

# Job Satisfaction in relation to Teacher Effectiveness among Higher Secondary School Teachers

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**ABSTRACT:** The purpose of this study was to study the relationship between job satisfaction and teacher effectiveness of higher secondary school teachers. Correlational survey method of descriptive research via quantitative approach was used for the study. A sample of 100 higher secondary school teachers was selected from Srinagar district of Jammu & Kashmir. For data collection, stratified random sampling technique was used. Sharma & Singh's Teacher Job Satisfaction Scale (1999); and Jayaramanna's Teacher Effectiveness Scale (2010) was used for collection of data. The Product Moment method of correlation was utilized to analyze the data. The findings of the study showed that there is high, positive & significant correlation between job satisfaction & teacher effectiveness. In other words, it means that teachers with high job satisfaction have high teaching effectiveness & teachers with low job satisfaction have low teaching effectiveness.

**Key words:** Job Satisfaction, Teacher Effectiveness, Higher Secondary School Teachers

## I. INTRODUCTION

The quality of a country's teachers determines its progress that is why teaching is considered as the noblest of all professions. Teachers are often seen as role models by students, and they help to influence their future. As a result, having the most motivated, satisfied, and effective teachers is critical for achieving desired educational goals. However, assuring teacher's satisfaction is not an easy task given that human beings needs can never be fully satisfied as the satisfaction of one need leads to the desire for another higher level need (Maslow, 1954). Therefore, teachers

everywhere, including in developed countries seems dissatisfied (National Centre for Education Statistics, 1997). Thus, teachers in Srinagar district of J&K (India) are not an exception.

Many research studies substantiated that teachers instructional performance affects students learning and academic success (e.g., Usop et al., 2013). The life changing impact of a good teacher on students learning and the general progress of the education system demonstrate the importance of paying attention to teacher's classroom performance and the possible elements that influence their teaching effectiveness. Finding factors that correlate with instructor's classroom performance is thus deemed critical.

In any organization, satisfied and contented employees will be supportive of their colleagues and superiors, assisting them when necessary; as a result, satisfied employees will have higher productivity and job performance, resulting in the organization's success (Bakotic, 2016). Teachers, being the educational system's most valuable human asset, are no exception in this regard. According to Lopes & Oliveira (2020), "Teacher's job satisfaction is a determiner of the effectiveness of not only the teacher him/herself but also that of the students, the school environment and the educational system at large". According to Ruhl-Smith & Smith (1993), "Satisfied teachers seemed to have better working relations with their supervisors and colleagues. They further identified responsibility, recognition, and achievement as some other contributory factors to teacher's job satisfaction".

### (1) Job Satisfaction

The concept of job satisfaction is a difficult notion to define and there are significant

differences in the provided definitions. There is a wide range of research conducted on job satisfaction (e.g., Ferguson et al., 2012; Petrovski and Gleeson, 1997) and several definitions of this construct have been put forward by authors (e.g., Locke, 1976; Spector, 1997). In spite of a confusion regarding the sources of job satisfaction and how it can be measured, there is some consensus on the definition of job satisfaction as “an affective (that is, emotional) reaction to a job that results from the incumbent's comparison of actual outcomes with those that are desired (expected, deserved, and so on)” (Cranny et al., 1992, p.1). Job satisfaction is also defined as “how people feel about their jobs and different aspects of their jobs” (Spector, 1997, p. 2). Bloom (1986) defines “job satisfaction as a combination of the attitudes, evaluations, or an individual's emotional responses toward the many facets of his/her particular job.”

All of these definitions highlight the significance of the individual's feelings. Satisfaction with one's job might result in their personal growth, whereas dissatisfaction might bring about feelings of non-fulfillment and defeat. In early job satisfaction investigation, an individual's needs were in the forefront of research, but now the importance seems to be on conditions of the individual's mind.

As pointed out by Day (2000), “Teaching in general is regarded as a demanding and complex profession and in order to sustain enthusiasm, interest and energy for teaching, teachers need to sustain their own personal commitment to the profession with which they are typically associated.” According to Zamblyas and Papanastasiou (2004), “Teacher's job satisfaction is basically the satisfaction while teaching and the association between the teachers' requirements and their desires.” Many research studies corroborated that satisfied teachers are more likely to be motivated and committed to their students and the school (e.g., Barnabe and Burns, 1994; Magee, 2013; Menon and Reppa, 2011). Teachers with higher levels of job satisfaction have also been reported to have higher teacher enthusiasm and self-efficacy (motivations) that are key factors in affecting teacher's well-being and instructional behavior as well as being influential in students' learning, motivational and emotional outcomes (Bruic and Moe, 2020). Given the significant role of motivation in enhancing teachers' performance in the classroom, one of the important variables which are posited to be associated with teachers' job satisfaction is their teaching effectiveness and instructional performance.

## (2) Teacher Effectiveness

Throughout history, investigators have been examining the very best teaching and educational practices. Several terms have been applied in order to describe and define the best teaching practice such as ‘good’ teaching as proposed by Watkins and Zhang (2006), ‘excellent’ teaching as introduced by Chen et al. (2012), ‘highly qualified’ teaching as originally used by Darling-Hammond and Youngs (2002), and ‘good and effective’ teaching as initially proposed by Van de Grift (2007). Even though the disparity in terminology is unavoidable, all of the above mentioned research studies address relatively the same set of the best teaching and educational practice modules.

Teaching effectiveness, which basically refers to instructors' behavior affecting students' outcomes and learning (Sammons et al., 1995), has been regarded as a main element determining students' achievement at school. Generally, teachers' educational behavior can be regarded as effective when it has an important impact on learners' outcomes such as academic achievement and engagement (Scheerens, 1997). That is to say, the quality of students' learning can be strongly dependent upon their teachers' success and effectiveness. However, Brophy and Good (1986) claim, teacher effectiveness is a matter of meaning. To associate teacher effectiveness with producing achievement on different tests only is a misconception.

Moreover, Brophy and Good (1986) argue that mostly the provided definitions of the construct of ‘teacher effectiveness’ take in accomplishment in socializing learners and promoting their emotional and personal growth along with accomplishment in nurturing their mastery of formal curricula. In other words, most definitions of teacher effectiveness include teachers' ability in building up a good rapport with students and socializing with them and attempting to foster their personal and emotional development in addition to success in promoting and developing their mastery of formal courses of study.

## II. REVIEW OF RELATED LITERATURE

Studies on the relationship between job satisfaction and job performance have produced controversial results and as suggested by Singh and Tiwari (2011), employees who are satisfied with their job might not necessarily be productive performers due to a lack of motivation and commitment; and as maintained by Soodmand Afshar and Doosti (2016), there also might be

employees whose job dissatisfaction might not affect their job performance due to such reasons as "altruism, dedication, and conscience."

In a longitudinal study, Duckworth et al. (2009) identified the role of positive trait on teaching effectiveness. To this end, 390 novice public school teachers took part in the study by completing different measures of optimistic explanatory style, life satisfaction and grit before the school year. Moreover, the academic achievements of learners were used as a yardstick to measure the participants' teaching effectiveness. The findings of their investigation indicated that at the end of the school year all the aforementioned positive traits, namely, optimistic explanatory style, life satisfaction and grit were individually predictors of the participants' teaching effectiveness. Moreover, the results of the study indicated that taken together, only life satisfaction and grit remained statistically significant predictors of the participants' teaching effectiveness. The researchers concluded that positive traits such as optimistic explanatory style, life satisfaction and grit should be considered in the selection and training of educators.

To understand the link between teacher effectiveness and job satisfaction in Kenya, Ogochi (2014) recruited 130 teachers based on a stratified random sampling technique. The participants of the study had to complete two research instruments. The majority of school educators in Kenya were male. Most of the teachers had professional qualifications of either a Diploma or Degree in Education. The findings of the study indicated that job satisfaction level among the participants of the study was very low. However, the results concerning teacher effectiveness indicated that the degree of instructor effectiveness was primarily good. The researcher stated that it is because the majority of the participants expressed that they efficiently did their responsibilities. Finally, the results indicated that there was not any relationship between job satisfaction of teachers and their effectiveness.

Huang et al. (2013), conducted a research study in order to examine the possible impacts of lecturers' or higher-level teaching staff's job satisfaction on their teaching effectiveness. In so doing, the researchers interviewed different lecturers or educators that were selected based on simple random sampling to take part in the study. The selected participants mainly held higher positions at three specific Taiwan-based vocational and technological universities. The findings of the study revealed that teachers' and lecturers' job

satisfaction had a statistically significant positive impact on teaching quality assurance.

Moreover, the findings of the study showed that teaching quality assurance had a statistically significant positive effect on the participants' teaching effectiveness. Additionally, the results of the study indicated the participants' job satisfaction had a statistically positive effect on their teaching effectiveness. The researchers concluded that teaching quality assurance had no more than a partial mediating impact and, as this study suggested, was not the only silver bullet for improved teaching effectiveness that essentially can be attained by boosting the educators' job satisfaction.

In a similar study, Usop et al. (2013) aimed at exploring the association between teachers' job satisfaction and their working performance, and to this end, the researchers made use of survey questionnaires distributed among 200 elementary teachers from public schools in the Division of Cotabato City. The results of Pearson correlation revealed a positive relationship between teachers' job satisfaction and their working performance. Also, Ostroff (1992) investigated the relationship between job satisfaction, other job-related attitudes such as commitment, adjustment and psychological stress and organizational performance. Utilizing questionnaires, the researchers collected data from 13,808 teachers from the States and Canada. The results of this investigation which was conducted at an organizational level revealed a strong relationship between teachers' job satisfaction and their working performance. The results further uncovered a high correlation among teachers' job satisfaction, other job-related attitudes, that is, commitment, adjustment and psychological stress and school effectiveness.

While there is a plethora of research focusing on teacher job satisfaction and the factors affecting job dissatisfaction in various contexts (for example, Sahito and Vaisanen, 2019, reviewed published research in 21 developing countries to identify factors affecting job satisfaction; and Brezicha et al., 2020 analyzed data from 29 countries on the relationship between involving teachers in school decision making and their job satisfaction), there are not many studies specifically concentrating on the link between perceived or reported teacher effectiveness and job satisfaction. Accordingly, as it is clear from the literature, notwithstanding the crucial role of teachers and their effectiveness in the success of students and the overall educational system, there still much remains to be known about the relationship

between teacher's job satisfaction and their teaching effectiveness and to the best of the researcher's knowledge, no studies have studied the relationship between job satisfaction and teacher effectiveness of higher secondary school teachers of Srinagar district of J&K (India). Accordingly, this study was planned to bridge this gap in the literature.

### III. OBJECTIVES

To study the correlation between job satisfaction and teacher effectiveness of higher secondary school teachers.

### IV. HYPOTHESIS

There is significant correlation between job satisfaction and teaching effectiveness of higher secondary school teachers.

### (V) Operational definitions of terms and variables

**1) Job Satisfaction:** In the present study, job satisfaction refers to the dominant set of scores obtained by the respondents or sample subjects on Job Satisfaction Scale by Singh and Sharma (2001).

**2) Teacher Effectiveness:** In the present study, teacher effectiveness refers to scores obtained by respondents on Teacher Effectiveness Scale by Jayaramanna (2010).

**3) Higher Secondary School Teachers:** In this study, higher secondary school teachers refer to those teachers those who are teaching to 11th and 12th students.

### V. METHODOLOGY

The methodology of the study is as follows:

#### (1) Research Design

Correlational survey method of descriptive research via quantitative approach was used to study the variables under investigation.

#### (2) Population & Sample

The teachers of all the higher secondary schools of Srinagar district of J&K (India) was treated as the population of the study. The total sample of the

study consisted of 100 teachers (50 males and 50 females).

#### (3) Data Collection Tools

The researcher adopted two scales:-

**(a)Teacher Job Satisfaction Scale:** - It was developed by Sharma & Singh (1999). The scale consists of total 30 statements. The test-retest reliability works out to be 0.97 with n=52 and a gap of 25 days. The scale compares favorably with Muthayya's Job Satisfaction Questionnaire giving a validity coefficient of 0.74.

**(b) Jayaramanna's Teacher Effectiveness Scale (JTES):** - It was developed by Jayaramanna (2010). It was standardized on 63 items and 3 items were rejected in item analysis. The questionnaire covers 5 major areas of teacher effectiveness such as personal aspect, professional aspect, intellectual aspect, strategies of teaching aspect and social aspect. The reliability and validity of this tool was 0.81 and 0.90 respectively. The alpha coefficient for the 60 items is 0.97, suggesting that the items have relatively high internal consistency.

#### (4) Procedure of data collection

There are 78 higher secondary schools in Srinagar district. Out of these 78 schools, 16 were selected for data collection purpose through random sampling technique. Out of these 16 schools, 100 teachers (50 males and 50 females) were selected through stratified random sampling technique.

#### (4) Data analysis

The Product Moment method of correlation was utilized to analyze the data.

### VI. RESULTS AND DISCUSSION

The only objective of this study was "To study the correlation between job satisfaction and teacher effectiveness of higher secondary school teachers."

Coefficient of correlation regarding job satisfaction and teacher effectiveness of higher secondary school teachers is found out to be 0.51 which is significant at 0.01 level of significance.

Type of Variable	Variable	Sample Size (N)	Coefficient of correlation 'r'	Level of Significance
Independent	Job Satisfaction	100	0.51	0.01
Dependent	Teacher Effectiveness			

From the above mentioned table, it is clearly evident that the 'r' value regarding job satisfaction and teaching effectiveness of higher secondary school teachers was found out to be

0.51, whereas table value for the same at 98 df is found out to be 0.195 and 0.254 at 0.05 and 0.01 levels of significance respectively. Hence the hypothesis i.e. there is significant correlation

between job satisfaction and teaching effectiveness of higher secondary school teachers is accepted at 0.01 level of significance as the 'r' value is higher than the table value. This proves that job satisfaction has a very important and crucial role to play in deciding the teaching effectiveness of higher secondary school teachers. Further the value of correlation 0.51 is positive and high in nature which again infers that job satisfaction and teaching effectiveness are significantly interrelated to each other. In other words, it means that teachers with high job satisfaction have high teaching effectiveness & teachers with low job satisfaction have low teaching effectiveness.

## VII. CONCLUSIONS

There exists significant correlation or relationship between job satisfaction and teaching effectiveness. This means that job satisfaction and teaching effectiveness are significantly related to each other.

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