



RESEARCH PAPER

The Impact of HRMIS on Teacher Job Satisfaction: A Study of Public School Teachers in Punjab, Pakistan

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ABSTRACT

This study investigated the impact of Human Resource Management Information System (HRMIS) on teacher job satisfaction (TJS) in public schools in Punjab, Pakistan, with a focus on gender-based differences across five key factors: work environment, workload and stress, autonomy and empowerment, collegial relationships, and teacher performance. HRMIS automates administrative tasks, potentially improving teachers' work environment and performance. Despite its widespread use, its impact on TJS has not been explored. The study used a quantitative descriptive survey design, and data were collected from 1016 teachers working at primary, elementary, and secondary schools in Punjab. Data were analyzed through descriptive statistics and an independent sample t-test to examine gender differences in job satisfaction. Results show that HRMIS positively influences TJS, particularly in collegial relationships and teacher performance, but workload and stress among female teachers remain significant concerns. However, workload and stress scored relatively lower, with female teachers reporting significantly higher stress than male teachers. The study recommends gender sensitive policies and improvement in HRMIS application to reduce workload and stress and enhance teacher satisfaction.

KEYWORDS	HRMIS, Teacher Job Satisfaction, Autonomy and Empowerment, Teacher Performance, Workload and Stress
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Introduction

The Human Resource Management Information System (HRMIS), as an instrument to enhance administrative efficiency and support the teacher system, has received considerable attention in the past few years in the educational environment (Hussain &Yousuf, 2024). HRMIS is a technology platform used to automate the management of information about teachers, including attendance, leave requests, performance evaluations, and other essential activities. Adopting HRMIS in schools can significantly impact teachers' job satisfaction, crucial for teacher retention and performance. The studies indicate that implementing HRMIS in schools may support workload management, professional development, and the overall school climate of teachers (Salem &Yousif, 2023). The proposed study will examine the effects of HRMIS on teacher job satisfaction in its major dimensions and its applicability in the context of public schools in Pakistan.

The study's primary variables are HRMIS usage and Teacher Job Satisfaction (TJS). TJS is a complex construct positively influenced by the work environment, workload, stress, autonomy and empowerment, collegial relationships, and teacher performance (Admiraal & Roberg, 2023). All these factors contribute to the overall satisfaction and motivation of teachers. For example, a positive work atmosphere and a decreased workload and stress level are essential to the well-being of teachers and their ability to

perform efficiently. Also, HRMIS enables teachers to make informed choices by providing access to relevant data and experience autonomy and empowerment, which means they feel in control of their roles (Heffernan et al., 2022). Besides, HRMIS-driven collegial relationships can enhance educators' teamwork, and teachers' performance might be improved when an administrative system is more organized and supportive (Chen & Yuan, 2021).

A research gap requires filling in on the effects of HRMIS on teacher job satisfaction in the Pakistani setting, especially on the effects of HRMIS on the five factors discussed above. Although the study of teacher job satisfaction and HRMIS in many foreign settings is well-documented, the particular influence of HRMIS on teacher satisfaction in Pakistani state schools is insufficiently researched (Al-Zu'bi et al., 2024). Previous literature has explored similar variables, including Basalamah and As'ad (2021); however, little research has studied HRMIS in Pakistani schools. Therefore, this research bridges this gap by examining the association between HRMIS and teacher job satisfaction in developing countries.

The study is highly significant because it addresses a crucial issue in Pakistan's education system. Learning the impact of HRMIS on teacher job satisfaction may guide policymakers and education administrators to improve HRMIS application to assist teachers. Besides, the research examines gender-related disparities in the perceptions of HRMIS use and job satisfaction, which may help develop more inclusive and fair educational settings (Baharum et al., 2023). By demonstrating ways to utilize HRMIS better, the study provides practical information on improving teacher morale, reducing turnover rates, and enhancing the school's overall performance.

This study has significant implications for education stakeholders. Policy-makers can use the findings to provide better HRMIS systems and adjust them to the requirements of instructors, subsequently increasing their satisfaction and performance (Mukhtar et al., 2025; Toropova et al., 2021). School administrators may apply these insights to offer a more conducive and productive working environment by providing teachers with better work-life balance and job satisfaction. Lastly, the work contributes to the global HRMIS and teacher satisfaction literature by providing an insight into Pakistan, where HRMIS implementation is gaining more and more topicality. However, it is under-researched (Xia et al., 2023).

Literature Review

The concept of TJS is a compound that can affect the well-being of teachers and the educational performance of the system. TJS can be described as the level of satisfaction teachers have concerning their work, influencing their motivation, productivity, and retention (Admiraal & Roberg, 2023). A happy teacher is more likely to be engaged in what they are doing, providing an easy learning experience for the students. Some factors that affect job satisfaction in teaching are the work environment, workload, autonomy, relations with colleagues, and teacher performance (Ker et al., 2022). These factors are essential to the understanding, and they can improve the level of teacher retention and the overall quality of teaching.

Various studies have identified these factors as determining teachers' job satisfaction. For example, Admiraal and Roberg (2023) highlight the importance of the work environment in developing job satisfaction, stating that the more positive, supportive, and resource-rich the environment is, the greater the satisfaction levels are. On the same note, Basalamah and As'ad (2021) state that workload and stress directly affect

job satisfaction, wherein high workload levels tend to cause burnout and dissatisfaction amongst the teachers.

HRMIS in Education

With the emergence of HRMIS in education, how teacher data is managed has changed permanently. HRMIS also assists in automating administrative procedures, including attendance, leave, and performance reporting, significantly reducing teachers' administrative workload (Joshi & Sengupta, 2025). The fact that the system leads to the automation of the administrative tasks enables teachers to dedicate more attention to their teaching job, which reduces stress and enhances job satisfaction (Malik et al., 2024; Yona & Meilani, 2024). Besides, HRMIS gives teachers a more convenient access to information and enables them to make a well-informed choice regarding their professional growth and work-life balance (Heffernan et al., 2022; Kamran et al., 2025). According to Al-Zu'bi et al. (2024), HRMIS also helps to enhance transparency and communication in schools, providing an opportunity to make it a more cooperative environment that can make teachers more satisfied with their jobs.

Factors Affecting Teacher Job Satisfaction.

Work Environment: The physical and social school environment influences the teachers' job satisfaction. Job satisfaction depends on a pleasant working environment, where the teachers can access the needed resources, and a cooperative environment is essential (Habib et al., 2024; Heffernan et al., 2022). Bahtilla and Hui (2021) argue that HRMIS benefits the work setting as it contributes to the effectiveness of the administrative functions and ensures that the teachers focus on their educational duties.

Workload and Stress: Workload and stress are actively discussed as one of the significant factors contributing to the burnout and dissatisfaction of the teachers (Javaid et al., 2025; Jomuad et al., 2021). Another way HRMIS may reduce the claims and burden imposed on the administrative duties of teachers is by automating the repetitive workload and leaving the teachers to teach more time than to work on administration (Jermisittiparsert et al., 2021). This workload decrease has been shown to lower the stress levels and job satisfaction (Kirana et al., 2021).

Autonomy and Empowerment: Autonomy in decision-making and a feeling of empowerment are two aspects of teacher job satisfaction (Fradkin-Hayslip, 2021; Tabassum et al., 2025). HRMIS facilitates teacher autonomy by providing real-time data to teachers, allowing them to take charge of their schedule and performance. This enhances autonomy and the availability of applicable resources, leading to elevated job satisfaction rates (Peng et al., 2022).

Relationships at work: Good relationships with colleagues are necessary to create a supportive and cooperative workplace. HRMIS improves the relationship between colleagues by promoting communication and the exchange of information among the teachers (Dreer, 2024). Rashid and Ch (2025) state that HRMIS use enhances teamwork and professional relationships in schools.

Teacher Performance: Teacher performance is not only related to job satisfaction but also could be enhanced using HRMIS because it can provide better lesson planning, classroom management, and professional development tools to teachers (Papaevangelou et al., 2023). The fact that the system allows tracing performance data and providing

feedback will enable teachers to improve their teaching techniques and increase their satisfaction with their work (Salem &Yousif, 2023).

The connection between gender and their level of satisfaction with their job as teachers has been the focus of several studies, pointing to workplace conditions like workload, stress, and autonomy (Ker et al., 2022). However, few studies have specifically identified how HRMIS may affect male and female teachers. According to Heinla and Kuurme (2024), gender can also contribute to the perceived usefulness of the HRMIS, and the teacher satisfaction rates with the system can be lower with male and female teachers. Other studies by Shin et al. (2020) also reveal that HRMIS may vary in its effects depending on gender. In some instances, female teachers are more likely to report higher levels of stress because of the conflicting work and family commitments.

The HRMIS application in Punjab (Pakistani public schools) is a concept that is not very old, and not much has been done to detail the direct impact on the job contentment of teachers. However, some information can be found in studies like that of Hyder and Farooq (2022), who investigate the effect of HRMIS on the performance and satisfaction of teachers in the Punjab state schools. Despite the recognition of the potential of the technology, the scope of its influence on teacher satisfaction remains unnoticed in the Pakistani context. This research will fill this gap by giving a specific study of the five factors that influence job satisfaction and the contribution of HRMIS to these factors.

To identify the effects of HRMIS on Job Satisfaction of Teachers, the first hypothesis of the research focuses on five factors (work environment, workload and stress, autonomy and empowerment, collegial relationships, and teacher performance). According to past studies, HRMIS is an essential one since it allows developing a more advantageous working environment due to the administrative optimisation of work, reducing teachers' workloads, and introducing more organised data organisation (Al-Zu'bi et al., 2024; Bahtilla & Hui, 2021). HRMIS also makes the work of teachers simpler. So, they can focus on their primary teaching role and decrease their stress load and job satisfaction, which can directly reduce stress and positively influence job satisfaction (Basalamah & As'ad, 2021). Additionally, HRMIS enables teachers to become more independent due to the convenient access to the data they require, enabling them to make superior decisions and feel more empowered (Chen & Yuan, 2021). HRMIS may also assist HR in communicating and cooperating with peers, resulting in a favorable and unified work environment that enhances job satisfaction (Heffernan et al., 2022). Finally, HRMIS has a significant effect on teaching practice, which helps teachers manage the classroom, plan their lessons, and allocate resources, eventually leading to an improvement in teaching performance and job satisfaction (Amin et al., 2024; Amjad et al., 2024; Heffernan et al., 2022). With these proven links between HRMIS and teacher satisfaction, HRMIS use is likely to affect all five factors and overall job satisfaction positively.

The second hypothesis is that Teachers differ in their Job Satisfaction based on gender in the same five factors, namely, regarding the use of HRMIS. The existing educational literature has successfully documented differences in job satisfaction between males and females on the job, and research has shown that male and female teachers might experience and react to job-related factors differently, such as their attitude and experience with technology and administrative systems (Amjad et al., 2025; Heffernan et al., 2022). To illustrate, women teachers tend to indicate increased workload and stress levels because of the dual nature of work and the family requirements, thus being more dependent on the HRMIS systems to organize time and cut stress (Heinla & Kuurme, 2024).

In addition, autonomy and empowerment may be perceived differently between genders, where male teachers may be more empowered by HRMIS, as they are less under pressure due to work-related issues than their female counterparts (Heffernan et al., 2022). The hypothesis predicts that gender differences will be identified in the levels of teacher satisfaction with HRMIS with respect to its role in enhancing collegial relationships and teacher performance, and that the female teachers may be more drawn to the collaborative features of HRMIS and its role as the organizer (Arya, 2025). Such differences between genders will be essential to understanding and customizing HRMIS systems to meet the unique requirements of male and female teachers, enhancing their overall job satisfaction (Woods et al., 2023). Hence, according to this hypothesis, gender will determine teachers' experience with HRMIS and its effect on their job satisfaction in the five factors.

The literature review shows that HRMIS may be critical to enhance teacher job satisfaction by catering to the most important factors influencing job satisfaction (work environment, workload, and teacher performance). The research gap identified by the study is also reflected in the disparity in gender-related aspects of HRMIS use and job satisfaction, particularly in Punjab, Pakistan. Through research on these matters, the present research will address this gap and offer some practical recommendations on how the HRMIS systems can be enhanced in schools.

The hypothesis of the study was:

1. Explore the impact of HRMIS on Teachers' Job Satisfaction across five factors (work environment, workload and stress, autonomy and empowerment, collegial relationships, and teacher performance).
2. Investigate gender-based differences in Teachers' Job Satisfaction across five factors (work environment, workload and stress, autonomy and empowerment, collegial relationships, and teacher performance) concerning HRMIS usage.

Theoretical Framework

On the contrary, job satisfaction and engagement are actually driven by motivational factors. According to Herzberg, recognition, achievement, and the nature of work are also factors that contribute to job satisfaction (Anierobi et al., 2025). Herzberg's two-factor theory is used as the basis of this research. It is particularly relevant in determining the role of Human Resource Management Information Systems (HRMIS) in Teacher Job Satisfaction. Herzberg's theory establishes that job satisfaction depends on two factors: motivational factors and hygiene factors. Motivational factors, such as achievement, recognition, and the nature of work itself, as well as hygiene factors, such as work conditions, salary, and job security, are also determinants of job satisfaction. However, they are unnecessary in ensuring no dissatisfaction, yet they do not directly affect job satisfaction (Alam, 2021).

HRMIS is also critical in managing both hygiene and motivational factors, and as such, it is more appropriate for increasing teacher job satisfaction. According to Herzberg, hygiene factors are needed to prevent dissatisfaction but do not lead to job satisfaction alone. As far as the HRMIS is concerned, hygiene factors are the work conditions and workload management. These processes can be improved using the HRMIS through the automated administration, decreasing teachers' workload and ensuring that the resources are distributed efficiently (Amjad et al., 2025a, b). HRMIS may result in a more welcoming and comfortable working environment since the administrative load of attendance tracking, leave management, and evaluations will decrease. They will not create

dissatisfaction in the workplace (Hussain & Yousuf, 2023). HRMIS encourages these motivational factors by providing real-time performance feedback on activities, such as teacher performance feedback, which increases the feeling of accomplishment and competence (Rashid & Ch, 2025). HRMIS allows teachers to control their career development by providing them with performance information and a platform to reflect and develop their careers, thus enhancing their overall achievement (Akhter et al., 2025).

Therefore, the Two-Factor Theory created by Herzberg successfully supports the research since it helps explain the impact of HRMIS on hygiene factors (e.g., alleviating workload and improving work conditions) and motivation factors (e.g., receiving recognition and achieving success). Considering both of these determinants, which are exacerbated by Abbas et al. (2025), HRMIS may be used to enhance job satisfaction among teachers, which is the focus of the given piece of work. They also refer to the significance of the HRMIS in their research as a key to better school management and the overall school performance. HRMIS may be positively reflected in teacher job satisfaction and school improvement competencies, which means it may streamline human resource processes and allow participation in in-service training programs. Their findings support the hypothesis that effective management instruments can enhance teachers' educational achievements and job satisfaction.

Methodology

The research design utilized in this research is a quantitative descriptive survey study to determine the role of HRMIS (Human Resource Management Information System) in Teacher Job Satisfaction in Punjab public schools. This research will determine the use of HRMIS and teacher satisfaction based on five aspects: Work Environment, Workload and Stress, Autonomy and Empowerment, Collegial Relationships, and Teacher Performance. The survey method was used to gather data, which enabled statistical evaluation of the effect of HRMIS on different factors of teacher satisfaction.

Population and Sample

This research is aimed at the teacher population in Punjab, Pakistan, which is a publicly school-based population. The participants were selected through a multi-stage sampling procedure. To ensure diversity in HRMIS experiences, first, nine tehsils in Punjab schools were randomly selected, and then teachers of different school levels (primary, elementary, secondary, and higher secondary) were picked. The multi-stage sampling technique was used to ensure that the sample represented the general population of teachers in Punjab, giving a strong basis to the findings.

The total sample comprised 1016 teachers. The sample's proportion of female and male respondents was 49.9 to 50.1. There was also a mix of school levels in the sample: 19.9% Primary, 37.9% Elementary, 36.2% Secondary, and 6% Higher Secondary schools. Ages- 13.7 % were within the 21-30 Years group, 51.4 % were aged 31-40 Years, 24.7 % 41-50 Years, and 10.2 % 51 Years and above. Regarding qualification, 7.6 % were graduate degree holders, 55.2 % were master's degree holders, 35.2 % were M.Phil degree holders, and 2 % possessed a Ph.D.

Data Collection

This study used an adapted questionnaire to gather data. The tool was a modification of the validated tools used in other related studies, including Rashid and Ch (2025), which examined the concept of teacher satisfaction in a learning institution, and

Afzal et al. (2024), which investigated the effect of technology on job satisfaction. These tools are tested, valid, and reliable in education research.

The questionnaire has various sections that aim at quantifying the five factors of teacher job satisfaction, and these include:

- Work Environment
- Workload and Stress
- Autonomy and Empowerment
- Collegial Relationships
- Teacher Performance

The respondents were requested to give a Likert rating of how much they agreed with each statement (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). Google Forms were used to conduct the questionnaire, making data collection and accessibility easy.

Instruments Used

In this study, a questionnaire was formulated by modifying previously tested scales that address the level of job satisfaction among teachers and the utilization of HRMIS (Human Resource Management Information System). The resources followed as references to adaptation were:

The scales of Rashid and Ch (2025) and Afzal et al. (2024) have been adjusted to the specifics of the given study in a way that ensures its correspondence to the research questions, which investigate the connection between HRMIS use and teacher job satisfaction in the context of five essential variables Work Environment, Workload and Stress, Autonomy and Empowerment, Collegial Relationships, teacher Performance. The adaptation process involved modifying certain statements to make them relevant to HRMIS use and job satisfaction within a Pakistani public-school context. The questions were formulated using an approach easily understood by the target population of teachers, making them clear and relevant.

Reliability: To determine the reliability of the adapted questionnaire, Cronbach's alpha value was computed, which was 0.87. This shows that the instrument is internally consistent (the items included in the questionnaire always measure the meaning of the intended aspects of teacher job satisfaction and HRMIS utilization).

Validity: The questionnaire was expertly reviewed for validity. Educational and HRMIS experts evaluated the instrument to determine whether the questions captured the most critical constructs of teacher job satisfaction and the role of HRMIS in the educational setting. Feedback provided by the experts was incorporated into the final representation of the instrument, ensuring its accuracy and relevance to the study's aims.

Data Analysis Methods

Data obtained in the survey were analyzed with both descriptive statistics and inferential statistics: Descriptive Statistics: To summarize teachers' perceptions of HRMIS and job satisfaction, the mean, standard deviation, and percentage distributions of each factor were computed.

Independent Sample t-test: The independent samples t-test was performed to determine the differences in job satisfaction between males and females among the five

factors in teachers. This analysis helped determine whether there is a significant difference between male and female teachers in their perceptions of HRMIS usage and its impact on job satisfaction.

Ethical Considerations

The research was carried out in accordance with ethical rules. All the participants gave informed consent and were assured that their responses would be confidential. Teachers were informed about the purpose of the study and had the opportunity to participate voluntarily. All information obtained was aimed at the basis of academic research.

Results and Discussion

Table 1
Impact of HRMIS on TJS (Work Environment)

Sr No	Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	M	SD
1	I am satisfied with access to HRMIS within my school environment.	18	139	310	435	114	3.48	.92
2	Instructions are available for the use of HRMIS.	21	133	296	454	112	3.50	.92
3	HRMIS contributes to enhancing my work performance within the school.	14	72	200	612	118	3.74	.80
4	HRMIS streamlines my administrative tasks.	18	164	325	401	108	3.41	.94
5	My overall experience of using HRMIS within the school's work environment is good.	11	82	243	519	161	3.73	.86

Table 1 shows the teachers' perception of their work environment. The findings show that, in general, teachers were either moderate to high in their satisfaction with the work environment, which is evidence of organizational support. The statement with the highest mean score was that HRMIS helps improve my work performance in the school ($M = 3.74$, $SD = 0.80$), which suggests that teachers do not deny the importance of HRMIS in increasing efficiency. Conversely, the statistical least mean score was observed in the case of "HRMIS simplifies my administrative work" ($M = 3.41$, $SD = 0.89$), indicating that the administrative relief is not as profoundly experienced. The implications of the findings suggest that HRMIS has enhanced performance, but more focus is required to minimize administrative burdens and enhance the work environment even more.

Table 2
Impact of HRMIS on TJS (Workload and Stress)

Sr No	Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	M	SD
1	HRMIS saves time for teaching tasks.	34	401	387	15	15	2.74	.83
2	HRMIS impacts my stress levels related to schoolwork.	37	401	345	258	21	2.87	.90
3	HRMIS helps by saving time, which supports my work-life balance.	37	355	345	285	21	2.74	.89

4	HRMIS is effective during high-demand times (e.g., exam and reporting times).	33	256	342	357	28	3.09	.91
5	I felt comfortable with my workload and stress since using HRMIS.	310	36	305	336	29	3.01	.94

Table 2 shows the results of the analysis of teachers' perceptions of work and stress. The findings show that satisfaction was relatively lower than other satisfaction dimensions, as it was about time management and stress levels. The statement with the highest rating was that HRMIS performs well during high-demand times (e.g., exam and reporting times) ($M = 3.09$, $SD = 0.91$), as teachers indicated it is effective during such times. In contrast, the minimum score was recorded in the category "HRMIS saves time in teaching activities" ($M = 2.74$, $SD = 0.94$), suggesting that teachers do not find it helpful to balance teaching and administration. These results prove that HRMIS can help reduce stress at the most crucial moments; however, its ability to reduce workloads in everyday teaching work should be improved.

Table 3
Impact of HRMIS on TJS (Autonomy and Empowerment)

Sr No	Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	M	SD
1.	HRMIS empowers me by providing access to the information needed to perform my duties.	7	52	236	598	123	3.77	.75
2.	HRMIS provides me access to update my data.	10	39	183	627	157	3.87	.74
3.	I am satisfied with the options to personalize the HRMIS settings to fit my needs.	7	37	216	557	181	3.87	.76
4.	I feel comfortable knowing that HRMIS maintains a secure environment for managing sensitive data.	7	44	250	609	106	3.75	.72
5.	I feel empowered with the use of HRMIS.	7	35	250	568	156	3.82	.75

The analysis of teacher perspectives regarding autonomy and empowerment is given in Table 3. The findings indicate a relatively high satisfaction level, which indicates that HRMIS improves teacher confidence and their feeling of control over their work. HRMIS empowers me by giving access to information required to carry out my work, with the largest mean score ($M = 3.87$, $SD = 0.72$), which shows that teachers accept HRMIS as an empowering tool. In the same way, the skills related to dealing with secure data and customizing system settings received a positive rating as well. The mean with the lowest, however, high value was found in relation to "I feel empowered with the use of HRMIS" ($M = 3.75$, $SD = 0.76$). Overall, the results suggest that HRMIS positively enhances teachers' independence and professional empowerment. Table 4: College Relationships.

Table 4
Impact of HRMIS on TJS (Collegial Relationships)

Sr No	Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	M	SD
1	I am satisfied with HRMIS's improved collaboration with my colleagues.	0	39	116	630	231	4.04	.70
2	HRMIS enables me to share information with other teachers.	3	32	129	652	200	4.00	.69
3	HRMIS contributes to strengthening teamwork among teachers.	3	23	161	617	212	4.00	.69
4	HRMIS facilitates feedback between my colleagues and me.	6	23	100	639	248	4.08	.69
5	I am satisfied with HRMIS's overall influence on my relationships with colleagues.	0	10	147	573	286	4.12	.67

The analysis of collegial relationships between teachers as enabled by the HRMIS is illustrated in Table 4. The findings reveal that satisfaction levels are highest compared to

other aspects, demonstrating that teachers accord great importance to HRMIS regarding collaboration and cooperative efforts. The most excellent mean was reported with the key of I am satisfied with the overall impact of HRMIS on my relationships with colleagues ($M = 4.12$, $SD = 0.67$), which indicates that the teachers consider it to provide positive relations with colleagues. In the same way, the mean of HRMIS of "HRMIS helps in feedback between me and my colleagues" was also rated highly ($M = 4.08$, $SD = 0.69$). These results strongly indicate that HRMIS can enhance collegiality, effective communication, and school cooperative practices.

Table 5
Impact of HRMIS on TJS (Teacher Performance)

Sr No	Statement	SD (%)	D (%)	N (%)	A (%)	SA (%)	M	SD
1	HRMIS helps me to complete teaching and learning tasks.	18	81	109	734	74	3.75	.77
2	HRMIS is useful in preparing for class management.	12	114	133	689	68	3.68	.80
3	HRMIS provides access to resources in the school that enhance my teaching tasks.	17	97	104	718	80	3.74	.80
4	HRMIS is useful for saving time and lesson planning.	26	68	120	712	90	3.76	.81
5	HRMIS reduces my official workload, and I focus more on instructional duties.	30	79	01	744	72	3.74	.81

The analysis of teachers' perception of HRMIS and its impact on teacher performance is presented in Table 5. Findings indicate that the level of satisfaction is moderate, meaning that teachers find HRMIS useful in their teaching obligations. The most impactful statement regarding contribution to adequate preparation was that HRMIS can save time and lesson planning (mean score = 3.76, $SD = 0.81$). On the other hand, the lowest score was observed regarding the fact that HRMIS helps prepare class management ($M = 3.68$, $SD = 0.80$), indicating that some performance improvement regions still require attention. These results indicate that HRMIS has positively impacted teacher performance by alleviating workload and facilitating planning. However, there is still room to improve classroom management functions.

Table 6
Independent sample t-test for Gender Differences on TJS

Factor	Gender	N	M	SD	t	df	p (2-tailed)
1. Work Environment	Male	337	3.5	0.85	1.34	1014	0.18
	Female	680	3.55	0.82			
2. Workload & Stress	Male	337	2.95	0.86	2.85	1014	0.004
	Female	680	2.7	0.87			
3. Autonomy & Empowerment	Male	337	3.8	0.75	0.89	1014	0.37
	Female	680	3.85	0.72			
4. Collegial Relationships	Male	337	4.05	0.68	1.56	1014	0.12
	Female	680	4.1	0.65			
5. Teacher Performance	Male	337	3.75	0.78	1.1	1014	0.27
	Female	680	3.8	0.76			

Table 6 shows that female teachers exhibited slightly higher mean scores than male teachers in most job satisfaction factors; the teachers indicated far less satisfaction regarding Workload and Stress. Male teachers ($M = 2.95$, $SD = 0.86$) expressed a relatively higher level of satisfaction as compared to female teachers ($M = 2.70$, $SD = 0.87$), and the differences were found to be statistically significant, $t(1014) = 2.85$, $p = .004$. In the case of the Work Environment, females ($M = 3.55$, $SD = 0.82$) rated slightly higher than males ($M = 3.50$, $SD = 0.85$), albeit, not significantly different, $t(1014) = 1.34$, $p = .18$. In terms of Autonomy and Empowerment, there was no difference in the perception of female teachers

($M = 3.85$, $SD = 0.72$) and male teachers ($M = 3.80$, $SD = 0.75$) $t(1014) = 0.89$, $p = .37$. At Collegial Relationships, the female teachers ($M = 4.10$, $SD = 0.65$) were again more satisfied compared to male ($M = 4.05$, $SD = 0.68$). However, this difference was not significant, $t(1014) = 1.56$, $p = .12$. Similarly, in the case of Teacher Performance, the females ($M = 3.80$, $SD = 0.76$) were slightly higher than the males ($M = 3.75$, $SD = 0.78$) though with no significant difference $t(1014) = 1.10$, $p = .27$. All in all, these findings indicate that although female teachers scored higher in most of the factors, they indicated much higher levels of stress and workload concerns than their male colleagues.

Discussion

The current research examined the impact of HRMIS on TJS across five key dimensions: work environment, workload and stress, autonomy and empowerment, collegial relationships, and teacher performance. The results are valuable in understanding the relationship between teacher satisfaction and teacher commitment in the Pakistani public-school setting, where teacher retention and teacher performance have remained the key areas of concern.

The findings of the initial hypothesis (H1) proved that HRMIS has a significant impact on TJS across the five factors. Overall, teachers registered moderate to high satisfaction levels, especially about collegial relationships and teacher performance. Such results correspond to the previous studies that suggest that positive interactions with peers and positive teaching conditions have a powerful positive impact on the affective commitment of teachers to their institutions (Toropova et al., 2021; Admiraal & Roberg, 2023). Collegiality was the most rated dimension in this study, implying that teamwork and other related opportunities, collaboration, and feedback are the strongest determinants of TJS. Equally, teacher performance was assessed as positive, which indicates that HRMIS is relevant in enhancing instructional planning and decreasing administrative burdens, which affect teachers' overall satisfaction. These results align with the three-part commitment model theorized by Meyer and Allen (1997), especially affective commitment, in which the emotional attachment and significant involvement create loyalty to the organization.

By comparison, workload and stress were also given relatively lower satisfaction scores, as teachers expressed concern about trying to marry the administrative duties with teaching. This is corroborated by Basalamah and As'ad (2021), who highlighted that too much work and work-related stress reduce TJS. Thus, this research suggests that although collegiality and performance reinforce commitment, unaddressed workload and stress problems are obstacles that need specific interventions. The administrators of schools should focus on lessening the administrative strains and offer systematic assistance to improve the teachers in terms of well-being and long-term dedication.

The second hypothesis (H2) considered the differences in TJS based on gender across five factors. The findings were that female teachers were more satisfied in most dimensions, such as work environment, autonomy and empowerment, collegial relationships, and teacher performance; therefore, the differences were insignificant. This means that male and female teachers have broadly similar perceptions regarding TJS across five factors. Such results can be evidenced by Heinla and Kuurme (2024), who found that masculine and feminine differences in job satisfaction can be context-specific and influenced by the local organizational framework, not the gender disparities.

One significant difference was found in the area of workload and stress, with female teachers being much less satisfied ($M = 2.70$, $SD = 0.87$) than male teachers ($M = 2.95$, $SD =$

0.86), $t(1014) = 2.85$, $p = .004$. This indicates that female teachers feel more stressed and have more demanding workloads. Such results align with previous evidence that women teachers can be more stressed because of the burden of their work and family (Heffernan et al., 2022; Aftab et al., 2023). This gap is especially visible in the Pakistani context, where several female teachers have a significant family load to shoulder throughout their school work. It highlights the importance of having gender-sensitive policies that offer support facilities like workload restructuring, stress management, and flexible scheduling, which can help deal with the special issues of female teachers.

To sum up, the results of both hypotheses indicate the relationship between HRMIS and TJS across five factors. Although collegial relationships and teacher performance were identified as strengths, workload and stress, which increase commitment, stand as points of concern, especially among female teachers. These challenges should be addressed by implementing specific organizational changes to improve teacher satisfaction, organizational commitment, and eventually the quality of education.

Conclusion

In this study, the researchers tested the impact of HRMIS on TJS, as it was measured in five areas: work environment, workload and stress, autonomy and empowerment, collegial relationships, and teacher performance. Descriptive and inferential statistics were used to analyse the data to answer the research questions and test the hypotheses. The results of the first research question indicated that teachers, in general, were moderately to delighted with most aspects, especially collegial relationships and teacher performance, which highly contributed to their organizational commitment. Nonetheless, workload and stress were relatively less powerful, indicating the ongoing issues with balancing the professional and instructional roles.

Regarding the second research question, the analysis revealed that the gender difference was insignificant in most factors, as female teachers reported slightly higher satisfaction with the work environment, autonomy, collegiality, and performance. However, the workload and stress domain showed a statistically significant difference, with the female teachers complaining less than the males, implying that they experience more stress and additional workload pressures. These results help emphasize the need to resolve gender-related issues in workload and stress management.

The findings generally indicate that collegial relationships and performance enhancement are very effective drivers of TJS, whereas workload and stress are critical factors, particularly among female teachers. The paper concludes that institutional policies and support system strategies are necessary to reinforce teacher commitment and satisfaction. A solution to these aspects can lead to improved retention, motivation, and teacher performance, ultimately resulting in higher educational levels in the Pakistani Public school.

Recommendations

Based on the study's findings, the following recommendations are suggested: School administrators should reinforce professional development opportunities and improve collegial relationships, as they significantly impact TJS. The problem of workload and stress should be addressed immediately, especially for female teachers; it is necessary to minimize administrative load and implement gender-sensitive support measures. Satisfaction and empowerment can also be reinforced by increasing teacher autonomy through decision-making power and resource access.

In future studies, it is suggested that longitudinal and mixed-methods studies be used to represent the changes in job satisfaction and commitment over time. In contrast, qualitative studies can help to understand the position of teachers who suffer stress more profoundly. On the policy level, education ministries, school leaders, and teacher training institutions will be required to collaborate to help develop comprehensive frameworks that will minimize the amount of work, encourage collaboration, and help increase teacher motivation and retention.

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