A STUDY OF TEACHERS' JOB SATISFACTION AND IT'S IMPACT ON STUDENTS' LEARNING OUTCOME, ENGAGEMENT AND WELL BEING IN THE SIROHI DISTRICT

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Abstract

Research has not definitively demonstrated whether student success is enhanced by instructors who are happy in their jobs or whether the benefits of having happy teachers differ depending on the larger school culture. In this research, impact of teacher's job satisfaction and profession community on the student's learning outcome, engagement and well-being have been analyzed. For this, one time sample of 65 schools located in Sirohi district has been collected. The methods utilized to collect the primary data includes survey and observation techniques. Statistical techniques, such as; regression, t-test and correlation have been utilized to fulfill the research objectives. The findings support the argument made by prior researchers. As per research outcome, job satisfaction is strongly correlated and has significant impact on student's average performance, response in the class and attendance.
Keywords – Teachers' job satisfaction, students' performance, well-being

Introduction

Background of the study

Teachers are seen as an essential component of the educational framework, and the educational institution as a whole is greatly impacted by their success and well-being. Therefore, it is essential to measure teacher work satisfaction in order to explore the elements that might affect the effectiveness of educators, especially in times of emergency. It is true that teacher job satisfaction has drawn a lot of attention, and a lot of research has been done on a variety of possible causes, including job stress, school principal management, and physical wellness (Iqbal et al., 2016; Banerjee et al., 2017). Because of their association with teacher turnover—a problem that is thought to be widespread—these characteristics have been investigated in great detail. Research has demonstrated that teachers who have poor levels of work satisfaction are more likely to leave the profession due to negative feelings such anxiety, despair, and uncertainty (Iwu et al 2013). It is often acknowledged that student enrollment and accomplishment, as well as teacher job satisfaction, are important factors in shaping educational results (Dicke et al., 2020). According to Baptiste (2019), educators who are very satisfied with their jobs typically put in more effort while interacting with pupils. Thus, in light of the nation's ongoing economic and financial recession, or the authors set out to investigate the variables that could have an influence on teachers' work satisfaction.

Aims and objectives

The aim of this research is to identify whether satisfaction level of teachers form their job impacts the learning outcomes, engagement and well-being of students or not.
The objectives of this research are:

- To analyze the impact of job satisfaction on average performance, response and attendance of the students.

- To determine whether there is any significant impact of professional community of teachers on average performance, response and attendance of the students.

Literature Review

Teacher job satisfaction and a number of organizational culture factors in schools are strongly and directly related (Caprara et al. 2006; Wolomasi et al. 2019; Hoque et al 2023; Mirsultan & Marimuthu, 2021). For instance, Perera et al. (2022) found that teacher satisfaction was significantly influenced by organizational culture, which they described in terms of collaboration. According to other research, corporate cultures that don't foster cooperation instead foster teacher isolation, which raises discontent among educators (Demirdağ, 2015; Toropova et al. 2021). In recent years, Kengatharan (2020) has found a high correlation between kindergarten teachers' work happiness and their professional network. Additionally, the researcher discovered that the existence of a teacher professional community mitigates the link between independence for teachers and job happiness, and that instructors are more content with their job situation the more they cooperate on students' learning.

A different group of research has discovered a direct correlation between elements of educational organizational culture and academic success. For instance, Sharma & Jyoti (2006) discovered that educational institution organizational culture improves students' academic achievements in a number of research on high school students. In an additional study of primary school pupils, Iwu et al. (2018) discovered that higher mathematics success is fostered throughout elementary school by the robust existence of professional networks and teacher cooperation. In addition, ethnocracies and socioeconomic success inequalities shrink in schools where teachers collaborate and form professional networks. According to several other recent research, effectiveness of teachers is enhanced both immediately and over time in schools with encouraging professional settings (Mirsultan & Marimuthu, 2021; Wolomasi et al 2019; Baptiste, 2019).

Research Methodology

Research Approach

The quantitative approach has been used in this research, where numerical data will be used to fulfil the research objectives. Furthermore, the research will apply positivism philosophy to predict the learning outcome, engagement and well-being of students. Since this research tests whether satisfaction of teachers from their job actually impacts the performance, well-being and engagement of students, deductive approach is applicable for the given research.

Sampling

The sample consists of 65 schools, both private as well as public, located in Sirohi District. The data has been collected once; hence, cross-sectional data is applicable in the given study. The participants of the study were the school teachers of class 6th standard. Hindi subject teacher has been chosen as the participants. The reason is performance of students might be impacted by their family background, especially when a student belong to rural family is studying in English medium school. Since Hindi is the native language, it becomes easy for students even from rural family to easily understand the subject. Therefore, to control the family background and language barrier, Hindi subject has been chosen.

Data collection techniques

The data has been collected through primary source, which is survey method. In this method, 65 schools were randomly selected and approached personally. The data related to student's attendance sheet and performance in Hindi subject were directly collected from school office. On the other hand, data related to student's response in the class were observed personally. Moreover, data for control variables related to students, such as; average monthly income of their parents, has been collected from office. The average monthly income reflects the average of all parents' monthly income for a particular class. The data for size of school has also been collected from the school.

Data related to job satisfaction, teacher's professional community, experience, educational background and gender have been collected through survey conducted on Hindi teachers of all the selected schools.

Data analysis technique

The collected data has been analysed in SPSS software, where different statistical tools including correlation, t-test and regression were applied. Descriptive statistics has also been used to get the overview of the collected data. All the statistical tests, such as; t-test and regression model have been tested at 5% significant level.

Overview of the variables

Variables	Nature	Description
Avg perfor	Dependent	This is the average performance of all the students of particular school. The performance has been measured out of 100, where 100 indicates best performance and 0 indicates fail or poor performance. This variable only reflects the performance of the student in Hindi subject. Average performance will measure the learning outcome of the students.
Response	Dependent	This variable measure the engagement of students in the class. The 100% response reflects full engagement of the students in the class. The response is actually student's participation in the class either in the form of asking questions, answering the answers, repeating the words after teacher or cheering in the class.
Attendance	Dependent	This variable measure the well-being of the student. Thus, 100% attendance ensures high well-being of the students.
Job Satis	Independent	Job satisfaction is related to teachers. It has been measured through asking the teachers to participate in employee satisfaction survey. Based on the result, Job Satisfaction of the teachers has been ranged between 0 and 50.
Profess Comm	Independent	It is Teacher professional community, which reflects spirit of teacher towards work, attitude towards work in a team and taking the responsibility given by school authority seriously.
Exper	Control	It is the experience of the teachers in number of years.
Educ	Control	It is the educational background of the teacher, where 5 shows Masters' and above level and 1 indicates Senior secondary school.
Size	Control	It is the log of enrollment size of the selected schools.
Income (K)	Control	It is the income of student's parents and has been expressed in thousand (K) per month.

Results

Descriptive Analysis

	Lowest	Highest	Average	Std. Deviation	Skew	Kurt
Avg perfor	58	100	83.03	11.963	-.262	-1.012
Response	52	100	78.45	15.059	-.155	-1.372
Attendance	55	100	80.86	12.000	-.459	-.598
Job Satis	12	50	32.94	11.887	-.033	-1.475
Profess Comm	3	19	8.57	3.929	.853	-.088
Exper	1	16	4.95	3.646	1.271	1.255
Educ	2	5	3.58	.983	-.091	-.969
Size	3.86	5.31	4.89	.35952	-.849	.023
Income (K)	11	256	43.71	57.291	3.138	9.179

The above table shows that the value of Skewness and Kurtosis are highest for Income variable. This indicates that there is large variance between the size of the collected schools. On the other hand, value of

standard deviation of all variables, except Income, is lower than its mean value. This signifies that all other variables have less number of outliers within the dataset.

Correlation

	Avg perfor	Response	Attendence	Job Satis	Size	Income (K)	Exper
Avg perfor	1	.672**	.512**	.530**	.092	-.064	.197
Response	.672**	1	.431**	.440**	-.038	-.041	.011
Attendance	.512**	.431**	1	.247*	-.003	-.079	.191
Job Satis	.530**	.440**	.247*	1	-.217	.098	-.044
Size	.092	-.038	-.003	-.217	1	.121	.254*
Income (K)	-.064	-.041	-.079	.098	.121	1	-.008
Exper	.197	.011	.191	-.044	.254*	-.008	1

The correlation table has shown strong correlation between job satisfaction and other dependent variables. However, job satisfaction has record strongest correlation with average performance. The positive value of correlation signifies that rise in job satisfaction positively impacts the performance of students.

T-Test
Gender and Average performance
Group Statistics

	Gender	N	Mean	Std. Deviation
Avg performance	M	31	83.68	10.697
	F	34	82.44	13.145

Independent Samples Test				
	F	Sig.	t	df
Avg performance	2.688	.106	.413	63

Gender and Response
Group Statistics

	Gender	N	Mean	Std. Deviation
Response	M	31	76.26	16.010
	F	34	80.44	14.078

Independent Samples Test				
	F	Sig.	t	df
Response	1.396	.242	-1.121	63

Gender and Attendance
Group Statistics

	Gender	N	Mean	Std. Deviation
Attendance	M	31	79.94	11.033
	F	34	81.71	12.925

Independent Samples Test

	F	Sig.	t	df
Attendance	1.060	.307	-.591	63

The findings of t-test shows that gender of the teacher has no significant impact on the student's performance, response and attendance.

Regression
Average Performance as dependent variable

Coefficients

Avg perfor (Dependent)	B	Beta	t	Sig.
1 (Constant)	61.557		15.010	.000
Job Satis	.543	.540	5.183	.000
Exper	.724	.221	2.119	.038

The above model shows that both Job satisfaction and Experience of the teachers have significant impact on the average performance of the students. The positive value of coefficient implies that both variables have positive impact on average performance. However, the high coefficient value of experience signifies that experience has more strong impact on students' performance as compared to job satisfaction.

Response as dependent variable
Coefficients

Response (Dependent)	B	Beta	t	Sig.
1 (Constant)	60.072		11.982	.000
Job Satis	.558	.440	3.893	.000

The above regression table shows that only Job satisfaction of the teacher has significant relationship with response of the teacher. Thus, it can be interpreted that rise in satisfaction level positively improves engagement of the student within the class.

Attendance as dependent variable

Coefficients

Attendance (Dependent)	B	Std. Error	Beta	t	Sig.
1 (Constant)	72.643	4.312		16.848	.000
Job Satis	.250	.123	.247	2.025	.047

The regression table above shows that only job satisfaction among other independent variables has significant positive impact on attendance of the students. The reason behind this might be the fact that by providing more engaging environment in the class can make the school enjoyable for students. However, it is not possible that only subject can encourage student to come regularly. Therefore, impact on teacher's job satisfaction on the attendance of students might be coincidence.

Conclusion

Based on above research findings, it can be summarized that job satisfaction of teachers can significantly impacts the student's learning outcome, engagement and well-being. The direct relationship between job satisfaction and other dependent variables shows that improvement in satisfaction level can be resulted into high performance, more engagement and better well-being of the students.

From the findings of following research, it can be agreed that teachers need motivation and strong interest towards job. The strengthening of teacher's psychology towards their job can positively boost their satisfaction from the job. The result of the research matches with majority of researchers findings.

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