

# Teachers' Social Life and Their Job Performance - A Study of Public & Private Secondary Schools of Pakistan

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The teacher has remained the central part of the education system. He/she is the main person who is responsible for the overall development of students' personalities. He has got a different role to play in order to keep the system on track. It is therefore important that his/her needs, personal, institutional and societal, may be satisfied in order to enable him to concentrate on his/her work. This study was an attempt to investigate the perceptions of teachers and principals in order to find out whether teachers are satisfied in their social life; to investigate the perception of Principals about a teachers' job performance and to know about the relationship of a teachers' social life with their job performance. Two questionnaires were framed in order to collect relevant data from the respondents. T-test and spearman correlation was used in order to analyse the data. Findings show that the public sector school teachers are more satisfied than private school teachers. It was also found out that work recognition of the teachers motivate them to perform in a better way.

**Key words:** *work recognition, motivation, job satisfaction, social life*

## INTRODUCTION

Social similarity shows an individual's dependability in the general public. By and large cash is the wellspring of solidness and when instructors are given enough compensations and different impetuses, they feel stable in the general public. Their status because of their activity additionally matters. Sadly, our educators are not being given due significance in these regions. It is one of the most significant obligations of the administration to focus on an educators' activity fulfillment since it influences their social/home life. At the point when they are satisfied in their own lives, they will accept enthusiasm for their position and will yield great outcomes, or else it will be exceptionally destructive for both for example instructors and schools.



Instructors additionally need to battle for their family duties and they expect that their activity may give in doing these. For instance, they need cash to fulfill their family's needs and they see this as the main wellspring of cash for them. So also they are needing different offices like clinical, kids' training, lodging office, transport for them and for their kids, crisis leave and so on which may support to them in satisfying their home obligations.

At the point when their activity is giving these things they will be satisfied in their home life and will be soothed in playing out the school work. With the satisfaction of the above things, a sentiment of correspondence will make among them which will constrain them to invest their best energy for the accomplishment of the school's objectives.

Then again when their activity can't fulfill needs having a place with their families' life they won't have the option to keep up their fixation on their work, since they will be looking for some different options for satisfying their needs. Accordingly their consideration will be occupied from their work and their performance will endure destruction.

Educators have a ton of desires from the activity to help them in making and keeping up a high and decent status in the general public. Cash is considered as a significant factor in the societal position. Within the sight of appropriate pay rates they will be capable in accomplishing their ideal spot in the general public, or else they will fell disappointment from their lives as well as from the activity. This will lead them to a significant level of pressure which will affect their performance.

## **OBJECTIVES OF THE STUDY**

- To investigate the perceptions of teachers and principals in order to find out whether teachers are satisfied in their social life;
- To investigate the perception of Principals about teachers' job performance;
- To find out the relationship of a teachers' social life with their job performance.

## **LITERATURE REVIEW**

It has been seen that inspiration improves the performance level which makes the workers glad and satisfied. Investigations show that glad representatives are an extraordinary resource for the future since they convey with themselves enormous experience which influences the profitability level. Lyubomirsky and partners referred to in Duckworth et al., (2009), set forward two clarifications for the causal job of prosperity in deciding achievement: First, in light of the fact that visit constructive temperaments are experienced by glad individuals, so they have a more noteworthy possibility of working effectively. Second, past abilities and assets are controlled by cheerful individuals who have been worked by them extra time during past lovely mind-sets (p.804). A.G Strauss referred to in Judge et al., (2001) expressed," the

resolve profitability relationship was seen just by the early human connection: improved efficiency can be accomplished by higher good” (p.264).

Essential human needs are satisfied by work assets for example the requirements for self-rule, relatedness and skill as expressed in a self-assurance hypothesis (Deci and Ryan, Ryan and Fredrick in Schaufeli et al., 2009).

Representatives expect that associations should give esteem and significance (reward) to their commitments and endeavors as a byproduct of the worth they provide for their activity and work towards finishing the allocated activity (Aktar et al., 2013). What's more, these sorts of remunerations have constructive outcomes upon representatives' activity fulfillment level. The investigation of Rehman et al. (2010) shows that a noteworthy relationship exists among inborn and outward rewards and employment fulfillment.

A few investigations show that an appropriate compensation program which joins inborn and outward prizes to singular execution causes higher efficiency, for example execution (Edirisooriya, 2014). Fruitful associations keep up a practical motivator framework which has the ability to influence the representatives' performance so that it keeps them on the way of difficult work and keeps up the objectives of the establishments (Alfandi and Alkawsawneh, 2014).

Family duties are on most of the workforce; work-family struggle is a notable marvel. The representatives might be kept from adding to groups by shuffling double jobs because of time weight and low vitality for work (Greehaus and Beautell referred to in Bakker et al., 2012). So associations ought to keep up a harmony between representatives' home life and authoritative life; at exactly that point the hierarchical objectives could be accomplished. Inquiries about these have indicated that effectively adjusted work and family life is useful for the two representatives and associations (Greehaus and Powell; Mallet et al. referred to in Kim, (2014). At the point when such endeavours are being made for making a harmony between representatives' home life and hierarchical life, it will likewise lessen the turnover rate. Research by Kenexza Exploration Establishment referred to in Lazar et al., (2010) states that representatives who are progressively positive toward their association's endeavours to help work-life balance, likewise show a lower aim to leave the association, feel pride in their association, and prepare to suggest it as a decent work environment and increment in work fulfillment.

The large wellsprings of stress are: Work over-burden and time strain to finish an excess of work in a brief timeframe, which brings about decline in representatives' presentation (Shahid and Naeem, 2011).

There are sure factors of life and employment space which deeply affect an educators' activity responsibility. These are: their enthusiasm for the work, budgetary status, economic wellbeing, soundness of family people, and relations inside the family and school. These are the regions



where educators consistently need inspiration and backing. They expect a bolster both from school and family and inspiration from the schools. Family issues are constantly persistent to the school which influences their activity execution. Wellbeing, family issues, youngsters tutoring and societal position are the contributory factors in causing turnover goals (Shah et al., 2010).

A huge negative connection among a low degree of occupation execution, work fulfillment and the least degree of fulfillment with life has been built up by the analysts (Khan et al., 2012). Presently, the inadmissible condition of schools has expanded the feeling of anxiety of instructors which has gravely influenced their performance. Essentially training calling has not been given appropriate consideration by the administration. Instructors' pay rates are not adequate to address their issues and in light of this they are not getting due regard from the general public.

A few investigations show that higher-request needs, for example social relations and regard, offer fulfillment to educators and they are spurred by these (Muller, Alliata and Benninghof referred to in Salifu and Abenyega, 2013). Pay, advancement and execution assessment are firmly corresponded with workers' presentation (Wanyama et al., 2014). A few investigations show that the nature of work-life programs results a diminishing in representatives' protests and non-appearance, and causes an expansion in confidence and co-activity during work (Baleghizadeh and Gordani, 2012). Disappointment from deficient motivating forces, over outstanding task at hand, undesirable class conditions, financial status of educators, regard in the public arena, psychological wellness, obligations at home, absence of co-activity, working conditions and so forth have a negative effect on the academicians' performance (Shaheen et al., 2013).

## **METHOD AND PROCEDURE**

### **Population**

All the secondary schools (male) of the region of Mardan established the number of inhabitants in this exploration. The fundamental explanation behind picking just the male schools was the factor of customs which would have serious issues in information assortment in light of the absence of availability to the female instructors. Right now there are 94 and 176 secondary schools (male) in the region of Mardan in the general population and private division individually. A point by point depiction of the populace and wellsprings of data are given in the underneath table.

### **Sample**

The analyst utilised straightforward arbitrary testing method and an example of 56% from public and 35% from private optional schools (male) was chosen with the end goal of

information assortment. Among this example, the information was gathered from the principals of each school and five instructors for every school. The example comprised of 120 principals, for example 60 from public and 60 from private sector, and 600 instructors for example 300 from public and 300 from private sector. A point by point depiction of the example is given in the underneath table.

#### Population and sample of the study

S.No	Schools	No. of Schools	Sample	Teachers	Headmasters/Principals
1	Public	94	60 (56% of the total population)	300	60
2	Private	176	60 (35% of the total population)	300	60

Sources: 1) Annual Statistical Report 2013-14 E & SE K.P.K  
2) Board of Intermediate & Secondary Education Mardan.

#### DATA ANALYSIS

##### Welfare of Teachers' Social Life

Domain	Mean		Std. Deviation		t	df	Sig	Cohen's d value
	Public	Private	Public	Private				
Welfare of Teachers' Social Life	14	13	4	4	2.449	598	0.0057	0.25

Mean=14:13

t value=2.449

The methods for public and non-public schools show a sensible distinction which is 14:13 and the t esteem is 2.449 which shows that instructors of government funded schools have a more elevated level of fulfillment when contrasted with the non-public school educators which is likewise upheld by the p-esteem  $0.05 > 0.0057$ .

The insights show legitimate consideration has been given to the government assistance of public activity of instructors in public sectors while in the private part such projects don't exist. The count of Cohen's d impact size shows a little impact size in government assistance of educators' public activity.

### Recognition

Domain	Mean		Std. Deviation		t	df	Sig	Cohen's d value
	Public	Private	Public	Private				
Recognition	15	12	5	4	7.709	598	0.000	0.66

Mean=15:12 t value=7.709

There is a noteworthy contrast between the methods for public and private sectors which is 15:12 and t esteem is 7.709, which show that educators in the public segments are more satisfied than the private segment instructors. The p-value  $0.000 < 0.05$  emphatically bolsters the contention and the Cohen's d impact size estimation shows medium impact size in recognition.

The insights show that legitimate recognition has been given to the educators in public division while no significance has been given to it in the private segment.

### Relationship between Teachers' Social Life and School Life

Respondents	Mean Score	Std	R	r <sup>2</sup>	Sig
Principals	13.27	4.738	0.785	0.025	0.002
Teachers	13.3383	4.50344			

The above table represents the mean score of principals 13.27 with some deviation 4.738 and instructors' mean score of 13.3383 with slight deviation of 4.50344 which indicated that the larger part of respondents concurred that perceiving educators work in the general public has a critical effect on the performance of educators' in the school. The equivalent is reflected in the r esteem and r<sup>2</sup> esteem in the above table.

### Findings of the Study

1. Findings of the examination show that public division instructors were discovered to be more satisfied than private schools' educators. This is reflected in the distinction of means which is 14:13 and the t esteem is 2.449 which is likewise bolstered by the p-esteem  $0.05 > 0.0057$ .

2. Public segment secondary teachers are progressively satisfied from steps taken for the government assistance of their public activity. It is appeared by their methods 14:13. Be that as it may, the p-esteem 0.657 firmly contradicts the contention.
3. The mean of an incentive for public and private secondary teachers 15:12 shows that more recognition is given to crafted by public segment educators than the private part and the p-esteem 0.000 firmly underpins it.
4. The above table delineates the mean score of principals is 13.27 with a marginal deviation of 4.738 and the educators' mean score is 13.3383 with a slight deviation of 4.50344 which indicated that the dominant part of respondents were concurred that while perceiving instructors work in the general public has a noteworthy effect on the presentation of educators in the school.

## RECOMMENDATONS

1. In our general public compensation decides the status of an individual. Legitimate fixation is required by the school board particularly the tuition based schools, to improve the compensation level of instructors, so they may appreciate a high status in the general public which will influence their activity execution in a superior manner.
2. The presentation of such projects, which will help in the government assistance of public activity of instructors, is significant in light of the fact that it will diminish the additional strain of educators and will concentrate on their activity.
3. Work recognition spurs and supports instructors for better execution. It is in this way essential to perceive their work and value them consistently.
4. The nearness of such arrangements is significant for schools which inspire instructors for better execution and will raise the degree of fulfillment of public activity which thusly helps their presentation.

## DISCUSSION

The examination shows that the means taken by the school board for the government assistance of instructors' social/individual life improves their activity fulfillment level which expands their presentation level. This backs the perspectives of Anafarta. (2011), who expresses that work and family are similar sectors since they are exceptionally associated, having a solid connection with each other. Workers' home life and authoritative life are sparks for one another; accomplishment in one space makes them better in the other one. In this way, endeavours ought to be made to make workers satisfied from their activity.

Recognition of work affects educators' performance. In this regard the examination uncovers that government funded teachers are more satisfied than the educators of non-public schools since more recognition is being given to their work. The outcome underpins the perspectives



on Leye et al. (2014), that without recognition and regard, educators see themselves as representatives who have been given occupations by the administration, to give work as its social duty and no performance is normal from them (Khan et al. 2011); higher representative spirit and execution have been seen in those associations where worker recognition and thankfulness are utilised in the inspirational framework.

A few people carry out the responsibilities for satisfying their needs, as well as for them work is their obsession of life and when they are happy with the work, it will prompt their life fulfillment. The discoveries of the examination additionally support Sinha, (2012), who states to accomplish authoritative goals, representatives must be happy with their work in light of the fact that a significant spot is involved by the work in numerous individuals' lives, and such conditions can influence their physical well-being as well as an elevated level of social, mental and profound prosperity.



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