

Governance and Society Review (GSR)

Volume 2 Issue 1, Spring 2023

ISSN(P): 2959-1619 ISSN(E):2959-1627

Homepage: <https://journals.umt.edu.pk/index.php/gsr>



Article QR



Title: The Impact of Pedagogical Skills, Curriculum Quality, Support from Parents and School Infrastructure on Job Satisfaction of Public Primary School Teachers

Author (s): Momina Maryam Khan

Affiliation (s): University of Home Economics, Lahore, Pakistan

DOI: <https://doi.org/10.32350/gsr.21.06>

History: Received: April 6, 2023, Revised: May 17, 2023, Accepted: June 3, 2023, Published: June 29, 2023

Citation: Khan, M. M. (2023). The impact of pedagogical skills, curriculum quality, support from parents and school infrastructure on job satisfaction of public primary school teachers. *Governance and Society Review*, 2(1), 146–180. <https://doi.org/10.32350/gsr.21.06>

Copyright: © The Authors

Licensing:



This article is open access and is distributed under the terms of [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Conflict of Interest:

Author(s) declared no conflict of interest



A publication of The School of Governance and Society
University of Management and Technology, Lahore, Pakistan

The Impact of Pedagogical Skills, Curriculum Quality, Support from Parents and School Infrastructure on Job Satisfaction of Public Primary School Teachers

Momina Maryam Khan*

University of Home Economics, Lahore, Pakistan

Abstract

Teachers are builders of nations because the quality that defines a country's students is closely tied to its educational system. The study project reflects on the elements affecting teachers' work satisfaction in schools. The study assessed the extent to which pedagogical skills, curriculum quality, parental support, and school infrastructure condition affect teachers' satisfaction. In this study, a quantitative survey approach was employed to collect primary data through questionnaires. The study focused on teachers in public primary schools and utilized a convenience non-probability sampling method to gather information from a sample group of 100 public primary school teachers. In alignment with the study's objectives, the research applied multiple linear regression analysis to explore the relationships between variables. The findings of the study showed that curriculum quality, infrastructure condition of public primary schools in Pakistan and parents' support have a positive important impact on job satisfaction of teachers working there, however, pedagogical skills does not showed significant impression on satisfaction levels of the teachers working in such schools. The study recommended that keen attention should be given to raise the satisfaction level of teachers working in public schools by improving conditions of these schools, by raising awareness for parents and including teachers in curriculum selection and adoption.

Keywords: public primary school teachers, job satisfaction, pedagogical skills, parents' involvement, school infrastructure, curriculum quality

Introduction

One of the most important resources for high-quality education is a teacher. Teachers are the nation builders since the quality of a country's graduates is directly related to the educational system in place there. In order for a nation to flourish and succeed, teachers play an important role. The profession of

*Corresponding Author: mominamaryam34@gmail.com

teaching receives little attention, although they play a significant part in their students' intellectual, social and personal growth, which has an impact on the development of the entire country. Teachers may have a greater impact than anybody else, elevating the nation to a wonderful position and giving it a noble prestige (Shishigu, [2015](#)).

The effectiveness of teachers both within and outside of the classroom is essential for students' academic and personal development. Teachers set up the atmosphere in their classrooms, provide a welcoming surrounding, guide and care for kids. According to this viewpoint, the effectiveness of educational activities greatly depends on teacher's quality of performance (Wula et al., [2020](#)).

In affluent nations, a significant amount of study has been done to gauge teachers' work satisfaction. Few examples relating to teachers' work satisfaction have been found in underdeveloped nations like Pakistan, especially those related to public primary schools (Shabbir et al., [2014](#)).

Public and private schools both provide education in Pakistan. These two major kinds of schools are referred to as "educational institutions" or "schools." Middle and poor class families' majority send their children to schools that are public, because they offer education to pupils using Urdu as their primary language of teaching and because they do not charge any fee until the secondary level of schooling. The private schools mostly serve upper-class households and offer English-medium instruction to its students (Hyun & Sajjad, [2018](#)).

Unfortunately, public primary school teachers in Pakistan continue to work alone in their classrooms with big classes of students, burdened curriculum, few textbooks or other tools to support them, and little in the way of compensation or acknowledgment. Teachers' accomplishments and the rate of survival depend on their quality to strike an equilibrium between teaching and studying and the demands of management of classroom. While the majority of educational systems throughout the world are transitioning to post-professionalism, a sizable portion of teachers are still in the pre-professional stage of their professional growth (Rizvi & Elliot, [2003](#)). The right conditions must be present for efficiency to be realized at the workplace. An enabling atmosphere that is conducive to performance and the production of the necessary outcomes must be supplied to the worker. Work must be completed under favorable circumstances, creating an

environment that is conducive to performance and the production of the desired outcomes (Nyagya, [2015](#)).

The main factors influencing academic achievement and performance include satisfaction of work, knowledge that is professional and abilities, competencies, and resources of education and techniques. Happily employed teachers tend to remain in their areas longer, respond to assignments in an appropriate way, and work with pupils consistently and positively. In this situation, teachers who are happy in their jobs are willing to put in extra time, arrive on time, and are available at all times to help kids do better (Nyagya, [2015](#)).

The performance of instructors is also strongly connected with both pleasure and discontent. Teachers that are happy with their jobs are recognized to perform better at their jobs. Dissatisfaction, on the other hand, decreased capacity to satisfy students' requirements and was associated with significant rates of psychosomatic illnesses that increased the trend of absenteeism and a large number of stress-related disability claims. In many nations, teacher discontent is a significant factor in motivating teachers to quit their jobs (Shabbir et al., [2014](#)).

Performance is very important to both the employer and the employee. To execute their objectives, provide the services and goods they are best at, and gain a reasonable advantage, institutions constantly want highly qualifying employees (Wula et al., [2020](#)). Same is the case with primary school teachers, as they have to contribute in the fruitful future of students.

Problem Statement

Recognizing primary education's pivotal role as the foundational level of the global education system underscores the paramount importance of primary teachers' job satisfaction. Regrettably, public primary school teachers often grapple with lower levels of satisfaction, primarily attributed to limitations in their authority and the comfort afforded to them (Nyagya, [2015](#)). This prevailing issue necessitates a comprehensive investigation and intervention. The study seeks to provide insights into the well-being of primary school teachers in public schools and elucidate the myriad factors influencing their job satisfaction. It particularly delves into the multiple determinants impacting teachers' performance or satisfaction within public primary schools, where they often contend with fewer resources and attention compared to their counterparts in private schools.

These determinants encompass the realms of pedagogical skills, parental involvement, school infrastructure, and curriculum quality, collectively shaping the working environment and overall satisfaction of primary school teachers. As it is the working conditions of the schools that primarily, determine teachers' overall job satisfaction.

Research Questions

RQ1: What is the impact of pedagogical skills on primary school teachers' job satisfaction?

RQ2: How does curriculum quality affect job satisfaction among primary school teachers?

RQ3: To what extent infrastructure of primary school teachers affects their job satisfaction?

RQ4: How does parental support impact primary school teachers' job satisfaction?

Research Objectives

RO1: To evaluate a teacher's degree of work satisfaction in light of their pedagogical skills

RO2: To evaluate the effect of curriculum quality on School teachers' teaching in Government Schools providing primary education

RO3: To investigate the effect of Public-School infrastructure on teachers

RO4: To establish whether there is a relationship between parents' support in their child's primary education and work satisfaction of teacher

Conceptual Framework

It depicts the relation between independent variables (IV) and dependent variable (DV).

Figure 1
Conceptual Framework

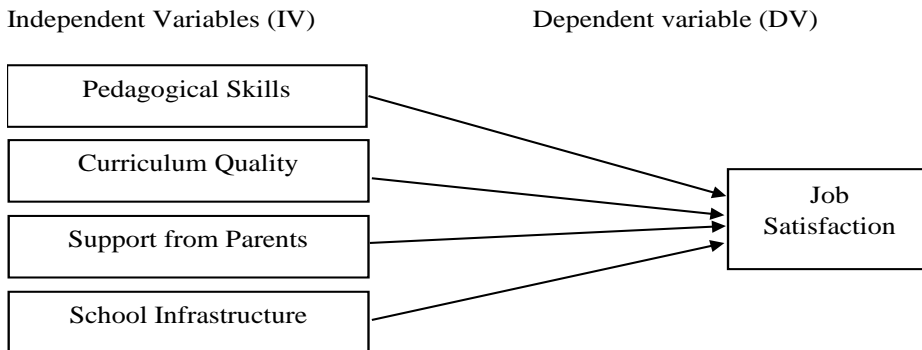


Figure 1 states the effect of four independent variables (Pedagogical skills, curriculum quality, school infrastructure and parents' support) on dependent variable (Teachers' job satisfaction). The study depicts that how multiple variables affects the working quality and work satisfaction of public primary school teachers. A collective approach is necessary to overcome such situation. Collective action theory, introduced by Mancur Olson in 1965, shows that it is hard for any group of persons to offer a benefit effectively. In certain groups, people have motivation to "free-ride" on the work of others (Czech, [2016](#)).

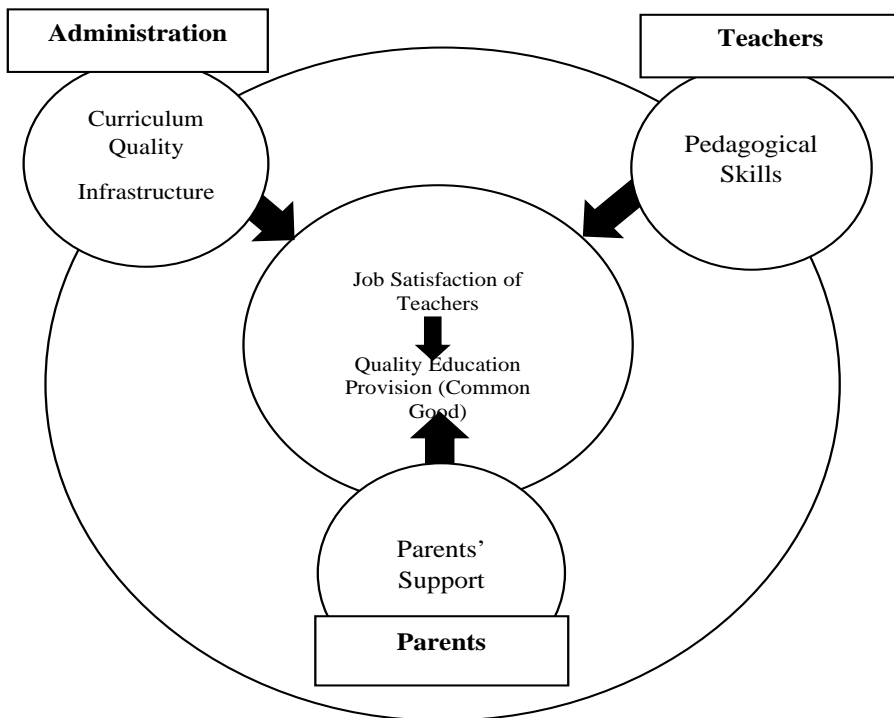
As the name implies, Collective Action is concerned with group action and preventing people from making decisions or acting in ways that lead to pursuing a shared objective. Everyone is aware that when individuals cooperate to accomplish a common objective, collective action takes place. While it seems extremely easy to do, it is a challenging process. As a result, people frequently overlook this activity.

The general theoretical basis for understanding community involvement is collective action theory. Collective action participation is described as all or a portion of the community cooperating to enhance the provision of a public service to the community (Khan, [2003](#)).

The study places significant emphasis on examining the key factors that exert a substantial influence on teachers' job satisfaction in public primary schools in Pakistan, specifically, to investigate how pedagogical skills, curriculum quality, school infrastructure, and parents' support collectively shape teachers' overall job satisfaction. Acknowledging the critical

significance of these factors, the imperative lies in adopting a collaborative approach that engages diverse stakeholders, including teachers, administrators, and parents, to collectively address and enhance these elements. The research seeks to shed light on the intricate interplay of these factors and their profound impact on the overall quality of education in public primary schools, with the ultimate goal of improving job satisfaction for teachers and the educational outcomes for students.

Figure 2
Theoretical Framework of Collective Action



Research Hypothesis

The following hypothesis were established:

H_1 : Pedagogical skills significantly influence job satisfaction of teachers

H_0 : Pedagogical skills do not significantly influence job satisfaction of teachers

H_2 : Curriculum quality significantly affects the job satisfaction

H_0 : Curriculum quality does not significantly affects the job satisfaction

H_3 : Teachers' satisfaction in work is significantly associated with support from parents

H_0 : Teachers' satisfaction in work is not significantly associated with support from parents

H_4 : School infrastructure significantly influence job satisfaction

H_0 : School infrastructure does not significantly influence job satisfaction

Significance of Study

This study especially examined the variables that have an influence on satisfaction for work in teachers of Public Primary Schools in Pakistan. By investigating the impact of pedagogical skills, curriculum quality, parental support, and school infrastructure conditions on teacher satisfaction, the study provides valuable insights for educational policymakers and administrators. Understanding these factors and their influence on teachers' well-being can lead to informed decisions aimed at creating a more supportive and conducive work environment for educators. The study findings have the potential to enhance both teacher contentment and the quality of education. Ultimately, this research contributes to evidence-based educational policymaking and the overall advancement of the public primary school system in Pakistan.

Operational Definitions

Job Satisfaction

The combination of environmental, psychological, and physiological variables that leads a person to legitimately state they are content with their job is characterized as job satisfaction (Hoppock, 1935). Work satisfaction encompasses multidimensional psychological reactions to one's employment that include cognition, aesthetic and many other behaviour elements (Judge et al., 2020). It encompasses their perception of various aspects of their work environment, such as teaching conditions (autonomy in basic decisions related to education), the level of support from administrators and parents, the adequacy of resources, and their overall sense of well-being and job-related satisfaction.

Pedagogical Skills

The duties of specially trained instructors who are responsible to society and the government for preparing future generations for life and work is known as pedagogical activity. Based on this, the topic of "Pedagogical skills" is used to train competent instructors by imparting knowledge on how to conduct themselves professionally as instructors and educators as well as tips for improving these skills. Learns the fundamentals of pedagogical abilities in teachers, as well as methods, techniques, and forms of professional activity growth in light of contemporary requirements (Ikromova, [2020](#)).

Curriculum Quality

In order to provide superior instruction and educational possibilities, well-crafted curricula are essential. Curriculum containing superior quality matter may significantly enhance learning while also providing students with power to develop their own expertise and talents. It encompasses specific criteria and indicators, such as the relevance of curriculum content to educational goals of primary level students, alignment with standards and learning objectives, the clarity of instructional materials, the appropriateness of assessment methods, and the overall impact on student learning outcomes. This aspect assesses the extent to which teachers have the freedom to adapt, modify, or choose curriculum elements to meet the specific needs and learning styles of their students within the framework of established educational standards and objectives (Hoang et al., [2020](#)).

Infrastructure Quality

Given that the majority of pupil activities at school need the distribution of media, the packaging is through current amenities and infrastructure. Education cannot exist without resources. This is demonstrated by the fact that learning takes place within as well as outside of the classroom and calls for amenities like desks, chairs, cabinets, writing implements, and other things like proper building (Nurabadi et al., [2020](#)).

Parents' Involvement

The support from parents is crucial factor as it includes the direct involvement of parents in their children school work. It is also associated with effective touch with their teachers and proper participation in meetings. Teachers mention that they are dissatisfied when parents do not

participate because they feel that parents should be encouraging of their children's learning. As a result, teachers with poor self-efficacy may assume that their kids' families are unable to assist their learning (Stipek, [2012](#)).

Literature Review

Taylor introduced the idea of measuring job happiness in 1911. Higher degrees of organizational dedication, among other qualities of a job, can contribute to chief success and growth since job satisfaction is an attitude towards conditions associated to one's place of employment. The increased workload that teachers are now required to handle has an influence on job satisfaction and reflects social trends of teachers who overwork. This may be understood in connection of how it relates to other important elements including overall health, stress at work, stress from organizational issues, quality of life, controlling things, social life and work (Sahito & Vaisanen, [2017](#)).

The definition of job satisfaction is approached differently by many authors. One of the most challenging issues facing administrators today whenever it comes to personnel management is job satisfaction. Simply said, job satisfaction is the successful attitude that individual has towards their work (Alwi et al., [2015](#)).

A mix of psychological, physiological, and specific environmental factors determines a person's level of satisfaction for their duty. These factors, however, are directly and indirectly linked to the person's internal and exterior sentiments (Parveen et al., [2015](#)). It is frequently associated with motivation, individual feelings of accomplishment, and an internal state that symbolizes the emotions that seem to arise from a notion that the job satisfies one's physical and emotional requirements (Parveen et al., [2015](#)).

This truth of satisfaction of one's work relates to the many roles that teachers play in the educational setting. Yet, the lack of professionalism, lack of support, lack of appreciation, or excessive workload among teachers in Pakistan's educational system makes them uneasy, which lowers their level of job satisfaction. Public schools are worried because teachers' levels of participation are seen to be lower than in private schools. The teachers employed in this setting are not required to demonstrate the results of their work (Alwi et al., [2015](#)).

Measures of one or more than one aspects, as surveys of employee satisfaction that are anonymously provided in areas like teamwork, interactions among coworkers and communication can be used to assess it. The satisfaction of human resource is linked to a extremely motivated worker (Nyagya, [2015](#)).

Three factors contribute to teachers' job satisfaction: it affects the effectiveness of instruction and pupils' growth; it is also a key determinant of stability in teaching. Last but not least, job satisfaction is essential for teachers' self-actualization, psychological health, and quality of life (Parveen et al., [2015](#)).

Pupils' abilities and traits are polished by teachers, who function as the students' "king makers" and position them for success in the future. If students are crucial to the future, then teachers are crucial to the present and later life of students as well as the country. Due to the fact that teachers serve as the students' primary source of guidance throughout all of the key stages of their academic lives, teachers play a vital role in helping students achieve the maximum levels of success in this world for both themselves and the country as a whole. Excellent teachers never lose interest in working for the organizations and for the services where they feel happy. Nonetheless, the point to which an educator's satisfaction is actually guaranteed has become a significant topic in recent years. Teachers who are happy in their positions are better able to focus and give more of themselves to their work. Work satisfaction attains or permits the fulfilment of job values, depending on how much one accepts that the values are compatible with their demands (Parveen et al., [2015](#)).

Among attributes linked to increased work satisfaction, teachers want administrative assistance, good student behavior, a welcoming school environment, and teacher autonomy. Also strongly correlated with job satisfaction were parental support and working circumstances (Alwi et al., [2015](#)).

In the context of education, especially for teachers, job satisfaction is seen as a highly essential problem. This is mostly because it has to do with many facets of teachers' responsibilities and those that take up all of their time in a school setting. To guarantee efficiency in performing their duty, it is imperative that people experience fulfilment and harmony while performing their tasks (Alwi et al., [2015](#)).

Yet, the lack of professionalism, lack of appreciation, or overwork among instructors in Pakistan's educational system makes them hesitant, which lowers their level of job satisfaction (Alwi et al., [2015](#)).

Pedagogical Skills and Teachers' Satisfaction

Teacher who will establish the process of learning must meet the standards for teachers, which include having academic credentials and competencies. Those who carry out the academic process, should be competent enough to help students reach their full potential and create great human resources as a result of their work (Nurhayati et al., [2022](#)).

A teacher must possess four competences: pedagogic, social, personality and professional. These four abilities may all be acquired through professional education. The development of a teacher's professionalism depends heavily on these four qualities. Among the four skills, pedagogical competence is one that instructors use extensively while implementing the learning process (Nurhayati et al., [2022](#)).

Pedagogical competency consists of seven indicators that all teachers are expected to possess: understanding characteristics of learners, to master the theory of teaching-learning, curriculum development, instructional process presentation, developing and understanding potential of learners, communication and analysis (Suhirman et al., [2016](#)).

It is known that satisfaction of work is explained as a positive emotional condition and happiness caused by an evaluation of the working experience. He observes that the term includes both effects and cognition, implying that work satisfaction emerges from the interchange of affects and cognition, or feelings and ideas. Further Work satisfaction is defined as a delightful emotional condition caused by work performance. Teachers' performance befits as one of the variables in obtaining quality learning outcomes, where performance is crucial in your business to reach these objectives (Suhirman et al., [2016](#)).

Technical mistakes in education that have negative effects are, in general, easy to fix. This type of educational blunder typically results from the teacher's personality. It is difficult to rectify since changing a teacher's personality structure is difficult, and it takes a lot of time and effort for the individual in question to become more eager and open to change. A typical educational error is thus a visionary error, in which educators are not much aware that their mistakes might have far-reaching effects for the

students. As a result, this pedagogical competency is critical in molding the personality of student so that he or she can solve issues independently with the assistance and direction of the teacher and it is also important for increasing the satisfaction level of teacher working in that environment (Nurhayati et al., [2022](#)).

Work satisfaction is unquestionably influenced by a job's performance metrics and job description. If a teacher's duty is to teach, he/she must master the competence and teaching abilities; if those duties and capabilities or skills are carried out effectively, she or he would be happy. Additionally, we should consider several perspectives on job satisfaction, particularly as a teacher (Suhirman et al., [2016](#)).

Hypothesis 1: Pedagogical skills significantly influence job satisfaction of teachers

Curriculum Quality and Teachers' Satisfaction

The extent of the influence is what gives education its force. Education, particularly compulsory schooling, is a way of reaching almost all of a country's population. As a result, a curriculum is more than just a list of subjects or courses to be studied or how they ought to be considered; it is also a representation of a country's beliefs and objectives (Gençer, [2004](#)).

At that moment, emphasis must be placed on keeping a strong connection among curricula and teachers. That is, it might be argued that instructors must possess a strong believe in the curricula they utilize in order for it to fulfil its goals. A curriculum is useless without instructors who are passionate about what they do (Gençer, [2004](#)).

The primary school curriculum in public schools is quite demanding and extensive, and it doesn't match the children's cognitive abilities. Weak pupils are automatically promoted to a higher grade because of automatic promotion. The curriculum for higher grades is beyond the comprehension of these children. As a result, these children are more likely to fail (Chohan & Qadir, [2013](#)).

Also, studies have indicated that a rigorous and intricate curriculum makes it more likely for students to fail their elementary school subjects. Because it prevents them from grasping the subject, they just concentrate on memorization of the chapters (Chohan & Qadir, [2013](#)).

While considering the teaching profession, the most essential topics in factors linked with the work is curriculum. If job-related duties play a large role in total job satisfaction, instructors must be pleased and content with the specific curriculum they utilize in order to be efficient, since it forms the bulk of the duties and obligations in the specific profession. As a result, if this satisfaction affects productivity, work matter is a prerequisite of satisfaction level of job, and curriculum is a large portion of job contended for teachers, the curriculum can be considered the elements determining teachers' total job satisfaction (Gençer, [2004](#)).

Hypothesis 2: Curriculum quality significantly affects the job satisfaction

Support from Parents and Teachers' Satisfaction

We usually overlook the importance of parents in the education of their own children because they are the main care givers for their kids. They can aid institutions in the correct raising and education of their child. Understanding a child's characteristics and striving for better options for the child depend heavily on parent-teacher relationships. The child's parents are seen as their biggest advocates in encouraging them to attend school till they complete their elementary education (Farooq, [2013](#)).

As it is believed that education would have an impact on a child's whole development, much work must be done to achieve the intended outcome and set objectives. It is expected that by doing this, the parents would meet their child's fundamental educational demands. The parents must express a significant keen interest in studies of their children (Amanchukwu, [2011](#)).

However, novice teachers face two kinds of challenges with parental involvement. Teachers go through a number of problems when they have to interact with parents who shows least interest in their children's studies. The newcomer or specifically unskilled teachers experience challenging situations while dealing with such difficult parents. There should be a presence of skilled and mentor teachers to educate such newly established teachers so that they can interact with the parents in a more effective way (Saleem et al., [2020](#)).

Both teacher job satisfaction overall and self-efficacy are impacted by school culture factors. Administrative and peer and especially parents' support, have all been found to be significant factors in teachers' work

satisfaction and confidence in their teaching abilities (Hasselquist et al., [2017](#)).

Hypothesis 3: Teachers' satisfaction in work is significantly associated with support from parents.

School Infrastructure and Teachers' Satisfaction

We all know that various factors, school regulations, the classroom atmosphere, the student's family, the student themselves, the teaching technique, examinations taken, and evaluation systems, are thought to influence how students and teachers working there feel about school. Nonetheless, the educational enterprise is always supported by a good infrastructural facility. According to a research, elements such as clean air, bright lighting, a compact, secure location, building age and condition, building maintenance standards, temperature, and color may all have an influence on students' mental and physical health and teachers' performance and satisfaction (Nepal, [2016](#)).

There is a scarcity of essential amenities such as "sitting seats, teacher accessibility, water for drinking, and boundary walls." The facilities in public schools are deteriorating, they are basically utilized as drawing rooms, typically called Deras by the local landowners, so the pupils have no access to education (Hatim et al., [2022](#)).

Past research has found that school amenities have an impact on instruction. In 2004, research was undertaken in Chicago and Washington, D.C., USA. They gathered information from a huge number of teachers. In their conclusion, teachers choose to stay at schools where the environment and amenities were good. That indicates that instructors choose schools with greater facilities because they make teaching easier. Several researches (Herath et al., [2023](#)) has indicated that social dynamics have an impact on a teacher's satisfaction, dedication, and conduct. This, in turn, has an impact on the student's achievement. Hence it is suggested that when teachers' conduct is influenced by the resources available to them or whenever they do not have adequate resources, their sense of helplessness would eventually damage education quality in terms of student accomplishment (Nepal, [2016](#)).

Hypothesis 4: School infrastructure significantly influence job satisfaction

Methodology

Research Design

The study employed a quantitative survey approach, which resulted in the establishment of fundamental knowledge principles. A survey is a way of gathering information that involves a questionnaire to a group of people. This design has shown to be an effective research strategy (Orodho, [2003](#)). For the study, a quantitative survey approach was utilized to examine the link between factors affecting public primary school teachers' work satisfaction. The survey design employed in this study was selected for its efficiency in gathering information from a substantial and diverse group of public primary school teachers. Surveys provide a structured and standardized approach to data collection, ensuring reliability and consistency in responses. This method is particularly well suited for exploring the relationships between multiple factors affecting teachers' job satisfaction, as it enables the collection of quantitative data amenable to statistical analysis. Furthermore, surveys allow researchers to capture teachers' perceptions, attitudes, and experiences, crucial when investigating complex issues like job satisfaction. Thus, the survey design was chosen for its effectiveness in systematically examining the link between various factors and public primary school teachers' work satisfaction.

Target Population

Target population comprises a category of people sharing traits and are all interested in the same thing (Kothari, [2004](#)). The study population for study comprises current public primary school instructors in government schools. This population was chosen because the study focuses on understanding the experiences and factors influencing public primary school teachers' performance and job satisfaction. As primary education is foundational, ensuring the satisfaction and effectiveness of these teachers is crucial for providing a strong educational base for students, which can have long-lasting effects on their educational journey.

Sampling Procedure and Sample Size

The method of selecting small number of sample that represents the quality of the whole population is called sampling (Mugo, [2002](#)). Convenience sampling was used in this study. Convenience sampling techniques are less objective than probability approaches and are a sort of sampling where the researcher utilizes sampling for which participants are

chosen by the researcher. In accordance with Morgan's table, which suggests that a sample size of 100 is appropriate for a population of 140, the recommended sample size for this study would be 100 participants.

Table 1
Demographics

School Names	Total number of Primary School Teachers
Government MC Primary Girls School, Okara	33
Government Primary School 9/4L, Okara	28
Government Boys School 56/2.L, Okara	24
Government Girls Primary School 30/4.L	30
Government satluj School for Girls, Okara	25
Total	140
Sample	100

Instrument for Collection of Data

The data was acquired utilizing a questionnaire to obtain information from teachers working in Public Primary Schools. Questionnaires are more productive, take lesser time, are less costly, and allow for data gathering from a large population (Orodho, [2003](#)). Personal visits to public primary schools were used to collect data.

Both closed and open-ended questions were used in the questionnaires for teachers. Adaptive techniques was used to compose the questionnaire. Closed items allowed respondents to pick one response from a list of choices. Sections were included in the questionnaires. Part I asked questions about the respondents' fundamental demographic information. Part II included questions about the impact of several important constituents on teachers' satisfaction of work in public primary schools.

Data Analysis Technique

The heart of any research lies in its data analysis approach, and the strength of its methodology is its backbone, as noted by Orodho ([2003](#)). In this study, the data collection process involved the physical collection and meticulous examination of questionnaires by the researcher. The data was subsequently generated, organized, and analyzed using the Statistical

Package for Social Science (SPSS), chosen for its efficiency, speed, and accuracy in processing the gathered information.

To provide a comprehensive understanding of the data, Descriptive Statistics were employed, with frequencies and percentages visually represented through figures and tables. This approach allowed for a clear and concise presentation of the data's essential characteristics. For the analysis of qualitative data, descriptive methods were utilized, utilizing tables and charts to elucidate respondents' perceptions and insights on the topics explored in the surveys. This visual representation offered valuable insights into the overall picture.

Moving into the realm of hypothesis testing, known as inferential statistics, the study employed multiple regression analysis. This method was chosen to explore the relationships between the four independent variables (IV) – pedagogical skills, curriculum quality, school infrastructure, and parents' support – and the dependent variable (DV), which is overall teacher satisfaction. Multiple regression analysis not only allowed for an understanding of the relationships but also helped in identifying which among these four factors had predictive power on overall teacher satisfaction within public primary schools. It employed a systematic approach, integrating both descriptive and inferential statistical techniques to comprehensively examine the factors affecting teacher satisfaction in public primary schools.

Operationalization and Measurement

Job Satisfaction

Sr. No.	Questions	Source
JS-1	I consider teaching in this school as an opportunity of service for students	Wula et al. (2020)
JS-2	Key decisions in my school are made in consultation with teachers	Wula et al. (2020)
JS-3	I have the freedom to try innovative methods for better teaching	Wula et al. (2020)
JS-4	It is easy to manage students of public school	Wula et al. (2020)
JS-5	I am satisfied completely with my work based on the outcome of students learning	Wula et al. (2020)

Pedagogical Skills

Sr. No.	Questions	Source
PS-1	I use multiple kind of techniques to deliver lecture everyday	Ikromova (2020)
PS-2	I work on the identification of students' interest	Ikromova (2020)
PS-3	I encourage class discussion of the students during every stage of instruction	Ikromova (2020)
PS-4	There are opportunities for me to attend professional development program in my area of expertise	Ikromova (2020)
PS-5	I do applied coursework on specific skills	Ikromova (2020)

Curriculum Quality

Sr. No.	Questions	Source
CQ-1	The load of curriculum is appropriate for understanding at primary level	Gençer (2004)
CQ-2	I have been consulted before finalizing the curriculum for students	Gençer (2004)
CQ-3	I have access to all the learning materials I need	Gençer (2004)
CQ-4	I have given the chance to give feedback regarding the school curriculum	Gençer (2004)
CQ-5	I believe that the curriculum should not change in my school	Gençer (2004)

School Infrastructure

Sr. No.	Questions	Source
SI-1	There is adequate audio-visual materials for teaching in my school	Herath et al. (2023)
SI-2	There is proper availability or accessibility of internet service in the school	Herath et al. (2023)
SI-3	I find it appropriate to teach students in open spaces without proper classrooms	Herath et al. (2023)

Sr. No.	Questions	Source
SI-4	Working conditions in my school are comfortable	Herath et al. (2023)
SI-5	I am contended with frequency of the repairs and upkeep of the facilities	Herath et al. (2023)

Support from Parents

Sr. No.	Questions	Source
SP-1	Parents show keen interests in the education of their children	Stipek (2012)
SP-2	Parents try to attend Parents' Teachers Meeting (PTM) regularly	Stipek (2012)
SP-3	Parents react in a responsible way while discussing about their child's performance	Stipek (2012)
SP-4	Parents are capable to support their child's learning at home	Stipek (2012)
SP-5	Parents motivate their children to attend school on regular basis	Stipek (2012)

Findings

According to research, fifty percent return rate of questionnaires is sufficient, 60% is good, and 70% or more is excellent (Hartman & Headborn, 1979). All the 100 copies of questionnaire administered, yielding a 100% response rate.

Descriptive Statistics

The demographic features of the respondents were collected in the survey, including gender, their age, and number of years in service and also their level of education.

The Table 2 shows the Measures of Central Tendency and Measures of Dispersion of control variables. It clearly shows the average age, qualification and service years along with majority of male gender. Low standard deviation values indicate that most of the data is clustered around the mean or average value.

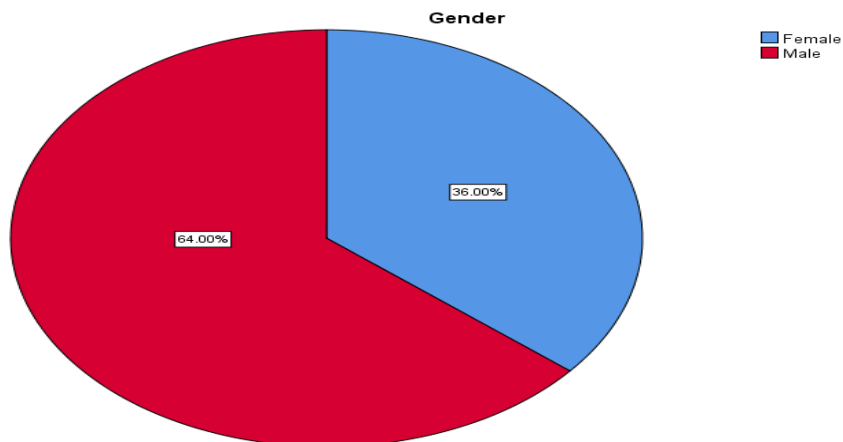
Table 2
Central Tendency Measures and Dispersion Measures of Control Variables

		Gender	Age	Academic Qualification	Years of Service
N	Valid	100	100	100	100
	Missing	0	0	0	0
Mean		.64	2.54	2.97	4.35
Median		1.00	3.00	3.00	4.00
Mode		1	2 ^a	3	4
Std. Deviation		.482	1.068	.627	1.242
Variance		.233	1.140	.393	1.543
Range		1	4	4	4
Minimum		0	1	1	2
Maximum		1	5	5	6

Distribution of Teachers by Gender

Gender ratio has become an essential factor in practically all aspects of life as a result of progress and modernization. In conclusion, it is important to achieve gender parity in the division's teaching fraternity. Pie chart below summarizes the same.

Figure 3
Teachers' Distribution by Gender



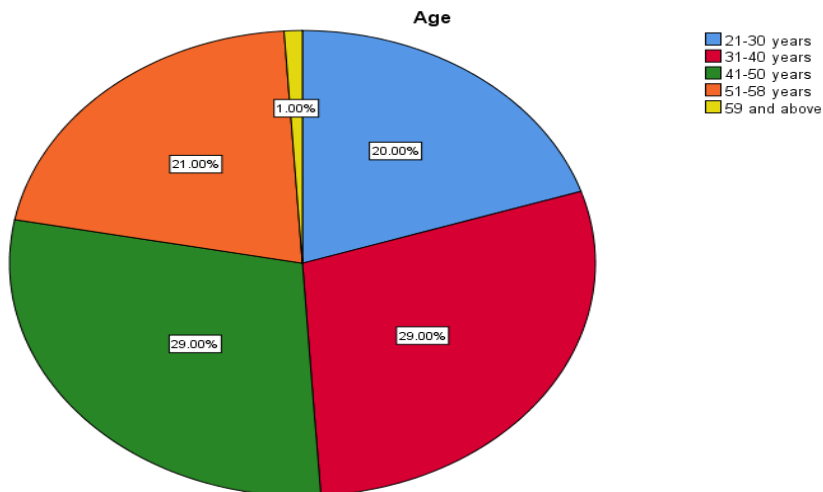
Male teachers were shown to be greater than their female counterparts, despite the fact that they both responded to difficulties impacting them in identical ways. The male teachers who responded to the questionnaires were 28% more than that of females.

Division of Teachers by Age

The age of the people was important since researcher wanted to know if the participants' age had any effect on their work satisfaction levels. Old age instructors can be more happy with their work than younger teachers since younger employees have greater expectations and goals that might not be realized by the organization (Nyagya, [2015](#)).

Figure 4

Teachers' Distribution by Age

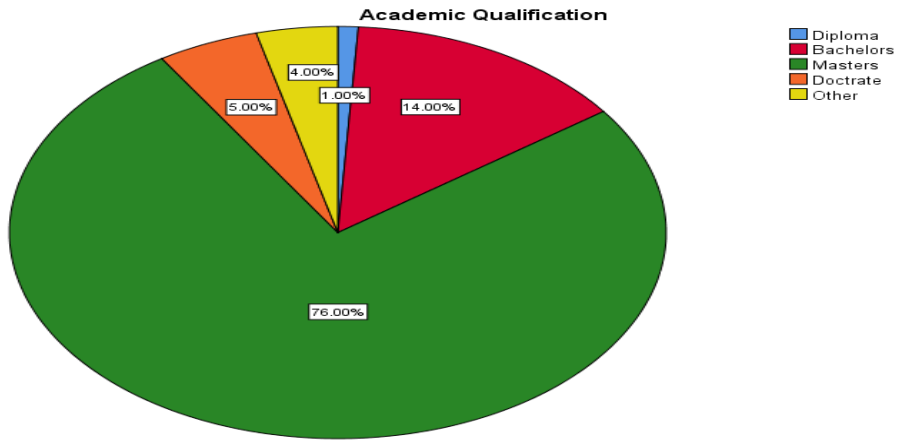


Regardless of age, all respondents replied in similar ways to the concerns impacting their degree of work satisfaction. According to the chart data, the majority of teachers are between the ages of 31 and 50.

The Academic Qualification of Teachers

The researcher deemed education level to be crucial in a person's capacity to evaluate his or her profession as rewarding or not. Professional characteristics have a considerable impact on worker job satisfaction (Okumbe, [1992](#)). The survey looked at respondents' educational levels, and the findings are displayed in the pie chart given below.

Figure 5
Teachers' Distribution by Qualification

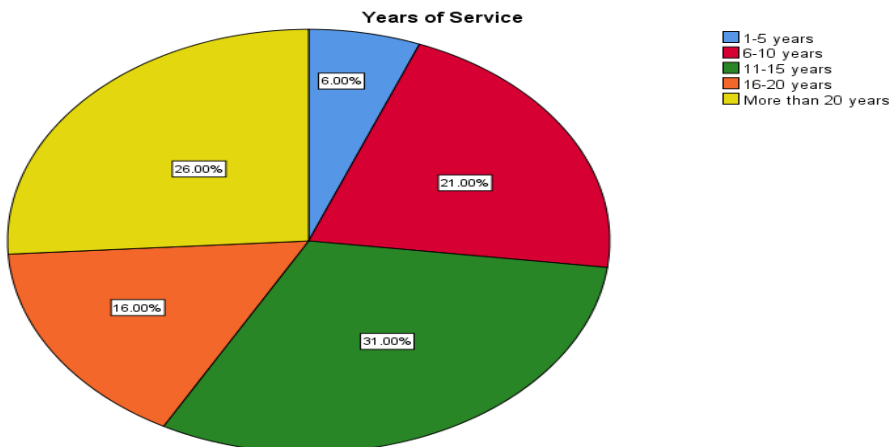


76% of the respondents were Master degree holders explaining that most of the teachers' academic qualification, who filled the questionnaires, were degree in Masters.

Years of Service in Public Primary School Teaching

Researcher also collected data regarding the service years of respondents. The chart below gives the distribution of teachers according to their years of service.

Figure 6
Teachers' Distribution by Years of Service



The pie chart shows that majority of teachers' years of service lies between 11-15 years. While 26% have more than 20 years of experience, 21% have 6-10 years of experience, 16% of teachers lies between 16-20 service years and only 6% are 1-5 years of service experience.

Inferential Statistics

The variables, teachers' pedagogical skills, parents' support, infrastructure status of public schools, and curriculum quality, affects satisfaction related to work and duties of teachers. The study sought to identify factors impacting teachers' work satisfaction in Pakistan's public primary schools. The level of significance for regression analysis is taken as 5%.

The table below shows coefficient of determination (R^2), which is equal to 0.414. According to the data provided by the table 4.2, 41.4% variation in the dependent variable, known as job satisfaction of teachers, is explained by independent variables (Pedagogical Skills, Infrastructure, Parents Support, Curriculum) and control variables (Gender, Age, Qualification and Years of service).

Table 3

Summary Result of Coefficient of Determination

Model	R	R^2	Adjusted R^2	Std. Error
1	.643 ^a	.414	.363	.491

Note. a. Predictors: (Constant), Years of Service, Pedagogical Skills, Infrastructure, Academic Qualification, Gender, Parents Support, Age, Curriculum

Table 4 aims to evaluate the regression model's overall and thorough goodness. The regression is significant because the p -value of the F statistics is 0.000, lower than the level of significance (0.05).

Table 4

Summary Result of Significance of Model (ANOVA)

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	15.502	8	1.938	8.038	.000 ^b
Residual	21.938	91	.241		
Total	37.440	99			

Regression equation is determined using the data given in Table 5.

Table 5

Result Summary of Regression Analysis among Variables

Model	Unstandardized Coefficients		Standardized Coefficients	<i>t</i>	Sig.
	<i>B</i>	Std. Error	Beta		
(Constant)	4.064	.551		7.374	.000
Pedagogical Skills	.009	.070	.013	.134	.894
Curriculum	.209	.089	.270	2.343	.021
Parents Support	.201	.067	.231	2.441	.002
1 Infrastructure	.261	.091	.252	2.880	.005
Gender	-.402	.120	-.315	-3.353	.001
Age	.090	.065	.157	1.402	.164
Academic Qualification	-.385	.086	-.392	-4.453	.000
Years of Service	-.161	.054	-.324	-3.001	.003

Note. Dependent Variable: Satisfaction

The result findings of the above table shows that the relation between two independent variables is significant, that are curriculum quality and school infrastructure. The complete interpretation of each hypothesis is given below.

Hypothesis 1: Pedagogical skills significantly influence job satisfaction of teachers

The above presented results depicts that relation among pedagogical skills and satisfaction is not significant. But it indicates that pedagogical skill is positively associated with job satisfaction.

Hypothesis 2: Curriculum quality significantly affects the job satisfaction

For analyzing hypothesis 2, the table 4.4 indicates that one-unit increase in curriculum quality leads to 0.209 units increase in job satisfaction of public primary school teachers, keeping all other variables constant. It demonstrates that by increasing the curriculum quality in such public

schools, job satisfaction among teachers also increase. So, we accept the hypothesis.

Hypothesis 3: Teachers' satisfaction in work is significantly associated with support from parents.

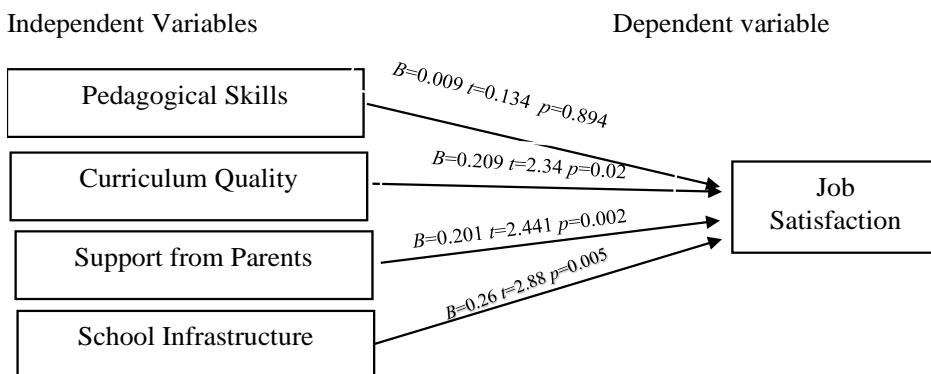
The table shows, one-unit increase in parents' support leads to 0.001 units increase in job satisfaction of teachers, keeping all the other variables constant.

Hypothesis 4: School infrastructure significantly influence job satisfaction

According to the table 4.4, one-unit increase in school infrastructure condition leads to 0.261 increase in job satisfaction of teachers, keeping all other variables constant, which exhibits that infrastructure situation in public schools positively increase the job satisfaction among teachers working there.

While considering the control variables, table 4.4 shows that females are more associated with satisfaction. Also there is no important relation among age of teachers and their job satisfaction levels, however, it is positively associated with job satisfaction. For academic qualification, the results explain that one-unit increase in qualification leads to 3.85 units decrease in satisfaction in work of teachers working in public schools, keeping all other variables constant. Also a significant relation was seen between satisfaction in job and service years of teachers, as one-unit increase in years of service leads to 1.61 units decrease in job satisfaction, keeping all the other variables constant.

Figure 7
Conceptual Framework



Discussion and Result

The regression analysis results show that only two of the factors or independent variables are influencing job work interest of teachers. These two variables are curriculum quality and infrastructure of primary public schools. While gender, academic qualification and service years also have significant effect on job satisfaction, keeping in view that age does not have a significant effect.

The results show that curriculum quality strongly affects the satisfaction of teachers. Thus by increasing the quality of curriculum and by giving more autonomy to teachers in describing and selecting the appropriate curriculum, the satisfaction level of teachers also increases. They are in charge of determining how to utilize the curriculum and the textbooks that go with it. Consequently, the two essential elements for helping students achieve their targeted goals are indeed the curriculum as well as the teachers (Birlik, [1999](#)).

The data collected from 100 teachers indicate that school infrastructure condition affects their job satisfaction levels. Thus, the poor infrastructure conditions of public schools often dissatisfy them to work there. It is also supported by the study conducted by Perie et al. ([1997](#)) that found a strong association between work satisfaction and infrastructure conditions in their study on teachers' level of job satisfaction (administrative responsibility, school atmosphere, classrooms and basic needs). Compared to public school teachers of primary schools, private school teachers are more interested enthusiastic about their teaching job because of the facilities provided by the institution.

The results provided by this study indicate that pedagogical skills do not have a clear impact on the job satisfaction in instructors working in public primary schools. It can be due to the environment and working condition of public schools in Pakistan. Once a person is hired as a government teacher, his future employment is assured. They do not worry about losing their employment if they attend lessons regularly or not, if they acquire appropriate pedagogical skills or not and even if students perform poorly. While teachers in private schools do not hold permanent positions, they frequently express concern about a future with a stable job (Awan & Zia, [2015](#)).

The above-mentioned outcomes showed an important relation between parents' help and job contentment. While many of the public school teachers undergo this problem of least interest and support from parents, and it discourages them in certain ways. Most of the studies (Shann, [1998](#); Danielsen et al., [2009](#)) suggest that the parent's role is important along with the role of student, especially at primary level. So, teachers' interaction with students and their satisfaction is dependent on students' performance and also on the support from the parents of their students (Crozier & Davies, [2007](#)).

Our findings indicated that females are more associated with satisfaction. While age is not something that possess a significant correlation with job satisfaction among these 100 teachers and it shows negative association with job satisfaction. According to a study conducted in 1990, in terms of appreciation and creativity, male staff is more dissatisfied in relation to the female one. Based on a research, teachers over 41 who are employed by public schools reported the lowest job satisfaction (Özdayı, [1990](#)).

According to our results, keeping all other variables equal, the results show an increase of one-unit in qualification correlates to a 3.85-units fall in satisfaction for teachers. Addressing the subject of the extent to which education level affects work satisfaction, another study discovered that better qualified teachers were reported to be more unsatisfied with their jobs. Most instructors with a higher degree are leaving the classroom to work in other fields if given the opportunity (Nyagaya, [2015](#)).

With work experience, there was no indication that job satisfaction increased with experience. The reason for this is because, in Pakistan, finding work becomes the most difficult chore because unemployment is prevalent throughout the country. Year after year, no jobs in the profession of teaching are announced. Teachers who have engage in teaching must remain even if they do not want to. Work as a substitute is scarce (Crossman & Harris, [2006](#)).

Conclusion and Recommendation

Regarding the first study question, it was discovered that curriculum quality, infrastructure of public schools and support from parents has a clear impact on job satisfaction of teaching staff working in primary public

schools. While pedagogical skills do not significantly affect the work satisfaction among teachers.

Curriculum is an important aspect of learning. Teacher should be satisfied about the current curriculum that he/she is teaching. Teacher should believe and accept the curriculum and should be satisfied with the topics included in and also the quality of it, in order to teach it in a satisfactory manner. Our findings concluded that teachers' satisfaction is greatly influenced by the curriculum quality and they mostly believe that it affects their working performance.

Infrastructure conditions in public primary schools of Pakistan are crucial in determining the level of satisfaction of teachers working there, as proper environment encourages them to use their full potential and work for the benefit of student class. Working circumstances differ depending on the type of school, region, and demography of students, parents and teachers. Considering working circumstances, the study revealed that inadequate school facilities contributed to teachers' job discontent.

Pedagogical skills provide a basic platform to assess the performance of teachers working in an institution. But in the matter of public primary schools, most of the teachers, especially the respondents of this study does not go through proper training or appropriate pedagogical training. There is a lack of proper accountability related to this issue in public schools, so, it does not affect the satisfaction of teachers working there. In public schools, parents do not give much attention to their children study and school environment. So, they affect the working motivation of teachers there.

Some of the demographic features also contribute to the satisfaction of teachers working in public schools. As more females are satisfied with their job as a public school teacher, while male teachers lack such satisfaction. Female teachers are happier than male teachers because they have lower expectations about their job status. Furthermore, female instructors enjoy this vocation because of its character and sociological importance. As women are more satisfied, this does not show that they have been provided with better opportunities, but in reality, they had a bad experience in the past with poor employment rate (Clark, [1997](#)). There is no specific relation among satisfaction felt by teachers in such schools and age of the instructors, especially in relation to public schools of Pakistan. While their experience or service years have a strong influence in their satisfaction level

as a teacher. While considering the qualification criteria, it has been seen that highly qualified instructors seem to be more dissatisfied with their job in such public schools.

Theoretical Contribution

It comes as no surprise that the motivations of a number of stakeholders would have an impact on a school quality, particularly in the sphere of education. The motivations of simply everyone, from parents to teachers and politicians and some other interest groups, all have a role in the design and implementation of education provision within a larger system. The majority of the evidence (Asadullah, [2009](#)) demonstrates that students who attend private and nonprofit schools perform better than their peers who attend public schools. There is general agreement that the public-school system's inadequate infrastructure, pervasive teacher absenteeism, and low teaching standards are mostly to blame for this. But it is important to mention that all of the other stakeholders, including administrators and parents, play a role in affecting the performance of teachers working in those primary public schools, as their support will prove beneficial for teachers as well. The study results also showed significant relation of such factors on teachers working performance and satisfaction which in turn contributes to the common good of better education provision by public school students.

Recommendations

Suggestions are as follows:

The authority, in collaboration with the Education Ministry, try to offer more grants to institutions administrators in order to increase facilities such as proper classrooms, libraries and sports equipment and furnish them with necessary materials.

The active involvement of teachers in the curriculum selection, planning, and assessment process is imperative. This strategic engagement should be undertaken with utmost seriousness, recognizing that teachers possess a unique vantage point to assess the curriculum's impact at every stage of the educational journey.

Establish curriculum review committees composed of teachers, curriculum specialists, and educational experts to regularly assess and update the curriculum.

Incorporate teacher feedback into the curriculum development process to address their specific classroom needs.

Organize workshops and seminars for parents to educate them on the importance of their involvement in their child's education.

Encourage parents to participate in school activities, volunteer programs, and parent-teacher associations to strengthen their connection with the school community.

Provide resources and materials to parents that can help them better understand the curriculum and the educational goals of the school.

Ensure that schools have adequate teaching materials, technology, and resources to support teachers in delivering quality education.

Reference

- Alwi, S. K. K., Rauf, M. B., & Haider, K. (2015). Teachers' job satisfaction and the role of principles for effective educational system in secondary schools of Karachi, Pakistan. *Research Journal of Educational Sciences*, 3(2), 1–7.
- Amanchukwu, R. N. (2011). The role of parents in the effective management of primary education in Rivers State. *African Journal of Social Sciences*, 1(3), 142–148.
- Asadullah, M. N. (2009). Returns to private and public education in Bangladesh and Pakistan A comparative analysis. *Journal of Asian Economics*, 20(1), 77–86. <https://doi.org/10.1016/j.asieco.2008.05.004>
- Awan, A. G., & Zia, A. (2015). Comparative analysis of public and private educational institutions: A case study of District Vehari-Pakistan. *Journal of Education and Practice*, 6(16), 122–130.
- Azevedo, J. P., Crawford, M., Nayar, R., Rogers, H., Rodriguez, M. R. B., Ding, E., Bernal, M. G., Dixon, A., Saavedra, J., & Arias, O. (2019). *Ending learning poverty: What will it take?* World Bank Group. <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/395151571251399043/ending-learning-poverty-what-will-it-take>
- Birlik, M. A. (1999). *Teachers' professional satisfaction and their understanding of education* [Unpublished master thesis]. Ege University, Izmir.

- Chohan, B. I., & Qadir, S. A. (2013). Academic failure at primary level: A qualitative approach to primary education in Pakistan. *Journal of Research and Reflections in Education*, 7(1), 27–40.
- Clark, A. E. (1997). Job satisfaction and gender: why are women so happy at work? *Labour Economics*, 4(4), 341–72. [https://doi.org/10.1016/S0927-5371\(97\)00010-9](https://doi.org/10.1016/S0927-5371(97)00010-9)
- Crossman, A., & Harris, P. (2006). Job satisfaction of secondary school teachers. *Educational Management Administration & Leadership*, 34(1), 29–46. <https://doi.org/10.1177/1741143206059538>
- Crozier, G., & Davies, J. (2007). Hard to reach parents or hard to reach schools? A discussion of home—school relations, with particular reference to Bangladeshi and Pakistani parents. *British Educational Research Journal*, 33(3), 295–313. <https://doi.org/10.1080/01411920701243578>
- Czech, S. (2016). Mancur Olson’s collective action theory 50 years later. A view from the institutionalist perspective. *Journal of International Studies*, 9(3), 114–123.
- Danielsen, A. G., Samdal, O., Hetland, J., & Wold, B. (2009). School-related social support and students' perceived life satisfaction. *The Journal of Educational Research*, 102(4), 303–320. <https://doi.org/10.3200/JOER.102.4.303-320>
- Farooq, M. S. (2013). An inclusive schooling model for the prevention of dropout in primary schools in Pakistan. *Bulletin of Education and Research*, 35(1), 47–74.
- Gençer, E. T. (2004). *The overall job satisfaction and the curriculum satisfaction of the teachers at the second cycle of public elementary schools* [Master's thesis, Middle East Technical University]. OpenMETU Archive. <https://open.metu.edu.tr/handle/11511/14414>
- Hartman, J. J., & Headborn, J. H. (1979). *Preparation of data for analysis*. Greenwood Press.
- Hasselquist, L., Herndon, K., & Kitchel, T. (2017). School culture's influence on beginning agriculture teachers' job satisfaction and teacher self-efficacy. *Journal of Agricultural Education*, 58(1), 267–279. <https://doi.org/10.5032/jae.2017.01267>

- Hatim, M., Tasleem, Z., & Nadeem, M. (2022). The influence of education and health on rural household poverty: A moderating role of culture in Punjab, Pakistan. *Bulletin of Business and Economics*, 11(2), 120–133.
- Herath, N., Duffield, C., & Zhang, L. (2023). Public-school infrastructure ageing and current challenges in maintenance. *Journal of Quality in Maintenance Engineering*, 29(2), 401–419. <https://doi.org/10.1108/JQME-06-2021-0043>
- Hoang, A.-D., Pham, H.-H., Nguyen, Y.-C., Nguyen, L.-K.-N., Vuong, Q.-H., Dam, M. Q., Taran, T., & Nguyen, T.-T. (2020). Introducing a tool to gauge curriculum quality under sustainable development goal 4: The case of primary schools in Vietnam. *International Review of Education*, 66(4), 457–485. <https://doi.org/10.1007/s11159-020-09850-1>
- Hoppock, R. (1935). *Job satisfaction*. Harper and Brothers.
- Hyun, R. J., & Sajjad, S. (2018). Quality of teachers' performance evaluation in public and private secondary schools of Karachi, Pakistan. *Pakistan Journal of Education*, 35(2), 157–174. <https://doi.org/10.30971/pje.v35i2.1010>
- Ikromova, A. A. (2020). The concept of pedagogical skills, its role and importance in teaching. *The American Journal of Applied Sciences*, 2(8), 122–126.
- Judge, T. A., Zhang, S. C., & Glerum, D. R. (2020). Job satisfaction. In V. I. Sessa & N. A. Bowling (Eds.), *Essentials of job attitudes and other workplace psychological constructs* (pp. 207–241). Routledge.
- Khan, S. R. (2003). Participation via collective action in government and NGO schools in Pakistan. *Development in Practice*, 13(4), 361–376. <https://doi.org/10.1080/09614520320001122419>
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*. New Age International.
- Mugo, F. W. (2002). *Sampling in research*. <http://erepository.uonbi.ac.ke/bitstream/handle/11295/54895/mugo02sampling.pdf?se>
- Nepal, B. (2016). Relationship among school's infrastructure facilities, learning environment and student's outcome. *International Journal for Research in Social Science and Humanities Research*, 2(5), 44–57.

- Nurabadi, A., Bafadal, I., Priyatni, E. T., & Gunawan, I. (2020, December). *Analysis of the availability of school facilities and infrastructure as an effort to accelerate school quality improvement* (Paper presentation). Proceedings of 6th International Conference on Education and Technology (ICET 2020). Malang, Indonesia.
- Nurhayati, N., Mesiono, M., & Daulay, N. K. (2022). The effect of academic supervision of school principles and teachers' performance satisfaction in increasing teachers' pedagogical competence. *Jurnal Basicedu*, 6(2), 2138–2150. <https://doi.org/10.31004/basicedu.v6i2.2301>
- Nyagaya, P. A. (2015). *Factors influencing teachers' level of job satisfaction in public primary schools in Kayole Division, Embakasi Sub County, Kenya* [Master thesis, University of Nairobi]. University of Nairobi Research Archive. <http://erepository.uonbi.ac.ke/handle/11295/90863>
- Okumbe, J. A. (1992). *Levels of job satisfaction among graduate teachers in secondary schools in Siaya District and Kisumu Town* [Unpublished doctoral dissertation]. University of Nairobi.
- Orodho, A. J. (2003). Essentials of educational and social science research methods. *Nairobi: Masola Publishers*, 54, 71–82.
- Özdayı, N. (1990). *Comparative analysis of job satisfaction and job stress of teachers working in public and private high schools* [Unpublished doctoral dissertation]. Istanbul University.
- Parveen, S., Sahito, Z., Gopang, A. S., & Khamboh, M. A. (2015). Job satisfaction among government high school teachers of the province of Sindh, Pakistan. *Journal of Elementary Education*, 25(2), 125–137.
- Rizvi, M., & Elliot, B. (2005). Teachers' perceptions of their professionalism in government primary schools in Karachi, Pakistan. *Asia-Pacific Journal of Teacher Education*, 33(1), 35–52. <https://doi.org/10.1080/1359866052000341115>
- Sahito, Z., & Vaisanen, P. (2017). Factors affecting job satisfaction of teacher educators: Empirical evidence from the Universities of Sindh Province of Pakistan. *Journal of Teacher Education and Educators*, 6(1), 5–30.
- Saleem, A., Muhammad, Y., & Masood, S. (2020). Classroom management challenges and administrative support in elementary schools:

- Experiences of novice public-school teachers. *UMT Education Review*, 3(2), 29–46. <https://doi.org/10.32350/uer.32.02>
- Shabbir, M., Wei, S., Nabi, G., Zaheer, A. N., & Khan, H. (2014). Job Satisfaction Status of Public Primary School Teachers: A case of Pakistan administrative Kashmir. *European Journal of Educational Sciences*, 1(4), 56–71.
- Shann, M. H. (1998). Professional commitment and satisfaction among teachers in urban middle schools. *The Journal of Educational Research*, 92(2), 67–73. <https://doi.org/10.1080/00220679809597578>
- Shishigu, A. (2015). Factors affecting teachers motivation and professionalism: the case of public primary schools in Addis Ababa, Ethiopia. *The International Journal of Humanities & Social Studies*, 3(8), 140–146.
- Stipek, D. (2012). Context matters: Effects of student characteristics and perceived administrative and parental support on teacher self-efficacy. *The Elementary School Journal*, 112(4), 590–606.
- Suhriman, L., Admowardoyo, H., & Husain, J. (2016). Perception of EFL teachers' satisfaction on pedagogical process. *International Journal of English Linguistics*, 6(5), 170–179. <http://dx.doi.org/10.5539/ijel.v6n5p170>
- Perie, M., Baker, D. (1997). *Job satisfaction among America's teachers: Effects of workplace conditions, background characteristics, and teacher compensation*. U.S. Dept. of Education. <https://www.worldcat.org/title/job-satisfaction-among-america-teachers-effects-of-workplace-conditions-background-characteristics-and-teacher-compensation/oclc/38584853>
- Watson, T., Brown, M., & Swick, K. J. (1983). The relationship of parents' support to children's school achievement. *Child Welfare*, 62(2), 175–180.
- Wula, P., Yunarti, B. S., Wolomasi, A. K., Wea, D., Wullur, M. M., Krowin, M. M., Asaloei, S. I., & Werang, B. R. (2020). Job satisfaction and performance of elementary school teachers in Southern Papua, Indonesia. *Universal Journal of Educational Research*, 8(7), 2907–2913. <https://doi.org/10.13189/ujer.2020.080718>