Factors Influencing on Job Satisfaction of Secondary School Teachers in Karachi Pakistan

Nazir Ahmad[*1,] **Zainab Noorani**[2,] **Zahid Ali**[3]

[1*]Associate Professor/HoD, Department of Education, Fatimiyah Higher Education System, Karachi, Sindh, Pakistan.

[2] Coordinator, Department of Education, Fatimiyah Higher Education System Karachi, Sindh, Pakistan.

[3]Professor of Education, American International Theism University, Florida, USA.

Email: drzahid.aly@aituedu.org

Corresponding author Email: nazirahmed@fhes.fen.edu.pk

Teachers are role models for their students and considered an asset of any nation's educational system because of their impact on students' personal and intellectual development. The objective of this research is to examine the perspectives of public secondary school teachers in district central Karachi regarding their level of job satisfaction through a simple survey technique. 120 secondary school teachers, including 50 male and 70 female teachers, were selected using simple random sampling. In terms of frequencies, percentages, means, and standard deviations, the data were analyzed using descriptive technique. The results revealed that at the secondary level, teachers were found to be extremely motivated and satisfied for their teaching practices. However, they required a higher level of job satisfaction regarding advantages and benefits, followed by working conditions and physical facilities. The study suggested that pay and benefits, working conditions, and physical facilities should be a priority of administration and policymakers for enhancing teachers' job satisfaction, which ultimately enhances teaching /learning and quality of education.

1. Introduction

Student performance depends on teachers' job satisfaction, which is a vital component of high-quality education. In every educational institution, teachers serve as guiding forces. If they are happy and persuasive in their work, their students will perform well and achieve the desired results. The majority of a satisfied teacher's time is spent with pupils and instruction (Zaman, Khurram, Alwi & Shaiq, 2019). Secondary education is crucial to any educational system since it marks the conclusion of school life for the majority of students and serves as a bridge between elementary and higher education.

It is anticipated that education will increase and expand this competency among young people, enabling them to contribute to Pakistan as productive citizens. Depending on the needs of Society and the interests of the students, schools may transform into multipurpose institutions that offer practical general education (Imran, Sultana, & Ahmed, 2023). Drop-in-drop-out syndrome, or excessive teacher turnover, has been linked to work unhappiness in Pakistan and other surrounding regions. Although it has been noted that some people only teach as a profession, teaching is a passion in and of itself (Imran & Akhtar, 2023).

Conversely, individuals typically enter the teaching field after failing miserably in other fields. It is believed that the majority of Pakistani teachers, whether employed by government or private schools, are dissatisfied with their current positions for a variety of reasons (Hussain, et al., 2023). Lack of physical facilities, the school's location, the gender of the instructor, the timing of the lesson, prior work experience, and a lack of administrative assistance are a few variables that may affect teacher satisfaction. Others believed that the pay benefit (compensation) of teachers had an impact on their level of satisfaction (Judge, Piccolo, Podsakoff, Shaw, & Rich, 2010; Haider, Ahmad, & Ali, 2024). However, some people think that wages are less significant than working conditions (Hafeez, Iqbal, & Imran, 2021). Others think that the intrinsic motivational aspects of the work have a significant impact on job performance (Khan, Hussain & Ahmad, 2023).

The common elements of teacher job satisfaction that are the subject of this study include benefits and compensation, intrinsic motivation, working conditions, interpersonal relationships, and physical facilities. According to international studies, the most prevalent cause of teacher turnover is an unsatisfactory work environment. The profession of teaching is also losing favors, and remuneration may be a contributing factor in some cases (Toropova, Myrberg, & Johansson, 2021).

Furthermore, the state of education is deteriorating due to subpar facilities, which also makes it challenging to find new instructors (Toropova, Myrberg & Johansson, 2021). The physical state of the workplace as a whole is related to the working condition factor. The availability of resources is addressed by school facilities and teacher job satisfaction. Numerous studies have demonstrated that a teacher's efficacy and job satisfaction can also be attributed to the physical workspace they provide for their work each day and the availability of materials for use in the teaching or learning process (Stallings, 2008; Ahmad, et al., 2024). The present study aims to investigate secondary school teachers' job satisfaction in Karachi, Pakistan, and to identify possible reasons for this low level of satisfaction.

1.2 Research Objectives

➢ To examine the level of job satisfaction of teachers at the public secondary schools of Karachi, Pakistan.

➢ To explore the teacher's job satisfaction in terms of demographics at public secondary schools in Karachi, Pakistan.

1.3 Research Questions

➢ What is the job satisfaction level of teachers at public secondary schools in Karachi, Pakistan?

➢ What is the perception of teacher's regarding their job satisfaction in terms of demographics at public secondary schools in Karachi, Pakistan?

2. Literature Review

This study examines the factors that influence teachers' work happiness and discontent and looks at how teachers' are with their professions in public secondary schools. The research aims to examine and describe the relationship between work satisfaction metrics and teachers' overall job satisfaction. The disparities in teacher work satisfaction by age, gender, experience, and education were also discussed. Numerous definitions of job satisfaction and the factors influencing them have been thoroughly discussed, and studies undertaken on this topic both domestically and globally have been presented (Raza & Ahmad, 2017).

2.1 Job Satisfaction

When an employee feels good about their job and the tasks he/she have to do, this is called job happiness. An easy way to explain job satisfaction is the level to which someone likes their job. There are things besides the person and the job that make people happy with their jobs. It also comes from the way the organization works, how the boss manages people, how people interact with each other, and the organization's culture (Ladebo, 2005).

An employee can say they are pleased with their job if they have no complaints about it and are happy with what they get out of it. Job happiness is how much someone likes and is happy with their job. Job happiness is how someone talks about how they feel about their job (Cynthia, 1988). Job happiness depends on how a person does their job and what they like and dislike about it. The main thing that determines this behavior is whether or not a person achieves their goals. Because the input and the job affect and are linked to meeting the desired goals, an employee who is happy with only some parts of his job may dislike other parts. Job satisfaction is when workers feel a range of positive and negative emotions at work (Newstorm, 1986).

2.2 Teacher Job Satisfaction

The affective relationship between a teacher and their teaching function is a clear definition of teacher job satisfaction (Zembylas & Papanastasiou, 2006). It comes from understanding the connection between teaching what one believes to be a teacher's advantage and what one wishes to teach. Educators can have a significant impact on raising student success levels and enhancing overall school effectiveness (Nagimbudzi, 2009). Similarly, employment satisfaction is linked to student learning, teacher maintenance, and instructional progress. Because it satisfies individuals' psychological and physical requirements and has multiple meanings for different people, job

satisfaction is seen as a complex and multifaceted phenomenon (Mullins & Lineham, 2006; Aziri, 2008). Teachers cannot be held solely accountable for the subpar performance of their students because there are numerous other factors at play (Ali, Ahmad, & Sewani, 2022).

On the other hand, it is a widely held belief that pupils will be glad to learn with their teacher if they get along with them (Zaman, Khurram, & Shaiq, 2019). Effective teaching from satisfied teachers is now a means of bringing about change in the lives of beginners. Moreover, unsatisfied professors concentrate just on finishing the course; as a result, students need to learn something. If one can handle it, a career in teaching can be advantageous. On the other hand, it may also be a source of discomfort, frustration, and irritation if it is not managed. Furthermore, a competent teacher is like the school's heart and soul they prepare and break the momentum and they play a dynamic role in that regard (Rehan, et al., 2024).

For this reason, in order to increase their efficacy and productivity, teachers must feel at ease. If they are happy in their jobs, they will also provide better results for the management of the workplace and the pupils (Zaman, Khurram, & Shaiq, 2019). The teacher's efficacy is determined by what he gains and desires from teaching, as well as by their mutual understanding and successful working relationship in regard to his teaching roles (Zembylas & Papanastasiou, 2006). Teachers who are the least content with their jobs tend to leave the profession (Hall, Pearson, & Carroll, 1992). Mueller's identification indicates a direct correlation between teachers' job satisfaction and structural and demographic characteristics (Price, 1997).

2.3 Intrinsic Motivation

Numerous studies have highlighted the importance of intrinsic motivation, with one major driver being the enjoyment of the subject (Altayyar, 2014). The psychological concept of intrinsic motivation describes motivation that arises from an individual's internal stimulus and sense of interest rather than from outside factors or a desire for reward (Ryan & Deci, 2000). They define intrinsic motivation as doing something only for one's fulfillment as opposed to doing it in order to accomplish specific goals (Ahmad, Rashid, & Ali, 2023).

When someone is motivated by internal causes, such as enjoyment of life and challenges, as opposed to external factors like rewards or pressures, they are said to be intrinsically motivated. According to numerous researches, these internal motivations play a role in student instructors' decision to become teachers. Working with adolescents is one essential reason that influences their decisions (Richardson & Watt, 2006; Ali, Shah, & Ahmad, 2023). There are two types of motivation: extrinsic and intrinsic. These elements influence how satisfied or unsatisfied one is with one's employment (Ahmad, Bibi, & Imran, 2023; Ahmad et al., 2024). One intrinsic component addresses issues relating to the job, while the other addresses external elements that are connected to the workplace.

The researcher claims that extrinsic elements originate from incentives and rewards like pay, encouragement, and advantages, while intrinsic factors are related to everyday events, transactions, outcomes, and sentiments. According to Perie and Baker (1997), extrinsic variables motivate teachers to stay in the teaching profession, while intrinsic factors drive people to choose the teaching profession (Ahmad, Sewani, & Khoso, 2024).

2.4 Pay Benefits

The income, benefits, and remuneration of teachers are important determinants of their job happiness. According to the researcher, low-income satisfaction and few prospects for advancement have a major role in teachers' intentions to quit. This indicates that their intention to remain in the job would contribute to high satisfaction with these variables (Nagimbudzi, 2009). Income level is connected with position, lifestyle, and individuality. In addition, a survey carried out as part of Tanzania's motivation research revealed that teachers had low job satisfaction with their pay.

The majority of teachers were found to be dissatisfied with their pay, perks, housing, promotions, rank, position, and workload (Davidson, 2007). The disparity between the expected and actual salaries determines one's level of economic satisfaction. Individuals with higher incomes are content with their jobs, whereas those with lower incomes are not. Although money does add value to things, it cannot be stated to be the primary determinant or contributing factor in job happiness.

Behind individuals seeking work primary concern is money. Workers' compensation is the epicenter of workers' personal finance and social status. The satisfaction of employees with their salaries can have an impact on their attitudes and conduct. Therefore, employers must offer wages that meet the expectations of their staff (Singh & Loncar, 2010). Therefore, salary plays a crucial role in the assessment of job satisfaction. Its significance transcends the purchasing power it acquires, as it can represent not only accomplishments and prestige but also shortcomings (Gruneberg, 1979).

In contrast, equity theory indicates that when people see a reward structure such as salary with equity, they will be satisfied with their job (Adams, 1963). Contrariwise, low satisfaction is associated with pay inequity (Sweeney, 1990). In the same way, according to expectancy theory, workers' expectations should be met via salary as a reward.

2.5 Working Condition

In any workplace, working conditions play a fundamental role. In terms of working conditions, commonly, physical surroundings that are safe and comfortable lead to employee satisfaction. Working conditions are preferred to moderate degrees rather than extreme because extreme degrees reduce workability and cause physical ease. Most employees correspondingly value working conditions as well as value a close location of the workplace, new structures, cleanliness, and adequate tools. , the overall physical condition of the work environment is called working conditions (Crawford, 2017).

The teachers wanted to stay for a longer period and work in those working environments where the school administration could provide comfortable working atmospheres and conditions for their teachers (Phulpoto, Oad, & Imran, 2024). For instance, in his study report, Malaysia public school teachers expect their physical working conditions to be in a good manner as the government provided them good arrangements and used in schools. However, the quantity of the arrangement varies based on the student's strength enrolled in the school due to certain features of the school's physical condition being ignored. The physical conditions and job situation vary from

school to school. When teachers observed that other educators who are also working with the same wages have healthier work environments and easier jobs in their workplace, this led to dissatisfaction among teachers (Ghavifekr & Pillai, 2015).

According to Lester, working conditions consist of the tangible state of the workplace and the manner in which school administrative policies define and communicate the organization's overarching aspects. In addition to the physical and organizational aspects of the workplace, working conditions encompass all sociological, political, psychological, and educational aspects of the work environment (Troeger, 2022).

2.6 Interpersonal Relation

Employee relationships have a significant impact on their work in every firm. A high degree of job satisfaction is correlated with interpersonal relations. It alludes to cordial and pleasant relationships among coworkers, superiors, and subordinates. Building interpersonal relationships is essential to the work of an educator. Healthy and fulfilling connections with colleagues, parents, students, and all other educational stakeholders can help offset the negative effects of teaching (Skaalvik & Skaalvik, 2011). Because it gives educators a chance to find both intrinsic and extrinsic incentives, the educational workplace elevates labor to a fundamental structuring factor in people's lives. This has an impact on collective productivity and human relations (Muskita & Kazimoto, 2017). Positive relationships with coworkers can predict and promote satisfaction. Relationships at work can significantly impact job satisfaction. In terms of social requirements, Maslow places interpersonal ties at the third level (Maslow, 1954), although loneliness and strained relationships can also contribute to job unhappiness (Herzberg et al., 1957).

2.7 Physical Facilities

Finally, the physical facilities element was found to have a significant impact on instructors' job happiness. The educational institutions The term "physical facilities" refers to the actual school infrastructure, which includes things like buildings, classrooms, staff rooms, offices, cafeterias, libraries, labs, and other resources and structures that are likely to inspire kids to learn. The physical amenities of the schools are the primary element influencing academic achievement in the educational system. Physical facilities are supportive of this and help students learn and excel academically. The quality, appropriateness, and competency of the physical facilities in the educational system, such as the buildings, classrooms, libraries, labs, and recreational equipment, as well as their operation, affect student achievement (Akomolafe1 & Olubunmi Adesua, 2016). Certain academics have noted that the facilities and physical surroundings play a crucial role in job happiness. In the staff room, teachers plan lesson plans, grade assignments, handle administrative tasks, and make decisions (Mohammad, et al., 2024; Darling-Hammond, 2003). From the outset, humans make every effort to provide for themselves. Physical amenities are important for students' learning results, according to a research study. The primary cause of the low learning levels among students may be the poor and insufficient facilities that less developed nations provide for their schools, including a dearth of classrooms, inadequate buildings, furniture, and water and restroom amenities (Saeed & Wain, 2011). Better physical amenities at the school are the main factor influencing teachers' job satisfaction, according to another study (Kumar & Singh, 2012; Raza & Ahmad, 2017).

3. Methodology

This section describes the research instrument, techniques, population, sampling size, sample procedure, design, collection of data, and data analysis. Data were collected using a quantitative, simple descriptive survey research design and a survey distributed to secondary school instructors employed in District Central, Karachi. The researcher utilized simple random sampling to collect the responses concerning teachers' perceptions of their job satisfaction. The researcher determined the extent to which public secondary school instructors were cognizant of their job satisfaction. The sample comprised male and female secondary school educators hailing from the District Central of Karachi, Pakistan. 120 male and female teachers were selected randomly from secondary schools within the Central district.

The primary research instrument teacher job satisfaction questionnaire was used in this study to examine the viewpoint of teachers about their job satisfaction with twenty items. One hundred and fifty questionnaires were distributed to the teachers. They were instructed to carefully read the statements and mark their selection on a five-point Likert scale: Point 5 indicates strongly agree, 4 indicates agree, 3 suggest neutral, 2 indicate disagree, and 1 strongly disagree. There were two sections to the research questionnaire. The first part considered the teachers' gender, experience, and qualifications in the questionnaire. In the second section, we asked them about their thoughts on their job satisfaction in Karachi, Pakistan.

The teachers returned one hundred twenty responses; however, a few people refused to participate in the study. The survey received responses from 80% of the teachers. Before the data collection, a pilot test was carried out, and the outcomes demonstrated the scale's reliability at 0.735 Crunch's Bach Alpha. Table 1, which presents the scale's overall dependability.

Table No 1: Cronbach's Alpha

Cronbach's Alpha	N of Items
0.848	20

3.1 Data Analysis

The acquired data were entered into SPSS version 22 subsequent to the sifting stage to ascertain the frequency and percentage distributions. Descriptive statistics, frequency distributions, and percentage distributions were utilized in the data analysis.

3.2 Findings

3.3 Demographics

The demographic details of the participants in the study are presented in Table 2, which includes a variety of demographic categories. The findings of this study indicate that 58 percent of female teachers and 42 percent of male teachers participated, as shown in the table. Additionally, a respectable proportion of educators (37.5% of them) had one to ten years of experience in the field of education, with the majority of them (47.6% of them) having a graduate.

Table No 2: Demographics of Study

Demographics		Frequency.	Percent.
	Male	50	42%
Gender	Female	70	58%
	Total	120	100%
	1-10 years	45	37.5%
Experience	11-20 years	40	33.4%
	21 years and above	35	29.1%
	Total	120	100%
	Graduation	57	47.6%
	Masters	49	40.8%
Qualification	M Phil.	14	11.6%
	Total	120	100%

Table No 3: Intrinsic Motivation (IM)

S. No	Items	N	Mean	Std. Deviation
1.	IM1	120	4.670	0.924
2.	IM2	120	4.635	0.953
3.	IM3	120	4.580	0.917
4.	IM-	120	4.460	0.895
	Overall Intrinsic Motivation	120	4.586	0.882

This information is presented in Table 3, which displays the teachers' perspectives regarding the intrinsic motivation of teachers in job satisfaction at public secondary schools. Participants in the poll gave the question, referred to as "IM-1," the highest possible score of 4.670, after IM-2 (4.635), IM-3 (4.580), and IM-4 (4.460), which comes after this. From the respondents' point of view, the total mean score for the intrinsic motivation of teachers about job satisfaction was 4.586.

Table No 4: Benefits (BN)

S. No	Items	N	Mean	Std. Deviation
1.	BN1	120	4.166	0.867
2.	BN2	120	4.034	0.892
3.	BN3	120	3.865	0.856
4.	BN4	120	3.894	0.843
	Overall Benefits	120	3.989	0.853`

Table 4 presents the findings of participants' perceptions of pay and benefits in job satisfaction at the secondary level in Karachi, Pakistan. The respondents assigned the item "BN1" a mean score of 4.166, placing it at the highest level; subsequently, BN2 (4.034), BN4 (3.894),

and BN3 had an average score of 3.865. The teachers' overall assessment of pay and benefits provided to them at the secondary level in Karachi, Pakistan, had an average score of 3.989.

Table No 5: Working Conditions (WC)

S. No	Items	N	Mean	Std. Deviation
1.	WC1	120	4.230	0.968
2.	WC2	120	4.432	0.956
3.	WC3	120	4.448	0.989
4.	WC4	120	4.368	0.975
Working Conditions Overall		120	4.369	0.930

Table 5 demonstrates secondary school teacher's perception of the current working conditions at the secondary level in Karachi, Pakistan. Teachers put the WC-3 at the highest level with an average score of 4.448, followed by "WC-2" (4.432), WC-1 (4.230), and WC-4 with a mean score of 4.368 obtained from participants regarding their perception of working conditions they are working at secondary level in Karachi, Pakistan. Overall, teacher's perception of working conditions at the secondary level was at 4.369.

Table No 6: Inter Personnel Relations (IR)

S. No	Items	N	Mean	Std. Deviation
1.	IR1	120	4.353	0.864
2.	IR2	120	4.546	0.876
3.	IR3	120	4.432	0.872
4.	IR4	120	4.645	0.895
Inter Personnel Relations Overall		120	4.494	0.864

Table 6 shows the results of the interpersonal relations of teachers with students and colleagues. Teachers put IR-4 at the highest level with a mean score of 4.645, followed by IR-2 having mean scores (4.546), IR-3 (4.432), and IR-1 (4.353) at the lowest level by secondary school teachers. Overall, teachers in Karachi, Pakistan, thought that inter-personnel relations play an important role in their job satisfaction at the secondary level, with a mean score of 4.494.

Table No 7: Physical Facilities (PF)

S. No	Items	N	Mean	Std. Deviation
1.	PF1	120	4.123	0.885
2.	PF2	120	4.216	0.881
3.	PF3	120	4.231	0.879
4.	PF4	120	4.325	0.874
Physical Facilities Overall		120	4.223	0.882

Table 7 reveals the results of the physical facilities available in the secondary schools. Secondary school teachers put the PF-4 at the highest level with a mean score of 4.325, followed by PF-3 having a mean score (of 4.231), PF-2 (4.216), and PF-1 (4.123) at the lowest level. Overall,

the perception of teachers regarding physical facilities in secondary schools is more important for their job satisfaction at the secondary level, with a mean score of 4.223.

Table No 7: Factor Wise Job Satisfaction

S. No	Factors	N	Mean	Std. Deviation
1.	Intrinsic Motivation	120	4.586	0.882
2.	Benefits	120	3.989	0.853`
3.	Working Conditions	120	4.369	0.930
4.	Inter Personnel Relations	120	4.494	0.864
5.	Physical Facilities	120	4.223	0.882

The perceptions of secondary school teachers about their job satisfaction are displayed in Table 7. Respondents ranked "intrinsic motivation" as the most crucial element, scoring a mean score of 4.586. Followed by "Inter personnel relations of teachers with students and colleagues in job satisfaction" (4.494), working conditions (4.369), physical facilities (4.223), and benefits were put at the lowest level by teachers with a mean score of (3.989) at secondary level in Karachi, Pakistan.

5. Discussion & Conclusion

In the light of the demographics of the respondents, the majority of whom were female (58%) public secondary teachers with work experience of 1-10 years (37.5%) and qualified for Graduation (47.6%). The survey findings revealed that public secondary school teachers exhibited the highest level of job happiness, particularly in terms of the intrinsic motivation aspect of teachers' job satisfaction. The correlation between instructors' motivation and job satisfaction is evident in this scenario, and it is supported by the research conducted by (Ghazanfar et al., 2011; Shah et al., 2012; Ahmad & Hamid, 2021). The category that ranks just below the highest is interpersonal relations among teachers. The current circumstances are advantageous and contribute to the job satisfaction of public secondary teachers. Research supports the notion that amicable relationships among teachers are a significant factor in their job satisfaction (Iqbal et al., 2016; Raza & Ahmad, 2017).

The working conditions dimension in public secondary schools ranks third highest. According to Bakotic and Babic (2006), public secondary teachers report that the working conditions are favorable and contribute to their job satisfaction. The physical facilities component is the fourth most important aspect influencing the job satisfaction of secondary teachers. This factor also indicates a correlation between the health condition of public secondary schools and the job satisfaction of teachers.

This argument is supported by (Saeed & Wain, 2011; Ali, et al., 2023; Naeem, Ali, & Ahmed, 2022), who have demonstrated a connection between favorable physical conditions in schools and a high level of job satisfaction. Although ranked lowest by the respondents, the fifth component, benefits, is nonetheless found to be in acceptable shape (Ahmad, Mankash, & Sewani, 2024). The respondents express a level of dissatisfaction, but they still have a high level of

satisfaction with the benefits provided by public secondary schools, which contribute to their job satisfaction and academic pursuits (Williams, 2005).

5.1 Recommendations

In light of the study's conclusions the following suggestion have been made:

> ➤ Initiative should be taken to increase teachers' monetary and non-monetary benefits, such as the government providing financial incentives in exchange for instructors' extensive teaching experience and further certifications.
> ➤ Monitoring and follow-ups are needed to evaluate the quality of teachers' physical facilities. Therefore, concerned department of education and high ups should have to take interest and make such arrangements to provide necessary facilities to teachers.
> ➤ Teacher satisfaction can be raised by addressing issues including workload reduction, instructional facilities, personal growth, promotion, and professional development programs for teachers.

6. References

Adams, J. (1963). Towards an understanding of inequity. *Journal of Abnormal and Social Psychology, 67(5), 422-436.*

Ahmad, N., Bibi, N., & Imran, M. (2023). Effects of teacher's motivation on students' academic performance at public secondary schools in Karachi Pakistan. *AITU Scientific Research Journal, 1*(2), 20-32.

Ahmad, N., & Hamid, S. (2021). An Analysis of Instructional Leadership Practices of Primary School Head-Teachers on Teacher Effectiveness: A Qualitative Study of Teachers' Perceptions. *Pakistan Languages and Humanities Review, 5*(2), 193-209. http://doi.org/10.47205/plhr. 2021(5-II)2.16

Ahmad, N., Iqbal, S., Ali, Z., Jabeen, R., & Imran, M. (2024). Bridging the Gap: Secondary School Teachers' Perspectives on Behavioral Barriers to Academic Success. *Al-Qanṭara. 10*(2), 144-162.

Ahmad, N., Mankash, M. A., Sewani, R. (2024). The Dynamic Link between Teacher Effectiveness and Student Success in Secondary Education in Karachi. *Journal of Social & Organizational Matters (JSOM), 3*(2), 14-26. https://doi.org/10.56976/jsom.v3 i2.61

Ahmad, N., Rashid, S., & Ali, Z. (2023). Investigating Primary School Teachers' Perceptions about Professional Development and its Impact on Students Achievement. *Journal of Social Sciences Review*, *3*(1), 809-823.

Ahmad, N., Sewani, R., Khoso, F. J. (2024). Assessing Secondary School Teachers' Perceptions of Counseling and Guidance in Karachi, Pakistan. Global Social Sciences Review, 9(1), 134-144. https://doi.org/10.31703/gssr.2024(IX-I).12

Akomolafe, C. O., & Adesua, V. O. (2016). The Impact of Physical Facilities on Students' Level of Motivation and Academic Performance in Senior Secondary Schools in South West Nigeria. *Journal of Education and Practice*, *7*(4), 38-42.

Al Tayyar, K. (2014). *Job satisfaction and motivation amongst secondary school teachers in Saudi Arabia* (Doctoral dissertation, University of York).

Ali, Z., Ahmad, N., & Sewani, R. (2022). Examining Elementary School Teachers' Professional Proficiencies with Technology Integration and Their Impact on Students' Achievement. *Journal of Positive School Psychology, 6*(7), 2950-2968.

Ali, Z., Ahmad, N., Rehman, H. U., Ullah, N., & Zahra, T. (2023). Investigating Teacher Educators' Perceptions on Technology Integration in Teacher Preparation Programs. *Journal of Social Sciences Review*, 3(2), 341-355. https://doi.org/10.54183/jssr.v3i2.272

Ali, Z., Shah, R, & Ahmad, N. (2023). Determining the Science, Technology, Engineering, and Mathematics Teaching Capabilities of Educators in Karachi, Pakistan. *Journal of Positive School Psychology, 6*(7), 11-28.

Aziri, B. (2008). Human resource management, job satisfaction and motivation of employees. *Tringa Design, Gostivar, 1*(1), 25-46.

Bakotic, D., & Babic, T. (2013). Relationship between working conditions and job satisfaction: The case of Croatian shipbuilding company. *International journal of business and social science*, *4*(2). 206-213.

Crawford, J. D. (2017). *Teacher job satisfaction as related to student performance on state-mandated testing*. Lindenwood University.

Cynthia, R. (1988, April). *The relationship between gender and job satisfaction in high school students employed part-time*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, 5-9.

Darling-Hammond, L. (2003). Keeping good teachers: Why it matters, what leaders can do. *Educational leadership*, *60*(8), 6-13.

Davidson, E. (2007, June). The pivotal role of teacher motivation in Tanzanian education. In *The educational forum* (Vol. 71, No. 2, pp. 157-166). Taylor & Francis Group.

Ghavifekr, S., & Pillai, N. S. (2016). The relationship between school's organizational climate and teacher's job satisfaction: Malaysian experience. *Asia Pacific Education Review, 17*(1), 87-106. https://doi.org/10.1007/s12564-015-9411-8

Ghazanfar, F., Chuanmin, S., & Khan, M. M. (2011). A study of relationship between satisfaction with compensation and work motivation. *International journal of humanities and social science, 2(1), 120-131.*

Gruneberg, M. M. (1979). *Understanding job satisfaction*. New York: John Wiley.

Haider, K., Ahmad, N., & Ali, Z. (2024). Problems and Challenges Faced by Non-Muslim Students in achieving Higher Education at universities of Pakistan: An Evaluative Study. *Spry Contemporary Educational Practices, 3*(1), 216-241

Hafeez, A., Iqbal, S., & Imran, M. (2021). Impact of Devolution of Power on School Education Performance in Sindh after 18th Constitutional Amendment; Journal of Development and Social Sciences, Vol. 2, No. IV, 273-285. http://doi.org/10.47205/jdss.2021(2-IV)24

Hall, B. W., Pearson, L. C., & Carroll, D. (1992). Teachers' long-range teaching plans: A discriminant analysis. *The Journal of Educational Research, 85(4), 221-225.*

Herzberg, F., Mausner, B., Peterson, R. & Capwell, D. (1957). *Job attitudes: Review of research and opinion. Pittsburgh PA: Psychological Service of Pittsburgh.*

Hussain, A., Jat, Z. G., Hassan, M., Hafeez, A., Iqbal, S., & Imran, M. (2022). Curriculum Reforms In School Education Sector In Sindh; What Has Changed? *Journal of Positive School Psychology, 6(9),* 2675-2687.

Imran, M., Sultana, Z., & Ahmed, S. (2023). The Influence 0f Student-Teacher Interactions on Secondary School Students' academic Performance. *Benazir Research Journal of Humanities and Social Sciences, 2(1).*

Iqbal, A., Fakhra, A. Z. I. Z., Farooqi, T. K., & Shabbir, A. L. I. (2016). Relationship between teachers' job satisfaction and students' academic performance. *Eurasian Journal of Educational Research, 16(65), 335-344.*

Imran, M., & Akhtar, N. (2023). Impact of Ethical Leadership Practices on Teachers' Psychological Safety and Performance: A Case of Primary School Heads in Karachi-Pakistan. *Academy of Education and Social Sciences Review, 3(2),* 172-181. https://doi.org/10.48112/aessr.v3i2.505

Judge, T. A., Piccolo, R. F., Podsakoff, N. P., Shaw, J. C., & Rich, B. L. (2010). The relationship between pay and job satisfaction: A meta-analysis of the literature. *Journal of Vocational Behavior, 77(2), 157-167.*

Khan, R., Hussain, A., & Ahmad, S. (2023). Revolutionizing Human Resource Management: The Transformative Impact of Artificial Intelligence (AI) Applications. International Journal of Social Science & Entrepreneurship, 3(4), 306-326.

Kumar, P., & Singh, R. (2012). Survey of job satisfaction and stress among teachers of different faculties of Jawahar Navodaya Vidyalayas of India. *International Journal of Research Pedagogy and Technology in Education and Movement Science, 1(2), 65-76.*

Ladebo, O. J. (2005). Effects of work-related attitudes on the intention to leave the profession: an examination of school teachers in Nigeria. *Educational Management Administration & Leadership, 33*(3), 355 – 369.

Maslow, A. H. (1954). *Motivation and personality*. New York: Harper and Row.

Mullins, J., & Linehan, M. (2006). Desired qualities of public library leaders. *Leadership & Organization Development Journal, 27*(2), 133-143.

Muskita, C., & Kazimoto, P. (2017). Workplace environment and employee morale: A study of selected organizations in Jakarta, Indonesia. *Catalyst Journal of the Institute for Interdisciplinary Studies, 108.*

Naeem, S., Ali, Z., & Ahmed, N. (2022). Evaluation of the Causes of Interest Decline in the Subject of Chemistry amongst Secondary and Higher Secondary School Students in Karachi Pakistan. *International Journal of Social Science & Entrepreneurship, 2*(2), 175-184.

Newstrom J. W. (1986). *Human behavior at work*. New York: McGraw-Hill.

Ngimbudzi, F. W. (2009). *Job satisfaction among secondary school teachers in Tanzania*: The case of Njombe District.

Oluseyi, S., & Ayo, H. T. (2009). Influence of work motivation, leadership effectiveness and time management on employees' performance in some selected industries in Ibadan, Oyo State, Nigeria. *European Journal of Economics, Finance and Administrative Sciences*, *16*(1), 7-16.

Perie, M., & Baker, D. P. (1997). *Job satisfaction among America's teachers: Effects of workplace conditions, background characteristics, and teacher compensation*. Washington, D.C.: National Center for Education Statistics, U.S. Department of Education.

Phulpoto, S. A. J., Oad, L., & Imran, M. (2024). Enhancing Teacher Performance in E-Learning: Addressing Barriers and Promoting Sustainable Education in Public Universities of Pakistan. *Pakistan Languages and Humanities Review, 8(1),* 418–429. https://doi.org/10.47205/plhr.2024(8-I)38

Price, J. L. (1997). Handbook of organizational measurement. *International Journal of Manpower, 18(4), 305-558.*

Raza, A. S., & Ahmad, N. (2017). Measuring Employees' Commitment through Job Satisfaction: Perception of Public Primary School Teacher, *Bulletin of Education and Research 39* (1), 129-144.

Richardson, P. W., & Watt, H. M. (2006). Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities. *Asia-Pacific Journal of Teacher Education*, *34*(1), 27-56.

Ryan, E., & Deci, R. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology, 25*(1), 54-67.

Saeed, A., & Wain, K. R. (2011). Status of Missing Physical Facilities in Government Schools of Punjab. *Journal of research and reflections in education, 5(2), 105-127.*

Shah, J., Rehman, M. U., Akhtar, G., Zafar, H., & Riaz, A. (2012). Job Satisfaction and Motivation of Teachers of Public Educational Institutions. *International Journal of Business and social sciences, 3(8), 271-281.*

Singh, P., & Loncar, N. (2010). Pay satisfaction, job satisfaction and turnover intent. *Relations industrielles*, *65*(3), 470-490.

Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education, 27*(6), 1029-1038.

Sweeney, P. (1990). Distributive justice and pay satisfaction: A field test of an equity theory prediction. *Journal of Business and Psychology, 4(3), 329-341.*

Toropova .A, Myrberg.E, & Johansson.S, (2021) Teacher job satisfaction: the importance of school working conditions and teacher characteristics, *Educational Review, 73*(1), 71-97.

Troeger, M. (2022). *Teacher Job Satisfaction among K-12 Public School Teachers: A Mixed Methods Study*. (Doctoral dissertation, Long Island University, CW).

Williams, L. L. (2005). Impact of nurses' job satisfaction on organizational trust. *Health care management review*, *30*(3), 203-211.

Zaman, Z., Khurram, S., Alwi, K., & Shaiq, M. (2019). Relationship of leadership style of school principal with teachers' job satisfaction: as perceived by secondary school teachers. *Global Social Sciences Review (GSSR)*, *4*, 344-353.

Zembylas, M., & Papanastasiou, E. (2006). Sources of teacher job satisfaction and dissatisfaction in Cyprus. *Compare: A Journal of Comparative and International Education*, *36*(2), 229-247.

Rehan, F., Zaidi, S. S., Imran, M., Akhtar, S., Shah, A., & Hameed, S. (2024). Exploring the Efficacy of Music-Based Pedagogies in Developing Communication Skills: Perspectives of Early Childhood Educators. *Al-Qanṭara, 10(2),* 79-98.

Ahmad, N., Iqbal, S., Ali, Z., Jabeen, R., & Imran, M., (2024). Bridging the Gap: Secondary School Teachers' Perspectives on Behavioral Barriers to Academic Success. *Al-Qanṭara 10(2)* ,144-162.

Mohammad, N., Aslam, M., Anjum, T., Haider, S., Hashim, M., & Imran, M. (2024). Phenomenological Inquiry into Postgraduate Students' Perceptions of Academic Supervision and Feedback Experiences. *Al-Qanṭara, 10(2)*, 126-144.