

# INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE & MANAGEMENT

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- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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**INFLUENCE OF JOB SATISFACTION ON THE QUALITY OF TEACHING**

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**ABSTRACT**

*Teacher job satisfaction is of very high importance as it is the reason for educational growth. The longer a teacher remains the more comfortable and devote they become. It should be noted that teacher job satisfaction and education quality are not necessarily complementary objectives. Especially those measures ensuring control and incentive related working conditions for teachers, significantly increase student achievement while reducing teacher job satisfaction.*

**KEYWORDS**

job satisfaction, teaching quality.

**INTRODUCTION**

Teaching is one of those things that nearly everybody thinks he or she can do better than the experts. Everybody has taught something to somebody at one time or another, after all. We begin our amateur teaching careers as children by imposing our superior knowledge on our younger siblings or playmates. As students, we pass judgement among our peers on this or that teacher's capabilities. As adults, those of us who do not teach professionally stand ever ready to criticize those who do. Teaching is a creative act, never more so than in primary and secondary schools. Because teaching is challenging often with expectations from administrators, supervisors, parents, politicians, not to mention children, teacher burnout and so stress related problems is a reality for part of the workforce. And when one's teaching is done under stress it is to be noted that it depletes the quality of teaching. As the success of children who are hungry to learn depends upon quality of teacher. So it necessitates to ensure job satisfaction of teachers as, teaching is one of those rare jobs in which one's work is wrapped up in one's personality.

Job satisfaction is termed as the positive emotional response to a job resulting from attaining what the employee wants from the job. Job satisfaction gives us motivation and helps us become more optimistic no matter what challenge we may face at work. It encourages workers to always give their best shot in everything they do. In addition, a person who is truly satisfied with his or her career life helps create a more positive work environment. Workers who have job satisfaction can help boost the morale of his or her co-employees and will encourage them to be optimistic about their job. It is generally perceived to be directly linked to productivity as well as to personal wellbeing. Job satisfaction implies doing a job one enjoys, doing it well, and being suitably rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work. The Harvard Professional Group (1998) sees job satisfaction as the keying radiant that leads to recognition, income, promotion, and the achievement of other goals that lead to a general feeling of fulfilment.

Teacher's job satisfaction, while difficult to define, may be even more difficult to measure. Determinants of job satisfaction are known to vary according to gender, age, experience, and position, and defining job satisfaction for teachers involves many wide-ranging differences as to what contributes to job satisfaction. While teachers' feelings about certain aspects of their jobs strongly affect their decisions to stay in teaching or leave the profession, it becomes clear that an understanding of teacher job satisfaction is important. Minarik, Thornton, and Perreault (2003) indicate that the ever increasing attrition of teachers due to job dissatisfaction has depleted human capital, disrupted instructional programs, inhibited student learning, and increased operational costs. Significant increases in the attrition rates of teachers have increasingly become a major barrier to continuous school improvement.

**REVIEW OF LITERATURE**

Many studies have revealed that Job Satisfaction of teachers and quality of teaching has a good deal of link.

Anna F.Lobosco and Dianna L.Newman (1992) studied 'Teaching Special Needs Populations and Teacher Job Satisfaction'. Teachers' perceptions of their jobs are strongly related to their perceptions of their students. This article confirms what one might expect: Working with students who are gifted and talented positively predicts job satisfaction, whereas working with students who have learning difficulties has a negative effect. Yet teachers' self-reports of general job satisfaction reverse when asked about how the reality of their teaching experience compares to ideal conditions.

Zembylas, Michalinos; Papanastasiou, Elena (2004) studied 'Job satisfaction among school teachers in Cyprus'. The research report examines job satisfaction and motivation among teachers in Cyprus – a small developing country in the Eastern Mediterranean. The findings showed that, unlike other countries in which this questionnaire was used, Cypriot teachers chose this career because of the salary, the hours, and the holidays associated with this profession. The study analyzes how these motives influence the level of satisfaction held by the Cypriot teachers.

Ronit (2001) studied 'The Influence of Leadership Style on Teacher Job Satisfaction'. This study disclosed the effects of principals' leadership style (transformational or transactional), principals' decision-making strategy (autocratic versus participative), and teachers' occupation perceptions on teacher satisfaction from the job. More specifically, it attempts to find out how much of the variation in teachers' job satisfaction can be attributed to their perceptions of their occupation, as compared to their perceptions about their principals' leadership style and decision-making strategy. The most salient finding was that teachers' occupation perceptions strongly affected their satisfaction. Principals' transformational leadership affected teachers' satisfaction both directly and indirectly through their occupation perceptions. Implications of the study are discussed in relation to supervisors and principals, as well as to policy makers at the government level.

Judith Kleinfeld; G. Williamson and Mc.Diarmid, (1986) studied 'The Job Satisfaction of Alaska's Isolated Rural Teachers with their work life'. These teachers are highly satisfied about their relationship with students and their pay benefits. Large numbers of teachers are dissatisfied, however, with community amenities, their students' academic progress, and especially, school district management. Most of these teachers teach in Indian and Eskimo villages; yet they feel that inter organizational relationships with the district office cause them more stress than cross-cultural relationships with the students and community. The conclusions of the study stated that Alaska's rural teachers to express satisfaction with their pay and benefits and to express discontent with the hardships of living in isolated Native villages without many amenities. Similarly, the number of teachers who express dissatisfaction with the distant district office was unexpected.

Chung-Lim Ho and Wing-Tung Au of Chinese University of Hong Kong (2006) studied 'Teaching Satisfaction Scale' to measure Job Satisfaction of Teachers in China. In the present study proposes a teaching satisfaction measure and examines the validity of its scores. As hypothesized, teaching satisfaction as measured by the TSS correlated positively with self-esteem but negatively with psychological distress and teaching stress. The TSS scores had good incremental validity for psychological distress and teaching stress beyond earlier Job Satisfaction Scales. The TSS offers a simple, direct, reliable, and valid assessment of teaching satisfaction.

Clemence, S.M. (1989) found that role conflict affected job satisfaction of women teachers but social dimension of value influenced their job satisfaction rather favourably.

Ray, S. (1992) concluded that the mental health of teachers was positively correlated with job satisfaction and attitude towards pupils.

Reddy B.P., (1989) in his study found that over-qualified primary schoolteachers had low job satisfaction while teachers younger in age had higher level of job satisfaction, which had positive correlation with attitude towards teaching and job involvement.

So all these studies has stated the relevance of Job Satisfaction for teachers in order to improve quality of teaching and also reveals that many teachers leave their jobs as a result of job dissatisfaction. Several researchers have concluded that job satisfaction is affected by factors such as administrative support, teacher induction, collegiality, community support, students, working conditions, teacher preparation, rewards, and staff development.

And also we should know that, the concept of Job Satisfaction is not limited to corporate sector, but covers all the sectors, where there is involvement of the employees and workers. Here the study is been conducted to examine the Job Satisfaction of Higher Secondary Teachers from Thrissur district.

**STATEMENT OF THE PROBLEM**

Job satisfaction plays a significant role in all sectors. It refers to the feelings of the individuals towards its work. It is measured through the contentment the worker under goes. The satisfaction level reflects the input of the worker. The keystone in the educational sector is doubtless the teacher. On them depends much more than any other, the progress and prosperity of children. Nobody can effectively take their place or influence children in the manner and to the degree; it is possible, for them alone to do. Here comes the importance of satisfaction level of teachers in their job. The profession becomes frustrating and stressful when they have to deal with large class strength, immense work load, unmotivated perks, less recognition, no conducive environment, frequent change in curriculum etc., So here a study is made to know how the job satisfaction affects the teaching quality of teachers.

**OBJECTIVES OF THE STUDY**

1. To identify the criteria that satisfies most in the teaching profession.
2. To identify the measures used by the educational institutions to enhance the quality of teaching.
3. To find out the reasons for resisting frequent change in curriculum

**METHODOLOGY**

**Sample Design:** 100 samples were selected from different Higher Secondary schools from Thrissur district. Only Government Schools were considered for the study. 10 schools were selected for the according to the convenience. The selected schools are: GVHSS, Ollur; GHSS, Anchery; GMGHSS, Thrissur; GHSS, Ayanthole; GVHSSM Cherpu; GMHSS for Boys, Thrissur; GHSS, Villadom; GSRVSS, Velur; Model Boy’s HSS, Vadakanchery; GHSS, Peechi.

**Data Collection:** Primary data was collected through questionnaire. The secondary data was collected from journals, book, magazines, records and websites.

**Tools used:** Simple percentage was used for presenting the data.

**ANALYSIS OF THE STUDY**

**PROFILE SAMPLE**

A sample of 100 teachers was taken from different schools.

1) **Gender categorisation:**

Female teachers: 78

Male teachers: 22

2) **Age categorisation:**

25-30- 20

30-35- 25

35-40 - 43

40-45 - 12

3) **Subject categorisation**

Commerce teachers- 30

Science teachers- 30

Humanities teachers - 20

English teachers- 10

Language teachers- 10

**TABLE NO.1: SHOWING REASONS FOR CHOICE OF THE PROFESSION**

Sl.No.	Particulars	No. of teachers	%
1	Highly Respected Profession	50	50
2	Love for Children	7	7
3	Better Working Conditions	13	13
4	Better Salary and Secured Job	20	20
5	Due to passion in teaching	7	7
6	Joined accidentally	3	3
7	Other reasons	-	-

Source: Collected from Primary data.

**TABLE NO.2: SHOWING THE SATISFACTION LEVEL OF TEACHERS REGARDING THE MEASURES USED BY THE EDUCATIONAL INSTITUTIONS TO ENHANCE THE QUALITY OF TEACHING**

Criteria	Responses					
	Satisfied		Partially satisfied		Dissatisfied	
	No.s	%	No.s	%	No.s	%
Performance Evaluation	54	54	23	23	23	23
Promotional Procedure	53	53	10	10	37	37
Orientation Programs	37	37	37	37	26	26
Recognition & Appreciation for the work done	57	57	13	13	30	30

Source: Collected from Primary data.



TABLE NO.3: TABLE SHOWING THE REASON FOR RESISTING FREQUENT CHANGES IN CURRICULUM

Sl. No.	Reasons	No.of teachers	%
1	Effecting the quality of teaching	33	33
2	lack of time for major retraining	38	38
3	Lot of time required for preparation	23	23
4	Due to fear and suspicion	6	6

Source: Collected from Primary data.

### FINDINGS

On the basis of Table no.1 it can be seen that majority of teachers have chosen this profession because it is considered to be a highly respected profession. And also this profession is considered to be very well secured and well paid. Better working condition is another factor for choosing this profession. The important factor in teaching is actually the "children" who are actually given less importance. Only 7% of the teachers have selected this profession due to love for children. Table no.2 illustrates that most of the teachers are satisfied with the performance evaluation done by their respective institutions and also agree that these evaluation results has formed the basis for their promotional procedures. As well proper recognition and appreciation is been given for the work done. But there are teachers who are not happy with evaluation and promotional procedures of their institution, as they claim that the results are been biased according to the institutional interest. Well regarding the orientation program conducted by the institution opinion is somewhat stands in between as some are satisfied well some not.

Table no.3 shows the reason why teachers resist frequent change in curriculum. The main reason portrayed by them is lack of enough time for proper training. Proper training is not been provided regarding how the subjects are to be handled, what teaching methods need to be adopted. Most of the teachers are of the opinion that a rash training is being given just to show that necessary training is provided about the changed curriculum. And also teachers claim that , change in curriculum affects quality of their teaching as it takes time for them to understand the changed system of education. Apart from this , it also creates an overburden on them as a good time need to be spent for the preparation. Only 6% resisted due to fear and suspicion. And the fear was mainly due to the above mentioned reasons itself.

### CONCLUSION

Job satisfaction plays a significant role in every job, whether it is a corporate sector or any other. Where ever there is presence of human in a job, the need arises to satisfy them in order to achieve whatever being desired by the employer. So to say, job satisfaction is an important factor in teaching sector also. As only a satisfied teacher can give up to their maximum. Teachers play an eminent role in moulding the future of the students. So the institutions are to take necessary steps to not only increase the satisfaction level of teachers but also to maintain it.

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