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Relationship between Teachers' Working Conditions and Job Satisfaction and its Impact on Their Students' Achievement at Secondary School Level in District Sialkot

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ABSTRACT

This research examines the Relationship between teachers' working conditions and job satisfaction and its impact on their students' achievement. The study was quantitative and descriptive in nature. Correlational research design was used to examine the relationship between teachers working conditions and job satisfaction and its impact on their students' achievements. A range of tests were applied to evaluate the data. Population comprised all the public secondary schools of district Sialkot. Sample comprised of 320 teachers selected through proportionate stratified random sampling technique. The purpose of the study was to determine the relationship between working conditions and job satisfaction and how it impact on academic achievements of their students. The data were collected using close ended questionnaires (working conditions and job satisfaction). Students' results of Board of Intermediate and Secondary Education Gujranwala were used as an indicator to determine the achievements of students. Quantitative data analysis techniques were used to analyze the data. The results indicated that there is positive correlation of working conditions with job satisfaction. To investigate the influence of working conditions and job satisfaction on achievements of students' Multiple Regression analysis was applied. There was a significant effect of job satisfaction on students' achievement. While working conditions has no significant effect on achievements of the students. It was recommended that job satisfaction matter to a great extent to improve the academic achievements. The schools should incorporate the factors of social benefits, job meaningfulness, and supportive environment at the workplace.

Introduction

The recent trend in school education is more focused on the achievements of individual students in order to ensure quality education. Teachers are the most important tool to ensure students' achievements and in improving the quality of education. Therefore we need to explore the ways to improve the efficiency and effectiveness of teachers to gain maximum academic achievements and quality of education. On the basis of outcomes of researches in developing countries percentage of efforts at various levels for students' achievements significantly differs. Teacher contribution in students' achievements is 36%, administration contributes 26% and 19% physical facilities (Amin, 2015). The recent trend in school education is more focused on the achievements of individual students in order to ensure quality education. Teachers are the most important tool to ensure students' achievements and in improving the

quality of education. Therefore we need to explore the ways to improve the efficiency and effectiveness of teachers to gain maximum academic achievements and quality of education.

Objectives of the Study

1. To determine the relationship between teachers' working conditions and their job satisfaction.
2. To assess the impact of working condition and job satisfaction on students, achievements.

Research Questions

1. Is there any significant relationship between teachers working conditions, their job satisfaction?
2. What is the impact of teachers working conditions and job satisfaction on achievements of students?

Review of the Related Literature

Employees' well-being in any organization is a significant factor in refining performance. Today education system is trying to increase students' performance through a variety of ways but teachers' wellbeing is overlooked. Various researches indicated that teachers' happiness, job satisfaction and positive moral has a knock on effect on students. Researchers found that if students with bad performance had effective teachers the outcomes will be positive as compare to students with high performance and unsatisfied teachers. Education quality is very low in Pakistan due to untrained teachers, less compatible work environment, low salary and dissatisfaction of job. (Muhammad, Rehman & Ahmed, 2015).

There are various factors including work environment, working situation and atmosphere of the organization that can negatively impact the achievements of teachers (Davis & Newstrom, 2002). There is a strong association between job satisfaction and performance (Chen & Silverthorne, 2008). Teachers who demonstrate sense of gratification and fulfillment with their jobs also show better performance in their work. In several studies, job satisfaction and job performance had a significant positive relationship (Iqbal, Aziz, Farooqi & Ali, 2016).

Working conditions

Working conditions play an imperative role in a school's ability to develop and retain effective teachers and to provide quality instructions. Schools that are capable to offer their teachers an ideal, safe, pleasant, supportive working environment and adequate benefit are better able to fascinate and maintain good teachers and encourage them to do their best. There are numeral characteristics of teachers' working conditions including amount of work, reward, teachers' professional development, school decision making, school safety, student willingness to learn, and public admiration for teachers. Stimulated workplace inspire workers to work which in turn can increase the performance. Provision of good working conditions can contribute to physical comfort and improve the self- confidence among teachers. While poor working conditions can lead to frustration and dissatisfaction (Obineli , 2013).

Alsemeri (2016) stated that workers in an organization spend a lot of time therefore companies should be responsible for the improvement of working conditions. Improvement of physical facilities at the workplace can helpful in raising the output (Buhai, Cottini, & Nielsen, 2008). In a study Sell & Cleal (2011) observed the collective impact of economic and work environment variables and results showed that work environment has a direct impact on job satisfaction rather than economic rewards. A number of studies have explored the interrelationship between different teaching conditions such as autonomy and control, salary, teacher administrator dynamic etc. (Bascia & Rottmann, 2011). If working conditions are not sufficient it can negatively affect the level of job satisfaction (Jordan, Miglic, Todorovic, & Maric, 2017). According to Armstrong (2001) there are various intrinsic and extrinsic factors that affect the level of teachers' motivation and job satisfaction including quality of supervision and relationship with the work groups. Teachers have a right to surpass in teaching by avoiding unwarranted hardship and sacrifices. (Ellis & Dick, 2002)

Factors Affecting Working Conditions

Following are the factors that affect the working conditions in schools.

Colleagues

The extent to which teachers work together to solve a problem

Community Support

Support of families and community to schools and teachers

Facilities

Physically well maintained school

Governance

Teachers' involvement in shared decision making

Principal

Instructional supervision and feedback from the school leader

Professional Expertise

Recognition of teachers as experts and trust in decision making on teachers

Resources

Access to instructional material and technology

School culture

Atmosphere of trust, openness and collective respect

Time

Provision of sufficient time for instructional and non-instructional tasks (Johnson, Kraft, & Papay, 2012)

Significance of Job Satisfaction

The level of job satisfaction plays an essential role in formulation of employees' attitudes and beliefs towards their jobs. Positive attitudes of workers can be source of superfluous efforts while in case of negative attitudes workers tend to be less motivated to work. The study of job satisfaction is supposed to be important in order to control turnover rate, increasing productivity and customer satisfaction. Employee satisfaction is crucial in developing a feeling of attachment and loyalty towards organization to guarantee higher revenues for the organization. Teachers Job satisfaction is crucial as it has direct impact on the achievements of students. Dissatisfied teachers are more likely to escape from their responsibilities and are less concerned in the matters of school (Pitkoff, 1993). Job satisfaction of teachers in the field of education is a focus of attention, particularly at secondary level it is important to facilitate teachers so that they will be more satisfied with their jobs (Bhat, 2018). Job satisfaction is a cornerstone for development of secondary schools. Teachers must be motivated in order to attain the goals of the school (Noordin and Jusoff, 2009). Spector (1997) cited in (Usop, Kadtong & Usop, 2013) provide reasons for the importance of job satisfaction.

Job Satisfaction and Motivation

According to Berghe et al (2014) job satisfaction has a positive effect, self-efficacy, working conditions and work goals. Job satisfaction has a positive effect on self-efficacy, working conditions and work goals. According to Hargreaves (2001) factors influencing job satisfaction can be organized into seven areas including compensation, opportunity, external forces, school culture, training, motivation to teach, and emotional factors. Hackman and Oldham (1975) recommended that job ought to be based on the primary five characteristics such as skill variety, job identity, significance, and autonomy and task feedback. Job involve on these core areas workers may feel meaningfulness, responsibility and output of their working activities.

Factors Affecting Job Satisfaction

According to Ngimbudzi (2009) the aspects that add to job satisfaction among teachers are the characteristics of job, social welfares, significance of the job, supportive administration, and intention to remain in the job.

Job Characteristics

Such characteristics include fringe benefits, bonuses, monthly pay, advancement opportunities, elevation process and procedures, chances for specialized skill competency. (Work-related training, conferences and workshops, rewards and gratitude from the employer).

Social Benefits

It involves factors such as Acknowledgement from the community, collaboration from colleagues, autonomy in the place of work, assistance from school management team, fascinating job, independence in making decisions about daily tasks, job security, professional capability for doing job, level of responsibility, and mutual rapport.

Meaningfulness of the Job

Meaningfulness of job refers to the level of efforts and contribution to the job, satisfaction from physical factors of environment and opportunity to learn new skills.

Support from Administration

It involves aspects of administration and supervision involving care from administrators.

Intention to Remain in the Job

The willingness to remain in the job and less probabilities to transfer to another school and to change profession.

Relationship between Working Conditions and Job Satisfaction

Raziq & Maulabakhsh (2015) conducted study in three sectors banking, university and telecommunication to find the association between working conditions and job satisfaction. Outcomes have shown that there is an affirmative relationship between working conditions and job satisfaction. According to Spector (1997) ignoring work environment in an organization can result in an adverse effect on the performance of workers.

According to (Naz, 2017) it is supported by the results that working conditions have a significant affirmative consequence on job satisfaction. Teacher empowerment and policies at workplace are the part of working conditions if these needs are not met there will be a negative effect on job satisfaction among employees. Physical, psychological and community settings where staff works contribute a lot in increasing the effectiveness and productivity of the schools. Several studies found that that working conditions and self-efficacy have a positive impact on job satisfaction (Duffy & Lent, 2009).

According to Herzberg & Snyderman (1959) factors that influence workers job satisfaction or dissatisfaction are their working conditions, company policies, relationship with administrators and supervisors and salary. Bishey (1996) inadequate working tools and facilities highly contribute towards teachers' dissatisfaction to their jobs. Job satisfaction among teachers is highly influenced by the extrinsic work factors.

Impact of Working Conditions and Job Satisfaction on Students' Achievements

Kyara (2013) conducted a study to analyze the outcome of job gratification on teachers' performance and students' achievements. The study found that lack of satisfaction among teachers is negatively affecting teachers' performance and students' outcomes. He further recommends that working conditions are needed to be improved.

McWherter (2012) conducted research to determine the relationship between satisfaction of students and teachers on their achievements. Results didn't reveal any relationship between satisfaction level of students' and teachers on their performance. Akiri (2014) recommended that it is imperative to

ensure career satisfaction among teachers. One way to do this is to enhance the salaries of teachers. Teachers' working conditions are also important to reduce turnover and burnout.

Concerning the impact of the working conditions of teachers on the achievements of the students' indicates that the working conditions of the teachers are the learning conditions of students. School leaders that can empower teachers through creating safe school environments and developing credulous climates (Hirsch & Emerick, 2007). Job dissatisfaction posed a severe threat to the efforts of raising the achievements of students (Ferguson, 2000).

Satisfaction with teaching as a profession was an essential issue meanwhile it was connected with teacher success, which eventually embellished student achievement. Teacher enthusiasm led to greater student achievement. Teacher's workplace satisfaction level may affect the quality of teaching given to pupils. Teacher job performance is influenced job satisfaction which consequently impacted student attainments. Teachers' satisfaction with their career may have strong implications for students' learning (Patrick, 2007).

According to Nisar, Mahmood & Dogar (2017) Educational environment, curriculum, physical environment and competencies of the teachers are the institutional factors that affect the achievements of students. He further investigated that the extent of academic achievements of students is related to the working conditions. Schools with poor climate have low academic achievements. School climate includes all the environmental aspects of the School such as teachers, activities and instructional materials. A healthy environment contributes in capacity building of students (Johnson & Johnson, 1993) According to Salfi and Saeed (2007) schools with optimistic culture, enhanced facilities and learning environment perform better than others. Aslam (2009) conducted a study to compare whether the school factors are crucial or family factors are more important in academic achievements of students. He suggested that schools conditions are more influential in achievements. Teachers in Pakistan are infrequently involved in administrative decision making or legislation. There is need for the training of teachers, providing them with decent working conditions and remuneration.

Research methods

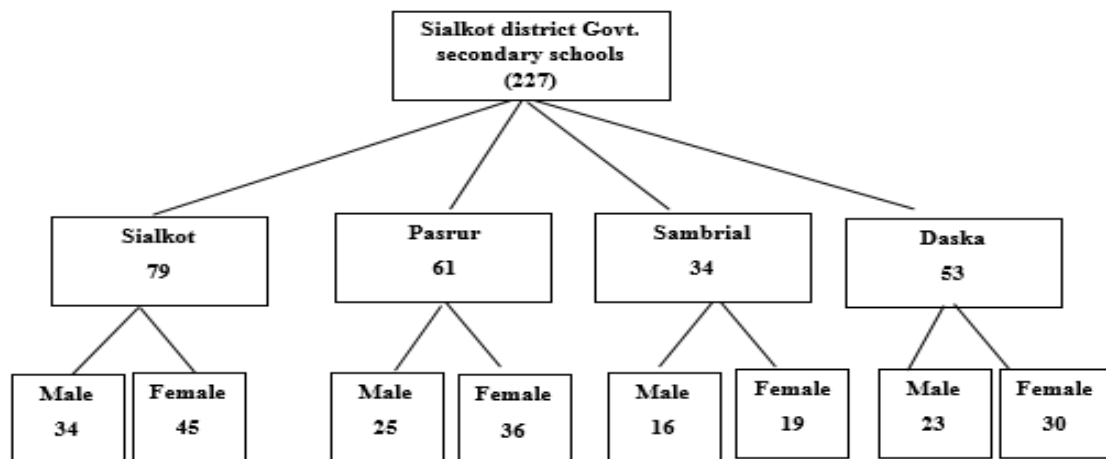
Research Design

The study was quantitative and correlational in nature. Correlation research design was used to examine the relationship between teachers working conditions and job satisfaction and its impact on their students' achievements.

Population of the Study

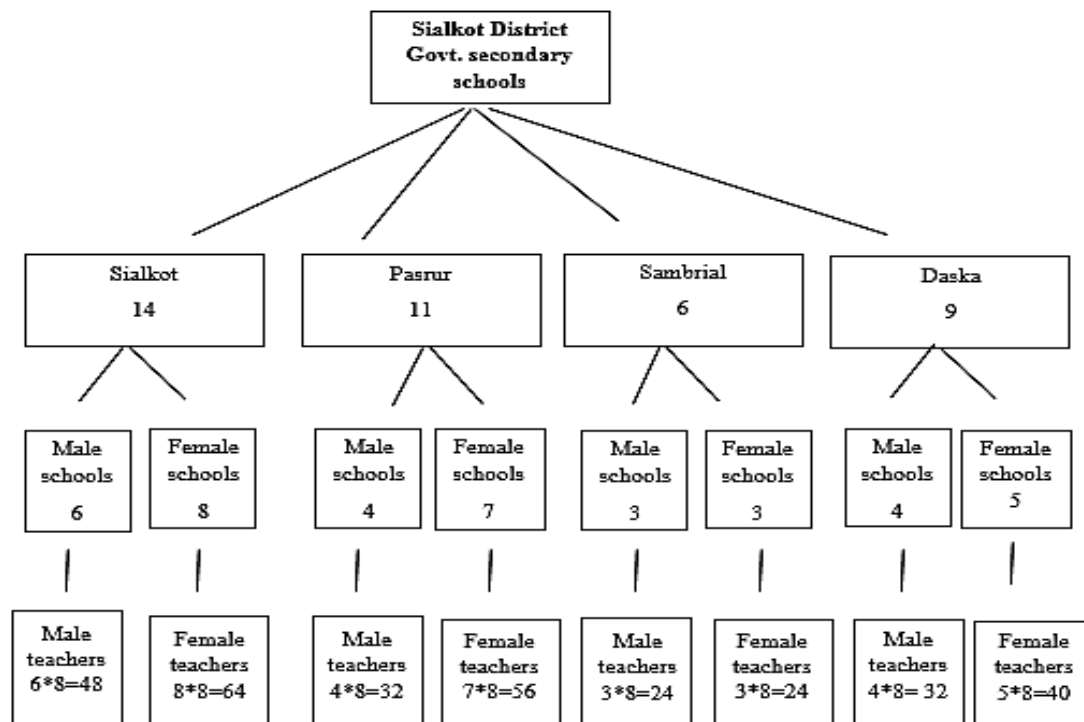
The population of the study were all the secondary school teachers in district Sialkot. The total no of secondary schools in district Sialkot was 227 i.e. the total number of male secondary schools are 98 and female secondary school was 129 (School Education Department, n.d).

Figure 1 shows that there are total 227 Govt. secondary schools. It shows the detail of total number of boys and girls secondary schools in district Sialkot.



Sampling Techniques and Sampling Size

The sample was taken from Govt. secondary schools there are 227 Govt. secondary schools in district Sialkot. According to the proportion of population 17% teachers were selected. Stratified random sampling techniques was used. From strata, sample was selected in the same proportion as they exist. Total sampling size was 320 teachers from 40 schools. Eight teachers were selected from each school



Instrumentation

For assessing the relationship between teachers' working conditions and their job satisfaction and their students' achievements two close ended questionnaires were used to collect the data from respondents. The researcher used a survey of school working conditions (mass tells) this questionnaire was developed by Johnson, Kraft, & Papay in (2012). The second survey to measure teachers' job satisfaction is teachers job satisfaction survey (TJSS) this scale was developed by Ngimbudzi in (2009). Questionnaires were encompassed of two sections. The first section included demographic variables whereas the second

section was consist of close ended questionnaire. Moreover, results of Board of Intermediate and Secondary Education Gujranwala of students of 10th class were used as a parameter to evaluate their achievements.

Validity and Reliability of the Instruments

A pilot study was conducted to test the instruments for validity. Cronbach Alpha was applied to measure the internal consistency of these instruments. The validity of the instruments was measured by expert opinions.

Table 3.1

Factors	No. of items	Cronbach's Alpha
Working conditions		
Colleagues	5	.67
Time use	3	.46
Resources	5	.70
Facilities	3	.70
Governance	6	.70
Professional expertise	5	.75
Principal	10	.84
Community support	2	.47
School culture	4	.61
Job satisfaction		
Job characteristics	12	.86
Social benefits	10	.82
Meaningfulness of job	4	.41
Supportive administration	3	.64
Intention to remain in the job	3	.72

Data Collection

The researcher personally visited the selected schools to collect the data.

Survey Response Rate

The survey response rate was 94%. Out of 320 teachers 300 respondents responded to the questionnaire.

Data Analysis

Pearson correlation was used to determine the relationship between teachers 'working conditions and their job satisfaction in secondary schools in district Sialkot. Multiple Regressing analysis was conducted to analyze the impact of working conditions and job satisfaction on achievements of students.

Ethical Consideration

- The purpose of the research was explained to the participants.
- No biased language was used in report writing.

Pearson Product Movement Correlation

Table

Correlation between Working Conditions and Job Satisfaction

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Working conditions	1															
2. Colleagues	.736**	1														
3. Time use	.671**	.540**	1													
4. Resources	.685**	.426**	.476**	1												
5. Facilities	.745**	.551**	.496**	.516**	1											
6. Governance	.834**	.599**	.510**	.492**	.556**	1										
7. Professional Expertise	.769**	.499**	.430**	.425**	.468**	.625**	1									
8. principal	.877**	.558**	.518**	.486**	.628**	.672**	.612**	1								
9. Community Support	.624**	.318**	.370**	.403**	.373**	.483**	.518**	.496**	1							
10. School culture	.774**	.478**	.390**	.432**	.512**	.594**	.610**	.675**	.573**	1						
11. Job satisfaction	.682**	.506**	.410**	.428**	.511**	.557**	.504**	.612**	.501**	.573**	1					
12. job characteristics	.626**	.444**	.353**	.462**	.437**	.497**	.489**	.536**	.483**	.538**	.889**	1				
13. Social benefits	.639**	.536**	.409**	.346**	.590**	.517**	.413**	.586**	.385**	.517**	.833**	.614**	1			
14. Meaningfulness of job	.533**	.345**	.361**	.275**	.403**	.416**	.442**	.514**	.414**	.430**	.734**	.542**	.566**	1		
15. Supportive Administration	.493**	.405**	.293**	.294**	.389**	.413**	.297**	.491**	.250**	.391**	.727**	.533**	.628**	.528**	1	
16. Intention to remain in the job	-.075	-.111	-.073	-.057	-.210**	-.002	-.001	-.093	.118*	-.021	.222**	.071	-.081	.176**	.080	1

Note: *p<.05, **p<.01

Data analysis

The relationship between working conditions and job satisfaction was investigated using Pearson product movement correlation. The relationship between total working conditions and total job satisfaction was investigated using Pearson product movement correlation. There was a large significant and positive relationship between total working conditions and total job satisfaction ($r=.68$, $n=300$, $p<.001$). But there was no relationship of working conditions, colleagues, time use and resources with teachers' intention to remain in the job. Similarly governance, principle and school culture has no relationship with intention to remain in the job.

1. The relationship between colleagues and job characteristics was investigated using Pearson product movement correlation. There was a medium significant and positive relationship between colleagues and job characteristics ($r=.44$, $n=300$, $p<.001$).

2. The relationship between time use and social benefits was investigated using Pearson product movement correlation. There was a medium significant and positive relationship between time use and social benefits ($r=.40$, $n= 300$, $p< .001$).
3. The relationship between resources and meaningfulness of job was investigated using Pearson product movement correlation. There was a small positive and significant relationship between resources and meaningfulness of job ($r=.27$, $n=300$, $p< .001$).
4. The relationship between facilities and supportive environment was investigated using Pearson product movement correlation. There was a medium positive and significant relationship as facilities and supportive environment as ($r=.38$, $n=300$, $p<.001$)
5. The relationship between governance and intention to remain in the job was investigated using Pearson product movement correlation. There is a large negative relationship between governance and intention to remain in the job ($r= -.002$, $n= 300$, $p=.96$).
6. The relationship between professional expertise and job satisfaction was investigated using Pearson product movement correlation. There was a large positive and significant relationship between professional expertise and job satisfaction ($r=.504$, $n=300$, $p<001$)
7. The relationship between principles and professional expertise was investigated using Pearson product movement correlation. There was a medium positive and significant relationship and professional expertise ($r=.49$, $n=300$, $p<.001$).
8. The relationship between community support and social benefits was investigated using Pearson product movement correlation. There was a strong positive and significant relationship between community support and social benefits ($r=.38$, $n=300$, $p<.001$).

Regression Analysis

Table: ANOVA for the Regression Analysis for Working Conditions and Job Satisfaction on Achievements of Students (N=37)

Model	Sum of Square	df	MS	F	P
Regression	4459.41	2	.708	8.177	.001
Residuals	9543.948	35	.684		
Total	14003.36	37			

Note: MS=mean square, $R=.564$, $R^2=.318$

A multiple regression was applied to determine how the working conditions and job satisfaction predicted the scores of students. Table reveals that working conditions and job satisfaction explained 31.8 % of the variance in achievements of students $R^2= .318$, $F(35, 2) = 8.17$; ($p=.001$).

Table : Coefficient for Regression Analysis for the Factors of Working Conduction and Job Satisfaction for Achievements of Students (N=37)

Model	B	SE	β	t	P
Constant	.740	.278		.505	.000
Working conditions	.049	.950	.001	.004	.997
Job satisfaction	.191	.411	.564	2.400	.002

Note: SE=standard error, β =beta

Table shows the contribution level of each independent variable; workplace conditions and job satisfaction. Job satisfaction have significant effect on students achievement ($\beta = .564$, $p = .002$). Working conditions has no significant effect on students achievements ($\beta = .001$, $p = .997$).

Results

Objective: To determine the relationship between teachers' working conditions and their job satisfaction

Research question: Is there any significant relationship between teachers working conditions, their job satisfaction?

The relationship between total working conditions and total job satisfaction was investigated using Pearson product movement correlation. There was a large significant and positive relationship between total working conditions and total job satisfaction ($r = .68$, $n = 300$, $p < .001$).

There was a positive significant relation between colleagues and job satisfaction, time use and social benefits, resources and meaningfulness of job, facilities and supportive environment, governance and intention to remain in the job, professional expertise and job satisfaction, principles and professional expertise, community support and social benefits. The study validated the findings of (Hirsch & Emerick, 2007) that the working conditions of the teachers are the learning conditions of students. School leaders that can empower teachers through creating safe school environments and developing credulous climates.

Objective: To assess the impact of working condition and job satisfaction on students, achievements

Research question: What is the impact of teachers working conditions and job satisfaction on achievements of students?

The results of multiple regression showed that the there is a significant effect of job satisfaction on achievements of the students. But there was no significant effect of working conditions on achievements of students'. The study validated (Ferguson, 2000) that Job dissatisfaction posed a severe threat to the efforts of raising the achievements of students.

Recommendations

1. There should be an enriched level of job satisfaction among teachers through providing improved teaching learning situations, challenging tasks to increase the achievements of students
2. Working conditions matter to a great extent. Schools should provide better working conditions for both teachers and students. Schools need to realize the importance of good working conditions for job satisfaction.
3. There should be an increased level of teacher training in order to provide challenging situations. Increase in salary can also play an important role to improve self-esteem and motivation level of teachers.
4. Government should take steps to allocate a handsome amount of budget for improvement in schools working conditions and other related facilities.
5. There is need to revise teacher training programs in the all the dimensions of teaching and learning including curriculum, teaching methods, measurement and evaluation etc. to bridge the gap between teacher quality achievements of students. Moreover, for there is a need for Improvement in social status of the teachers.
6. Training of heads is also necessary in order to equip them with the ability to create a positive teaching learning environment for teachers' thorough effective discipline and time management skill for improved teaching learning process

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