

Examining the role of Personal (demographic) and Professional characteristics of teachers of Gujarat on their job satisfaction.

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Abstract : This study examines the role of personal and professional characteristics of teachers of Gujarat on their job satisfaction. Personal characteristics include age, gender, marital status, qualification and teaching experience whereas professional characteristics include participation in professional development programs, teachers' motivational beliefs such as self-efficacy, subject knowledge etc. and relation with students. A questionnaire was circulated through google form and 763 teachers of various English medium schools of Gujarat had responded. Descriptive statistics have been used to come to a conclusion that gender, marital status and experience has a significant effect on job satisfaction whereas age and qualification does not have a significant effect on job satisfaction of teachers of Gujarat. With respect to professional characteristics of teachers, it has been concluded that there is a significant relationship of participation in professional development, giving more responsibilities without proper training, on job training and mentoring sessions, spending time with students requiring more help and students not completing their work have significant impact on teachers' job satisfaction in Gujarat.

Keywords: Job satisfaction, Personal characteristics, Professional characteristics

1. Introduction

Teachers in the 21st century are posed with many challenges like meeting the expectation of the management, parents and students. A satisfied teacher not only stays with the organisation for long but also renders quality service and ensures students' achievement. This brings down the cost of recruitment of the organisation and adds to the profits by increase in productivity. Hence it is important that teachers are satisfied with their job of teaching. If teachers are satisfied with their jobs then the teaching quality will be better which is the most critical factor influencing student achievements. School systems throughout the world acknowledge that the quality of teaching is the most critical in-school factor impacting on student outcomes. A teacher may like the profession due to many reasons therefore there are many understandings of the concept of teacher's job satisfaction. Teacher demographics like age, gender and teaching experience may enhance our understanding of teacher job satisfaction Fairchild, S., Tobias, R., Corcoran, S., Djukic, M., Kovner, C., & Noguera, P. (2012). Teacher job satisfaction is about "measuring teachers' satisfaction with different circumstances" Skaalvik, E. M., & Skaalvik, S. (2009). Teachers get their job satisfaction from their relations with students Dinham, S. (1995), Shann, M. H. (1998). A teacher's job satisfaction may also be

influenced by his/her students' success Taylor, D. L., & Tashakkori, A. (1995). Research on teachers shows that self-efficacy is positively related to job satisfaction Shen, J., Leslie, J. M., Spybrook, J. K., & Ma, X. (2012). Teachers with high levels of self-efficacy have strong communication in the workplace which leads to job satisfaction Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). (Hickson and Oshagbemi, 2004) reveal that personal characteristics such as age, tenure, gender, educational level, and strong work ethics of an individual are factors that influence individual's perception on his/her job satisfaction. Research findings have indicated that many personal characteristics affect job satisfaction in different and complex ways, these personal characteristics including gender, age, marital status, and working experience, to name a few (Koustelios, 2001). The age group is that demographic variable which reflects the seniority and maturity among the employees in relation to the profession. In addition, the age differentiates the enthusiasm of individuals towards the job-related activities (Msuya, 2016). Many studies have been done to understand the characteristics of an educator. Past research studies have shown numerous lists of characteristics displayed by effective teachers. Research indicates that students achieve better when teachers have a wide array of skills and adapt these skills to different contexts (Brophy, 1986). Professional development refers to activities designed to increase the skill and knowledge of teachers (Fenstermacher, 1994). Professional development provides opportunities for growth and development that helps the teachers to work effectively under demanding conditions. As per the National Education Policy -2020, professional development of teachers can be understood as a lifelong learning process, which starts with the pre-service education of teachers, but continues until teachers retire from their service. According to Albert Bandura, self-efficacy is "the belief in one's capabilities to organize and execute the courses of action required to manage prospective situations." Self-efficacy is a person's belief in their ability to succeed in a particular situation. Such beliefs play a role in determining how people think, behave, and feel. The expertise of a teacher in a particular subject exhibits confidence of the teacher which is passed on to the students which in turn helps students to hone core skills of the subject. Relationships between students and teachers have long been thought to be critically important to children's academic, social, behavioural, and emotional development (McGrath & Van Bergen, 2015).

2. Need of the study

This study has been undertaken to know the role of personal and professional characteristics on job satisfaction of teachers. Since teachers are responsible for the achievements of the young generation and giving good citizens to the country, it is important that teachers are happy at school. The school Management should time and again talk to the teachers and understand the support they require from school and also the reasons for their job satisfaction and dissatisfaction.

3.1 Variables

Dependent variable

- Job Satisfaction

Independent variables

- Personal characteristics

- Professional characteristics

3.2 Objectives

Objective 1. To study the effect of teacher's personal characteristics [demographics] on the job satisfaction of teachers of schools in Gujarat.

Objective 2. To study the effect of teacher professional characteristics on teachers' job satisfaction in schools of Gujarat.

3.3 Hypothesis

Ho1: There is no difference in the job satisfaction of teachers of schools in Gujarat due to the effect of teachers' personal characteristics [demographics]

Ho2: There is no relationship between teacher professional characteristics and job satisfaction of teachers of schools in Gujarat.

3.4 Research design

Descriptive Survey method has been used for present study since the research was dealt with data collection and analysis.

3.5 Tool of the Study

The scholar has designed and validated a questionnaire comprising five questions on personal characteristics and eight questions on professional characteristics on a likert scale of 1 to 5 where:

- 1- Strongly Disagree
- 2- Disagree
- 3- Neutral
- 4- Agree
- 5- Strongly Agree

3.6 Sample

A sample of 763 teachers were taken from the state of Gujarat

3.7 Data collection

The questionnaire was typed and circulated to the teachers through a google form. The duly filled google forms were then tabulated for further analysis.

3.8 Data Analysis

Descriptive statistics was used for analysis and calculation was made with the help of Microsoft Excel and SPSS.

3.9 Limitations of the study

This study was delimited in the subsequent aspects

- The danger of sample bias may exist depending on the sampling method utilised. For instance, researcher's sample may not be representative of all Gujarat school teachers.
- Teachers who opt to participate in the survey may differ from those who do not in terms of personality traits or life experiences. This self-selection bias may limit how broadly your results may be applied.

4. Data Analysis

The Cronbach’s alpha of the entire instrument came as 0.946. The Cronbach’s alpha-values for all these eight parameters ranged from 0.944 to 0.947 indicating that the scale was internally consistent and reliable (Cronbach, 1951; Nunnally, 1978).

- *Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. Psychometrika, 16(3), 297-334.*
- *Nunnally, J. C. (1978). Psychometric theory (2nd ed.). New York: McGraw-Hill.*

The Cronbach’s alpha-value of the factors is as follows:

Table 4.1. Reliability statistics- Cronbach’s alpha- value

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's Alpha | N of Items |
| .946 | 08 |

Kaiser-Meyer-Olkin

The KMO measures the sampling adequacy which should be greater than 0.5 for a satisfactory factor analysis to proceed. The value of 0.943 as mentioned below is good enough to proceed with factor analysis

Bartlett’s test: measures the strength of the relationship among variables.

H0: the correlation matrix is an identity matrix

H1: the correlation matrix is not an identity matrix

The significance level of 0.001 in the below table is small enough to reject the null hypothesis.

This means that the correlation matrix is not an identity matrix.

Table 4. 2. Kaiser- Meyer-Olkin Measure of Sampling Adequacy

| KMO and Bartlett's Test | | |
|--|--------------------|-----------|
| Kaiser-Meyer-Olkin Measure of Sampling Adequacy. | | .943 |
| Bartlett's Test of Sphericity | Approx. Chi-Square | 15560.268 |
| | Df | 946 |
| | Sig. | .001 |

Objective 1. To study the effect of teacher’s personal characteristics [demographics] on the job satisfaction of teachers of schools in Gujarat.

H0: There is no difference in the job satisfaction of teachers of schools in Gujarat due to the effect of teacher characteristics [demographics]

H1: There is a significant difference in the job satisfaction of teachers of schools in Gujarat due to the effect of teacher characteristics [demographics]

Test Applied:

ANOVA Test

To validate the above hypotheses, the effect of demographics like gender, age, marital status, qualification, and experience on job satisfaction was considered. Regression analysis was conducted. Multiple regression also allows you to determine the overall fit (variance explained)

of the model and the relative contribution of each of the predictors to the total variance explained - Kentstate University Library, <https://libguides.library.kent.edu/spss/onewayanova>

Table 4.3. Descriptive statistics of effect of teacher’s gender on the job satisfaction of teachers

| Gender | N | Mean | Std.D | Std. Error | 95% Confidence level for Mean | | Min | Max |
|-------------------|------------|--------------|---------------|---------------|-------------------------------|--------------|-------------|-------------|
| | | | | | Lower Bound | Upper bound | | |
| Prefer not to say | 1 | 1.0000 | | | | | 1.00 | 1.00 |
| Male | 224 | .7813 | .41432 | .02768 | .7267 | .8358 | 0.00 | 1.00 |
| Female | 538 | .9498 | .21853 | .00942 | .9313 | .9683 | 0.00 | 1.00 |
| Total | 763 | .9004 | .29967 | .01085 | .8791 | .9217 | 0.00 | 1.00 |

Table 4.4 Descriptive statistics of effect of teacher’s age on the job satisfaction of teachers

| Age | N | Mean | Std.D | Std. Error | 95% Confidence level for Mean | | Min | Max |
|----------------|------------|--------------|---------------|---------------|-------------------------------|--------------|-------------|-------------|
| | | | | | Lower Bound | Upper bound | | |
| 21 to 40 years | 478 | .8787 | .32686 | .01495 | .8493 | .9080 | 0.00 | 1.00 |
| 41 to 60 years | 285 | .9368 | .24367 | .01443 | .9084 | .9653 | 0.00 | 1.00 |
| TOTAL | 763 | .9004 | .29967 | .01085 | .8791 | .9217 | 0.00 | 1.00 |

Table 4.5 Descriptive statistics of effect of teacher’s marital status on the job satisfaction of teachers

| Marital Status | N | Mean | Std.D | Std. Error | 95% Confidence level for Mean | | Min | Max |
|----------------|------------|--------------|---------------|---------------|-------------------------------|--------------|-------------|-------------|
| | | | | | Lower Bound | Upper bound | | |
| Married | 576 | .9427 | .23260 | .00969 | .9237 | .9617 | 0.00 | 1.00 |
| Unmarried | 187 | .7701 | .42193 | .03085 | .7092 | .8309 | 0.00 | 1.00 |
| Total | 763 | .9004 | .29967 | .01085 | .8791 | .9217 | 0.00 | 1.00 |

Table 4.6 Descriptive statistics of effect of teacher’s experience on the job satisfaction of teachers

| Experience | N | Mean | Std.D | Std. Error | Confidence level for Mean | | Min | Max |
|--------------|-----|-------|--------|------------|---------------------------|-------------|------|------|
| | | | | | Lower Bound | Upper bound | | |
| 0 to 5 years | 249 | .8273 | .37874 | .02400 | .7800 | .8746 | 0.00 | 1.00 |

| | | | | | | | | |
|-------------------|------------|--------------|---------------|---------------|--------------|--------------|-------------|-------------|
| More than 5 years | 514 | .9358 | .24535 | .01082 | .9145 | .9571 | 0.00 | 1.00 |
| Total | 763 | .9004 | .29967 | .01085 | .8791 | .9217 | 0.00 | 1.00 |

Table 4.7 Descriptive statistics of effect of teacher’s qualification on the job satisfaction of teachers

| Qualification | N | Mean | Std.D | Std. Error | 95% Confidence level for Mean | | Min | Max |
|---------------|--|--------------|---------------|---------------|-------------------------------|--------------|-------------|-------------|
| | | | | | Lower Bound | Upper bound | | |
| Graduate | 19 | 1.0000 | 0.00000 | 0.00000 | 1.0000 | 1.0000 | 1.00 | 1.00 |
| Graduate | Trained Graduates (Graduates with B.Ed) 106 | .9245 | .26541 | .02578 | .8734 | .9756 | 0.00 | 1.00 |
| Post Graduate | Doctorate, M.Phil and other equivalent qualification 638 | .8934 | .30882 | .01223 | .8694 | .9174 | 0.00 | 1.00 |
| Total | 763 | .9004 | .29967 | .01085 | .8791 | .9217 | 0.00 | 1.00 |

Table 4.8 ANNOVA output of effect of teacher’s personal characteristics [demographics] on the job satisfaction of teachers of schools in Gujarat.

| Gender | Sum of Squares | Df | Mean Square | F | Sig. | Test Interpretation |
|----------------|----------------|-----|-------------|--------|------|--|
| Between Groups | 4.504 | 2 | 2.252 | 26.771 | 0 | If less than 0.05 then accept the alternative hypothesis and more than 0.05 then the reject alternative hypothesis |
| Within Groups | 63.926 | 760 | 0.084 | | | |
| Total | 68.43 | 762 | | | | |
| Age | Sum of Squares | Df | Mean Square | F | Sig. | |

| | | | | | | |
|----------------|----------------|-----|-------------|--------|-------|---------------------------------|
| Between Groups | 0.604 | 1 | 0.604 | 6.781 | 0.009 | Alternative hypothesis rejected |
| Within Groups | 67.826 | 761 | 0.089 | | | |
| Total | 68.43 | 762 | | | | |
| Marital Status | Sum of Squares | Df | Mean Square | F | Sig. | |
| Between Groups | 4.208 | 1 | 4.208 | 49.866 | 0 | Alternative hypothesis rejected |
| Within Groups | 64.222 | 761 | 0.084 | | | |
| Total | 68.43 | 762 | | | | |
| Qualification | Sum of Squares | Df | Mean Square | F | Sig. | |
| Between Groups | 0.281 | 2 | 0.141 | 1.569 | 0.209 | Alternative hypothesis rejected |
| Within Groups | 68.149 | 760 | 0.09 | | | |
| Total | 68.43 | 762 | | | | |
| Experience | Sum of Squares | Df | Mean Square | F | Sig. | |
| Between Groups | 1.974 | 1 | 1.974 | 22.608 | 0 | Alternative hypothesis accepted |
| Within Groups | 66.456 | 761 | 0.087 | | | |
| Total | 68.43 | 762 | | | | |

Objective 2 :To study the effect of teacher characteristics (professional) on teachers' job satisfaction in Gujarat schools.

H0: There is no relationship between teacher characteristics and job satisfaction of teachers of schools in Gujarat.

H1: There is a significant relationship between teacher characteristics and job satisfaction of teachers of schools in Gujarat.

Table 4.9 Descriptive statistics of effect of teacher characteristics (professional) on teachers' job satisfaction in Gujarat schools.

| Descriptive Statistics | | | |
|---|------|----------------|-----|
| Statements | Mean | Std, Deviation | N |
| Teachers are not encouraged to participate in professional development programs | 1.87 | .749 | 763 |
| I am given more responsibilities without proper training | 2.04 | .796 | 763 |

| | | | |
|---|------|-------|-----|
| Your school does not have job training and mentoring sessions for teachers | 2.02 | .921 | 763 |
| I fail to motivate students who show low interest in schoolwork | 1.83 | .664 | 763 |
| I am unable to implement alternative instructional strategies in my classroom | 1.86 | .654 | 763 |
| I am not very passionate about teaching but I consider it as just another job for earning my livelihood | 1.51 | .718 | 763 |
| I don't spend time after my school hours with students who have individual problems | 2.42 | 1.040 | 763 |
| My students do not complete the work given to them by me | 2.05 | .751 | 763 |

Table 6. Correlation between teacher characteristics (professional) and teachers' job satisfaction in Gujarat schools.

PDP: Participation in professional development programs, TM: Teachers' motivation such as self efficacy, RS: Relation with students.

| Correlations | | | | | | | | | |
|---------------------|---------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| | | PDP1 | PDP2 | PDP3 | TM1 | TM2 | TM3 | RS1 | RS2 |
| TM1 | Pearson Correlation | 1 | .596** | .586** | .386** | .373** | .247** | .073* | .272** |
| | Sig. (2-tailed) | .075 | .000 | .000 | .000 | .000 | .000 | .044 | .000 |
| | N | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 |
| TM2 | Pearson Correlation | .596** | 1 | .554** | .423** | .298** | .243** | .115** | .241** |
| | Sig. (2-tailed) | .000 | .075 | .000 | .000 | .000 | .000 | .001 | .000 |
| | N | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 |
| TM3 | Pearson Correlation | .586** | .554** | 1 | .395** | .214** | .165** | .192** | .234** |
| | Sig. (2-tailed) | .000 | .000 | .075 | .000 | .000 | .000 | .000 | .000 |
| | N | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 |
| PDP1 | Pearson Correlation | .386** | .423** | .395** | 1 | .547** | .329** | .189** | .348** |

| | | | | | | | | | |
|--|---------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Sig. (2-tailed) | .000 | .000 | .000 | .075 | .000 | .000 | .000 | .000 |
| | N | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 |
| PDP2 | Pearson Correlation | .373** | .298** | .214** | .547** | 1 | .363** | .182** | .344** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .075 | .000 | .000 | .000 |
| | N | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 |
| PDP3 | Pearson Correlation | .247** | .243** | .165** | .329** | .363** | 1 | .167** | .239** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .075 | .000 | .000 |
| | N | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 |
| RS1 | Pearson Correlation | .073* | .115** | .192** | .189** | .182** | .167** | 1 | .065 |
| | Sig. (2-tailed) | .044 | .001 | .000 | .000 | .000 | .000 | .075 | .075 |
| | N | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 |
| RS2 | Pearson Correlation | .272** | .241** | .234** | .348** | .344** | .239** | .065 | 1 |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .075 | .075 |
| | N | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 |
| JS | Pearson Correlation | .611** | .620** | .669** | .041 | .003 | .114** | .618** | .649** |
| | Sig. (2-tailed) | .000 | .000 | .000 | .000 | .000 | .000 | .000 | .000 |
| | N | 763 | 763 | 763 | 763 | 763 | 763 | 763 | 763 |
| **. Correlation is significant at the 0.01 level (2-tailed). | | | | | | | | | |
| *. Correlation is significant at the 0.05 level (2-tailed). | | | | | | | | | |

Test Interpretation:

There is a significant relationship between teacher empowerment and teachers' job satisfaction in Gujarat schools in the below-mentioned areas

- Teachers are not encouraged to participate in professional development programs. [r=.611]
- I am given more responsibilities without proper training [r=.620]
- Your school does not have on-the-job training and mentoring sessions for teachers [r=.669]
- I don't spend time after my school hours with students who have individual problems [.618]

- My students do not complete the work given to them by me [$r=.649$]

There is no significant relationship between teacher empowerment and teachers' job satisfaction in Gujarat schools in the below-mentioned areas

- I fail to motivate students who show low interest in schoolwork [$r=.041$]
- I am unable to implement alternative instructional strategies in my classroom [$r=.003$]
- I am not very passionate about teaching but I consider it as just another job for earning my livelihood [$r=.114$]

5. Conclusions

From the findings we can conclude that :

- There is no significant difference in personal characteristics namely Age and Qualification of the teachers on job satisfaction of teachers of Gujarat.
- There is a significant difference in personal characteristics namely Gender, Marital status and Experience of the teachers on job satisfaction of teachers of Gujarat.
- There is a significant relationship between teachers' professional characteristics and teachers' job satisfaction in Gujarat schools in the below-mentioned areas
Teachers are not encouraged to participate in professional development programs.
I am given more responsibilities without proper training.
Your school does not have on-the-job training and mentoring sessions for teachers
I don't spend time after my school hours with students who have individual problems
My students do not complete the work given to them by me
- There is no significant relationship between teacher empowerment and teachers' job satisfaction in Gujarat schools in the below-mentioned areas :
I fail to motivate students who show low interest in schoolwork
I am unable to implement alternative instructional strategies in my classroom
I am not very passionate about teaching but I consider it as just another job for earning my livelihood

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