

**FACTORS AFFECTING THE JOB SATISFACTION IN KASIGLAHAN  
VILLAGE NATIONAL HIGH SCHOOL AS PERCEIVED BY  
EDUCATIONAL LEADERS AND TEACHERS**

**Albert Joseph G. Ceniza**

CPCDR 6th CONFERENCE 2023

# FACTORS AFFECTING THE JOB SATISFACTION IN KASIGLAHAN VILLAGE NATIONAL HIGH SCHOOL AS PERCEIVED BY EDUCATIONAL LEADERS AND TEACHERS

## Abstract

Teachers' job satisfaction can be a determinant of the manifestation and realization of the most significant objective of education sector, the enhanced educational system which can be considered as one of the factors to the performance of teachers as educators. Since a teacher is a role model for the students, job satisfaction and eventually performance of teachers become very vital in the fields of education (Chamundeswari, 2013).

The aims to reveal the perception of educational leaders and teachers on job satisfaction and its possible relationship to their performance using t-test, ANOVA, and correlation through the SPSS.

The study revealed that there is no significant difference on the perception of teachers on job satisfaction according to their education, positions and designation on job satisfaction. It may imply that education, position and designation have little to none effect on the perception of educational leaders and teachers in job satisfaction.

The data analysis showed that there is a weak negative correlation on the perception of educational leaders and teachers on job satisfaction and their performance, as the job satisfaction decreases, the level of performance of educational leaders and teachers also decreases. It also signifies that there is no significant statistical correlation between the perception of educational leaders and teachers on job satisfaction and their performance. The weak negative correlation possibly transpired by chance on the sample and there is insufficient evidence to say that this correlation exists in the entire population.

## INTRODUCTION

Education's purpose is to improve the moral, social and economic status of an individual as one of the foundations of nation building with interaction of educators, learners and the community within the process. For the realization of this, the nation should uphold its programs, projects and activity towards improvement of the educational system however, it requires a lot from the government, teachers, learners, parents and the community. Appropriate and timely school plant and facilities; accurate, applicable and quality assured learning materials; professional and high performing educators, and crafting of proper policies and guidelines. These are some of the numerous challenges that make the teaching and learning process disrupted and hampered the achievement of the goals and objectives of educational institution such as to deliver quality education, better access to learners, parents and community, and effective governance.

Teachers' job satisfaction can be a determinant of the manifestation and realization of the most significant objective of education sector, the enhanced educational system which can be considered as one of the factors to the performance of teachers as educators. Since a teacher is a role model for the students, job satisfaction and eventually performance of teachers become very vital in the fields of education (Chamundeswari, 2013) and it can be considered as a significant contributing factor in the increase or decrease of academic performance of learners. Teachers are role models for their respective students and, therefore, teachers' job performance is of crucial for students' success (Selamat, et al, 2013).

## 1.1 Performance of Teachers

Motowidlo (2003) define job performance as based on employee behavior and the outcome is vital for the organizational success. Performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their performance can be enhanced to the optimum level (Rao and Kumar, 2004). These factors are crucial for the realization of acquisition of knowledge, skills and competencies in teaching and learning process that the teachers must always consider as indicators of their performance in everyday classroom interaction, building good camaraderie with their colleagues, strengthening the partnership with stakeholders for the realization of the educational goals and objectives.

Leigh and Mead (2005) clearly bring about the fact that the quality of teaching has come down gradually world over, demonstrate that the skills of teachers have come down due to outdated preparation on the part of the teacher and stagnant compensation schemes by the management of the educational institution Jain and Verman state that this condition in the recent years for the teacher has led to (1) very few growth opportunities (2) inadequate compensation structure which signify that the job satisfaction can be a factor on the performance of teachers. This study intends to assess the perception of educational leaders and teachers on their job satisfaction

and relate it to the performance of educational leaders and teachers as reflected in their individual performance commitment and review form (IPCRF) of the previous year since employee's performance is a crucial factor in determining the effectiveness and efficiency of the organization in the fulfillment of their mandate. Highly performing individuals will be able to assist organization to achieve its strategic aims thus sustaining the organization competitive advantage (Dessler, 2010).

## 1.2 Job Satisfaction

Satisfaction refers to the contentment level, interpretation, attitude of an individual towards a certain thing, circumstances, and/or any phenomena they are experiencing. This can be physical, emotional and perceptual. Job satisfaction is either a global feeling about the job or a related constellation of attitudes about various aspects of facets of the job. The facet approach is used to find out which parts of the job produce satisfaction or dissatisfaction (Jain & Vernan, 2014). These aspects can be impact of work or task on the mental state of the individual, incentives, support system of the organization and internal stakeholders. Job satisfaction can also be seen as an indicator emotional well-being or psychological health (Begley and Czaika, 1993; Fox, Dwyer and Ganster, 1993). Edwards, et al. (2008, p 442) refers to job satisfaction as "an evaluative judgment about the degree of pleasure an employee derives from his or her job that consists of both the affective and cognitive components". Aamodt, (2009) defines job satisfaction as "the attitude an employee has toward his job." Moser and Galais (2007) highlighted that employee's ability and opportunities aid to improve their satisfaction of the job level. Job satisfaction can be a great indicator of

effectiveness and efficiency of an individual towards a particular tasks and performance in an organization. It also signifies the personal and subjective perception of an individual to the policies, systems, benefits, appreciation of organization's leaders that in the end will affect the performance of the employee, the organization to their clientele, internal and external stakeholders.

According to Robbins and Sanghi (2006) "Job satisfaction is collection of feelings that an individual holds toward his or her job." The same was contributed by Masud Ibn Rahman et al (2008) "Job satisfaction is defined as a general attitude toward one's job. In this study, job satisfaction as the independent variable will be assessed according to the perception of educational leaders and teachers then correlate it to the performance of teachers as reflected in their individual performance commitment and review form (IPCRF) of the past year.

## **I. REVIEW OF RELATED LITERATURE**

The perception and interpretation of an individual to it can be a factor on the level of performance and productivity in a particular task or in the fulfillment of the organization's mandate.

Beverly A. Perrachione, Vicki J. Rosser, George J. Petersen (2007) say that research on job satisfaction in the field of education has explored both the consequences (outcomes) and antecedents (influences) of teacher satisfaction. based on the research that job satisfaction can results to high level of retention at the same time increase in teachers attaining tenure.

According to the study of Bloch (2009), there is a positive relationship between promotion and job satisfaction. Educational leaders and teachers or educators are highly encouraged and entrusted to perform a task if promotion opportunities are open for them.

According to the study of Mohamed Imran Rasheed (2010) entitled "Motivational Issues for Teachers in Higher Education", job design, work environment, feedback, recognition, decision making participation can be considered as factors in job satisfaction of teachers in higher education. His research is crucial in demanding attention of higher education authorities in the Islamia University of Bahawalpur, Pakistan to assess and evaluate the motivational issues of teachers in the university.

Robbins et al (2006) stated that employee's motivation is the "willingness to exert high level of inspiration to reach organizational goals, conditioned by the efforts ability to satisfy some individual need". With this information, we can say that the satisfaction or the motivation of an individual within an organization greatly affects his/her contribution to the productivity and performing its mandate to their clientele.

Shamima Tasnim, (2006) in her research entitled "Job Satisfaction of Faculty Members in Private Universities-In the Setting of Bangladesh" revealed that one of the main purposes of job is to get the payment or salary and it is very natural that a considerable amount of salary will bring job satisfaction. In this study also, she stated that universities should pay more attention on motivating and maintaining their human resources to manifest satisfaction among faculty members and to exert all efforts towards overall excellence of the organization.

According to the study of Pugno & Depedri (2009) job performance is positively correlated with job satisfaction which signifies the possible effect of job satisfaction to the performance.

Qazim et al (2012) revealed in their study that to have management efficiency the organization must improve the employees' satisfaction which can lead to competitive advantages and able for them to adapt the organization's changing environment.

In the study of M. D. Pushpakumari(2008), he found out that there is a significant impact of job satisfaction to the performance of employees. Satisfied members of the organization have high level of positive behavior towards their terms of reference. This signifies that satisfied employees are punctual, concerns on the achievement of the goals and objectives, work fast, have less errors and mistakes, speak freely, shares ideas, loyal, committed, follow organization's rules and regulations; and exert effort to retain the job. Considering this, job satisfaction really affects the performance of an individual in an organization.

Ahmed m. Alzaidi conducted study on the topic of Job satisfaction among secondary school head teachers. The research highlights the complicatedness of the realization of job satisfaction of secondary school head teachers that indirectly related to the policy and practice. This study reveals the factors that can affect the job satisfaction of school head teachers in the city of Jeddah.

Heriyati and Ramadhan (2012) conducted a study entitled "The Influence of Employee Satisfaction in Supporting Employee Work Performance" which intends to analyze the influence of employee satisfaction moderated by employee engagement towards employee work performance and retention. They found out that satisfaction of



employees has remarkable positive influence on the employees' performance and retention.

In line with this, the researcher intends to seek the factors affecting the job satisfaction and its relationship to the performance of educational leaders and teachers to provide wider perspective regarding the relationship of job satisfaction and performance.

This study seeks to answer the following questions:

1. What is the perception of educational leaders and teachers on job satisfaction according to their:
  - a. Education
  - b. Position
  - c. Designation
2. Is there any significant difference on the perception of educational leaders and teachers on job satisfaction according to their:
  - a. Education
  - b. Position
  - c. Designation
3. Is there any significant correlation between the perception of educational leaders and teachers on job satisfaction and their performance?

Hypotheses

1. There is no significant difference on the perception of educational leaders and teachers on job satisfaction according to their education, position and designation.

2. There is no significant correlation on the perception of educational leaders and teachers on job satisfaction and their performance.

## **METHODOLOGY**

### **I. RESEARCH DESIGN**

This descriptive research aims to assess the perception of educational leaders and teachers on the factors affecting the job satisfaction and its relationship to performance in Kasiglahan Village National High School through the utilization of an adapted instrument, and the gathered data. The results can be a basis on the formulation of school level policies, guidelines and programs to address possible issues towards job satisfaction and its possible effect to the performance of the member of the organization. This involves statistical treatment such as t-test, ANOVA and correlation on the mean score on the perception of educational leaders and teachers towards the factors affecting the job satisfaction and the performance using the IPCRF of educational leaders and teachers.

### **II. PARTICIPANTS**

The participants of the study are educational leaders and teachers of Kasiglahan Village National High School on a voluntary and non-compulsory basis. There are 89 volunteer educational leaders and teachers which represented all eight (8) academic departments. Teachers will self-assess their perception on the 10 factors that can affect their job satisfaction using 5-point Likert Scale (1-Not evident to 5-Highly evident).

### **III. INSTRUMENT**

To achieve the objective of this research, the researcher intends to adapt and revised the survey instrument from the works by Susan Herrington, North Tennessee Private Industry Council in Clarksville, Tenn.

The questionnaire is composed of 10 items that can be considered as factors affecting the job satisfaction of an individual within an organization. To assess the perception of educational leaders and teacher, items will be rate though Five (5) point

Likert scale and were scored as 5-highly evident, 4-moderately evident, 3-Evident, 2-Barely evident, 1-Not evident.

The mean score per indicator of educational leaders and teachers, in consideration of their education, position, and designation will be analyzed through t-test and ANOVA; it will be also correlated to their performance based on the IPCRF of the respondents.

#### IV. DATA GATHERING PROCEDURE

The research tool/instrument was administered on volunteer teachers. The data gathered out of the Likert questionnaire will analyzed through statistical treatment such as t-test, ANOVA, and correlation utilizing the Statistical Package for Social Sciences (SPSS).

#### V. DATA ANALYSIS TOOL

The data analysis tool will be mean, t-test, ANOVA, and correlation with the use of the Statistical Package for Social Sciences (SPSS).

## RESULTS AND DISCUSSION

Table 1

Perception of Educational Leaders and Teachers on Job Satisfaction according to Education

Job Satisfaction		Education			
		Bachelor's Degree		Master's Degree	
		Numerical Value	Verbal Interpretation	Numerical Value	Verbal Interpretation
1	Promotion in the company	3.923	Evident	4.400	Moderately Evident
2	Tactful discipline	4.218	Moderately Evident	4.400	Moderately Evident
3	Job security	4.603	Moderately Evident	4.700	Moderately Evident
4	Help with personal problems	3.821	Evident	4.200	Moderately Evident
5	Personal loyalty of supervisor	3.792	Evident	3.800	Evident
6	High wages	4.064	Moderately Evident	4.400	Moderately Evident
7	Full appreciation of work being done	4.333	Moderately Evident	4.400	Moderately Evident
8	Good working conditions	4.410	Moderately Evident	4.400	Moderately Evident
9	Feeling of being in on things	3.936	Evident	4.200	Moderately Evident
10	Interesting work	3.936	Moderately Evident	4.500	Moderately Evident

Table 1 shows that teachers with bachelor's and master's degree have the same perception of moderately evident on tactful discipline, job security, high wages, full appreciation of work being done, good working conditions and interesting work; and evident on personal loyalty of supervisor. However, teachers with master's degree higher perception of moderately evident on promotion in the company, helps with personal problems, and feelings of being on things compared to the perception of teachers with bachelor's degree. It signifies that teachers with higher educational attainment are more satisfied, can see more opportunities in the organization and can be more independent.

**Table 2**  
**Perception of Educational Leaders and Teachers on Job Satisfaction according to**  
**Position**

Job Satisfaction		Position					
		Teacher I		Teacher II		Teacher III	
		Numerical Value	Verbal Interpretation	Numerical Value	Verbal Interpretation	Numerical Value	Verbal Interpretation
1	Promotion in the company	3.981	Evident	4.000	Moderately Evident	3.833	Evident
2	Tactful discipline	4.278	Moderately Evident	4.179	Moderately Evident	4.167	Moderately Evident
3	Job security	4.611	Moderately Evident	4.643	Moderately Evident	4.500	Moderately Evident
4	Help with personal problems	3.852	Evident	3.893	Evident	3.833	Evident
5	Personal loyalty of supervisor	3.889	Evident	3.750	Evident	3.333	Evident
6	High wages	4.074	Moderately Evident	4.179	Moderately Evident	4.000	Moderately Evident
7	Full appreciation of work being done	4.241	Moderately Evident	4.536	Moderately Evident	4.333	Moderately Evident
8	Good working conditions	4.463	Moderately Evident	4.357	Moderately Evident	4.167	Moderately Evident
9	Feeling of being in on things	3.981	Evident	3.964	Evident	3.833	Evident
10	Interesting work	4.352	Moderately Evident	4.357	Moderately Evident	4.333	Moderately Evident

Table 2 reveals that teachers have the same perception of moderately evident on tactful discipline, job security, high wages, full appreciation of work being done, good working conditions, and interesting work; evident on help with personal problems, personal loyalty of supervisor, feeling of being in on things regardless their respective positions. This reveals that teachers have high perception on job satisfaction regardless of their position. Even so, educators in the position of teacher 2 perceived promotion in the company higher than educators in the position of teacher 1 and 3 which means that perception of teachers in promotion is varied.

**Table 3**  
**Perception of Educational Leaders and Teachers on Job Satisfaction according to**  
**Designation**

Job Satisfaction		Designation			
		Educational Leader		Teacher	
		Numerical Value	Verbal Interpretation	Numerical Value	Verbal Interpretation
1	Promotion in the company	3.905	Evident	4.000	Moderately Evident
2	Tactful discipline	4.095	Moderately Evident	4.284	Moderately Evident
3	Job security	4.667	Moderately Evident	4.597	Moderately Evident
4	Help with personal problems	4.000	Moderately Evident	3.821	Evident
5	Personal loyalty of supervisor	3.952	Evident	3.761	Evident
6	High wages	4.095	Moderately Evident	4.104	Moderately Evident
7	Full appreciation of work being done	4.381	Moderately Evident	4.328	Moderately Evident
8	Good working conditions	4.286	Moderately Evident	4.448	Moderately Evident
9	Feeling of being in on things	3.952	Evident	3.970	Evident
10	Interesting work	4.381	Moderately Evident	4.343	Moderately Evident

Table 3 shows that teachers have the same perception of moderately evident on tactful discipline, job security, high wages, full appreciation of work being done, good working conditions, and interesting work; evident on help with personal loyalty of supervisor and feeling of being in on things regardless their respective positions. This reveals that educational leaders and teachers have high perception on job satisfaction regardless of their designation. However, teachers have higher perception of moderately evident on the promotion in the company but lower perception of evident on help with personal problems where it can be said that the perception of educational leaders and teachers differs on the promotion and handling personal problems.

Table 4

Significant Difference on the Perception of Educational Leaders and Teachers on Job Satisfaction According to their Education

**Group Statistics**

	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Bachelor's Degree	10	4.1433	.27590	.08725
	Master's Degree	10	4.3400	.23664	.07483

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	1.290	.271	-1.711	18	.104	-.19670	.11494	-.43819	.04479
	Equal variances not assumed			-1.711	17.592	.105	-.19670	.11494	-.43859	.04519

Table 4 reveals that based on the analysis of data, the significance or p-value of .104 is greater than the level of significance of .05. Therefore, the null hypothesis is accepted. There is no significant difference on the perception of teachers with Bachelor's degree and teachers with Master's degree on job satisfaction. This signifies that educational attainment might not affect the perception of educational leaders and teachers towards job satisfaction.

Table 5

Significant Difference on the Perception of Educational Leaders and Teachers on Job Satisfaction According to their Position

### Descriptives

Score	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
Teacher 1	10	4.1722	.25622	.08102	3.9889	4.3555	3.85	4.61
Teacher 2	10	4.1858	.28863	.09127	3.9793	4.3923	3.75	4.64
Teacher 3	10	4.0332	.34077	.10776	3.7894	4.2770	3.33	4.50
Total	30	4.1304	.29527	.05391	4.0201	4.2407	3.33	4.64

### ANOVA

Score	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.143	2	.071	.807	.457
Within Groups	2.386	27	.088		
Total	2.528	29			

Table 5 shows that based on the analysis of data the significance or f-value of .457 is greater than the level of significance of .05. Therefore, the null hypothesis is accepted. There is no significant difference on the perception of teachers on job satisfaction according to their positions on job satisfaction. It may imply that position has little to none effect to the perception of educational leaders and teachers in job satisfaction.

Table 6

Significant Difference on the Perception of Educational Leaders and Teachers on Job Satisfaction According to their Designation

### Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
Score Educational Leaders	10	4.1714	.24831	.07852
Teachers	10	4.1656	.27682	.08754



### Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	.270	.610	.049	18	.961	.00580	.11759	-.24126	.25286
	Equal variances not assumed			.049	17.791	.961	.00580	.11759	-.24146	.25306

Table 6 exhibits that based on the analysis of data the significance or p-value of .961 is greater than the level of significance of .05. Therefore, the null hypothesis is accepted. There is no significant difference on the perception of educational leaders and teachers on job satisfaction according to their designation. It can be said that designation might not affect the perception of educational leaders and teachers on job satisfaction.

Table 7

Significant Correlation of the Perception of Educational Leaders and Teachers on Job Satisfaction and their Performance

#### Correlations

		Perception	Performance
Perception	Pearson Correlation	1	-.082
	Sig. (2-tailed)		.447
	N	88	88
Performance	Pearson Correlation	-.082	1
	Sig. (2-tailed)	.447	
	N	88	88

The r-value of  $-.082$  revealed that there is a very weak negative correlation on the perception of educational leaders and teachers on job satisfaction and their performance. As the job satisfaction decreases, the level of performance of educational leaders and teachers also decreases. Therefore, the null hypothesis is rejected. There is a very weak negative correlation between the perception of educational leaders and teachers on job satisfaction and their performance. However, the very weak correlation possibly transpired by chance on the sample and there is insufficient evidence to say that this correlation exists in the entire population.

### **CONCLUSIONS & RECOMMENDATION**

1. Regardless of the educational attainment, position and designation, educational leaders and teacher should always have a positive perception on job satisfaction even though there is a very weak negative correlation between the perception of job satisfaction and performance which occurred only by chance, it is also possible that when the perception of educational leaders and teachers decreases, their performance also decreases. The school administrators, key leaders and teachers can formulate programs, projects and/or activities (PPAs) that can ensure the high perception of educational leaders and teachers on job satisfaction to ensure their enthusiasm and willingness to perform their respective tasks and mandate.
2. Conduct targeted and purposive trainings and seminars towards job policies, guidelines, programs, projects and activities of the educational institution and department which can help the educational leaders and teachers to understand their mandate, roles and responsibilities that can greatly affect their perception on job satisfaction.
3. Create a policy, guidelines or program that can help educational leaders and teachers to boost and ensure the high level of job satisfaction within the organization leading to the increase of their productivity and performance.

## REFERENCES

- Aamodt, M. (2009). *Industrial/ Organizational Psychology*. Belmont, CA: Cengage Learning.
- Alzaidi, Ahmed M. (2003), *A Qualitative Study of Job Satisfaction Among Secondary School Head Teachers in the City of Jeddah, Saudi Arabia*.
- Begley, T.M. and Czajka, J.M. (1993). *Panel of Analysis of the Moderating Effects of Commitment on Job Satisfaction, Intent to Quit and Health following Organizational Change*. *Journal of Applied Psychology*, 78, pp. 552-556
- Beverly A. Perrachione, Vicki J. Rosser, George J. Petersen (2007), *Why Do They Stay? Elementary Teachers' perceptions of Job Satisfaction and Retention*. *The professional educator*, Volume 32, No. 2 • Fall, 2008
- Bloch, Q.B., (2009) "Effects of Job Satisfaction On Employees Motivation & Turn over Intentions". *Journal of Managerial Sciences Volume II, Number I*
- Dessler, A. E. (2010). *A determination of the cloud feedback from climate variations over the past decade*. *Science*, 330, 1523–1527.
- Edwards, B. D., Bell, S. T., Arthur, W. & Decuir, A. D. (2008). *Relationships between facets job satisfaction, task, and contextual performance*. *Applied Psychology, An International Review*, 57(3), 441-465.
- Fox, M.L. Dwyer, D.J. and Ganster, D.C. (1993). *Effects of Stressful Job Demands and Control of Physiological and Attitudinal Outcomes in a Hospital Setting*. *Academy of Management Journal*, 36, pp. 289 - 318.
- Heriyati, P., & Ramadhan, A. S. (2012). *The influence of employee satisfaction in supporting employee work performance and retention moderated by the employee engagement factor of an institution*. *Journal of economics and management*.
- Leigh, A. and Mead, S. (2005). *Lifting Performance of teachers, Policy Report, Progressive Policy Institute*.
- Masud Ibn Rahman, Dr. Md. Mizanur Rahman and Md. Shibli Shahriar, *Job Satisfaction of Teachers in Bangladesh: A Study at the Primary, Secondary, and Tertiary Levels*, VDM Verlag Dr. Muller. Germany. ISBN 978-3-639-30241
- Moser, K. & Galais, N. (2007). *Self-Monitoring and Job Performance: The Moderating Role of Tenure*. *International Journal of Selection and Assessment*, 15(1), 83-93.
- Motowidlo, S. (2003). *Job performance*. In W. Borman, D. Ilgen, & R. Klimoski (Ed.), *Comprehensive Handbook of Psychology*, 12, pp.39-53. New York, NY: Wiley.
- Muhammad Imran Rasheed, *Motivational Issues for Teachers in Higher Education: A Critical Case of IUB*, *Journal of Management Research ISSN 1941-899X 2010, Vol. 2, No. 2: E3 multidimensional measure of internal orientation to the demands of ministry [Electronic version]*. *Review of Religious Research*, 48, 2, 212-230.

- N. Selamat, N. Z. Samsu, and N. S. M. Kamalu, "The impact of organizational climate on teachers' job performance," *Educational Research Journal*, vol. 2(1), pp. 71-82, 2013.
- Pugno, M., & Depedri, S. (2009). *Job performance and job satisfaction*.
- Pushpakumari, M. (2008). *The impact of job satisfaction on job performance*.
- Qasim, S., Azam cheema, E. F., & Syed, N. A. (2012). *Exploring factors affecting employees job satisfaction at work. Journal of management and social science*, Vol.8, No. 1.
- Rao, D.B. and Kumar, D.N. (2004). *School Teacher Effectiveness*, New Delhi, Discovery Publishing House, pp. 89.
- S. Chamundeswari, "Job Satisfaction and Performance of School Teachers," *International Journal of Academic Research in Business and Social Sciences*, Vol.3, No. 5, 2013
- S.P. Robbins and S. Sanghi, *Organizational Behaviour*, Pearson Education, Delhi, 2006, p. 74. 22. Ibid. 23
- Shamima Tasnim (2006), *Job Satisfaction among Female Teachers: A study on primary schools in Bangladesh*, Department of Administration and Organization Theory The University of Bergen, Bergen, Norway

#### INSTRUMENT

([http://www.nwlink.com/~donclark/leader/want\\_job.html#sthash.86o3taW7.dpuf](http://www.nwlink.com/~donclark/leader/want_job.html#sthash.86o3taW7.dpuf).)