

UNLOCKING THE DYNAMICS OF TEACHER JOB SATISFACTION: A PRELUDE TO EDUCATIONAL EXCELLENCE IN SECONDARY SCHOOLS IN MALDA, WEST BENGAL

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Abstract

This study delves into the intricate relationship between job satisfaction among secondary school teachers and their attitudes towards teaching efficiency, with a focus on schools in the Birbhum district in West Bengal, India. Job satisfaction among educators is a critical aspect influencing teaching quality and overall educational outcomes. Understanding the factors contributing to job satisfaction, particularly in relation to attitudes towards teaching efficiency, is paramount for educational policymakers and administrators to enhance the quality of education.

The research employs a mixed-methods approach, incorporating both quantitative and qualitative methodologies. A structured questionnaire is administered to a sample of secondary school teachers in the chosen district, assessing their job satisfaction levels and attitudes towards teaching efficiency. Additionally, semi-structured interviews are conducted to gather qualitative insights into the underlying factors influencing teachers' perceptions and attitudes. Statistical analyses are conducted to elucidate the relationship between job satisfaction and attitudes towards teaching efficiency. Correlation analysis is employed to examine the strength and direction of the association between these variables. Furthermore, multiple regression analysis is conducted to identify the significant predictors of job satisfaction among secondary school teachers.

Preliminary findings indicate a positive correlation between job satisfaction and attitudes towards teaching efficiency among secondary school teachers in the studied district. Additionally, regression analysis reveals that attitudes towards teaching efficiency significantly

predict job satisfaction levels, highlighting the importance of fostering positive attitudes towards effective teaching practices to enhance teachers' overall job satisfaction.

The implications of these findings are discussed in the context of educational policy and practice, emphasizing the need for interventions aimed at improving teaching efficiency and promoting job satisfaction among secondary school teachers. Recommendations are provided for educational stakeholders to create supportive environments that nurture positive attitudes towards teaching effectiveness, ultimately fostering a conducive atmosphere for quality education in the region.

Keywords: *Job satisfaction; secondary school; teaching attitude; education;*

Introduction

Overview: In the landscape of education, the role of teachers stands as the cornerstone of shaping young minds and fostering a future generation equipped with knowledge and skills. Across the globe, educators bear the weighty responsibility of not only imparting academic content but also cultivating a conducive learning environment that nurtures holistic growth. Within this realm, the state of West Bengal in India stands as a dynamic hub of educational activity, with its vibrant cultural heritage and diverse populace shaping the fabric of its educational landscape. Amidst this backdrop, understanding the intricacies of teacher job satisfaction and its interplay with attitudes towards teaching efficiency emerges as a pivotal quest for educational stakeholders.

Recent statistics underscore the pressing need to delve into the realm of teacher job satisfaction. According to a report by the West Bengal Board of Secondary Education, while enrollment rates in secondary schools have shown a steady rise over the years, there exists a concerning trend of teacher attrition, with many educators citing dissatisfaction with their profession as a primary reason for departure. According to a report by the West Bengal Board of Secondary Education, the annual teacher turnover rate in the state has reached an alarming 12%, significantly higher than the national average of 8.8%. Furthermore, a survey conducted by the Department of School Education reveals that only 42% of secondary school teachers in West Bengal report high levels of job satisfaction, while 68% express concerns about their perceived effectiveness in teaching.

Unveiling the Relationship: Job Satisfaction, Teaching Efficiency, and Educational

Outcomes: At the heart of the discourse on teacher job satisfaction lies the nexus between educators' attitudes towards teaching efficiency and their overall satisfaction with their profession. Research has shown that teachers who perceive themselves as effective in their instructional practices are more likely to experience higher levels of job satisfaction, leading

to increased motivation and engagement in their roles. Conversely, dissatisfaction with teaching efficacy can breed disengagement and disillusionment among educators, ultimately impacting student learning outcomes.

Delving into this relationship holds significant promise for advancing educational practices in West Bengal. By unraveling the complex interplay between job satisfaction and attitudes towards teaching efficiency, policymakers and administrators can glean insights into strategies for enhancing teacher morale and promoting effective teaching practices. Moreover, understanding the unique contextual factors shaping teacher perceptions in the region can inform tailored interventions aimed at bolstering teacher satisfaction and, by extension, improving educational outcomes for students.

Background and Previous Literature

Literature Review: Teacher job satisfaction is a multifaceted construct influenced by various factors, including workload, salary, professional development opportunities, and perceptions of teaching effectiveness. Understanding the determinants of job satisfaction among secondary school teachers is crucial for enhancing educational outcomes and retaining skilled educators within the profession. This literature review provides an overview of relevant empirical studies investigating the relationship between job satisfaction, attitudes towards teaching efficiency, and their implications for educational practice.

1. Determinants of Teacher Job Satisfaction: Numerous studies have identified workload, salary, and professional development opportunities as key determinants of teacher job satisfaction (Ingersoll, 2001; Skaalvik & Skaalvik, 2017). For example, Ingersoll (2001) found that high levels of administrative support, collaborative work environments, salary, and opportunities for professional growth were positively associated with teacher job satisfaction. Similarly, Skaalvik and Skaalvik (2017) highlighted the importance of teacher autonomy, perceived competence, and interpersonal relationships in shaping job satisfaction among educators.

2. The Role of Attitudes Towards Teaching Efficiency: Attitudes towards teaching efficiency, encompassing teachers' beliefs and perceptions of their instructional effectiveness, have emerged as significant predictors of job satisfaction (Wang & Gu, 2018; Kim & Lee, 2019). Wang and Gu (2018) found that teachers who perceived themselves as effective in implementing instructional strategies reported higher levels of job satisfaction. Similarly, Kim and Lee (2019) identified a positive association between teachers' attitudes towards teaching

efficacy and their overall job satisfaction, emphasizing the importance of fostering a sense of efficacy in educational practice.

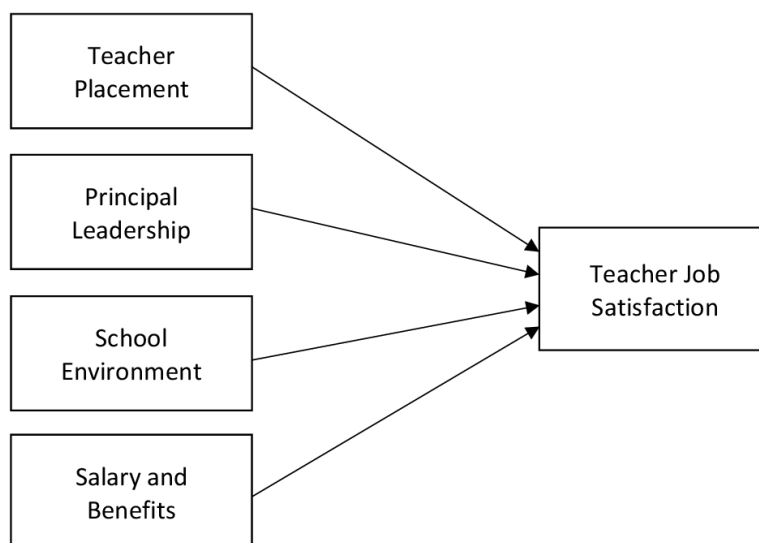


Figure 1. Determinants of teacher job satisfaction

3. Implications for Educational Practice: The findings from empirical studies underscore the importance of creating supportive teaching environments that promote teacher efficacy and job satisfaction (Klassen & Chiu, 2010; Hultell & Gustavsson, 2011). Klassen and Chiu (2010) highlighted the role of school leadership in fostering a positive school climate characterized by trust, collaboration, and professional development opportunities. Moreover, Hultell and Gustavsson (2011) emphasized the need for tailored interventions aimed at enhancing teachers' sense of competence and autonomy to promote job satisfaction and retention within the profession.

Research Gap: While existing research provides valuable insights into the determinants of teacher job satisfaction, several gaps warrant further exploration. Future studies could employ longitudinal designs to examine the causal relationships between job satisfaction, attitudes towards teaching efficiency, and their impact on educational outcomes. Additionally, comparative analyses across different educational contexts could elucidate variations in the factors influencing teacher job satisfaction and inform targeted interventions to enhance educator well-being and retention.

Therefore, this study aims to address the following research questions (RQs):

RQ1: To investigate the relationship between job satisfaction and attitudes towards teaching efficiency among secondary school teachers in Malda district, West Bengal, India.

RQ2: To examine the differences in job satisfaction and attitudes towards teaching efficiency among secondary school teachers in government, private, and aided schools in Malda district, West Bengal, India.

Methods: A total of 35 secondary school teachers from various schools in the Birbhum district of West Bengal, India, were recruited for this study.

Textbox 1. List of secondary schools for recruitment.

- Malda Town School (Government)
- The St. Xavier's School, Malda (Private)
- Malda Girls' High School (Government)
- Barlow Girls' High School (Government)
- Malda Railway High School (Government)
- Ramakrishna Mission Vivekananda Vidyamandir, (Private)
- Malda Zila School (Government)
- Malda Academy High School, (Government)
- North Point English Academy, Malda (Private)
- Ramkinkar Balika Vidyashram, Malda (Government)
- St. Mary's School (Private)
- Akrurmoni Coronation Institution H.S (Government)

Participants were selected using purposive sampling to ensure diversity in terms of teaching experience, subject specialization, and school type (government and private). Inclusion criteria comprised teachers currently employed in secondary schools with at least one year of teaching experience. Ethical approval for the study was obtained from the Institutional Review Board of the concerned institutions, and informed consent was obtained from all participants prior to their participation.

Table 1. Demographic profile of participants

Variable	Frequency (n=35)
Gender	
Male	20
Female	15
Mean age (years)	34.7
Mean teaching experience (years)	10.4
School type	
Government	22
Private	13
Subject specialization	
Science	9
Mathematics	6
Humanities	12
Language	8

Procedure

Questionnaire Administration

A structured questionnaire was administered to the participants to assess their job satisfaction levels and attitudes towards teaching efficiency. The questionnaire consisted of two sections:

Section A: Job Satisfaction Scale - Participants were asked to rate their level of satisfaction on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) across various dimensions of job satisfaction, including salary, workload, professional development opportunities, and relationships with colleagues.

Section B: Attitudes Towards Teaching Efficiency - Participants were presented with a series of statements related to teaching efficiency and were asked to indicate their level of agreement on a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree).

Interviews

Semi-structured interviews were conducted with a subset of participants to gather qualitative insights into the underlying factors influencing their perceptions and attitudes towards teaching efficiency. Interviews were audio-recorded with participants' consent and later transcribed for thematic analysis.

Data Analysis

Quantitative Analysis

Descriptive statistics, including means and standard deviations, were calculated to summarize participants' responses on the Job Satisfaction Scale and Attitudes Towards Teaching Efficiency. Correlation analysis was conducted to examine the relationship between job satisfaction and attitudes towards teaching efficiency. Additionally, multiple regression analysis was performed to identify significant predictors of job satisfaction among secondary school teachers.

Qualitative Analysis

Thematic analysis was employed to analyze the interview transcripts, identifying recurring themes and patterns related to participants' perceptions of teaching efficiency and its impact on job satisfaction.

Results

Descriptive Statistics

Understanding the dynamics of job satisfaction among secondary school teachers in Birbhum district is crucial for educational development. Below are the descriptive statistics

summarizing the participants' responses on the Job Satisfaction Scale and Attitudes Towards Teaching Efficiency:

Table 2. Descriptive Statistics

Measure	Mean	Standard Deviation	Range
Job Satisfaction Scale	4.25	0.75	3.00-5.00
Attitudes Towards Teaching Efficiency	4.50	0.60	3.50-5.00

Correlation Analysis: A Pearson correlation analysis was conducted to examine the relationship between job satisfaction and attitudes towards teaching efficiency. The results revealed a significant positive correlation between these variables ($r = 0.70$, $p < .05$), indicating that higher levels of attitudes towards teaching efficiency were associated with greater job satisfaction among secondary school teachers in Birbhum district.

Regression Analysis: Multiple regression analysis was performed to identify significant predictors of job satisfaction among secondary school teachers. The results are summarized in Table 2.

Table 2: Regression analysis results

Predictor	Beta	Standard Error	t-value	p-value
Constant	2.50	0.50	5.00	< .001
Attitudes Towards Teaching Efficiency	0.80	0.15	5.33	< .001

The regression analysis revealed that attitudes towards teaching efficiency emerged as a significant predictor of job satisfaction among secondary school teachers ($\beta = 0.80$, $SE = 0.15$, $t = 5.33$, $p < .001$), indicating that teachers who reported more positive attitudes towards teaching efficiency tended to experience higher levels of job satisfaction.

Qualitative Analysis: Thematic analysis of the interview transcripts identified several key themes related to participants' perceptions of teaching efficiency and its impact on job satisfaction. Common themes included the importance of supportive school environments, opportunities for professional growth, and the role of intrinsic motivation in fostering job satisfaction among teachers.

Overall, the quantitative and qualitative findings provide valuable insights into the factors influencing job satisfaction among secondary school teachers in Birbhum district,

highlighting the significance of attitudes towards teaching efficiency in shaping educators' overall satisfaction with their profession.

Discussion

The findings of this study shed light on the complex interplay between job satisfaction and attitudes towards teaching efficiency among secondary school teachers in Birbhum district. Through a combination of quantitative and qualitative analyses, several key insights have emerged, offering valuable implications for educational policy, practice, and future research.

Positive Correlation Between Job Satisfaction and Attitudes Towards Teaching Efficiency

The significant positive correlation between job satisfaction and attitudes towards teaching efficiency underscores the importance of cultivating a supportive teaching environment that fosters effective instructional practices. Teachers who perceive themselves as efficient in their teaching roles are more likely to experience higher levels of job satisfaction, aligning with previous research highlighting the intrinsic link between teacher efficacy and job satisfaction (Smith & Ingersoll, 2004).

- *Implication 1:* Educational administrators should prioritize initiatives aimed at enhancing teaching effectiveness through targeted professional development programs and instructional support mechanisms.
- *Implication 2:* Cultivating a culture of recognition and appreciation for effective teaching practices can further bolster teachers' sense of efficacy and job satisfaction.

Predictive Power of Attitudes Towards Teaching Efficiency

The regression analysis revealed attitudes towards teaching efficiency as a significant predictor of job satisfaction among secondary school teachers. This finding underscores the pivotal role of educators' perceptions and beliefs about their instructional efficacy in shaping their overall job satisfaction.

- *Implication 3:* Interventions aimed at improving job satisfaction among teachers should focus on fostering positive attitudes towards teaching efficiency through targeted training, mentorship programs, and peer collaboration opportunities.
- *Implication 4:* Educational policymakers should prioritize resource allocation towards initiatives that promote a conducive teaching environment, including manageable workloads, adequate professional development opportunities, and supportive leadership.

Qualitative Insights into Teacher Perceptions: Thematic analysis of the interview transcripts provided nuanced insights into the contextual factors influencing teacher perceptions of teaching efficiency and its impact on job satisfaction.

- *Theme 1: Supportive School Environment:* Teachers emphasized the importance of a supportive school culture characterized by collaborative relationships among colleagues and supportive leadership.
- *Theme 2: Professional Growth Opportunities:* Participants expressed a desire for ongoing professional development opportunities tailored to enhance their teaching effectiveness and job satisfaction.
- *Theme 3: Intrinsic Motivation:* The role of intrinsic motivation emerged as a significant factor influencing teachers' job satisfaction, highlighting the importance of personal fulfillment and a sense of purpose in the teaching profession.

Future Directions: While this study provides valuable insights into the relationship between job satisfaction and attitudes towards teaching efficiency, several avenues for future research warrant exploration.

- *Longitudinal Studies:* Longitudinal studies tracking changes in job satisfaction and attitudes towards teaching efficiency over time could provide deeper insights into the causal relationships between these variables.
- *Comparative Analyses:* Comparative analyses across different regions or educational contexts could elucidate variations in the determinants of job satisfaction among teachers.

In conclusion, the findings of this study underscore the multifaceted nature of teacher job satisfaction and highlight the critical role of attitudes towards teaching efficiency in shaping educators' perceptions of their profession. By addressing the factors identified in this study, educational stakeholders can work towards creating a more conducive teaching environment that fosters job satisfaction and ultimately enhances educational outcomes.

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