teachers satisfied with their jobs during working environment, and management behaviour regarding to the conceptual framework in this study.

05

Job
Satisfaction

Research
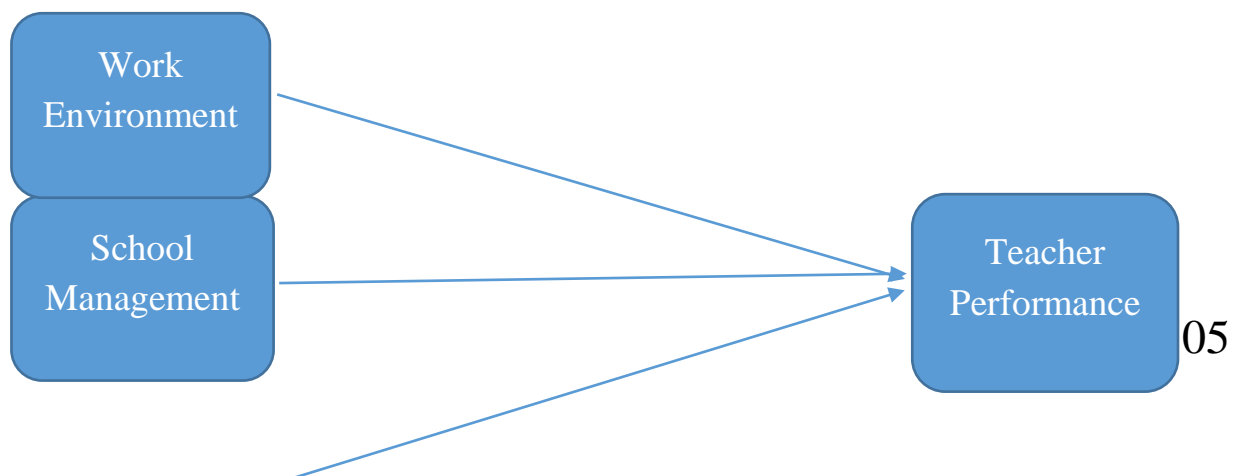
The title of the present study is *"Impact of Job Satisfaction, Work Environment and School Management on Job Performance in Secondary School Teachers of District Multan, Punjab"*. The review was planned on depiction in nature and the centre was to clarify precisely and deliberately the impression of directors and educators about the achievement of instructing in higher auxiliary schools in the light of humanistic methodology.

Population of the study

The sample of the research was based on 120 public and private school teachers of Multan District.

The connection between independent variables (predictors) and a continuous dependent variable was evaluated using the multiple regression method to determine sample size. The 20:1 rule, which specifies that the sample size ratio to the number of parameters in a regression model should be about 20 to 1, can be used for this type of study (Burmeister, E., & Aitken, L. M. 2012).

Results

Descriptive Statistics

Descriptive statistics comprises the significant points of information about used variables in the study, such as Teacher Performance, Work Environment, Job Satisfaction, pay compensation and School Management. The total number of respondents, the minimum and maximum values of each variable, moreover the means and standard deviations, the values of skewness and kurtosis of each variable are included in this table.

Table:1

	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
JS	300	1.53	2.53	2.2135	.26161	-.783	.141	-.209	.281
WE	300	1.50	2.67	2.0083	.33614	.443	.141	-1.056	.281
SMS	300	1.27	2.73	2.2600	.25889	-.925	.141	1.392	.281

(Descriptive Statistics)

TP	300	1.53	2.53	2.2116	.24259	-.772	.141	.015	.281
Valid N (listwise)	300								

The descriptive statistic table includes basic particulars like the size of the population, minimum and maximum values, values of mean and standard deviation, skewness and kurtosis of the variables. Descriptive statistics of current data is included in **Table 1** The first column of the table deals with the variables. Second, third, fourth, fifth, sixth, seventh, eight ninth and tenth columns give information about sample sizes, lower most value (minimum), upper most value(maximum), mean and standard deviation, skewness and kurtosis respectively. **Table 1** displays that total sample size was 300 for all the five variables. All variables (Teacher Performance, Work Environment, Job Satisfaction, and School Management) were on a five-point Likert scale. The values of Mean and Standard Deviation show the essence of responses. This is the respondents' observation regarding a particular variable. The mean value of the Teacher Performance (TP) is 2.2116 whereas its value of standard deviation is 0.24259, the value to skewness is -0.772 while kurtosis value is 0.015. The mean value of Work Environment (WE) is 2.2423 whereas the value of standard deviation is 0.29901, skewness value is -0.196 and the value of kurtosis is -0.520. The mean value of Job Satisfaction (JS) is 2.2600 whereas the value of standard deviation is 0.25889 the value of skewness is -0.925 and kurtosis value is 1.392. Finally, the mean value of School Management (SMS) is 2.2423 whereas the value of standard deviation is 0.26161, and the value of skewness is -0.783 and kurtosis value is -0.209.

Reliability Statistics

Cronbach's alpha is a measure of internal consistency, or how closely a group of things are related to one another. It is regarded as a scale dependability indicator. The presence of a "high" alpha value does not mean that the measure is uni-dimensional. Additional analyses can be undertaken if you want to give evidence that the scale in question is uni-dimensional in addition to testing internal consistency. One way for determining dimensionality is exploratory factor analysis. Cronbach's alpha, in technical terms, is a coefficient of reliability, not a statistical test (or consistency).

Table 2

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.773	63

Table shows the Reliability Analysis results after complete data collection. Cronbach's Coefficient Alpha value of variables is .773 by using 63 items.

Multiple Regression Analysis

Table 3

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.771[a]	.850	.749	.05475
a. Predictors: (Constant), JS, WE, SMS				

Table 4

ANOVA[a]						
Mode		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	12.349	3	4.116	1373.283	.000[b]
	Residual	.647	216	.003		
	Total	12.996	219			
a. Dependent Variable: TP						
b. Predictors: (Constant), JS, WE, SMS						

Table 5

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		

1	(Constant)	.166	.035		4.703	.000
	WE	.238	.024	.290	10.056	.000
	SMS	.629	.036	.681	17.664	.000
	JS	.054	.023	.058	2.326	.001
a. Dependent Variable: TP						

Model summary table 3 of regression analysis shows that the value of R square of the model is 0.850 and adjusted R square value is 0.749.

ANOVA table 4 shows that the significant value of the model is 0.000 this shows the model is perfectly significant.

The coefficients table 5 shows that beta value of WE is .238 this shows that one unit change in work environment (WE) will bring 0.238 unit change in teacher performance (TP). While beta value of SMS is 0.629 that shows one unit change in SMS will bring 0.629 unit change in Teacher Performance (TP). Beta value of JS is 0.054 that shows one unit change in JS will bring 0.054 unit change in Teacher Performance (TP).

Conclusions

The present study examined Job satisfaction effect on teacher performance, direct and positive effect of Work environment on teacher performance, direct and positive effect of School management on teacher performance. After analysing the data, the results showed that job satisfaction has a positive and significant effect on teacher performance. The results examined that the work environment has a positive and significant effect on teacher performance. It was also analysed that pay compensation has a positive and significant effect on teacher performance. By concluding the results it was observed that most of the teachers of public and private schools were agreed that they were satisfied with their jobs.

Recommendations

1. Policymakers and academic Management should take the necessary steps to ensure that teachers receive job rewards in order to keep them satisfied and motivated to enhance their performance.
2. Employees' working environments should be considered as part of the general decision-making process.

Research for Future

Future study can be conducted on the behalf of comparison of teachers' qualification in public and private schools.

References

Ali, M. A., Zaman, T., Tabassum, F., &Iqbal, Z. (2011).A study of job satisfaction of secondary school teachers. Journal of Education and Practice, 2(1), 32-37.

Anastasiou, S., &Papakonstantinou, G. (2014).Factors affecting job satisfaction, stress and work performance of secondary education teachers in Epirus, NW Greece. International Journal of Management in Education, 8(1), 37-53.

Bakker, A. B., &Bal, M. P. (2010). Weekly work engagement and performance: A study among starting teachers. Journal of occupational and organizational psychology, 83(1), 189-206.

Burmeister, E., & Aitken, L. M. (2012). Sample size: How many is enough?. Australian Critical Care, 25(4), 271-274.

Lie, D., Sherly, E., Dharma, E., & Sudirman, A. (2021, June). Measurement of Teacher Performance in Pematangsiantar City Middle School Through Teacher Certification, Motivation, and Job Satisfaction. In 2nd Annual Conference on blended learning, educational technology and Innovation (ACBLETI 2020) (pp. 396-401). Atlantis Press.

Msuya, O. W. (2016). Exploring levels of job satisfaction among teachers in public secondary schools in Tanzania. International Journal of Educational Administration and Policy Studies, 8(2), 9-16.

Ordu, A. (2016). The Effects of Diversity Management on Job Satisfaction and Individual Performance of Teachers. Educational Research and Reviews, 11(3), 105-112.

Pepe, A., Addimando, L., & Veronese, G. (2017). Measuring teacher job satisfaction: assessing invariance in the teacher job satisfaction scale (TJSS) across six countries. Europe's journal of psychology, 13(3), 396.

Riyadi, S. (2015).Effect of work motivation, work stress and job satisfaction on teacher performance at senior high school (SMA) throughout The State Central Tapanuli, Sumatera. IOSR Journal of humanities and social science, 20(2), 52-57.

Sihaloho, L. M. S. (2018). The Effect of Wage Amounts and Certification on Teacher Performance in HKBP PagarJati Private Elementary School LubukPakam District. Journal of Management Science (JMAS), 1(3, Juli), 82-86.

Sudirman, A., Sherly, S., Candra, V., Dharma, E., & Lie, D. (2021). Determinants of Teacher Performance: Exploring the Role of Satisfaction and Motivation as Mediation. Jurnal Pendidikan Dan Pengajaran, 54(1), 68-79.