

Factors Influencing The Job Satisfaction Of Teachers In Model Schools

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Abstract

Job satisfaction can be defined as an employee's attitude towards the job. The feeling of pleasure and achievement that one experiences in his/her job when he/she knows that his/her work is worth doing, or the degree to which the work gives him/her this feeling. Job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, these attitudes are related to the job and are concerned with specific factors such as wages, supervision and steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair settlement of grievances, fair evaluation of work, fair treatment by employer and other similar factors. Teachers play a crucial role in achieving the educational objectives. The teachers who are satisfied in their profession would certainly contribute for the well-being of their students. The role performance of the teachers would be high, if they are satisfied in their jobs. Further, the job satisfaction of teachers would improve the academic performance of the students.

Key Words: ability, academic performance, job satisfaction, model schools, teachers.

Introduction

In this study, the investigator made an attempt to explore the level of job satisfaction of teachers working in the Model Schools. Further, the study seeks to explore the relationship between Job satisfaction of teachers and the Academic performance of students in Model schools. The study is intended to know the influence of certain demographic factors such as Gender, Age, General Educational Qualifications, Professional Qualifications, Teaching

Experience, Marital Status, Locality and Annual Income of teachers on their job satisfaction. Further, the study has taken into its purview the influence of certain job dimensions, viz., Salary and Fringe Benefits, Promotional Avenues, Support from Heads of Institutions, Leadership Qualities, Recognition of the Teachers, Work and Working Aspects; and Maintenance of Intra-Inter Relationships on the job satisfaction of teachers working in Model Schools located in the north coastal districts of Andhra Pradesh.

The population for the present investigation comprises of teachers working in Model Schools located in the rural as well as urban secondary schools in Srikakulam, Vizianagaram and Visakhapatnam districts of Andhra Pradesh. A sample of 282 teachers (122 Male and 160 Female) from 19 selected Model Schools has been selected using purposive sampling method. The researcher used a well-prepared Questionnaire consisting of 89 items relating eight job dimensions for Pilot study. The tool was initially administered for teachers in 10 schools. Out of 89 items, 86 are found reliable and valid. Hence, the final tool consisting of 86 items has been administered to 282 teachers from 19 schools for purpose of collection of data. The data were analyzed using inferential statistics.

The findings of the study revealed that the teachers working in Model Schools perceived high with all the job dimensions – Salary and Fringe benefits, Professional avenues, Support receiving from heads, Leadership qualities, Recognition of the teachers, Work and Working Aspects, Maintenance of Intra-Inter Relationships. The teachers did not differ significantly with different demographic variables. From this study, the correlation between Job satisfaction of Model school teachers and students achievement was high. It shows that there is a positive influence of teachers satisfaction on the academic performance of the students. The study suggested that the administration should take necessary steps to provide satisfactory working conditions in the Model Schools.

Importance of Education

Education is a powerful instrument of social, political and economic change. It is a process of lighting lakhs of lamps to enlighten the society. Education is the aggregate of all the processes by which a person develops his abilities, attitudes and other forms of behaviour, which may help to attain social competence and optimum individual development” (S. Srinivasan and V.Ambedkar ; 2015) . “The development of a nation depends

upon the quality of education imparted to its citizens, which in turn depends upon the quality of teachers. The quality of teachers is judged through his work and behaviour, which in turn depends upon how well a teacher is satisfied with him/his environment" (Taruna and Pooja; 2014). "In the field of education measuring the job satisfaction of teachers has become a prime focus of attention or researchers to make it a dynamic efficient one. The job satisfaction of teachers particularly at secondary level is very vital" (Ali; 2011). "In any education system the secondary level is very important stage as it is a link between the elementary and higher education. Secondary School teachers have to work hard to prepare the young students for future education. If they are not given due reward for their services, their satisfaction level decreases and they will be unable to perform their duty properly.

The value of secondary education is undeniable; it is very important to provide teachers with the utmost facilities so that they must be satisfied with the status of their job. Teachers' role in society, in general and in education has been changing with time but the importance of this position is same. The teacher is the prerequisite of the success of educational programs. The main quality of teacher is the positive attitude towards education. He/She must have the ability to get satisfied from their respective jobs. So educational programme should inculcate the qualities in teacher, so that he/she may be in his best position to impart education to students.

The attitude of teachers towards education influences the nature and extent of their participation in the education and related educational programme. By developing teachers' with desirable attitude or by shaping their attitudes in desired, effective and productive learning on the part of pupils can be achieved. Teaching is regarded as the noblest profession. It is therefore important that those individuals who join the teaching profession should be dedicated and competent in their work. A teacher can perform to the maximum of his capacity; if he/she is satisfied with his/her job. Every profession has certain aspects responsible for job satisfaction along with attitude and teaching is not an exception unless and until a teacher derives satisfaction on job performance and develops a positive attitude towards education, he cannot initiate desirable outcomes to cater to the needs of the society. Only satisfied and well-adjusted teacher can think of the well-being of the pupils.

Teaching Profession:

Teaching was considered to be an professions analysed the status of it in the light of above characteristics. But teaching or Education is not only a profession it is more than profession. Teacher is a social architecture. He architects the country. He makes the pupil as soldiers, scientists, farmers, rulers administrators etc. he moulds the personality of the future citizens. According to the former president, Dr. Jakir Hussain, "Teacher is the architect of future and the teacher undoubtedly deserves character in the individuals and prepares future citizens of the country. He has the rare privilege of shaping the most precious material of the land, the girls and boys during their curricular period of department". Davidson and Long found that teachers feelings and attitudes are communicated both verbally and non verbally to the child.

Qualities of Teachers:

The commission on teacher education in America exposed the qualities of teacher which are important for the teachers in modern school.

1. Respect of personalities
2. Community mindedness
3. Rational behavior
4. Skill in Co-operation
5. Increasing knowledge
6. skill in meditating
7. Understanding social behaviour
8. Friendliness with children
9. Good citizenship in school outside the school.
10. Skill in evaluation of pupils work
11. Faith in the worth of teaching.

Importance of Teaching profession

The teacher who have well adjusted personality and superior in abilities touch of teaching profession. A teacher all with integrated personality. He/She has always been a source of inspiration for his/her pupils. The knowledge and facts imported by him may life fed away from their minds but the impression of is deep influence on their personality will remain forever. The teachers a daily model, a symbol of training emulation. He/she is the system of school. Thus the teacher occupies on important place in the scheme of education. There are many professions in the society 1) A farmer gives the food , 2) A doctor gives the hospitality and 3) A soldier gives the protection. But a teacher makes the above persons as capable persons. So the teachers are really a social architect and make the society with facility. Now a day the

basement of the constitutional plans and aims are made in schools through teacher. Professionalsatisfaction is the favorableness or unfavourableness with which employees view their would.

It expresses the amount of agreement between ones expectations of the profession the rewards that the profession provided. Professional satisfaction may refer to a person or a group. An administration can say either a person has high professional satisfaction or department has high satisfaction. Professional satisfaction is part of the life satisfaction. Professional satisfaction is a favourable attitude towards various factors of profession and fulfillment of certain basic needs. Professional satisfaction is related to factors personal social, cultural and economical. A significant and considerable study was made on professional satisfaction by two importanttheories. i.e., 1) Two factor theory and 2) Multi factor theory

1. Two factor theory:

Two factor theory popularly known as Herzberg theory. Postulate two differences set of factors motivators and hygens influencing professional satisfaction and dissatisfaction. According to this theory is hygiene are satisfied, professional satisfaction of depends on the extent of satisfaction of motivatory of the profession. If hygienes are dissatisfied the professions dissatisfactory irrespective of satisfaction of motivation. It is unidirectional relationship between satisfaction and hygienes that when hygen are satisfied theprofessional need not be satisfactory when hygen are dissatisfied the professionis certain by dissatisfied.

2. Multifactor theory:

Multifactor theory explain that the professional satisfaction depends on many factors and there exist two-way relationship between them these factors are viewed as needs .Among the proponents of this theory Maslow (1964) are taken universally into consideration. Maslow classified needs into physiological & psychological. The physiological need are arranges on hierarchy. i.e., 1) Simple needs for survival safety & security. 2) Social affiliative needs, 3) Ego satisfaction and self esteem need. 4) Needs for autonomy and independence and 5) Self actualization need in the sense of maximum use of all his recourses. Among these five physiological needs two are placed under lower order needs and the other three needs are placed under higher order needs. Satisfaction in the profession depends on the needs satisfiesor dissatisfied.

Job Satisfaction:

“Job satisfaction is the result of various attitudes possessed by an employee. In a narrow sense, these attitudes are related to the job and are concerned with specific factors such as wages, supervision, steadiness of employment, conditions of work, opportunities for advancement, recognition of ability, fair settlement of grievances, fair evaluation of work, fair treatment by employer and other similar factors. The feeling of pleasure and achievement that one experiences in his/her job when they know that their work is worth doing, or the degree to which their work gives them this feeling. Job satisfaction can be defined as an employee’s attitude towards the job. It is not same as motivation, rather it is concerned with the attitude and internal state of an individual regarding a particular job. It could, for example, be associated with a personal feeling of achievement, and hence, shaped or determined by pay, supervisory style, and age factors. If the existing job fails to provide psychological or physiological need of an individual, satisfaction from the job might be low. High job satisfaction implies that the employees are liking the job, whereas, low job satisfaction relates to the disliking of the job by individuals. Job satisfaction is an intangible variable which is expressed through emotional feelings”.

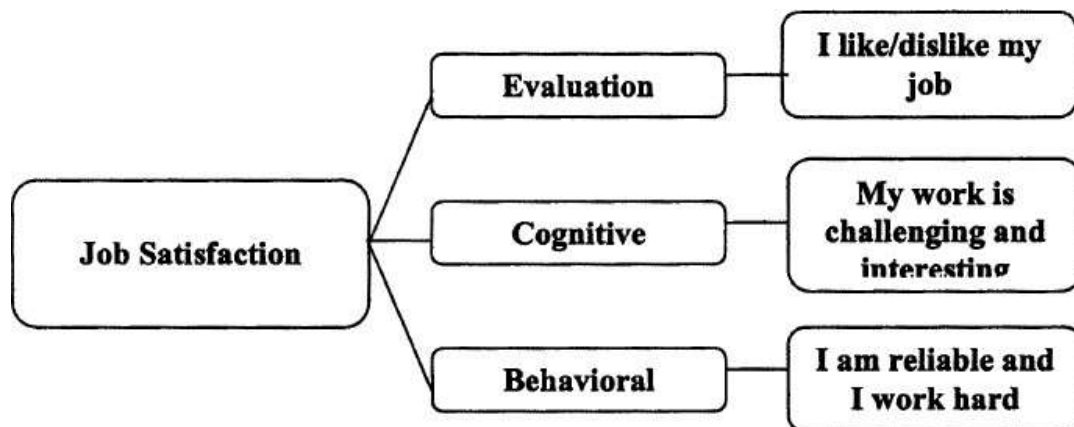


Figure 1.1. Components of Job Satisfaction (Redmond, 2010).

Factors Influencing Job Satisfaction:

The definition of job satisfaction provided by Evans (1997), who describes it as “a state of mind determined by the extent to which the individual perceives her/his job-related needs to be met. The former refers to how satisfactory job conditions and circumstances are to an individual, while the latter refers to the extent of one’s satisfaction by personal accomplishments within meaningful aspects of the job”.

1. School working conditions

Bascia and Rottmann (2011) recall “the importance of working conditions in schools not only for teacher motivation, effectiveness and job satisfaction but also for student opportunities to learn. Previous research has recognised some of the most crucial factors, which ensure quality of teachers’ work: adequate resources, feasible workload, collegial cooperation, opportunities for professional development, leadership support and decision-making opportunities, to name just a few”.

Sims (2017, 2018) analysed “teacher data in 35 countries worldwide from Teaching and Learning International Survey (TALIS) 2013 – an international study of school learning environments and working conditions. It was found that student discipline and teacher cooperation were positively related to teacher job satisfaction in all countries”.

Borman and Dowling (2008) found that “schools where teachers were offered administrative support, mentoring programs at early career stages and opportunities for networking and cooperation, had lower attrition rates when compared to schools without these features”.

Johnson, Kraft, and Papay (2012) investigated “the effects of school working conditions on teacher job satisfaction and career intentions in the US context. The study revealed that among the employed categories of teacher working conditions, the ones of social nature were the most important. Thus, the effects of collegial support, principal’s leadership, and school culture of trust and respect were almost double the effect of school material resources”.

2. School composition

School composition is an important environmental factor for teacher job satisfaction and yield objectives as, matching with teacher knowledge and skills, it shapes the academic and social climate in the school.

Ingersoll (2001), Borman and Dowling (2008) demonstrated that “schools with higher concentrations of students from low SES backgrounds, low average student performance and a diverse ethnic student population had higher odds of teacher attrition”. Simon and Johnson (2015) found that, “when student body composition was examined together with other school working conditions, the effect of the former on job satisfaction was no longer present”.

3. Personal characteristics

Sims (2018) presented “cross-country evidence of teachers’ age being weakly correlated with job satisfaction, while gender had no effect. Allen, (2005) attributed that “the fact that younger female teachers leave schools for reasons of family rearing; however, these teachers are also more prone to return to teaching afterwards”.

Crossman & Harris, (2006) stated that. “teacher gender and job satisfaction is characterised by a large degree of inconsistency even within identical national contexts”. Poppleton & Riseborough, (1990) reported that “study of English teachers’ job satisfaction revealed no significant gender differences while in another, women were found to be more satisfied with the teaching job”. (Liu & Ramsey, 2008; Ma & MacMillan, 1999) or men (Klassen & Chiu, 2010; Mertler, 2002) in their findings “the US and Canadian context on the link between job satisfaction and teacher gender are far from consistent, pointing to higher levels of job satisfaction of either women”.

(Klassen & Chiu, 2010) revealed that “women were found to perceive student behaviour problems and teaching workload as more stressful, and, consequently, had lower levels of job satisfaction”. Poppleton & Riseborough’s study (1990), “which acknowledged complex socio-cultural factors involved in teachers’ perceptions of job satisfaction, the majority of the reviewed studies have disregarded the complexity of gender as a social construct, which may also vary over space and in time”.

4. Professional characteristics

Sims, (2018) revealed that, “component of professional expertise, teacher subject-matter knowledge, teaching experience and professional development may affect job satisfaction and thereby the tendency to move between schools or quit the profession altogether”. Allen, (2005) presented that, “as to subject-matter knowledge or teacher certification positively affecting teacher retention, while the studies provided moderate evidence on mathematics and science teachers being more likely to leave teaching than teachers in other subjects”.

Guarino et al., (2006) stated that, “teaching experience and turnover follow a U-shape curve, with novice and veteran teachers being more prone to depart from the profession compared to their mid-career colleagues. In particular, teacher

attrition is more likely during the first 5 years in service”.

Kukla-Acevedo, (2009) revealed that “on effects of teaching experience on teacher job satisfaction is still contradictory and likely dependent on country-specific features of school systems as well as labour market conditions for teachers. Moreover, an accumulating amount of international evidence suggests that the relations between teaching experience and job satisfaction follow a non-linear pattern”.

Sims, (2018) and Ma & McMillan; Kraft, Marinell, & Shen-Wei Yee, (2016); Liu & Ramsey, (2008) found that, “the link between teacher participation in professional programs and job satisfaction offers considerably more consistent results. From an international perspective, a positive association between teacher professional development and job satisfaction has been found in both cross-national”.

5. Motivational beliefs

Bandura, (1986, 1997) in their study revealed that “an important contribution of teacher motivational beliefs on job satisfaction and retention plans. Studies have in particular addressed self-efficacy, which is a central concept within social cognitive theory”. Bandura, (1997) stated that “A core attribute of human agency, self-efficacy beliefs determine how individuals perceive and handle challenges, and deal with failures”. Betoret, (2009) and ; Collie et al., (2012) in their study “determinants of teacher job satisfaction has found consistent mitigating effects of teacher self-efficacy beliefs on stressful school working environment internationally, e.g. in Spain, Norway and Canada”. According (Klassen & Chiu, 2010; Skaalvik & Skaalvik, 2014) “the Higher levels of teacher self-efficacy beliefs were also linked to higher job satisfaction and lower turnover intentions”. Klassen and Chiu (2011) concluded that “teacher self-efficacy moderated the effect of stressful working conditions on teacher occupational commitment”. Collie et al. (2012) stated that “the relations between teacher stress, self-efficacy and job satisfaction of Canadian teachers attested that, when stressful working conditions are coupled with a strong sense of teacher self-efficacy, they are viewed as challenges possible to overcome, and therefore do not affect job satisfaction negatively”.

6. Interaction between teacher characteristics in their relation to job satisfaction

Krieg (2006) revealed that “the interaction between teacher personal characteristics and professional qualifications found that

high-quality 4th-grade female teachers were less likely to leave the profession, while for men, attrition was not influenced by teacher quality". Ingersoll, Merrill, and May (2014) explored "the interaction between teaching experience and teacher qualifications on a nationally representative sample of the novice teachers in the US to conclude that for beginning teachers' retention, the degree and certification mattered little, while training in pedagogy and teaching methods was critical". Klassen and Chiu (2011) suggested that "self-efficacy may interact with teaching experience in its effects on teacher turnover in Canada.

They concluded that teacher self-efficacy levels are low for inexperienced teachers, are at their peak for mid-career teachers, and in decline for teachers in pre-retirement stage. This interplay provides additional support to the curvilinear shape of the relationship between experience and teacher turnover presented earlier".

Achievement

Achievement really means one's learning attainments, accomplishments, proficiencies etc. The concept of achievement involves the interaction of these factors, namely aptitude for learning, readiness for learning and opportunity for learning. Achievement tests attempt to measure the knowledge and skills a person has acquired in a given area. A good achievement test will also test the degree to which he/she understands and applies this knowledge and will assess his/her ability or readiness to begin more advanced learning. Whatever the level of the adjuster may be, it has been found that adjustment does have an effect on the achievement of a child. The achievement of an individual does depend on the learning ability and his/her ability to adapt to the world around him/her.

A person with high need for achievement obtains satisfaction from experiencing success in accomplishing a difficult task, attaining a standard of excellence or developing a better way of doing something. Some people learn to seek out and enjoy challenging tasks that test their competence, whereas other people never develop a strong need to achieve. Achievement motivation is distinct from need for esteem in that, gratification depends on objective feedback about successful performance, rather than recognition of one's success by other people. People with strong achievement motivation prefer tasks in which success depends on one's own effort and ability rather than on chance factors beyond their control.

Student Achievement

The effectiveness of any educational system is gauged to the extent the students involved in the system achieve, whatever it be in cognitive, cognitive or psycho motor domain. In general terms: achievement refers to the scholastic or academic achievement of the student at the end of an educational programme. It is for this concept that the term achievement is referred here to maximize the achievement within a given set up is therefore the goal of every teacher or an educational administrator. Research has come to our aid, by looking into what variables personnel, home, school, teacher etc., promote achievement and what are deterrents to it. It has been thus indicated that a good number of variables such as personality development of the learners, the socio-economic status of the learners from which he/she hails the institutional climate of the institute, curricular planning etc., to maintain a few influence achievement in different degrees. These variables are generally referred as correlates of achievement. Head of the Institute, curriculum planners, teachers and officers who are involved in this task, in helping the students in achieving better results would like to have better knowledge of the extent of influence how these correlates exists on achievement. The growing significance of the heads role in the school system and its effectiveness and demand for accountability acquire on examination of the relation between heads on the job performance and other variables in the context of the school system.

Conclusion

Teachers play a crucial role in achieving the objectives. **National Policy on Education (1986)** emphasized that, there is an obvious shift of emphasis now from teaching to learning as the child has to be placed in a focal position to assume the role of a facilitator rather than being dominant figure in the teaching learning process. In any school setting the teachers should satisfy themselves, then only the outcome would be more effective, where the teachers satisfies themselves in their profession, there the role performance of the teachers would be high.

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