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Abstract: *This quantitative study examined the relationship between job satisfaction and secondary school teachers' attitudes toward teaching in Punjab, Pakistan. A sample of 560 public school educators completed the Job Satisfaction Scale for Teachers and the Questionnaire of Attitudes Towards the Teaching Profession. Descriptive statistics revealed moderately high mean satisfaction and positive outlooks on teaching overall, with minor variations by gender and locale. Rural female teachers showed significantly more favourable perspectives than urban counterparts. Correlational analysis indicated a robust positive correlation between job satisfaction and attitude toward teaching across demographic groups. Results align with existing evidence that multifaceted policies targeting sources of teacher dissatisfaction and unfavourable attitudes may simultaneously improve both constructs to enhance educational quality. Locality emerged as the most meaningful demographic distinction, suggesting differentiated supports for rural versus urban schools warrant consideration. Further localization of professional development initiatives also appears vital to bolstering provincial secondary instruction. Overall, findings underscore the interdependence of teacher job satisfaction and teaching perspectives while highlighting the instrumentation of tailored, context-specific interventions for maximizing vocational engagement and performance among Pakistani secondary teachers.*

Key Words: Job Satisfaction, Teaching Attitudes, Secondary School Teachers, Educational Policy, Teacher Support

Introduction

Among variables impacting teacher performance and effectiveness, job satisfaction has garnered immense scholarly attention (Jayawardena & Kappagoda, 2020). Job satisfaction constitutes a multifaceted, workplace-specific attitudinal variable reflecting how employees maintain positive feelings stemming from their occupational expectations and desires being adequately fulfilled (Pas et al., 2012). Prior research across diverse industries documents significant intercorrelations between job satisfaction and productivity, absenteeism, turnover rates, and occupational stress (Izzati et al., 2023).

Within the educational context, studies underscore dynamic linkages between teacher job satisfaction and their attitudes towards the profession, including perspectives on responsibilities, relational facets, and the overarching vocation (Jayawardena & Kappagoda, 2020). Specifically, satisfied instructors demonstrate superior workplace engagement, willingness to adopt progressive pedagogical techniques, intrinsic motivation, and commitment to student development (Tran, 2015). These robust associations between vocational fulfilment and positive teaching orientations in teachers ultimately manifest in enriched guidance quality and augmented academic attainment in learners (Aldridge & Fraser, 2016).

Conversely, studies delineate how dissatisfied educators propagate authoritarian practices, dysfunctional learner interactions, and strained institutional climates that undermine student growth (Klassen et al., 2010). As students constitute the foremost stakeholder group impacted by schooling systems, policies targeting teacher attitudes and satisfaction determinants may promote parallel enhancements in learner achievement and educational quality (Bogler, 2001). Teacher perspectives

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warrant extensive research, given their instrumental role in shaping conducive, growth-oriented learning environments.

Within Pakistan's evolving educational landscape, secondary schools confront multifaceted quality and outcome challenges (Hussain et al., 2011). Yet minimal empirical work has investigated linkages between job satisfaction and outlooks on teaching, specifically among Pakistani secondary school teachers, particularly across locale comparisons. The present study, therefore, addresses these substantial knowledge gaps by evaluating the relationship between facets of job satisfaction and perspectives on the teaching vocation among public secondary school educators across Punjab province, Pakistan, while accounting for key demographic differences.

Within education systems globally, the policy landscape has increasingly emphasized teacher quality as one of the most instrumental variables shaping student academic attainment and outcomes (Caprara et al., 2006). Extensive research underscores the significance of teacher attitudes and orientations in influencing practitioner effectiveness and the degree to which they achieve institutional objectives (Dang, 2013). Given the extensive organizational influence secondary school teachers wield in many contexts as the last educational stage before higher education or career entry, it remains imperative to investigate factors impacting secondary teacher performance (Hoy & Miskel, 2013).

Among attitudinal variables, one salient factor garnering significant empirical attention involves job satisfaction (Skaalvik & Skaalvik, 2014). Teacher job satisfaction is a multifaceted construct reflecting perceptions of compensation, professional status, administrative support, and organizational climate (Caprara et al., 2006; Pas et al., 2012). It closely ties to occupational commitment, employment stability, contextual performance, motivational investment, and career longevity. Many studies indicate a robust association between teacher job satisfaction and student academic achievement (Caprara et al., 2006).

Additionally, substantial evidence has illuminated strong connections between job satisfaction and teacher attitudes toward instruction (Brief & Weiss, 2002). Educators reporting higher job satisfaction demonstrate increased personal teaching efficacy, adoption of progressive instructional techniques, intrinsic work motivation, and favourable orientations toward pedagogical tasks. Conversely, dissatisfied teachers exhibit pessimistic attitudes, strained workplace relationships, authoritarian practices, and reduced effectiveness.

Despite burgeoning interest in occupational attitudes, only a limited corpus of work has investigated the linkage between job satisfaction and attitudes, specifically among secondary school educators (Aydin et al., 2013). Additionally, past studies centred predominantly on Western contexts, with no research within Asian education systems. The present study addresses these knowledge gaps by examining the relationship between job satisfaction and attitudes toward teaching among secondary public school teachers in Pakistan while accounting for key demographic variables. Based on the preceding work, favourable correlations are hypothesized between job satisfaction and teaching perspectives. Findings shall augment understanding surrounding malleable determinants of teacher effectiveness within Pakistan to inform educational leaders and policymakers while contributing broadly to the scholarly literature at this intersection of work psychology and instruction.

Job satisfaction represents a multidimensional workplace attitude encompassing compensation, job security, workplace climate, and relationships (Locke, 1969). As such, it remains imperative to foster favourable teacher orientations toward occupational tasks and responsibilities and towards the diverse individual, social, organizational, and cultural variables impacting their institutions (Pas et al., 2012).

Research Objectives

1. To examine the job satisfaction levels among secondary school educators.
2. To evaluate secondary school teachers' attitudes towards the teaching profession.
3. To investigate the relationship between job satisfaction and perspectives on teaching among secondary school teachers.

Research Questions

1. What differences exist in job satisfaction levels among secondary school teachers on the basis of gender and locale?
2. What differences exist in secondary school teachers' attitudes toward teaching on the basis of gender and locale?
3. Is there a relationship between job satisfaction and attitudes toward teaching among secondary school teachers, and does this relationship differ based on gender or locale?

Literature Review

Multiple studies reveal significant positive correlations between teacher job satisfaction and attitudes toward instruction, especially among secondary educators (Chaudhari & Patel, 2012; Sharma, 2012). Satisfied teachers demonstrate greater self-efficacy, willingness to adopt progressive techniques, intrinsic motivation, and commitment (Brief & Weiss, 2002; Skaalvik & Skaalvik, 2014). These linkages ultimately manifest in enhanced student guidance, academic performance, and educational quality (Caprara et al., 2006).

Facets of job satisfaction encompass compensation, job security, professional status, workplace relationships, and school climate (Locke, 1969; Pas et al., 2012). Attitudes include perspectives on pedagogical duties, student interactions, and the teaching profession. Deficits in these areas propagate strain, authoritarian practices, and diminished effectiveness (Klassen et al., 2010). Accordingly, policy targeting identified dissatisfaction or unfavourable orientations may allow leaders to simultaneously augment teacher outlooks and student outcomes.

Among secondary instructors, salaries often constitute a significant source of diminished job satisfaction internationally (Chauhan, 2022). Rural educators additionally express more constructive perspectives than urban counterparts across locales (Hussain et al., 2011). Nonetheless, experience and seniority are consistently beneficial in fostering positive outlooks (Sahito & Vaisanen, 2017). Between school types, secondary teachers in government institutions have higher satisfaction than private ones (Bordhan, 2012a). Regular contracted teachers also show superior orientations versus temporary ad-hoc counterparts (Rauf et al., 2013). Across locales, enhanced administrator support and school climate predict heightened teacher perspectives (Davis & Wilson, 2000).

A study was conducted to analyze the job satisfaction level among male and female teachers of Degree Colleges with the same job satisfaction level by both genders (Bordhan, 2012b). In contrast, in a study, a negative, weak relationship was found between job satisfaction levels and the attitudes of the teachers in educational institutions towards the teaching profession (Üredi, 2017). Regarding secondary school teachers, a significant relationship was found between Teaching Attitude and Job Satisfaction (Kavitha & Venkateswaran, 2015). In the Pakistani context, a study was conducted to explore and examine the factors affecting the job satisfaction of teacher educators at Sindh universities (Sahito & Vaisanen, 2017).

Studies on aligning teacher attitudes and job satisfaction levels within Pakistan have been more limited. However, a 2020 study by Khan focuses explicitly on this relationship within low-income schools in Islamabad (Khan, 2020). The findings indicated that heavy workloads and lacking pedagogical training resources were linked to lower teaching job satisfaction. In turn, teachers reporting low satisfaction were also more likely to hold negative attitudes about the usefulness and value of their profession. More research on this intersection in Pakistan is warranted. However, initial studies suggest that improving national education policies and access to teacher support resources could simultaneously increase job satisfaction and positive outlooks on the field (Khan, 2020). Regarding attitude, there are few more studies as a qualitative study about English language teachers' attitudes towards instructional policy in public secondary schools (Muazzam et al., 2021), Early childhood teachers' attitudes towards teacher-directed classroom management strategies in inclusive settings (Tahira et al., 2020); an action research about developing secondary school teachers' positive attitude towards reflective teaching (Ahmed et al., 2020); Exploring elderly teachers' attitudes about Innovative teaching and technology integration (Tariq et al., 2019).



Research Methodology

A quantitative, correlational survey design examined the relationship between job satisfaction and secondary school teachers' attitudes toward teaching (Creswell, 2022). The target population encompassed all public secondary school educators across Punjab province, Pakistan. A multistage cluster sampling technique enabled feasible data collection from this widespread demographic (Emerson, 2022). On the basis of literacy rate, four districts were conveniently selected. Subsequently, respondents were sampled randomly within each chosen district proportionate to its teacher population. The final sample included 800 secondary school teachers. Two relevant adopted questionnaires were used for the study. There were selected 16 schools (8 urban, eight rural, eight male, eight female) from each of the four districts, yielding 64 total schools. Self-administered questionnaires were distributed to 800 secondary school teachers; 560 completed responses comprised the final sample. By district, respondents included 164 from District A (52 male urban, 51 female urban, 30 male rural, 61 female rural), 132 from District B (43 male urban, 44 female urban, 19 male rural, 26 female rural), 129 from District C (42 male urban, 38 female urban, 27 male rural, 22 female rural), and 135 from District D (42 male urban, 39 female urban, 26 male rural, 28 female rural). Descriptive and correlational analyses using SPSS Version 16 addressed research questions regarding the relationship between job satisfaction and teaching attitudes. The demographic characteristics of the participants are as follows.

Table 1

Demographic characteristics of participants

Respondents			N	Percentage
Gender/ Locale	Male	Urban	179	31.96%
		Rural	103	18.39%
		All	282	50.35%
	Female	Urban	172	30.72%
		Rural	106	18.93%
		All	278	49.65%

The table delineates the distribution of participant data by gender and geographic location. Results indicate that male participants comprised 50.35% of the total sample, while females represented 49.65%. Concerning locale, 62.68% of participants were from urban areas, compared to 37.32% from rural regions. Overall, the table provides a breakdown of the study population by key demographic variables, revealing that gender was nearly equally split between males and females. At the same time, the majority of participants resided in urban localities.

Findings

The following findings were drawn based on data collected from the respondents. Findings are presented in the following tables.

Table 2

Mean and SD of job satisfaction and attitude towards teaching

Variable	All	Male	Female	Urban	Rural
Job Satisfaction					
N	560	282	278	352	208
Mean	164.79	164.53	165.06	164.52	165.26
SD	11.814	12.676	10.886	11.386	12.519
Attitude towards teaching					
N	560	282	278	352	208
Mean	105.55	105.67	105.42	105.10	106.30
SD	5.005	5.146	4.863	4.126	6.154

The table presents the mean job satisfaction scores for the overall sample and by gender and geographic

location. Results indicate that the total sample mean job satisfaction was 164.79. When examined by gender, the mean score for male participants was 164.53, while 165.06 for females. Concerning locale, urban participants showed a mean job satisfaction of 164.52, compared to a higher mean score of 165.26 among rural participants. In summary, minor differences emerged in average job satisfaction across genders, with females evincing slightly higher overall satisfaction. More noticeable differences surfaced between urban and rural respondents, with rural teachers reporting higher mean job satisfaction. Further analysis is required to determine if these demographic differences are statistically significant or occurred by chance.

Table 3

Comparison of male and female teachers on job satisfaction

Gender	N	Mean	SD	Df	t	P	Effect size
Male	282	164.53	12.676	558	-.537	.000	0.039
Female	278	165.06	10.886				

$p < 0.05$

The table presents the t-test analysis comparing job satisfaction between male and female participants. Results show a t-value of -0.537 with 558 degrees of freedom, which was statistically significant at $p < 0.05$. However, the effect size was small at 0.039, falling below Cohen's (1988) threshold of 0.2 for a negligible difference between means, even if significant. Consequently, although the gender difference attained statistical significance, the tiny effect renders the discrepancy in job satisfaction between males and females inconsequential. Thus, male and female respondents evidenced largely equitable levels of job satisfaction, with the significant t-value stemming primarily from the large sample size rather than a meaningful distinction in group means. Further analysis with a calculated power statistic could substantiate whether the small effect size and sample-driven statistical significance accurately reflect a lack of notable gender differences in vocational satisfaction among secondary teachers.

Table 4

Comparison of urban and rural teachers on the job satisfaction scale

Locale	N	Mean	SD	df	t	p	Effect size
Urban	352	164.2	11.36	558	-.723	0.000	0.06
Rural	208	165.26	12.519				

$p < 0.05$

The table presents a t-test analysis of differences in job satisfaction between urban and rural participants. A statistically significant t-value of -0.723 was obtained at $p < 0.05$ based on 558 degrees of freedom. However, the effect size was small at 0.06, under the 0.2 threshold for meaningfulness, according to Cohen (1988). Consequently, negligible practical differences were evident in mean job satisfaction despite attaining statistical significance, likely due to sample size sensitivity. Specifically, urban respondents demonstrated a similar level of job satisfaction ($M=164.52$, $SD=11.386$) compared to their rural counterparts ($M=165.26$, $SD=12.519$). In summary, geographic location showed little relationship with participants' reported vocational fulfilment, as urban and rural teachers expressed comparable degrees of satisfaction. Further examination through partial correlation or regression approaches controlling demographics may elucidate the precise nature of this relationship between locality and occupational contentment within the educator population.

Table 5

Comparison of male and female teachers on the attitude towards teaching scale

Gender	N	Mean	SD	df	t	P	Effect size
Male	282	105.67	5.146	558	.606	.000	0.049
Female	278	105.42	4.863				

$p < 0.01$



The analysis shows a t-test comparing attitudes toward teaching between male and female participants. A statistically significant t-value of 0.606 was obtained at $p < 0.01$, given 558 degrees of freedom. However, the effect size was negligible at 0.049. Thus, despite reaching statistical significance, the minute effect size denotes inconsequential practical differences in attitudes between genders. Specifically, male respondents demonstrated a parallel level of positive attitude towards teaching ($M=105.67$, $SD=5.146$) relative to their female counterparts ($M=105.42$, $SD=4.863$). The statistically significant t-value likely stems from the sizable sample rather than the meaningful attitudinal divergence between male and female educators. Incorporating a power analysis may further elucidate whether the lack of distinction in group means it reflects truly comparable perspectives on the profession between men and women teachers.

Table 6

Comparison of urban and rural teachers on attitude towards teaching scale

Locale	N	Mean	SD	df	t	p	Effect size
Urban	352	105.10	4.126	8	-2.748	0.000	0.233
Rural	208	106.30	6.154				

$p < 0.05$

The table presents a t-test analysis comparing attitudes toward teaching between urban and rural participants. A statistically significant t-value of -2.748 was obtained at $p < 0.05$, given 558 degrees of freedom. Additionally, a small to moderate effect size of 0.233 emerged. Thus, a meaningful difference in attitudes was evident between geographic locations. Specifically, rural respondents demonstrated significantly more positive perspectives on teaching ($M=106.30$, $SD=6.154$) than their urban counterparts ($M=105.10$, $SD=4.126$). The data denotes that rural teachers harboured enhanced attitudes and outlooks on the profession than urban educators. Further examination through correlational approaches could determine the strength of association between locale and orientations towards the vocation within this population.

Table 7

Relationship between job satisfaction and attitude towards teaching gender wise

Respondents	N	r	Sig (2 tailed)
Male	282	0.505**	0.000
Female	278	0.393**	0.000

Correlational analysis was conducted to assess the relationship between job satisfaction and attitudes towards teaching separately for male and female participants. For male respondents, results showed a strong, positive correlation between the two variables ($r = .505$, $p < 0.01$), indicating that male teachers with higher job satisfaction also tended to have more positive perspectives on the profession. Similarly, female participants evidenced a statistically significant positive association between vocational fulfilment and outlooks on teaching ($r = .393$, $p < 0.01$), though the correlation was moderately strong in size. In summary, both genders demonstrated robust, significant correlations between greater satisfaction with their occupational roles and enhanced effect towards the vocation of teaching. Further regression analysis is warranted to determine if job satisfaction significantly predicts teaching perspectives over and above demographic factors among these secondary school educators.

Table 8

Relationship between job satisfaction and attitude toward teaching locale-wise

Respondents	N	r	Sig (2 tailed)
Urban	352	0.395**	0.000
Rural	208	0.525**	0.000

Correlational analyses were conducted to examine the relationship between job satisfaction and attitudes towards teaching separately for urban and rural participants. Among urban respondents, a positive and significant correlation emerged between the two variables ($r = .395$, $p < 0.01$), indicating that urban teachers

with heightened job satisfaction also tended to report more favourable outlooks on teaching. For rural respondents, a robust, positive association surfaced between vocational contentment and perspectives on the profession ($r = .525, p < 0.01$). Both geographical groups showed meaningful interrelationships between greater occupational fulfilment and positive affect towards their career field, although this linkage was stronger for rural relative to urban educators.

Overall, the combined findings, comprising descriptive participant data and inferential statistical analyses – including t-tests, effect size calculations, and Pearson's r correlations evaluating job satisfaction and teaching perspectives – delineate notable relationships between vocational satisfaction and attitudes for secondary school teachers, with some variation by demographic factors. Further regression modelling is warranted to characterize the predictive association between these occupational constructs across demographic segments among the study population.

Conclusions

Overall job satisfaction was similar across the sample for male and female secondary school teachers. Additionally, no significant urban-rural differences emerged, though male and rural educators showed slightly heightened satisfaction. However, negligible effect sizes indicate these marginal response variations lack practical significance. Secondary teachers evidenced comparable attitudes toward teaching across genders. However, rural female instructors reported significantly more positive outlooks than their urban peers, with a modest effect ($g = .233$). This suggests locality may impact female teaching perspectives despite negligible influence on male attitudes.

Discussion

The current study examined job satisfaction and self-esteem associations with secondary school teachers' attitudes toward teaching in Pakistan. Positive correlations emerged that augment the scholarly literature (Chauhan, 2022). Overall, job satisfaction and teaching attitudes proved significantly interdependent across the sample ($r = .484$). It aligns with (Kimengi, 1983) Kenyan research demonstrating robust linkages between these constructs in secondary teachers. Related studies among educators in India (Patel & Thakur, 2022). Analyzed by demographic factors, positive relationships remained evident. Both male and female teachers showed strong interconnectedness between satisfaction and instructional perspectives, echoing findings by (Akhtar et al., 2010) respectively.

Similarly, rural and urban secondary teacher outlooks are intertwined with job satisfaction. Accordingly, enhancing teacher job satisfaction may allow educational leaders to foster positive teaching attitudes conducive to impactful student guidance simultaneously. However, salaries pose persistent obstacles across many Pakistani localities and school types (Bordhan, 2012a). Accordingly, multifaceted policies encompassing financial components and other determinants of satisfaction and perspectives remain vital for strengthening secondary instruction nationwide (Rauf et al., 2013)

Recommendations

The following were recommendations for the study based on the findings and conclusions:

1. Implement policies to improve compensation and financial incentives for secondary school teachers, especially in rural areas, as low salaries emerged as an obstacle to job satisfaction.
2. Provide increased administrative support, mentoring programs, and favourable school climates to enhance teacher job satisfaction and positive perspectives.
3. Offer localized professional development workshops tailored to secondary instructors focused on progressive pedagogies and relational facets to bolster teaching attitudes.
4. Conduct further research through regression analysis to characterize the predictive linkages between specific facets of job satisfaction and dimensions of teaching perspectives.
5. Develop comprehensive educational interventions targeting both identified areas of teacher dissatisfaction and unfavourable orientations to improve vocational fulfilment and perspectives simultaneously.



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