

Job Satisfaction and Performance of School Teachers

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Abstract

Teaching is a highly noble profession and teachers are always a boon to the society. The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher thus plays a direct and crucial role in moulding a pupil towards education. Since a teacher is a role model for the students, job satisfaction and eventually performance of teachers become very vital in the fields of education. Thus the researcher felt the need to investigate the job satisfaction and performance of teachers in different categories of schools following different systems of education. From the total population, a sample of 196 teachers from state board schools, 198 teachers from matriculation board schools and 194 teachers from central board schools were drawn. The results of the study indicated that teachers in central board schools were significantly better in their job satisfaction and performance compared to their counterparts in matriculation and state board schools. This may be attributed to the fact that central board school teachers enjoy better infrastructure facilities and congenial working environment than the matriculation and state board teachers. It is for the school authorities, policy makers and society at large to ensure factors contributing to job satisfaction of teachers to the maximum possible extent and thereby enhancing their teaching performance to its optimum.

Keywords: Teachers, Job satisfaction, Performance of teachers.

1. INTRODUCTION

Teaching is a highly noble profession and teachers are always a boon to society. The teaching acts of a teacher are meant to instill confidence in the youth so that not only while as students but also throughout their lifetime they could acquire relevant knowledge whenever they need it. The teacher's job is therefore to show what to study, to challenge the students by setting high standards and to criticize in order to spur to further achievement, to help surmount blind spots and to evaluate each student's progress in terms of valid objectives. Therefore, teachers have to adopt several strategies in their teaching in order to be effective in their jobs.

1.1 Performance of Teachers

Performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their performance can be enhanced to the optimum level (Rao and Kumar, 2004). Yet proxies implemented by states and districts to determine teacher quality have been woefully inadequate. Teacher entrance and exit examination scores, years of experience, advanced degrees, and teaching credentials are either not related to student achievement and ratings of teacher effectiveness. Leigh and Mead (2005) clearly bring about the fact that the quality of teaching has come down gradually world over, demonstrate that the skills of teachers have come down due to outdated preparation on the part of the teacher and stagnant compensation schemes by the management of the educational institution. This condition in the recent years for the teacher has led to (1) very few growth opportunities (2) inadequate compensation structure. The condition is worse with disadvantaged students who require excellent teachers but have the least. Seigh and Mead in their suggestion for lifting performance of teachers have emphasized the need for periodical performance appraisal just as it is in the corporate or business organization. Teachers will have to be periodically evaluated and the compensation structure will have to be based on performance. A stringent policy will have to be developed in order to modernize and enrich teacher quality for hiring, evaluating and compensating. Merit based rewards yielded the best performance. They have indicated how quality matters by comparing the performance of students of an average teacher with that of the performance of students of an excellent teacher.

Hakanen and others (2006) used the Job Demands–Resources Model as the basis of the proposal that there are two parallel processes involved in work related well-being among teachers, namely an energetical process (like job demands, burnout, ill health) and a motivational process (like job resources, engagement, organizational commitment). The results confirmed the existence of both processes, although the energetical process seemed to be more prominent. More specifically, (i) burnout mediated the effect of high job demands on ill health (ii) work engagement mediated the effects of job resources on organizational commitment and (iii) burnout mediated the effects of lacking resources on poor engagement.

1.2 Job Satisfaction

Job satisfaction is either a global feeling about the job or a related constellation of attitudes about various aspects of facets of the job. The facet approach is used to find out which parts of the job produce satisfaction or dissatisfaction. The more important factors conducive to job satisfaction include mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. For most employees work also fills the need for social interaction and so, friendly supportive employees also lead to increased job satisfaction (Drago and others, 1992). Job satisfaction can also be seen as an indicator of emotional well being or psychological health (Begley and Czaika, 1993; Fox, Dwyer and Ganster, 1993).

Similarly, the utilitarian perspective to job satisfaction, asserts that job satisfaction can lead to behaviours that can have either a positive or negative affect on organizational functioning. For example, in the way teachers relate to students and other colleagues could

be strongly influenced by their sense of satisfaction within that school (Spector, 1997). Studies conducted by Aronsson and Goeransson (1999), also concluded that contract workers have less job satisfaction due to less control over their employment status. McMurdo (1998) further supports the findings that contract teachers are concerned with insecure employment conditions.

1.3 Need for the Present Study

The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher-pupil relation is in the fore front and other relevant contributors are in the background. This fact emphasizes the role of the teacher in learning and educating. The teacher thus plays a direct and a crucial role in moulding a pupil towards education. Recent research has identified teacher quality as the most important variable in increasing student achievement. The effect of the teacher on student achievement has been shown to be greater than effects due to class size, school, and student socio-economic status (Sanders and Horn, 1998). Since a teacher is a role model for the students, job satisfaction and eventually the performance of a teacher becomes very vital in the field of education. Thus the researcher felt the need to investigate the job satisfaction and performance of teachers in different categories of schools following different systems of education. Thus, the objectives of the present study are as follows:

- ◆ To investigate if there is any significant relationship between the job satisfaction and performance of teachers in state, matriculation and central board schools at the secondary level.

- ◆ To investigate if there is any significant difference in job satisfaction and performance of teachers in state, matriculation and central board schools at the secondary level

2. REVIEW OF RELATED LITERATURE

Gupta (1988) investigated the correlates of effectiveness and ineffectiveness in teacher's teaching. He found job satisfaction and financial support to be significantly influencing effective teaching. Bruhn (1989) carried out an investigation relating job stress, job satisfaction and professional growth with a sample encompassing all major professions and found that job satisfaction is a necessity for controlling job stress and enhancing career growth. Naseema (1994) studied the relation between job satisfaction and teaching competence and found job satisfaction to be significantly contributing to teacher effectiveness. Kulsun (1998) attempted to relate school climate with job satisfaction. The study of Jyothi and Reddy (1998) requires a special mention as a study of job satisfaction among teachers working in special schools.

Job satisfaction of teachers seems to be a popular area for researchers in the recent years. Yezzi and Lester (2000) examined job satisfaction among teachers and found age and need for achievement as predictors of job satisfaction using a multiple regression-exclusive method. Jabnoun and others (2001) presented a study which identified the factors affecting job satisfaction among teachers at selected secondary schools in Malaysia. Evaluation of teacher satisfaction with intrinsic and extrinsic components of the job found demographic variables to be significant. Rasku and Kinnunen (2003) compared the work situation of Finnish upper secondary school teachers to that of average European teachers and to examine to what extent various job conditions and coping strategies explain their well-being. Job demands and control had only main effects on well-being: high demands explained low job

satisfaction and burnout and high control explained high job satisfaction and high personal accomplishment. Van Dick (2004) found in a study that organizational identification leading to job satisfaction, in turn predicts turnover intentions. Cetin (2006) carried a research to find out if there is a significant difference between job satisfaction, occupational and organizational commitment of 132 academics and found a significant relationship between satisfaction and performance.

Zhang Jin, Zheng Wei (2009) developed new insights into the mechanism through which job satisfaction relates to job performance. Affective commitment was tested as a potential mediator between job satisfaction and job performance, and traditionalistic was used as a potential moderator between job satisfaction and affective commitment. A survey study was conducted on 292 employees from seven companies in China. The study findings suggest that affective commitment serves as one of the mechanisms through attachment by which job satisfaction influences job performance.

In the study conducted by Indhumathi (2011), investigating the job satisfaction and performance of 444 teachers at the secondary level were selected randomly, it was found that there was a significant relationship between job satisfaction and performance and the teachers in different categories of schools differed significantly in both job satisfaction and teaching performance.

3. METHOD OF INVESTIGATION

The present study deals with the analyses of job satisfaction and performance of teachers in different systems, namely, state, matriculation and central board schools, at the secondary level.

3.1 Variables

The variables chosen in the present study are job satisfaction and performance of teachers

3.2 Population and Sample Characteristics

The target population for the present study is the teachers in different categories of schools following different systems of education at the secondary level. From the target population a sample of 588 teachers was chosen for the present study. The chosen sample comprised of 196 teachers from the state board schools, 198 teachers from the matriculation board schools and 194 teachers from the central board schools.

3.3 Research Tools Used

The research tools used for the present study to analyze the job satisfaction and performance of teachers in different systems of education at the secondary level are Manual for the Minnesota Satisfaction Questionnaire (Weiss and others, 1967) and Effective Performance Appraisals (Maddux, 2004).

3.4 Pilot Study

The pilot study has been conducted with the objective of trying out to design the instrument and to establish its reliability. A sample of 30 teachers at the secondary level in different systems of education was randomly selected for the pilot study. Reliability of the instruments has been established using the Cronbach's Alpha method (Cronbach, 1951), as it is a more robust test of reliability compared to the simple test-retest method or parallel form

reliability. Reliability of the tool, the Effective Performance Appraisal (Maddux, 2004) was calculated to be 0.72 and for Minnesota Satisfaction Questionnaire (Weiss and others, 1967) it was calculated to be 0.84.

The instruments were given to experts for their judgment of relevance and irrelevance. After the careful examination of the opinion by the selected experts, the content validity for both the instruments was established. For The Effective Performance Appraisals (Maddux, 2004) and Manual for the Minnesota Satisfaction Questionnaire (Weiss and others, 1967), content validity was established.

3.5 Main Study

The main study started with the administration of the instrument to a sample of 588 teachers at the secondary levels in different systems of education. The data thus collected was analyzed statistically.

4. ANALYSES AND INTERPRETATION OF DATA

The results of the analyses of data collected for investigating the job satisfaction and performance of teachers in different categories of schools at the secondary level are presented in Table-1 to Table-3.

Table-1: Analysis of Correlation between the Select Variables of Students at the Secondary Level

	Job Satisfaction	Performance of Teachers
Job Satisfaction	1	0.92**
Performance of Teachers	X	1

**Significant at 0.01 level

From Table-1 it is evident that the select variables of the present study, namely job satisfaction and performance of teachers are significantly and positively correlated with each other.

Table-2: Analysis of Variance of Job Satisfaction and Performance of Teachers in Different Categories of Schools at the Secondary Level

Variable	Source of Variation	df	Sum of Square	Mean of Sum of Square	F-ratio
Job Satisfaction	Between groups	2	262045.90	131022.94	1843.59**
	Within groups	585	41575.54	71.07	
	Total	587	303621.40		
Performance of Teachers	Between groups	2	13869.77	6934.89	1793.21**
	Within groups	585	2262.37	3.87	
	Total	587	16132.14		

**Significant at 0.01 level

In Table-2, for the analysis of variance different categories of schools are treated as different groups. The *F*-ratios for job satisfaction and performance of teachers are 1843.59 and 1793.21 respectively, which are significant at 0.01 level. Thus, there is a significant difference in job satisfaction and performance of teachers in different categories of schools at the secondary level.

In order to establish the actual degree of difference between the teachers belonging to different categories of schools, namely, state, matriculation and central board schools, critical ratios were worked out and the actual difference between the mean scores were established and presented in Table-3.

Table-3: Statistical Analysis of Means of Job Satisfaction and Performance of Teachers in State, Matriculation and Central Board Schools at the Secondary Level

Variable	Category of Schools	Sample Size	Mean	SD	SEM	SED	CR
Job Satisfaction	State Board	196	35.27	9.50	0.68	0.99	28.20**
	Matriculation Board	198	63.38	10.28	0.73		
	State Board	196	35.27	9.50	0.68	0.74	69.86**
	Central Board	194	87.04	4.07	0.30		
	Matriculation Board	198	63.38	10.28	0.73	0.80	29.86**
	Central Board	194	87.04	4.07	0.30		
Performance of Teachers	State Board	196	7.20	1.60	0.11	0.15	32.68**
	Matriculation Board	198	12.09	1.36	0.09		
	State Board	196	7.20	1.60	0.11	0.22	53.00**
	Central Board	194	19.07	2.70	0.19		
	Matriculation Board	198	12.09	1.36	0.10	0.22	32.50**
	Central Board	194	19.07	2.69	0.20		

**Significant at 0.01 level

In Table-3 with regard to job satisfaction and performance of teachers the matriculation school teachers are significantly better when compared to the state board school teachers and the central board school teachers are significantly better when compared to the state and matriculation board school teachers at the secondary level.

5. DISCUSSION AND CONCLUSION

Job satisfaction is either a global feeling about the job or a related constellation of attitudes about various aspects of facets of the job. The facet approach is used to find out which parts of the job produce satisfaction or dissatisfaction. Robbins and others (1994) indicated that the more important factors conducive to job satisfaction include mentally challenging work, equitable rewards, supportive working conditions and supportive colleagues. For most employees work also fills the need for social interaction and so, friendly supportive employees also lead to increased job satisfaction (Drago and others, 1992). Job satisfaction can also be seen as an indicator of emotional well being or psychological health (Begley and Czaika, 1993; Fox, Dwyer and Ganster, 1993).

Similarly, the utilitarian perspective to job satisfaction, asserts that job satisfaction can lead to behaviours that can have either a positive or negative affect on organizational functioning. For example, in the way teachers relate to students and other colleagues could be strongly influenced by their sense of satisfaction within that school (Spector, 1997). Studies conducted by Aronsson and Goeransson (1999), also concluded that contract workers have less job satisfaction due to less control over their employment status. McMurdo (1998) further supports the findings that contract teachers are concerned with insecure employment conditions.

In the present study investigating the job satisfaction and performance of teachers in different categories of schools following different systems of education, namely the state, matriculation and central board schools, it is seen that there is a significant difference in job satisfaction and performance of teachers. The teachers in central board schools are significantly better in their job satisfaction and performance compared to their counterparts in matriculation and state board schools. In central board schools, the infrastructure facilities, pay scale, working hours, recognition for the teachers work load, class size number of classes handled per day, attitude of students, awareness and mentality of the parents, socio-economic status of the parents, are all significantly better and favourable for the teachers working there, and thus the teachers in central board schools are significantly better in their job satisfaction and as a result their performance is also significantly better when compared to the teachers in state and matriculation boards. Keeping in mind that the strength of any country lies on the youth of the country, it is for the school authorities, policy makers and society at large to ensure factors contributing to job satisfaction of teachers to the maximum possible extent and thereby enhancing their teaching performance to its optimum in all educational institutions.

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