

Job Satisfaction Issue and Its Impact on Teachers' Performance

Dr. Sumera Irum¹, Dr. Tariq Bhatti², Dr. Noor Mohammad³

¹ Department of Distance Continuing and Computer Education (DC&CE), Faculty of Education, University of Sindh, Pakistan, Email: sumera.irus@usindh.edu.pk

² Faculty of Education, University of Sindh, Elsa Kazi Campus, Sindh, Pakistan

³ Faculty of Education, Lasbela University of Agriculture, Water, and Marine Sciences, Balochistan, Pakistan

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Abstract

The central objective of the research was to examine the relationship between job satisfaction and the performance of teachers in the District of Ghotki in Sindh, Pakistan, in primary schools. This was a descriptive study, and a quantitative research approach was taken. The sample was 3,985 primary school teachers of District Ghotki. The sampling formula that was used to sample 363 teachers is that of Yamane. To get the data, a closed-end questionnaire formed on a five-point Likert scale was created with the assistance of existing literature. The data obtained were then analysed with the help of the Statistical Package for the Social Sciences (SPSS) and Smart-PLS software. Data analysis was performed with the help of Descriptive statistics, reliability analysis, and Partial Least Squares Structural Equation Modelling (PLS-SEM). The overall results of the research indicated that job satisfaction affects the performance of teachers positively. The organizational issues, including pay, promotion prospects and head teacher behaviour, were also identified to play a significant role in the performance of teachers. The research has determined that the motivation and performance of teachers may be increased through the improvement of organizational conditions. It is suggested that the educational authorities need to enhance the pay scale, offer transparent promotion reports, and foster good leadership practices to enhance teacher conduct and school results.

Keywords: Perception, challenges, Students, Teacher Education, University.

Introduction

It is well-known that teacher performance is a fundamental predictor of school quality, especially at the primary school, where the basic learning outcomes are cultivated. The success of the primary education systems is mainly determined by teachers' motivation, dedication and professional involvement. Job satisfaction has been found to be among the elements that affect these attributes and was a constant predictor of employee behaviour and organisational performance. Job satisfaction is a favourable emotional condition that results from an evaluation of job experiences and conditions of the job work (Ker et al., 2022). In the schooling setting, educators who are more professionally content with their occupations record elevated instructional dedication, enhanced classroom execution, and more involvement in the learning functions of students. It is common knowledge in the scholarly literature that the determinants of job satisfaction are diverse and are influenced by organisational and contextual factors. Organisational behaviour studies formulated in earlier years exuded various fundamental job satisfaction determinants, such as pay, career progression, and supervisory encouragement (Haque et al., 2023). These aspects remain heavily investigated in the sphere of educational research since they affect how the teachers perceive the

fairness, professional recognition and career advancement. Research in organisational psychology shows that happy employees are typically more motivated and able to perform better in their jobs, which implies that happiness leads to improvements in workplace conditions, directly related to organisational performance (Legate et al., 2023). Compensation is among these determinants, and it is one of the factors that has the greatest impact on employee satisfaction. Pay not only symbolises financial reward, but it is also a measure of recognition and professional value in organisations. Studies have indicated that a lack of satisfactory compensation plans may result in employee dissatisfaction, lack of motivation and increased turnover intention (Absar et al., 2017). Competitive remuneration packages have been linked to job satisfaction and commitment among teachers in educational settings (Qasim et al., 2020). There are also promotion opportunities, which shape the attitude of the employees toward their profession. Career advancement systems offer rewards for the competence of the professions and offer incentives for performance in the long run. Employers offering fair and transparent promotion channels will find it easier to keep staff members satisfied and loyal to their organisations (Sarstedt et al., 2023). On the other hand, professional development opportunities tend to be fewer, potentially decreasing motivation and adversely impacting work performance (Rashid and Ch, 2025). Another way in which leadership behaviour in educational institutions affects teachers' experiences is the work environment. Communication practices, support mechanisms, and leadership style can be used by school heads to shape the organisational climate. It has been identified that strong leadership improves teacher morale, promotes collaboration, and provokes professional interaction, but unsupportive leadership diminishes job satisfaction and commitment at work (Rexha and Buleshkaj, 2024). Employee performance and job satisfaction have also been well-researched topics in organisations. Most empirical sources indicate that employees satisfied with their working conditions are more likely to exhibit better productivity and performance results (Northouse, 2019; Damayanti et al., 2024). In education, teacher satisfaction has been attributed to increased effectiveness in teaching and improved student performance. Nevertheless, though much is known about job satisfaction, there is still limited empirical data about job satisfaction determinants and performance of the teachers in the rural primary school setting, specifically in the developing world. The secondary and higher secondary level teacher satisfaction has been studied in many studies in Pakistan, whereas the rural primary school is a relatively underinvested area. The gap is especially noticeable in District Ghotki, Sindh, as professional motivation and administrative limitations may affect teacher motivation and performance through their contextual issues. Thus, the research problem of this study is to examine the impact of job satisfaction on the performance of primary school teachers in District Ghotki. This research was based on Herzberg's Two-Factor Theory. In particular, the research compares the role of pay, promotion opportunities, and head teacher behaviour on teachers' job satisfaction and the effect of job satisfaction, in turn, on teacher performance. It is through these relationships that the study intends to add empirical evidence that can lead to the formulation of policies and management strategies designed to enhance teacher motivation and improve outcomes in the primary education system in rural areas.

Research Objectives

This study sought to attain the following objectives:

1. To investigate the amount of job satisfaction of primary school teachers concerning pay, promotion and the behaviour of head teachers.
2. To examine the connection between job satisfaction and the performance of teachers.

Research Hypothesis

1. H1: Pay has a positive and significant effect on teachers' job satisfaction.
2. H2: Promotion opportunities have a positive and significant effect on teachers' job satisfaction.
3. H3: Head teacher behaviour has a positive and significant effect on teachers' job satisfaction.

4. H4: Job satisfaction has a positive and significant effect on teachers' performance.

Literature Review

One of the concepts that has been researched most in the field of organisational behaviour is job satisfaction, a positive emotional reaction of employees to their occupation when they assess the workplace conditions and their job experiences (Ker et al., 2022). It is a major contributor to employee motivation, engagement and organisational performance (Qasim et al., 2020). Teacher job satisfaction is a key aspect in learning institutions since most aspect of teacher job satisfaction has direct impacts on teaching effectiveness, classroom management and general commitment to the profession. Satisfied teachers are more likely to show their engagement, performance, and commitment to the goals of education. The major causes of job satisfaction in the teaching profession are compensation, institutional leadership, working conditions and professional development opportunities (Ahmad et al., 2024). Compensation has been largely considered one of the strongest job satisfaction determinants since it is not only a form of monetary addition, but is also a measure of the professional worth of the employee in the organisation. It has been observed in studies that a proper compensation system is a significant factor that motivates employees, maintains their employment, and makes them satisfied (Absar et al., 2017). Teacher pay has been proven to affect the retention and satisfaction of teachers, especially in the developing world, because the wages given to teachers are usually below expectations. When teachers feel that they are paid well and in accordance with their professional duties, they get more motivated and committed to their work (Qasim et al., 2020). On the other hand, poor or unfair pay systems may cause dissatisfaction, low motivation, and increase turnover intentions (Toropova et al., 2021). Another essential organisational variable that influences job satisfaction is promotion opportunities. Career advancement systems not only recognise professional competence, but they also build incentives for long-term performance. According to organisational theory, transparent and clear promotion systems serve as motivation and loyalty factors because workers feel valued and appreciated due to their efforts (Sarstedt et al., 2023). But career advancement can be insufficient to cause frustration, decreased morale, and job dissatisfaction (Rashid and Ch, 2025). Professional careers among teachers are not always available, particularly in the education systems where the career path is not clear. Acquiring clarity and promotion opportunities with clear promotion criteria can make teachers much happier and their performance better (Ahmad et al., 2024). Leadership behaviour, especially among the head teachers, is also key towards influencing job satisfaction among the teachers. Positive organisational climates, which lead to collaboration, trust, and professional development, are attributed to effective leadership. Head teachers delivering positive feedback, effective communication, and professional development can establish healthy workplaces that would boost the morale of teachers (Rexha and Buleshkaj, 2024). Conversely, the morale of the teachers can be weakened by authoritarian or unsupportive leadership that results in dissatisfaction and disengagement. The study emphasises that leadership plays a critical role in promoting a healthy school culture as well as teacher satisfaction (Latifah et al., 2024).

Lastly, the connection between job satisfaction and job performance is also a well-researched subject. Recent studies also tend to favour the argument that greater job performance is caused by the presence of favourable work environments as well as exceptionally high job satisfaction. In the school environment, a well-adjusted teacher is more likely to demonstrate greater instructional efficiency, better classroom interaction and more dedication to the achievement of students. Even satisfied teachers are a part of the overall school performance based on creativity in the teaching process, good rapport with students and being involved in the activities of the school. It is always found that employees who are satisfied are more productive and professionally dedicated (Damayanti et al., 2024). As regards primary education, increasing job satisfaction among teachers may help boost the teaching output and education outcomes in students.

Theoretical Framework

Herzberg's Two-Factor Theory

The current work is grounded on the Two-Factor Theory developed by Herzberg that identifies two types of factors motivating (intrinsic) and hygienic (extrinsic) ones (Herzberg, 1959). Achievement, recognition, responsibility, and chances of growth are the motivators that are related to the nature of the work itself. Presence brings in an intrinsic motivation and improved job performance and job satisfaction. On the other hand, hygiene factors, e.g. salary, policies, supervision and working conditions, do not directly cause satisfaction; instead, they may result in dissatisfaction if they are missing. To prevent employee dissatisfaction, organisations need to make sure that these factors are covered. The theory by Herzberg has been used extensively to comprehend motivation and work behaviour, especially in learning institutions. In the case of teachers, personal development, student achievement, and appreciation can be intrinsic and significant motivators, and salary and career growth can be extrinsic motivators that contribute to job satisfaction. The framework proposed by Herzberg provides an effective tool to comprehend the impact of professional motivations and organisational settings on job satisfaction and performance of the teachers.

Application of the Theory to Teacher Job Satisfaction

There are intrinsic and extrinsic organisational factors that affect teacher job satisfaction in learning institutions. Leadership practises, administrative structure, and working conditions influence the satisfaction of teachers. It has been demonstrated in developing countries that teacher dissatisfaction is likely to be a result of low salaries, a deficit of career opportunities, and insufficient support by the institution (Toropova et al., 2021). Such struggles reduce the motivation and commitment of teachers. In this case, organisational aspects such as fair pay, leadership encouragement and career advancement are important determinants of job satisfaction. When teachers feel that the work environment is favourable and just, they may feel better about their job and feel more motivated. Professional recognition and organisational fairness are major factors that promote a positive attitude towards teaching, further motivation, and retention of teachers. This highlights that both intrinsic and extrinsic factors are important in determining the professional engagement of the teacher and his or her classroom performance.

Conceptual Model and Hypothesis Mapping

According to Herzberg's Two-Factor Theory, this paper was examine the correlation between organisational factors, employee satisfaction and performance at work. Pay and head teacher behaviour are taken as hygienic factors in the proposed model that have an impact on the perceptions that teachers have of the work environment. Favourable compensation structures give reasonable allowances, and the leadership encourages a school climate. Promotion opportunities, conversely, act as motivation, providing career development and recognition and increasing the motivation and performance of teachers. The organisational factors have an influence on the overall job satisfaction, which consequently influences the performance of the teachers. An increase in satisfaction generates increased professional involvement, pedagogic power, and adherence to student achievements. On the other hand, a lack of satisfaction may lower the performance and motivation. The relationships of the study are as follows:

1. Pay → Job Satisfaction (H1)
2. Promotion → Job Satisfaction (H2)
3. Head Teacher Behaviour → Job Satisfaction (H3)
4. Job Satisfaction → Teachers' Performance (H4)

These connections are the conceptual basis of the research model applied in this study. Figure 1 provides the conceptual framework that shows such relationships.

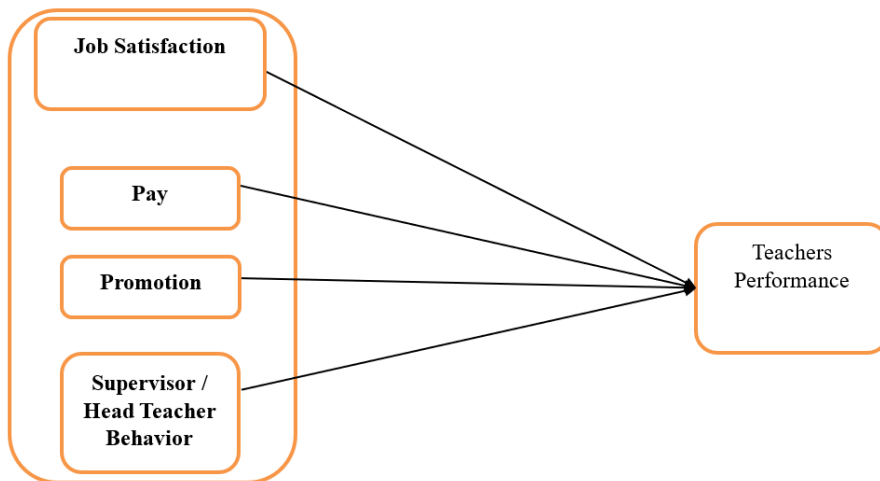


Figure 1: Conceptual framework illustrating the relationships between pay, promotion, head teacher behaviour, job satisfaction, and teachers’ performance.

Research Methodology

The paper is a quantitative study that utilises the cross-sectional survey design in order to investigate the interactions between organisational factors, job satisfaction, and performance of the primary school teachers. The population of the study was consisted of primary school teachers (n=3,985) in the District Ghotki, Sindh, in Pakistan. The sample was calculated by using the Taro Yamane formula, the calculated sample size was 363 teachers, which was considered to be sufficient to handle the statistical analysis. A pilot study was done with a small sample of the respondents to determine the validity and reliability of the questionnaire. The pilot study provided feedback that informed perfection in the instrument so that the items in the survey well captured the desired constructs. The data were analysed using Statistical Package of the Social Sciences (SPSS), as well as SmartPLS software. The statistical analysis was done initially with SPSS, which included descriptive statistics, demographic analysis and reliability examination. Partial Least Squares Structural Equation Modelling (PLS-SEM) was utilised on SmartPLS software to test the relationships among the variables that the study is examining. The two-stage analysis was done in two forms: the measurement model and the structural model. The measurement model evaluated the reliability and validity of constructs, and the structural model measured the variables' hypothesised relationships. The validity of the measurement scales was tested before the structural analysis was performed. This has been done through the Cronbach alpha coefficients that were computed in SPSS. Table 1 shows the results obtained.

Table 1: Reliability Statistics of Constructs

Construct	Cronbach’s Alpha	Number of Items
Job Satisfaction	0.832	7
Pay	0.807	7
Promotion	0.793	7
Head Teacher Behaviour	0.855	7
Teachers’ Performance	0.873	7

Data Analysis and Findings

Measurement Model Assessment

The second phase of the analysis, after the reliability analysis, was to evaluate the measurement model with the help of Partial Least Squares Structural Equation Modelling (PLS-SEM). The measurement model test is utilised to determine whether the observed indicators capture the latent

constructs that are contained in the conceptual model. It is necessary to construct a valid measurement model and then analyse the structural relationships amongst the constructs. In PLS-SEM analysis, the evaluation of the measurement model becomes possible with the help of a set of indicators, which are the factor loadings, composite reliability (CR), average variance extracted (AVE) and Cronbach's alpha. Factor loadings show the relationship strength between an observed indicator and the corresponding latent construct. Lim (2025) suggests that the factor loadings must preferably exceed 0.70, implying that the indicator accounts for a significant amount of the variance in the underlying construct. Composite reliability is a measure of internal consistency of the construct and is not deemed to be acceptable when it is less than 0.70. On the same note, the Average Variance Extracted (AVE) evaluates the amount of convergent validity, as it determines the amount of variance explained by a construct as compared to the variance explained by measurement error. AVE, which is above 0.50, means that over half of the variance of the maximum indicators of a construct is explained by the construct. Table 2 shows the outcomes of the measurement model evaluation.

Table 2: Measurement Model Results (Loadings, AVE, CR, Alpha)

Construct	Item	Loadings	CR	AVE	Cronbach's alpha (α)
Job satisfaction [JS]	JS1	0.933	0.947	0.748	0.832
	JS2	0.896			
	JS4	0.932			
	JS5	0.792			
	JS6	0.832			
	JS7	0.793			
Pay [JSP]	JSP1	0.902	0.950	0.731	0.807
	JSP2	0.912			
	JSP3	0.893			
	JSP4	0.842			
	JSP5	0.773			
	JSP6	0.804			
	JSP7	0.851			
Promotion [JSPR]	JSPR2	0.883	0.955	0.810	0.793
	JSPR3	0.902			
	JSPR4	0.919			
	JSPR5	0.922			
	JSPR7	0.872			
Head teacher behavior [JSHT]	JSHT1	0.928	0.756	0.925	0.855
	JSHT4	0.912			
	JSHT6	0.832			
	JSHT7	0.799			
Teacher performance [TP]	TP1	0.933	0.763	0.941	0.873
	TP2	0.941			
	TP3	0.873			
	TP4	0.788			
	TP5	0.821			

The outcome of Table 2 shows that all factor loadings are more than the recommended 0.70, and it shows that all measurement items reflect well on their respective constructs. To illustrate, the job satisfaction items record large factor loadings of between 0.792 and 0.933, which means that

the items in the survey have strong associations with the latent construct. In the same way, the pay items have loadings of 0.773 to 0.912, which validates the fact that the items can measure the perception of the teachers on matters related to salary. The construct promotion opportunities is also found to have a good indicator reliability with factor loadings of between 0.872 and 0.922. These findings imply that the items that relate to promotion are good at capturing the perception of teachers on the issue of career development in their institutions.

Besides the factor loading, the composite reliability score of all constructs is greater than the required 0.70 score of an item, which means that the measurement items show high levels of internal consistency. Indicatively, the composite reliability value of job satisfaction stands at 0.947, and construct pay stands at 0.950, which depicts high degrees of reliability. The values of the Average Variance Extracted (AVE) are also much higher than the recommended 0.50 threshold of all constructs. By way of example, the AVE value of promotion is 0.810, indicating that the construct accounts for over 81% of the variance in its indicators. Likewise, job satisfaction has an AVE of 0.748, which proves there was sufficient convergent validity. While the values of the alpha indicate the reliability of the scales of measurement, the results of Cronbach's alpha lie between 0.793 and 0.873, which is above the recommended value of 0.70. These results confirm that the measurement scales applied in the study are acceptable regarding reliability and internal consistency.

Discriminant Validity

Once the convergent validity was established, the second thing that needed to be done was to assess the discriminant validity in such a way that the constructs of the model hold different phenomena. Discriminant validity establishes that each construct measures a different dimension of the theoretical framework, and it is not that representative of other constructs. In this case, we utilised the Heterotrait-Monotrait (HTMT) ratio as a measure of discriminant validity commonly suggested in the PLS-SEM analysis as one of the valid measures of construct uniqueness. Lim (2025) says that values of HTMT opportunities must fall below 0.90 to ensure sufficient discriminant validity.

Table 3: HTMT ratio (Discriminant validity)

Construct	JS	JSP	JSPR	JSHT	TP
JS					
JSP	0.602				
JSPR	0.105	0.719			
JSHT	0.118	0.773	0.829		
TP	0.107	0.751	0.787	0.833	

Note: JS = Job Satisfaction; JSP = Pay; JSPR = Promotion; JSHT = Head Teacher Behaviour; TP = Teachers' Performance.

The findings show that the value of all the HTMT is lower than the recommended value of 0.90, which proves that the discriminant validity is achieved. As an example, the HTMT value between job satisfaction and pay (0.602) states that there is a moderate connexion between the two constructs yet not lacks conceptualization. In the same fashion, the HTMT value between promotion and head teacher behaviour (0.829) is less than the threshold, indicating that the constructs reflect various factors in the organisation that affect the level of job satisfaction on the part of teachers. On the whole, it is possible to state that the constructs in the model, which include job satisfaction, pay, promotion, head teacher behaviours, and performance of the teachers, are empirically different and reflect distinct parts of the theories. Thus, the measurement model meets the need of discriminant validity, which enables further analysis of the structural model testing and hypothesis testing.

Structural Model and Hypothesis Testing

After researchers proved the measurement model, they developed their determination of the structural model, which they used to test their study hypotheses. The analysis of the structural model in PLS-SEM examines the relationships between the conceptual model's constructs, testing the validity of the proposed relationships using empirical data analysis. Partial Least Squares Structural Equation Modelling (PLS-SEM) that employed bootstrapping was adopted to estimate the structural relationships between the constructs. Bootstrapping will produce t-values and p-values to evaluate the statistical significance of the path coefficients. The relationship is said to be statistically significant at a p-value level of 0.05 and above the required t-value of 1.96. Table 4 describes the findings of the hypothesis testing.

Table 4: Hypothesis testing (SEM path estimations)

H.No.	Proposed effects	Std. (β)	Mean	Std. Dev	t-value	p-value	Decision
H1	JS \rightarrow TP	0.201	0.200	0.039	5.183	0.000	Accepted
H2	JSP \rightarrow TP	1.255	1.244	0.306	4.098	0.000	Accepted
H3	JSPR \rightarrow TP	0.435	0.436	0.053	8.261	0.000	Accepted
H4	JSHT \rightarrow TP	0.150	0.151	0.044	3.434	0.001	Accepted

As in Table 4, all the hypothesised relationships are statistically significant. The coefficient of the path of the relationship between job satisfaction and performance of teachers ($\beta = 0.201$, $t = 5.183$, $p = 0.001$) shows that job satisfaction causes a significant and positive effect on the performance of teachers. This conclusion has shown that teachers with increased professional performance have better levels of fulfilment of the work environment. Equally, the dependence between pay and teacher performance ($\beta = 1.255$, $t = 4.098$, $p < 0.001$) is also statistically significant, which shows that the salary-related factors have a significant effect on the performance of teachers. Proper financial reward can help to boost the motivation of teachers and make them more committed to their professional duties. The findings also evidenced that promotion opportunities have a great impact on the performance of the teachers ($\beta = 0.435$, $t = 8.261$, $p < 0.001$). This connection proves the relevance of career promotion opportunities in the motivation of teachers and the promotion of better professional results. Lastly, it is statistically significant about the relationship between head teacher behaviour and the performance of teachers ($\beta = 0.150$, $t = 3.434$, $p = 0.001$). This result sheds light on the significance of leadership behaviour in the workplace conditions of teachers and its impact on their professional performance.

Structural Equation Model Results

The general structural relations between the study variables are depicted using the PLS-SEM path model presented in Figure 2.

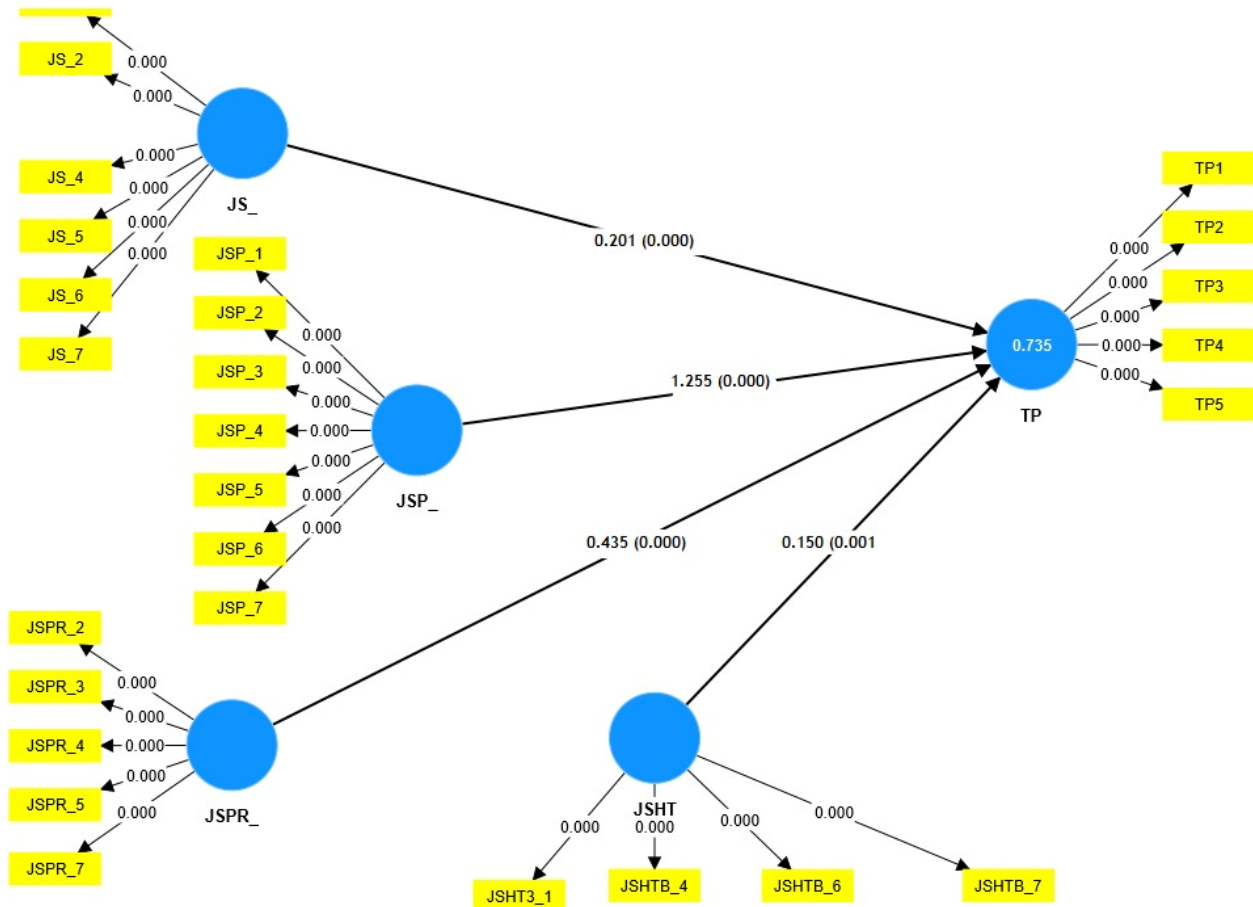


Figure 2: SEM path analysis

SEM path model graphically shows the correlation between pay, promotion opportunities, head teacher behaviour, job satisfaction and the performance of teachers. The model shows how the constructs have an influence on each other using the arrows, though the strength of these associations is seen in the coefficients along the paths. As illustrated in the model, job satisfaction of teachers depends on the organisational aspects that include the remuneration system, career promotion, and school leadership behaviour. Job satisfaction, in its turn, plays a significant role in the performance of the teachers in the school. The results here reinforce the theoretical assumptions made using Herzberg's Two-Factor Theory, which indicates that motivational as well as hygiene factors affect employee satisfaction and behaviour in the workplace.

Discussion

This study was aimed at investigating the impact of organisational issues on teacher performance in the primary schools, though this research gave special focus to the contributions made by job satisfaction, pay, promotion opportunities, and head teacher behaviour. The findings of the analysis through the structural model give empirical evidence to the stated conceptual framework and emphasise the significance of organisational conditions in the formation of professional performance of teachers. The results are discussed by linking the findings with the prior research and theory used in the research. The study findings indicate that job satisfaction has a significant positive impact on the performance of teachers. This has shown that teachers who are happy with their working conditions, occupational status and organisational relationships tend to show more teaching effectiveness and professional involvement. This study outcome also aligns with other previous empirical research that has found job satisfaction to be a major factor in determining the

performance of employees in schools. Latifah et al. (2024) discovered that teachers with elevated degrees of job satisfaction have stronger professional growth and enhanced teaching results. Such findings indicate that there could be a contribution to improving the teachers in schools in a way that would lead to better education results.

It is also determined in the analysis that pay has a positive and significant impact on teachers' performance. Giving employees a financial reward is part of the motivation, and it is known to affect their attitude towards their work. Salary structures as an organisational aspect in the field of education indicate that the performance of teachers and their commitment to professional duties can relate to the salaries. The observation has been supported by other studies that identified the role of financial incentives in the formation of the performance of employees. On the same note, the studies in the developing countries have revealed that insufficient salaries tend to be a cause of dissatisfaction and lack of motivation in the teaching fraternity (Toropova et al., 2021). Conversely, when educators believe that their pay reflects their contribution towards their profession, then they would tend to exhibit greater commitment and performance. Results hence indicate that the ability to enhance salary schemes in academic institutions can be significant in improving teacher performance and motivation.

The research results also show that the promotion opportunities have a substantial positive impact on the performance of teachers. Career progress is also a major motivational tool in organisations since it offers employees the recognition of their efforts and gives them incentives to pursue professional growth. This outcome benefits the case of arguing that opportunities for career progression would lead to increased employee motivation and organisational commitment. The Two-Factor Theory by Herzberg states that advancement and professional growth of employees are motivator factors, which make employees more satisfied and encourage them to perform better (Herzberg, 1959). Employees who feel that their organisations offer them just and equitable chances of career promotion tend to be more focused in their undertaking and achieve better results towards organisational objectives. Past studies have also identified the need for promotion opportunities in motivating teachers. As an example, Ahmad et al. (2024) highlight that career progression is important towards determining the extent of professional satisfaction and long-term commitment of teachers to the teaching profession. As such, schools with clear and just promotional procedures can create a greater incentive and successful achievement among the instructors. The study findings also suggest that the behaviour of a head teacher is a major determinant of the performance of teachers. The management of schools through leadership behaviour is important in influencing organisational culture, morale of the teachers and relations at the place of work. The leadership practises have the potential to establish a favourable working environment that fosters collaborations and career development.

This observation is in line with the past studies that have emphasised the role of school leadership in determining teacher motivation and performance. Rexha and Buleshkaj (2024) contend that the leadership of schools might uplift the morale of teachers and enhance professional dedication. Equally, studies conducted on leadership in education indicate that enabling leadership practises help to influence teachers to become more active in teaching and other organisational tasks. The fact that a significant difference between leadership behaviour and performance of teachers was observed in this research thus emphasises the relevance of effective leadership in learning institutions. Head teachers with positive leadership practises of support and collaboration can also help to increase the performance outcomes and teacher motivation.

Conclusion

This paper explored how organisational variables impact the performance of teachers working in primary schools based in District Ghotki. In particular, the study compared job satisfaction, pay, promotion opportunities, head teacher behaviour and performance of teachers through Partial

Least Squares Structural Equation Modelling (PLS-SEM). The results of the research give empirical data that the conditions in the organisation are important in influencing the professional performance of the teachers. The findings show that job satisfaction plays a significant role in influencing the performance of teachers, implying that teachers with positive job perception are more likely to exhibit a greater degree of professional engagement and instructional efficacy. Equally, the pay and promotion opportunities were identified to be significant factors affecting the performance of teachers, and thus, the significance of the use of monetary rewards and career growth opportunities in motivating the workers in learning institutions. Moreover, the conduct of head teachers also shows a high level of correlation to the performance of teachers, underlining the importance of efficient leadership in the encouragement of conducive organisational conditions. The overall results are in favour of the theoretical assumption of the Two-Factor Theory by Herzberg, where both the hygiene and the motivational factors are expected to affect employee satisfaction and performance. The organisational factors like the salary scales, promotion, and leadership thus contribute significantly to the professional motivation and work outcomes among teachers.

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