

Relationship between Teachers' Job Satisfaction and Students' Academic Performance

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Abstract

Problem Statement: An extensive literature on Job satisfaction has shown, teachers who are satisfied with their jobs perform better. Along with various indicators of teachers' job satisfaction, variables such as organizational justice (Nojani, Arjmandnia, Afrooz, & Rajabi, 2012), organizational culture (Hosseinkhanzadeh, Hosseinkhanzadeh, & Yeganeh, 2013), and administrators' decision-making styles (Olcum & Titrek, 2015) also relate to their job satisfaction.

Purpose of the Study: We aimed to investigate the relationship between teachers' job satisfaction and student's academic performance in secondary schools.

Method: Our sample consisted of 322 secondary-school teachers in Faisalabad, Pakistan, who completed the Job Satisfaction Scale for Teachers that we developed to gather data about teachers' job satisfaction. Meanwhile, we gauged students' performance according to the results of students declared by the Board of Intermediate and Secondary Education [BISE] Faisalabad in 9th and 10th grades. We calculated means and standard deviations for descriptive purposes and applied Pearson's r to

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explore the relationship between 9th- and 10th-grade students' achievement scores and teachers' job satisfaction.

Results and Findings: Results revealed a strong, positive, and significant correlation between the tests. However, students' performance showed no significant correlation with teachers' job satisfaction. Nevertheless, all aspects of job satisfaction demonstrated significant positive correlations with the others, except for pay and supervision. Moreover, teachers' professional experience exhibited a significant correlation with 9th-grade students' performance.

Conclusions and Recommendation: Work had positive and moderate correlation with promotion, colleagues, working conditions, and supervision. Colleagues had also positive and moderate correlation with working conditions and supervision. Researchers should develop criteria for the selection and recruitment of teachers, and schools should host refresher courses in order to retain teachers.

Keywords: job satisfaction, performance, achievement score.

Introduction

Although researchers have drawn considerable attention to the correlation of job satisfaction and job performance, their studies have reported inconsistent findings. Nevertheless, the job satisfaction of employees is generally associated with the indicators of safety conditions, students' engagement, and turnover rate (Huang et al., 2016).

Furthermore, although some researchers have discovered a significant relationship between job satisfaction and job performance (Keaveney & Nelson, 1993), others found only a moderate positive link between them (Brown & Peterson, 1993), and Iaffaldano and Muchinsky (1985) even revealed a weak correlation. Yet, more recent findings show stronger relationships between job satisfaction and individual performance (Chen & Silverthorne, 2008; Zimmerman & Todd, 2009). In those and other studies, employees who are satisfied show a stronger obligation to their organizations, a more positive motivation for work, and ultimately better performance (Judge, 2001; Lee, 2010; & Rigopoulou, 2011).

Many studies have addressed the impact of teachers' experiences on the academic achievement scores of students. Among them, a range of researchers (Freiberger, Steinmayr, & Spinath, 2012; Marsh & Koller, 2004; Marsh & O'Mara, 2008) used the grades of students as the outcomes of results. From a different angle, Buddin and Zamarro (2009) revealed an increase in students' achievement scores due to teacher experience, despite the weak correlation between them and that they were correlated only in first years of their educational career. Positive teacher-student affiliation relates to a higher sense of school belongingness (Furrer & Skinner, 2003), low internal behavior (Hughes, Cavell, & Jackson, 1999; Meehan, Hughes, & Cavell, 2003;

Silver, Measelle, Armstrong, & Essex, 2005), good relationships among colleagues (Hughes, Cavell, & Willson, 2001; Hughes & Kwok, 2006), and greater achievement scores among students (Crosnoe, Johnson, & Elder, 2004; Hamre & Pianta, 2001; Ladd, Birch, & Buhs, 1999; Skinner, Zimmer-Gembeck, & Connell, 1998). Many studies have furthermore highlighted the effect of a sympathetic teacher-student association on students' achievement scores due to the direct effect of the quality of teacher-student relationship on students' engagement in the classroom (Hughes, Luo, Kwok, & Loyd, 2008; O'Connor & McCartney, 2007).

Teacher characteristics also vary considerably in terms of average school test scores, which reflects some degree of sorting of teachers into schools. Low-scoring schools have more new teachers and a less experienced teacher workforce than high-scoring schools. Meanwhile, fewer teachers in low-scoring schools have advanced degrees, which perhaps reflect the low experience mix in those schools. Lastly, teacher licensure scores are consistently lower in the lowest-quartile schools relative to the highest-quartile ones (Buddin & Zamarro, 2009).

Job performance is deeply affected by the intrinsic motivational factors of the job (Mundhra, 2010; Oluseyi & Ayo, 2009). Teachers who show more satisfaction with their jobs also show greater performance while working. In various studies, job satisfaction and job performance had a significant positive relationship (Ahmad et al., 2010; Hayati & Caniogo, 2012; Shokrkon & Naami, 2009). However, organizational commitment, intrinsic motivation, and job performance did not show any significant relationship (Karatepe & Tekinkus, 2006; Oluseyi & Ayo, 2009; Mundhra, 2010; Mohsan et al., 2011; Hayati & Caniogo, 2012).

Academic Performance

Performance is a multifaceted feature that depends on many aspects, including work values and organizational commitment (Gutierrez, Candela, & Carver, 2012). As an indicator of productivity, performance has been highly demanded throughout the history of education, either from teachers or from students. Since the job satisfaction of teachers and their achievement scores are interlinked, they represent a vital potential source for improving the educational process. However, the goal of achieving academic goals remains unfulfilled if teachers cannot demonstrate quality performance in the form of students' achievement score. Above all, the most important indicator is academic achievement in the teacher learning process. That aspect is also the most important area of research and at the heart of educational psychology in academic assessment (Rahmani, 2011).

Ayral, Ozdemir, Findik, Ozarslan, and Unlu (2014) have shown that examinations and tests are widely used tools for evaluating students' performance regardless of academic level or discipline. Often by using tests, the skills, abilities, and academic achievement of students are analyzed through evaluation (Zollar & Ben-Chain, 1990) to explore students' learning outcomes and monitor their success, all in order to improve the quality of education (Kellaghan, Greaney, & Murray, 2009). In that sense, performance is linked with effectiveness, knowledge management, and quality (Platisa, Reklitis, & Zimeras, 2015).

Since the role of workers is critical to regulating the performance of an institute (Farooquia & Nagendra, 2014), we explored the relationship between job performance and job satisfaction among teachers in our study.

Objectives of the Study

We conducted this study to:

1. Explore the relationship among indicators of job satisfaction of teachers; and
2. Investigate the relationship between teachers' job satisfaction and students' performance.

Research Hypotheses

To achieve the objectives of our study, we devised three hypotheses:

Ho1: No significant correlation exists between the academic achievement scores of students and teachers' experience.

Ho2: No significant correlation exists between aspects of teachers' job satisfaction and students' achievement scores.

Ho3: No significant correlation exists among aspects of teachers' job satisfaction.

Method

Research Design

The present study was correlational in nature. Correlational research allows researcher to investigate what variables may be associated or correlated. However, it cannot be ignored that two variables are associated or correlated does not mean a causal relationship between them. Two variables can be correlated in the absence of a causal relationship but causal relationship requires a correlation. Present study was an investigation of relationship and correlation between teachers' job performance and students' academic achievement.

Participants

Data were collected from 322 secondary school teachers from 56 public schools of Faisalabad in province Punjab, Pakistan. Among them 172 were men and 150 were women. Fifty six (56) Schools were randomly selected by taking list of schools from district education officer. Then 322 teachers were purposefully selected for data collection.

Data Collection

We collected data from 322 secondary-school teachers (172 men, 150 women) in the public sector in Faisalabad, Pakistan, by administering a survey about perceptions of their job according to the Job Satisfaction Scale for Teachers. We recruited teachers from form 56 secondary schools, all of whom were asked to

complete the survey. We used the achievement scores of 9th- and 10th-grade students to gauge the performance of teachers.

Data Analysis

On the survey, we distributed 60 items among six indicators of job satisfaction: pay, work, promotion, colleagues, working conditions, and supervision. We calculated means and standard deviations by using descriptive statistics and computed correlations. Pearson "r" was applied to explore the relationship between the achievement score of class 9th and 10th as well as the aspects of job satisfaction on of relationship and correlation between variables using Pearson's *r*. The reliability of the instrument was .821. The sample item was "If I could plan my career again, then I would choose teaching as a profession."

Results

Ho1: No significant correlation exists between the academic achievement scores of students and teachers' experience.

The correlations of Tests 1 and 2 (.545** for $n = 322, p < .01$) show that both tests had stronger positive and significant correlations. Teachers who showed better performance in terms of 9th-grade results also showed better performance in terms of 10th-grade results.

Ho2: No significant correlation exists between aspects of teachers' job satisfaction and students' achievement scores.

Correlations between teaching experience and achievement scores revealed that Test 1 had a weak, but positive and significant correlation (.156) with teaching experience. By contrast, Test 2 had an insignificant relationship (-.037) with teaching experience ($n = 322, p < .01$). Students in 9th grade showed better results with experienced teachers. However, 10-graders had become familiar with teachers and showed no correlation with experienced ones.

Table 1

Correlation of Aspects of Job Satisfaction and Achievement Scores

Variables	<i>M</i>	<i>SD</i>	Test 1	Test 2
Pay	3.31	.46	.105	.057
Work	3.87	.35	-.017	.073
Promotion	3.46	.47	.074	-.041
Colleagues	3.45	.36	.031	.026
Working Conditions	3.45	.41	.101	.040
Supervision	3.84	.61	-.028	.014

$n = 322$

Table 1 shows the mean and standard deviation of the variables of job satisfaction and the relationship between Tests 1 and 2. Based on mean values, teachers showed high satisfaction with their work ($M = 3.8772$, $SD = 0.3520$). The next best indicator of teachers' job satisfaction was supervision ($M = 3.8408$, $SD = 0.6131$), whereas indicators such as promotion, colleagues, and working conditions indicated only moderate satisfaction, as perceived by teachers. The last and perhaps least applicable indicator of teachers' job satisfaction was pay, with which teachers in secondary schools were not satisfied. The indicators of job satisfaction had an insignificant relationship with both test scores.

Ho3: No significant correlation exists among aspects of teachers' job satisfaction.

Table 2

Correlations between Aspects of Job Satisfaction

Variables	Pay	Work	Promotion	Colleagues	Working conditions	Supervision
Pay						
Work	.221**					
Promotion	.233**	.340**				
Colleagues	.253**	.420**	.174**			
Working conditions	.271**	.349**	.284**	.389**		
Supervision	.080	.360**	.259**	.315**	.286**	

** $p < .01$

As Table 4 shows, all indicators had a positive and significant correlation with each other except for pay and supervision, which had an insignificant relationship with each other.

Discussion and Conclusion

Strong positive and significant correlations between achievement scores of students on both tests and teachers who showed better performance with 9th-grade results also showed better performance with 10th-grade results. We thus concluded that teachers formed expectations about academic achievement scores of students in view of prior results. Students who showed better results in the first year of their academic careers in the 9th grade also performed better in the 10th grade. Our results thus support the findings of Reyna (2008).

The reason for the significant, positive, but weak correlations with teaching experience on Test 1 might be that both students and teachers show enthusiasm as they entered secondary school. By contrast, Test 2 had an insignificant relationship with teaching experience, because both students and teachers had become familiar with each other, and the students could not fruitfully benefit from teachers experiences.

Teachers' great satisfaction with their work means that they justify their teaching responsibilities. The next best indicator of satisfaction was supervision. Teachers were satisfied with the behaviors of their supervisors, and indicators such as promotion, colleagues, and working conditions achieved moderate satisfaction as perceived by the teachers. The last and perhaps the least applicable indicator of teachers' job satisfaction was pay, with which teachers in secondary schools were not satisfied. The indicators of job satisfaction had an insignificant relationship with both test scores, which revealed that work was a strong predictor of teachers' job satisfaction. Most teachers showed strong determination to work in order to prove themselves, and the financial benefits that they received were consistently criticized by teachers as compared with those in other professions. Many studies support that working conditions, supervision, pay, promotion opportunities, relation with coworkers, roles and responsibilities, and classroom practices significantly relate to job satisfaction (Khanka, 2007; Ninomiya & Okato, 1990; Robbins, 2003; & Sim, 1990).

Our study supports findings of previous studies that the teaching profession attracts teachers for its intrinsic factors such as the joy of working with children, whereas external rewards (e.g., fringe benefits, salary, and prestige) are necessary for very few teachers (Choy et al., 1993). External indicators are linked with administrative support, workplace safety, and resource availability (Bobbitt et al., 1994). Job satisfaction has also been shown to develop employees' productivity and lower their absenteeism and turnover rates (Khanka, 2007).

All indicators demonstrated a positive, significant correlation with each other except for pay and supervision, perhaps the government, not supervisors, are responsible for teachers' salaries. Colleagues and conditions support each other because they are primary factors of work, while the relationship between pay and supervision is inconsistent, namely because institutional heads do not have the authority to increase or decrease salaries on the basis of the better or poor performance of teachers in public secondary schools. Refresher courses might be offered to train teachers in ways to improve teacher-student relationships, which will in turn improve the performance of students. Dinham (1994) revealed that teachers greatest indicator of fulfillment was students' achievement, and there is a modest relationship between job satisfaction and academic performance—in other words, happy workers are more productive ones, at least to some extent (Fang & Wang, 2006; Judge, Thoresen, Bono, & Patton, 2001; Sweeney & McFarlin, 2002). Our study is consistent with recent evidence that the job satisfaction-performance relationship is strongest in complex jobs in which employees have additional autonomy to complete their work or to slack off (Judge et al., 2001).

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