

Analyzing the Relationship Between Professional Development and Job Satisfaction Among Teachers

Pranathi Y

Research Scholar, Department of Education, Kalinga University, Naya Raipur,
Chhattisgarh, India

Dr. Aditya Prakash Saxena

Research Supervisor, Department of Education, Kalinga University, Naya
Raipur, Chhattisgarh, India

Abstract

Teachers are among the most visible and influential members of society. There can be little question that a nation's economic vitality depends on a sufficient supply of qualified educators to drive the goals of the institutions that serve as its backbone. The value of a teacher is incalculable since it affects people from all walks of life. Educators' responsibilities extend beyond the confines of the classroom and the school building. The teacher is held in the highest regard because of the influence she has on the lives of her students and the community at large. Almost 500 Telangana secondary school educators participated in the current survey. Data was gathered using the Professional Development of Teachers Inventory and the Teachers Work Satisfaction Scale. The t-test and the Product Moment Correlation Analysis both showed that male and female educators are different in important ways.

Keywords: Professional Development, Job Satisfaction, Learning, Educational, Teachers

I. Introduction

The purpose of schools and the requirements placed on educators are evolving in various nations. Teachers are being asked to do more with less: to teach in

increasingly diverse classrooms, to prioritize the inclusion of students with special learning needs, to make better use of ICT in the classroom, to plan lessons within evaluation and accountability frameworks, and to increase parental involvement.

As a leader, counselor, tutor, manager, and team member, a teacher has a lot on their plate. Teachers are special because they play these responsibilities in the classroom. They keep at it until the job is done. These duties need an exceptionally high level of professional skill and dedication on the part of the educator. The foundation of every effective educational system is its faculty.

Every school should prioritize teacher professional development as a top priority. Creating a successful professional development programme is a significant issue for any educator, leader, or administrator. The best way to increase teachers' expertise is through professional development. Yet, identifying teachers' needs is crucial for creating a successful professional development programme that helps educators.

Continuing education has become an increasingly important component of educational reform. This statute provided educators with a framework and set of standards by which to direct their instruction of pupils. As it turns out, continuing one's education is a key factor in all three of these areas (teacher happiness, student success, and school prosperity). In order to raise student accomplishment, teacher morale, and overall school success, professional development of instructors is crucial. If a teacher loves what they do, they'll work harder at it. They'll step up and take on more responsibility, making for a more pleasant workplace.

An important topic that has not received enough attention in schools until the last decade or so is teachers' job happiness, which is measured by their level of dedication to their work. The issue of teaching students to be happy in their jobs has been largely overlooked by educational institutions for decades. To ensure

continued success in education, however, it is now normal practice for every reputable institution to check in on staff members' levels of work satisfaction. When educators know they are valued, they are more likely to do their best work and stick around for the long haul. One definition of work satisfaction is "the degree to which an individual has favorable feelings about his or her employment and/or employer."

II. Review of Literature

Smet, Mike. (2021) Several international research confirm that high teacher turnover rates cause shortages and perhaps lower-quality instruction. One of the major predictors of employee turnover is dissatisfaction with one's job. The purpose of this research is to examine how teachers' professional development influences their sense of fulfillment in the classroom. The primary objective is to untangle the complex web of relationships between the need for and engagement in professional development activities so that more nuanced and accurate analyses can be conducted, hopefully leading to a more grounded understanding of the mechanisms at play. In this analysis, we make use of information from the OECD's Teaching and Learning International Survey, Wave 2018. (TALIS). Multilevel or hierarchical linear modeling is a suitable estimation method for the hierarchical data structure of teachers nesting within schools nesting within regions (HLM). We find that the number of PD activities teachers have engaged in moderates (negatively) the positive relationship between job satisfaction and the need for PD in teaching diversity and special needs. The quantity of professional development acts as a moderator (positively) between the indicator's negative association with work satisfaction and its negative relationship with the requirement for professional development in subject matter and pedagogy.

Thahir, Muthahharah et al., (2021) The purpose of this research was to examine the relationships between teachers' professional growth, job happiness, and

classroom effectiveness, as well as to identify the roles that each played in shaping the other. Quantitative approaches using descriptive correlations were employed in this study's research design. A questionnaire was used to collect information for this investigation. Sixty middle school educators in Gowa Regency participated in the survey. Product moment and regression analysis were utilized to examine the data, and the analysis was performed in the SPSS statistical package. Positive and substantial effects of professional development and job satisfaction on teacher performance were found. This study's findings suggested that boosting leadership training and teacher job satisfaction would have a positive effect on teacher performance.

Safari, Ibrahim et al., (2020) The purpose of this study was to investigate how EFL educators' senses of competence, contentment in their work, and capacity for self-reflection affect their practise and growth as professionals. Two hundred and twelve Iranian EFL instructors from a variety of educational institutions and language centres took part in the study. The primary tools used to collect this information were the Teachers' Feeling of Efficacy Scale, the Minnesota Satisfaction Questionnaire, the Reflective Thinking Scale, and the Professional Development Questionnaire. Email, social media, and in-person submissions were all accepted for the questionnaires. The hypothesised model of relationships was analysed using Structural Equation Modeling in SPSS AMOS version 24. After using the software's recommended modification indices, this model was validated (Normal chi-square=3.6, RMSEA=.03, RMR=.02, GFI =.93, AGFI =.90, NFI =.92, CFI =.93, IFI =.93). All the latent variables and their sub-scales were shown to have strong internal correlations. Also, the multiple regression analysis revealed that both self-efficacy and job satisfaction positively predicted professional development, with self-efficacy being a more potent predictor than job happiness. It was also discovered that introspective thinking was somewhat predicted by professional growth, rather

than the other way around. The study's significance for the classroom has been explored.

Mehmeti, Fatmir. (2019) The study set out to answer the question, "Do teachers' levels of job satisfaction influence their engagement in various types of professional development?" Many crucial context-specific characteristics that motivate teachers to engage in professional development have been discovered. According to SDT (Deci & Ryan, 2000), there are two motivating variables that motivate an individual to be active in actions, such as professional development. An individual's level of intrinsic or extrinsic motivation to teach tends to be nuanced, yet job satisfaction is a significant motivator nonetheless. As a result, we don't know if teachers' level of contentment with professional development opportunities is a major or minor motivating element. There is a significant gender difference in instructors' satisfaction with their work when pupils succeed as a consequence of great teaching ($r=.24$). Using a statistical sample of classroom educators, we have attempted to do so. It is assumed that there is no correlation between job happiness and the requirement for or interest in engaging in various types of CPD. Science relies on numbers. A questionnaire was used to gather the information. One hundred seventy educators representing both sexes, a wide range of rural and urban settings, and all levels of secondary education make up the sample.

Alvarez, Sandra. (2018) To get a deeper comprehension of the context of in-service teachers' work and professional development, it is useful to examine the connection between PDPs and the levels of satisfaction and discontent experienced by EFL public school teachers in their jobs. In this descriptive case study grounded in a sociocultural framework, I explore the positive and negative effects that professional development opportunities (PDPs) had on the job satisfaction and job performance of four EFL in-service teachers in public schools. In-depth interviews, narratives, and document analysis were all used to

Compile the data. According to the results, the four EFL educators' levels of job satisfaction are affected, both positively and negatively, by the professional development programs (PDPs) in which they have participated. Teachers are more likely to be content with their jobs when their professional development plans (PDPs) are tailored to their individual requirements, particularly with regard to their level of language competence and their preferred methods of instructing. Both the absence of academic recognition in their schools and the ineffectiveness of professional development programs (PDPs) were significant contributors to teachers' job discontent. Participants also reported significant levels of job discontent since their involvement in PDPs was not factored into the teachers' assessment mechanism introduced by the Colombian government at the time of the study.

Javier Gil-Flores. (2017) Recent surveys suggest that teacher morale in Spain has been on the decline over the past decade. In addition, it drops dramatically after entering the secondary school level. In this research, we explore the factors that explain secondary school teachers' positive attitudes towards their profession. We utilize the Spanish sample from the OECD's Teaching and Learning International Survey (TALIS) 2013 edition (192 schools, 3339 instructors) (Organization for Economic Co-operation and Development). The significance of teacher variables and school variables as predictors of job satisfaction is evaluated using hierarchical linear models. Personal factors that explain teachers' job satisfaction include their sense of self-efficacy, their ability to maintain classroom discipline, their age, their gender, the number of years they've been teaching at their current school, and their employment status. The relationship between teachers and students is one of the most influential aspects of the institution as a whole.

III. Methodology

Researchers utilized a descriptive survey approach to gather information from participating educators.

Sampling Technique

A random sample of 500 educators from Telangana's secondary schools was collected. The researchers used a random sampling method to choose their sample.

Research Tools

The following instruments, created by the researchers, were utilized in the data gathering process.

- i) Teacher's Professional Development Inventory.
- ii) Teacher's Job Satisfaction Scale.

Both instruments have been standardized by the researchers.

Statistical techniques applied

The t-test and the Pearson product moment correlation were used for statistical analysis.

IV. DATA ANALYSIS AND INTERPRETATION

Difference between male and female teachers in their job satisfaction in total and in the dimensions

The overall and individual components of teacher satisfaction are not significantly different between men and women. (i) Contentment with one's teaching job. (ii) Job security and contentment. (iii) Employee happiness in relation to the work environment. (iv) Contentment in one's position relative to the school administration.

Table 1: Comparison of Male and Female Teachers in Their Job Satisfaction in Total and in the Dimensions

Dimension	Category	Mean	SD	't' value	LS
In total	Male	118.01	18.18		

	Female	117.98	16.14	0.02	Not Significant
Satisfaction with teaching profession	Male	33.57	5.35	0.53	Not significant
	Female	33.34	5.52		
Satisfaction with job security	Male	20.36	4.18	0.36	Not significant
	Female	20.24	3.76		
Satisfaction with institutional climate	Male	36.03	7.07	1.09	Not significant
	Female	36.62	6.08		
Satisfaction with authorities of school management	Male	28.04	7.73	0.48	Not significant
	Female	27.77	5.67		

LS – Level of significance at 0.05 levels

The computed values of t are 0.02 overall and 0.53, 0.36, 1.09, and 0.48 throughout the dimensions. At the 0.05 level, these values are not significant. Teachers are assumed to form a homogeneous group, with no discernible differences in life satisfaction across any or all categories.

Correlation between professional development and job satisfaction of teachers

Teacher job satisfaction is unrelated to teachers' levels of professional growth.

Table 2: Correlation between Professional Development and Job Satisfaction of Teachers

S. No.	Variable	'r'	LS
1.	Professional development	0.15	Significant at 0.05 level
2.	Job satisfaction		

Given the data presented above, it can be concluded that the calculated value of r, 0.15, is statistically significant more than the tabulated value of 0.062. Professional growth and teachers' sense of fulfillment in the classroom are strongly correlated. The findings showed a favorable association between teachers' levels of professional development and their levels of job satisfaction;

however these factors varied from teacher to teacher in the secondary school context.

V. Conclusion

It is said that teachers are not well-supported in their professional tasks, which contributes to high turnover rates in the teaching profession. This research adds to the body of information on early education teacher attrition, training programs, and continuing education. Teachers' happiness in the classroom is linked to their participation in professional development opportunities. Understanding the needs of teachers is crucial for schools looking to increase professional development sessions and reap the advantages of such. Teachers' and kids' happiness and school community are both impacted by their level of job satisfaction. When making decisions about teachers' professional development, school administrators should keep their level of job satisfaction in mind. Additionally, if principals and directors of education wish to boost their teachers' enthusiasm for their work, they can do so by investing in their professional growth. There is a highly significant positive relationship between teachers' professional growth and their level of job satisfaction. The states of these two factors are mutually dependent on one another. It shows that bettering oneself professionally leads to more contentment in one's job. Teachers will benefit in the long run from learning how much job satisfaction affects their effectiveness in the classroom.

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