

Relationship Between Teachers' Job Satisfaction and Students Academic Performance

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ABSTRACT

Purpose: The purpose of this research is to conduct an investigation into the effects teachers job satisfaction has on the academic performance of students in secondary schools

Design/ Methodology/Approach: The paper adopted the desktop literature review method (desk study), which involved a vast and detailed review of studies and research addressing the relationship between teachers' job satisfaction and the academic performance of students. Similarly, an in-depth research of the top keywords related to the same topic was conducted in various databases. Based on this, the study was purely qualitative, drawing its findings from secondary sources of information.

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.

Contribution to policy and practice: The implication of these findings is that it is imperative for government and all stakeholders in education to ensure a high level of career satisfaction for the highly qualified and experienced teachers. One of the ways to ensure a high level of career satisfaction for these teachers is by enhanced salary. This is needed to satisfy the materialistic need of the teachers and also improve the public image and self-esteem of teachers. Better working conditions are also advocated. These measures are necessary in order to ensure that highly qualified and very experienced teachers are retained in the schools. It is also important to note that implementation of these measures will minimize teachers' turn over and burnout.

Originality/Value: The knowledge gained from the findings of this study will enable teachers and their employers understand the need for satisfaction and the necessities for good teacher performance.

INTRODUCTION

The term ‘satisfaction’ is often used to describe a condition an individual found his/her self after a particular occurrence. In the developed world, teachers’ career satisfaction has been an issue of concern for many years. Hence perennial factors, such as student academic performance, helping students, positive relationship with colleagues and self growth have been associated with teachers’ career satisfaction. The other factors such as perceived low status, low pay, lack of professional autonomy and deprofessionalization has been linked to teachers’ dissatisfaction as stated in Zembylas and Papanastasion, (2007). However, research exploring the sources and influence of teachers’ career satisfaction in developing countries is relatively limited Hean and Garrett, (2001) and Abiodun and Gbadebo (2012) saw it as a term used to describe state of inner feelings that follows interaction with people or objects.

The authors further stated that it has also been directly substituted with other feeling words such as gratification, happiness, compensation, fulfillment, joy, excitement, self actualization. The Microsoft encounter dictionary (2009) stated that satisfaction has four different interpretations. One of them is the feeling of pleasure that comes when a need or a desire is fulfilled, the other is happiness one expressed when one is happy with the way something has been arranged or done, compensation for an injury or loss and the fulfillment of a need, claim and desires. There are many endeavors’ in life that one could derive satisfaction from, but this paper has to do with satisfaction one gets from his career that will influence his performance.

Gosnell (2000) sees career satisfaction as the degree to which people are happy with their careers. Essien (2002) viewed it as an emotional response to a job situation and often determined by how outcome meets or exceeds expectation. Secondary school teachers are currently facing many challenges in education and in the society, which may well affect their levels of job satisfaction (Adenike 2011). This raises concern regarding the attitudes of educators towards their work and their levels of job satisfaction or dissatisfaction she sated. Kesterner as cited in Adenike (2011) posited that almost half of new staff leaves the field during the first five years of their employment. This should be of great concern to all employers because unhappy and dissatisfied employees may mean poor performance and high staff turnover. Fajan (2002) identified lack of recognition for work done well through merit or

announcement in meetings, lack of material resources which make it difficult for employees to carry out duties and lack of staff development activities.

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).

METHODOLOGY

In the research methodology, the paper adopted the desktop literature review method (desk study), which involved a vast and detailed review of studies and research addressing the relationship between teachers' job satisfaction and the academic performance of students. Similarly, an in-depth research of the top keywords related to the same topic was conducted in various databases. Based on this, the study was purely qualitative, drawing its findings from secondary sources of information.

After the filtration was done, the third step involved the selection of fully accessible publications. Reduction of the literature to only fully accessible publications yielded specificity

and allowed the authors to focus on articles related to the top keywords. Finally, the analysis was done using content analysis.

FINDINGS

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).

Finally, it was also reported that the most highly qualified teachers are the least satisfied, which is in agreement with the studies Abiodun and Gbadebo (2012), Gosnell (2000), Michaelowa (2002), Sergeant and Hannum (2003) who found that teachers' educational attainment is negatively correlated with teachers' career satisfaction. This report may find explanation in the statement of Michaelowa (2002) that teachers' academic attainment beyond bachelors degree tend to lead to a mismatch between teachers expectations and professional realities. It is expected that as teachers improve their knowledge through higher educational attainment; their efforts would be recognized by their employers through promotion and/or appointment to post of responsibility like principal ship. But this is not so. In practice, all teachers are made to wait their turn for the usual mass promotion, while the post of principal is reserved for the political well connected. This reduces career satisfaction.

CONCLUSION

In conclusion, the study deduced that, 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 behavior 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. 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 co-workers, roles and responsibilities, and classroom practices significantly relate to job satisfaction. Henceforth, the study did discover a direct relationship between teachers' job satisfaction and students Academic performance since satisfied teachers were more motivated to work.

Finally, the implication of these findings is that it is imperative for government and all stakeholders in education to ensure a high level of career satisfaction for the highly qualified and experienced teachers. One of the ways to ensure a high level of career satisfaction for these teachers is by enhanced salary. This is needed to satisfy the materialistic need of the teachers and also improve the public image and self esteem of teachers. Better working conditions are also advocated. These measures are necessary in order to ensure that highly qualified and very experienced teachers are retained in the schools. It is also important to note that implementation of these measures will minimize teachers' turn over and burnout.

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