

INFLUENCE OF TEACHERS' JOB SATISFACTION ON STUDENT ACADEMIC PERFORMANCE: A CASE STUDY OF TEACHERS IN JERASH GOVERNORATE

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Abstract. Education is a key driver to the development of any nation. One of the fundamental ideas of education is to create skilled human resource, which can rise above developmental barrier of a particular nation. This can be achieved with the aid of a satisfied work force in the educational sector. Increasing teacher job satisfaction in most cases would lead to commitment of their efforts and time thus, resulting in high job performance and better student academic performance. The purpose of this study is to explore the factors that influence job satisfaction among teachers in Jerash Governorate; it also aim to investigate whether teachers job satisfaction affect their job performance and thereby having a ripple effect on the academic performance of students. The study revealed that the job satisfaction of teachers in terms of their work condition, responsibility, salary, professional status, relationship with their colleagues and the administrative style of their employer influence their job performance. The job performance of the teachers is often reflected in academic performance of their students.

Keywords: job satisfaction, teachers, student academic performance, influence, Jordan, Jerash governorate

Introduction

A major driver of the development of a nation is the education of her people especially the young, as they would in time to come shoulder the responsibility of such a nation. One of the fundamental ideas of education is to create skilled human resource, which can rise above developmental barrier of a particular nation (Ayele, 2014). This can be achieved with the aid of a satisfied work force in the educational sector. Increasing teacher job satisfaction in most cases would lead to commitment of their efforts and time thus, resulting in high job performance (Scott, 2004) and better student academic performance (Brookover & Lezotte, 1979; Latham, 1998; Mertler, 2002). The influence of job satisfaction on the academic performance of students has been a subject of concern to researchers. In general, teachers' job satisfaction is related to the indicators of safety work conditions, students' engagement and the outcome. Jordanian teachers help to uphold the philosophy of education in the Hashemite Kingdom of Jordan which emerges from the "Jordanian constitution, the Islamic Arab civilization, the principles of the great Arab Revolt and the Jordanian national experience". Teacher job satisfaction needs to be given considerable attention so as to enhance better job performance and in turn positively influence the academic performance of students.

Though, a significant relationship have been established between job satisfaction and job performance by some researchers (Keaveny & Nelson, 1993), others (Brown & Peterson, 1994) observed but only reasonable positive relationship between them; whereas, Iaffaldano and Muchinsky (1985) discovered a weak association between job satisfaction and job performance. Results from recent studies confirm stronger association between an employee's job satisfaction and his performance Thus, employees who were satisfied with their jobs showed more commitment to their work, were more optimistic and eventually performed better (Judge *et al.*, 2001; Chen & Silverthorne, 2008; Zimmerman & Todd, 2009; Lee, 2010; Rigopoulou *et al.*, 2011).

Several studies have dealt with 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;

Silver, Measelle, Armstrong, & Essex, 2005), good relationships among colleagues (Hughes, Cavell, & Willson, 2001; Hughes & Kwok, 2006), and greater achievement scores among students (Crosnoe, Johnson & Elder, 2004). Many studies have furthermore highlighted the effect of a sympathetic teacher-student association on students' achievement scores due to the direct effect of the quality of teacher-student relationship on students' engagement in the classroom (Hughes *et al.*, 2008; O'Connor & McCartney, 2007).

According to Mundhra (2010), Oluseyi and Ayo (2009), the intrinsic motivational factors of the job significantly affect job performance. Teachers that display higher satisfaction with their jobs also display higher performance in doing their work. In different studies, job performance and job satisfaction had a notable positive relationship (Ahmad et al., 2010; Hayati & Caniagi, 2012; Shokrkon & Naami, 2009). Nevertheless, intrinsic motivation, the commitment of organizations, and job performance did not present any considerable relationship (Oluseyi & Ayo, 2009; Mundhra, 2010; Mohsan *et al*, 2011; Hayati & Caniagi, 2012).

Aim of the Study: The purpose of this study is to explore the factors that influence teachers job satisfaction among teachers in Jerash Governorate; it also aim to investigate whether teachers job satisfaction affect their job performance and thereby having a ripple effect on the academic performance of students.

Academic Performance

Performance is a complex quality which depends on several facets, such as organizational commitment and work values (Gutierrez, Candela, & Carver, 2012). Being a strong indicator of productivity, performance has been largely required all through the education history, either from students or teachers. Since teachers' job satisfaction is interlinked with their achievement scores, they represent a fundamental prospective foundation for strengthening the educational process. Nevertheless, the aim of accomplishing educational goals is left unfulfilled if teachers are unable to exhibit quality performance in form of success score of students'. Principally, the most significant indicator is intellectual success in the education process of teachers. This as well constitutes the most significant facet of research, and is also the center dogma of learning psychology in educational evaluation (Rahmani, 2011).

Ayral *et al.* (2014) revealed that tests and examinations are tools extensively employed to assess students' performance irrespective of discipline or academic stage. Students are often analyzed through assessment through the skills, tests, abilities, and academic success (Zollar and Ben-Chain, 1990) to investigate students' education outcomes and check their achievement, so as to strengthen the quality of education (Kellaghan, Greaney, and Murray, 2009). Against that backdrop, performance is associated with knowledge management, quality and efficiency (Platisa, Reklitisb, and Zimeras, 2015).

Workers play a significant role in regulating organizational performance (Farooquia and Nagendra, 2014), hence, the affiliation between job performance and job satisfaction among teachers was explored for the current study.

Due to the demand for high accountability associated with this dispensation, institutions of learning have devised different practices and programs to enhance academic performance of students and to attain Adequate Yearly Progress (AYP) objectives. According to Wynne (1980), Latham, (1998) and Mertler (2002), teachers' job satisfaction has an impact on academic performance of students, but some researchers are of the opinion that the relationship between satisfaction to productivity is more complex than as people usually assume it (Bowling, 2007). Spector (1997) opined that job satisfaction is the most recurrently examined variable in the study of organizational behavior. This is as a result of the fact that behaviors and feelings affect the actions of staff and, therefore, potentially add to the failures or successes of an organization. Measuring and understanding teachers' job satisfaction in institutions of learning is principally imperative, because it is known that teachers that pass through extended job stress (i.e., lack of job satisfaction) tend to have more feeble relationships with the students, resulting to a rise in classroom administration troubles (Burke, Greenglass, & Schwarzer, 1996).

Job Satisfaction

Towards the end of 20th century, dispute emerged among scholars studying the definition of job satisfaction. Researchers discovered variations among definitional design in terms of the jobs' evaluation, affective experiences and beliefs about jobs (Weiss, 2002).

Cranny, Smith, and Stone (1992) examined the various ways job satisfaction was defined and, from of their analysis, they defined job satisfaction as "an affective (that is, emotional) reaction to one's job, resulting from the incumbent's comparison of actual outcomes with those that are desired (expected, deserved, and so on)". Simply put, job satisfaction is defined generally as the way people feel about their jobs.

Raising teachers' job satisfaction can advance teachers' preservation and promote the best prospects to go into the teaching field. Teachers that have significantly high job satisfaction have higher tendency to desire to advance their teaching efforts and to venture in continuing education. Briefly put, teacher job satisfaction is a factor that can be controlled which school and district managers need to assess and understand to maintain a productive and satisfied faculty (Latham, 1998; Mertler, 2002).

Job satisfaction is crucial for both individuals and the general societies since the achievement of his psychological and social compatibility is largely dependent on satisfaction of his job. Hence, job satisfaction is intimately linked to success in job which is consequently is the subjective principle upon which the society's evaluation of its people is based. The success of a person in his job is directly proportional with his close

association and devotion to that job as well as what that job presents such as the satisfaction of his desires and intentions, and the employment of his capabilities. If the job proficiency is an output of the specialized education, instruction and skill, it is as well, a proof for the feeling of the individual about job satisfaction for his job (Al-Khudari, 1982).

Luthens (1989) acknowledged job satisfaction as a status of optimistic and bright feelings as a result of the persons appraisal of his job or his experience from his job, as well as from his awareness of those job offerings of vital things in line with his opinion, and there are three scopes for the job satisfaction which include: the emotional scope which is unseen but can be felt. The next scope of job satisfaction is typically recognized by the degree of compatibility between the job necessities and prospect, and the degree to which these necessities fulfill these prospects or surpass them. The third scope is that the job satisfaction signifies many interconnected attitudes.

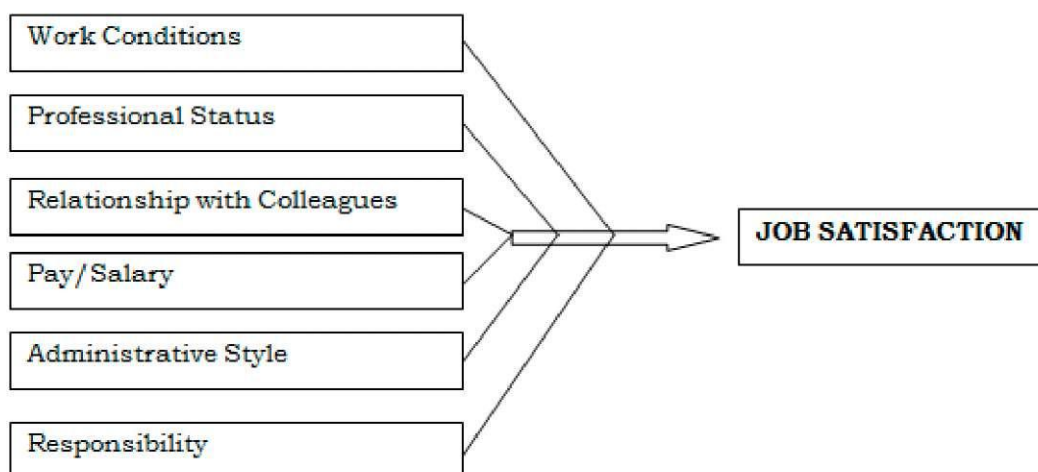
In his view, Al-Mesh'an (1993) sees job satisfaction as the "degree of the individual's satisfaction of his needs, and that satisfaction is achieved through various factors, some of them are exterior factors (such as the job environment), and others are interior ones (like the job itself) that the individual is doing. These factors help make the individual satisfied with his job, interested in it, conducting it pleasantly, accomplishing his ambitions, desires and interests, and being proper for what the individual needs from his job and what he actually obtains or what exceeds his expectations".

According to Ashour, (1986), the degree of job satisfaction symbolizes a hidden or inherent action that is inherent in the person's love, and such feelings may remain concealed within the person's self and they can as well emerge in his external behavior. Obviously, satisfaction is not a result of a single factor or one aspect, it is rather an indication of an interrelationship of several factors that emerge via an individual's conduct in his job, either these factors are associated with the job's atmosphere and the society's perception regarding the person, or the individual himself, or to the job processes like administration, remuneration, interactions among colleagues and bosses, and the rules and regulations that govern the person's behavior, and these factors communicate the degree of satisfaction the person feels he has derived from his job. When that feeling involves that the job fulfill the person's desires, his perception regarding his job will be more encouraging (Al- Sawalheh, 2006).

Abbas (1986) pointed out that the factors limiting job satisfaction are imminent in the following issues: occupation satisfaction because it matches the individual's prerequisite, skills, personal preferences and what they offer the individual with a social class outside and within the organization, the remuneration, the probability of development and job promotion, administration, management, contentment of the work team, and satisfaction of the social dimension.

Al-Sawalheh (2006) established that the job satisfaction amongst the nursery school teachers is affected by the variables like remuneration, social class, education qualification, teaching skills, and the administrative power. The degree of satisfaction was the chief among the teachers whose monthly remuneration was lower than one hundred Jordanian dollars, teachers who were married, and those with have Diploma qualification, as well as those with the highest teaching experience, and teachers who work for private nursery schools.

Shraideh (2004) affirmed that statistically, no significant differences exist among the impressions and perceptions of Yarmouk University Faculty members about the services rendered by the university. Moreover, Al-Bandari and Al-Otoom (2002) established that the degree of individual's association for the teachers of Jordan and Oman was on the average, and statistically significant differences exist in the full level and sub level for the advantage of the Jordanian model. Conversely, there was high degree of job satisfaction for the Omani model, and average for the Jordanian model, there was statistically significant differences in the full measure and sub level for the advantage of the Omani model. The results showed that no significant statistically differences existed in the degree of job satisfaction of teachers as regards the difference of the individual's relationship degree between the principals and teachers on the full scale for the degrees of individual dealings for both the Jordanian and Omani models. Furthermore, these outcomes revealed the significance of the variables of expertise, experience and gender for forecasting the degree of the individual's associations and job satisfaction for the teacher in Omani, and the variables of skills, expertise and education qualification for forecasting the degree of individual's associations and job satisfaction for the Jordanian teacher.



Framework of this study

Methodology

In order to evaluate the factors that influence teachers job satisfaction, its influence on job performance and eventual influence on students academic performance in Jerash Governorate in Jordan, a structured questionnaires was designed to collect data from 94 teachers in Jerash. Simple random sampling techniques was used to select respondents. To obtain data on the factors that measure job, the researcher framed a section of his questionnaire to fit the commonly used measurement instrument - the Teacher Job Satisfaction Questionnaire (TJSQ) by Lester (1987).

Results and Discussion

The data obtained from the structured questionnaires were statistically represented in tables and chart below alongside discussion on the findings of this study. Only 90 (95.7%) of the 94 questionnaires were duly completed and returned while the remaining 4 (4.3%) were not. Thus the researchers utilized the 95.7% of the questionnaires available.

Table 1: Factors that Measure Teachers Job Satisfaction

Factors	YES		NO	
	Frequency	Percentage	Frequency	Percentage
Work Conditions	64	71.1	26	28.9
Responsibility	53	58.9	37	41.1
Salary or Pay	81	90.0	09	10.0
Administrative Style	57	63.3	33	36.7
Professional Status	42	46.7	48	53.3
Relationship with Colleagues	47	52.2	43	47.8

Table 1 indicates the factors that measure teacher job satisfaction. 71.1% of the respondents were of the opinion that work conditions influence teachers' job satisfaction. The work conditions encompass in general, the physical working conditions and school polices made by the administration. Accountability for ones job was

reported by 58.9% of the respondents as one of the factors which measure teachers' job satisfaction. Most of the respondents (90.0%) believe pay can be used to influence teachers' job satisfaction. This is so, as an increase in teachers annual income and accrued benefits would improve teachers job satisfaction, thereby enhancing their performance and in the long run aid better academic performance on the part of the students. 63,3% of the respondents reported style of administration as a means of measuring job satisfaction; 46.7% of the respondents reported that professional status can influence job satisfaction of teachers; while 52.2% of the respondents is of the opinion that a healthy relationship with co-workers or colleagues would positively influence job satisfaction whereas 47.8% of the respondents reported otherwise.

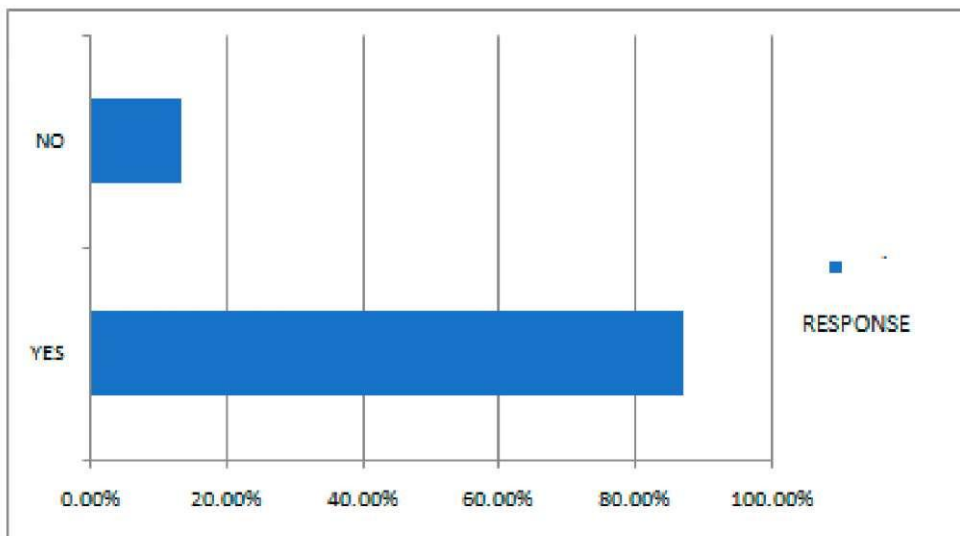


Figure 1: Teacher Job Satisfaction Influence Their Job Performance

According to 78 (86.7%) of the respondents, teachers' job performance affect their job performance while 12 (13.3%) of them reported otherwise.

Table 2: Teacher Job Satisfaction Influence Student Academic Performance

Response	Frequency	Percentage (%)
Yes	61	67.8
No	29	32.2

67.8% of the respondents reported that teacher job satisfaction has an eventual influence on students' academic performance. 32.2% of them reported that teacher job satisfaction does not affect the academic performance of students.

Conclusion

The study revealed that the job satisfaction of teachers in terms of their work condition, responsibility, salary, professional status, relationship with their colleagues and the administrative style of their employer influence their job performance. The job performance of the teachers is often reflected in academic performance of their students.

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