Title	Relationship of Teachers' Job Satisfaction with Class Rooms Discipline and Students Academic Achievement At Secondary School Level In Punjab
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Received on:	29 June, 2019
Accepted on:	29 May, 2020
Published on:	25 June, 2020
Citation:	Ms. Naila Gulzar and Professor Dr. M. Zafer Iqbal, "Relationship of Teachers' Job Satisfaction with Class Rooms Discipline and Students Academic Achievement At Secondary School Level In Punjab," JICC: 3 no, 1 (2020): 30-46
Publisher:	Al-Ahbab Turst Islamabad

Islamic Research Index
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Relationship of Teachers' Job Satisfaction with Class Rooms Discipline and Students Academic Achievement At Secondary School Level In Punjab

*Ms. Naila Gulzar
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Abstract

The first and foremost aim of this research paper is to get information relating the relationship of teacher's job satisfaction with classroom discipline and students' academic achievement at secondary school level in Punjab. The study was based on the objectives: to discover the relationship between job satisfactions of teachers who teach at secondary level with their classroom discipline and (ii) to explore the effects of job satisfaction on their students' academic achievements. Sample consisted of 550 teachers, 674802 students and 110 head teachers out of 110 secondary schools in 04 districts based on rural, urban, north, southern and central. A questionnaire for teachers' job satisfaction, an observational sheet for teachers', classroom discipline and an interview schedule for head teacher regarding teachers' classroom discipline and job satisfaction of teachers were developed. The data was analyzed through the utilization of mean score, percentage, standard deviation, t-value and correlation co-efficient. Major findings emerged there were significant co-relation between job satisfaction of all teachers and their students' academic achievement and there were significant co-relation between job satisfaction of all teachers and classroom discipline of teacher in Punjab.

Keywords

Teacher, Job Satisfaction, Class Room Discipline

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Importance of Teaching in Islam

Islam is has many basic characteristics and teaching is one of the main and basic characteristics of Islam without teaching and learning there is no pure or complete concept of Islam. A teacher is the one who shapes an Islamic society and build it through his dedication and sincerity of purpose. The importance of teaching and learning cannot be denied in Islam and this is clear from the very first verse revealed upon the holy prophet (صلى الله عليه وسلم). The first verse revealed says that:

<div dir="rtl">

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ

</div>

Read: In the Name of your Lord who created.
The holy prophet (صلى الله عليه وسلم) himself is the greatest teacher of the world. Through his teachings he not only taught humanity but descilined the badly scattered tribes of Arab and taught them civilization and manners. Through his teaching and training he(صلى الله عليه وسلم) completed the mannerism. He (صلى الله عليه وسلم) said that :

<div dir="rtl">

عَنْ جَابِرِ بْنِ عَبْدِ اللَّهِ قَالَ قَالَ رَسُولُ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ
إِنَّ اللَّهَ لَمْ يَبْعَثْنِي مُعَنِّتًا وَلَا مُتَعَنِّتًا وَلَكِنْ بَعَثَنِي مُعَلِّمًا مُيَسِّرًا

</div>

Jabir ibn Abdullah reported: The Messenger of Allah, (صلى الله عليه وسلم) peace and blessings be upon him, said, "**Verily, Allah did not send me to be harsh or obstinate, rather he sent me to teach and to put at ease**."
If one is not satisfied with his/her job as a teacher one cannot perform his/her duty of building a nation. So, job satisfaction is of utmost importance for every single teacher.

THEORETICAL FRAMEWORK

A teacher possesses enviable position in the society. Therefore he is held responsible for setting the standards, building up the desirable attitudes and approving and disapproving practices of the students. A person who is recruited in an official capacity on the basis of some rules and regulations is call teacher. "Teacher" always gives strength to the native abilities of the students. He brings positive change in the overall behavior of the students. Teachers assume an exceptionally essential part in accomplishing the desirable goals of teaching. The teachers, who happen to be dissatisfied with their jobs, usually prove to be white elephant in the education department of any country. Such type of teachers cannot perform well. This profession is confronting issues identified with their job satisfaction. The general observation is that the teachers of government sector are dissatisfied with their profession. They appear to be dissatisfied with teaching in state funded schools. They take themselves misfit in this profession. On the possibility that the claim is genuine that the government teachers are dissatisfied, what then is this dissatisfaction? In what viewpoints would they say they are satisfied?

Secondary schools for any country are considered as the most important institutions because they produce skilled and properly directed students who play significant role in the progress of their country. Secondary schools fill in as a stage towards the arrangement for higher and professional training has been depicted by Dictionary of English Language as, "high school or secondary school beyond the elementary or primary and below the college level." The teachers who are working in secondary educational system in Pakistan encounter with many problems. Variables, for example, poor student conduct, running from low level of student's inspiration to bad conduct and poor associations with organization and partners can prompt word related anxiety.

The satisfaction of teacher's job is defined as the "teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher" (ibid). In the words of Spector (1997, 2), the satisfaction of job is defined as "simply how people feel about their different aspects of their jobs. It is the extent to which people like (satisfaction) or dislike (dissatisfaction) their jobs." In view of Mbua, satisfaction of job is defined as "the satisfaction acquired by experiencing various job activities and rewards." Satisfaction of job is "a positive feeling about one's job resulting from an evaluation of its characteristics" (Robbins & Judge, Aziri B. (2011).

There can be two categories of job satisfaction theories:
1.   The content theories
2.   The process theories

In view of Morgan (1986,), "employees are people with complex needs that must be satisfied if they are to lead full and healthy lives and to perform effectively in the workplace." He indicates that Maslow's theory is also connected in working environments.

There is no doubt about the fact that literature available on teacher job satisfaction and particularly in Pakistan recommends a more grounded accentuation on financial viewpoints. This is the way which can prove to be very much important for bringing satisfaction of job. The 1993-94 Schools and Staffing Survey inquired as to whether they were happy with various parts of their workplace (regulatory support and initiative, buffering and manage authorization) (Alt et al., 1999).

According to Spector (1997, 30) "First, the job environment itself and factors that are associated with job are important influences of job satisfaction. This includes how people are treated, the nature of job tasks, relations with other people in the job place, and rewards. Second, there are individual factors that the person brings to the job."

The job satisfaction is very much important on all the grounds. The moral, educational and mental level of the progress of the students mainly relies on the quality teaching staff. It is also vivid that quality of teaching staff cannot be made possible without job satisfaction. It is destructive to youngsters' creativity if the issue of teacher maintenance is not perceived and moves to determine it (Page and Page, 1982).

Low salary of the teachers is main hurdle on the way towards job satisfaction. (Harris and Associates, 1992; Ingersoll, 2001; Page and Page, 1982). Definitely pay of the teacher is most consideration for a teacher without which he can give his maximum in his department. It is also anticipated that teachers who do not rely on the professional development relating their job, they face many hardships to cure the disparity. Rickman and Parker, 1990). Endeavoring to adjust teacher pay rates to different areas in the mid 1980's was a cooperation used to make the training calling more appealing (Ballou and Podgursky, 1997). There was huge difference of salaries of teachers between Inner city school areas and poor provincial areas. As consequences many teachers of poor provincial areas left schools. Contrasts of financing and economic situations referred to as explanations behind bringing on the lack of interest of the teachers in their professional duties.

There are many things which influence a teacher's job satisfaction. Truth be told, these powers now and again are outside the ability to control of the school and locale. These outside variables are alluded to as outer strengths, and are characterized as those things that could help or impede a man as they endeavor to play out their obligations as a teacher. Neighborhood associations, minority affiliations, group associations, parental contribution (National Education Association, 1997a; Perie and Baker, 1997), social issues and conditions, expanded differences, spending by the area and occupation accessibility (Page and Page, 1982) are a couple of cases of outside powers.

There is no proper meaning of authoritative culture. In a similar regard, there is no particular meaning of school culture. Schools possess their own culture. All schools have a delegate culture; regardless of whether it is broken or utilitarian, feeble or solid. Some schools have authoritative culture while others have democratic culture. Both the authority and enrollment intentionally sustain schools with solid societies.

Erikson (1987) says that culture consists of the following points :

a.   Solid facts
b.   Traditions and set of recognized symbols
c.   Political strength and meanings
It is concluded, "Culture shapes what we think is possible. It defines what is in the world, what exists and what does not.

Deal and Kennedy (1999) wrote, "School cultures are complex webs of traditions and rituals that have been built up over time as teachers, students, parents, and administrators job together and deal with crises and happenings".

Having proper motivation is very important for teaching with full satisfaction. A few elements including longing to job with youngsters, feel empowered in the school. What's more, how others see the part of the teacher in the group is in this space. Motivational components help individuals settle on the choice to enter the field

If a teacher has job satisfaction then can create better classroom environment for teaching-learning process. Only then he tries his level best to maintain discipline in the school. Over and over, teachers say school teaches face confront when they are not contended with their job. Confront (Ritter and Hancock, 2007). When teachers are not satisfied with their jobs then they have issues which are referred as the basic reasons of low performance of the teachers at their duty stations. (Morris, Rothschild and Brassard, 2006). It is also important that that the classroom environment impacts students' scholastic execution and teachers' job satisfaction, various reviews have been directed trying to recognize diverse discipline administration styles and their adequacy.

ACADEMIC ACHIEVEMENT

Academic achievement of the students and the teachers is usually evaluated by test and exams yet it is also related with the job satisfaction of the teachers. As indicated by Annie, Howard, Stoker and Mildred (1996) "Academic achievement is the result government the degree to which a student, teacher or establishment has accomplish their instructive objectives". Bossaert, Doumen, Buyse and Verschueren (2011) characterizes "Academic achievement as students accomplishment in meeting short or long haul objectives in training in the 10,000 foot view as indicated by the creators, academic achievement implies finishing secondary school or acquiring an advanced education".

A student cannot perform well unless he is given ideal environment for academic achievement. In an ideal environment the students are alys given proper instructions for the accomplishment of any task. As "the learning acquired or abilities created in the school subjects. León, Manzi and Paredes (2008) found that "The after effects of teacher assessments connect generally well with the learning results of their students, which would seem to show that the assessment framework has been all around composed".

The culture and the environment of the school may affect the influence academic achievement consciously or unconsciously. As Mr. Phillips (1996) arranged countless assessments and concluded that the relation between school culture and academic success is inevitable which cannot be ignored. (p. 3).

Purkey and Smith said "School culture strongly influenced the academic achievement of the teachers. They said that school culture is, "Composed of values, norms, and roles existing within institutionally distinct structures of governance, communication, educational practices and policies" (p.357).

JOB SATISFACTION OF TEACHERS AND ACADEMIC ACHIEVEMENT

As per Ajewole and Okebukola (2000), job satisfication of the teacher is the most essential element in the academic achievement in any educational institutions. Many factors contribute in the poor performance of the students in schools such as bad administration, lack of basic facilities, no professional trainings of the teachers, weak teaching techniques etc.

Usman et al. (2011) researched that the job satisfaction and hierarchical responsibility of 160 teachers in Punjab University of Pakistan by utilizing the personally administered questionnaire. The discoveries of study demonstrated that a positive and huge relationship between part push i.e. part struggle, part vagueness and job stretch. In any case, job stress was contrarily and fundamentally connected with job satisfaction and hierarchical responsibility of teaching staff of the college under examination.

Hassan and Mehdi (2016) conducted a research on Iranian English teachers' job performance. As a result it was concluded that Iranian junior secondary school English teachers were not satisfied with their job and duties. As a sample of study, 64 Iranian English teachers and 1774 of their students finished an approved poll particularly created to explore EFL teachers' employment execution. The outcome demonstrated that fulfilled teachers fundamentally contrasted from their disappointed partners as far as their occupation execution proposing that the watched contrasts in their employment execution may have predominantly been brought about by how much they were contended with their nature of duty.

Hence it is necessary that teachers should be provided withal basic facilities so that they get job satisfaction which would be highly useful for them to perform well in order to fulfill their educational duties. Moreover, the aftereffects of the needing demonstrated that the most demotivating elements adding to teachers' employment disappointment and impacting their employment execution included low installment, the employment being requesting, working in a moment job, low word related status and social regard and students' absence of inspiration to learn. One of the teachers met in the present study stated, "I believe the relationship between teachers' job satisfaction and their job performance. I mean, the more satisfied you are with your job, the better you perform."

Mehrak,Fatemeh and Shahid (2015)completed their research on the part or teacher's discipline in the classroom which indicates their motivational quality and achievement in learning English as a remote dialect. 1408 students expressed their

feelings and thoughts showing viability, inspiration and accomplishment in learning English. Classroom management especially brings enter issues up in EFL classes and is one of the greatest difficulties dialect teachers confront while they instruct (Linse and Nunan, 2005). Then again, a dialect teacher tries to be a kind and adoring parental figure to give the real correspondence a chance to occur in the classroom (Willams and Burden, 1997).

Misty and Laura (2011) arranged study relating the drastic impact of poverty on academic achievement. Poverty proves to be a big hurdle in order to achieve academic perfection. Poverty straightforwardly influences academic achievement. The U. S Department of Education (2001) found the accompanying key discoveries with respect to the impacts of poverty on students' achievement in a study directed regarding class 5th of poverty stricken schools. The students did not perform well as they were living in poor atmosphere. School with the most astounding rate of poor students score essentially more regrettable at first yet shut the crevice marginally as time advances. Various individual studies have discovered comparable outcomes.

STATEMENT OF THE PROBLEM

"Relationship of Teachers' Job satisfaction, with Class rooms Discipline and Students' Academic Achievement at Secondary School level in Punjab".

OBJECTIVES OF THE STUDY

1.   To study the general pattern of job satisfaction of secondary school teachers.
2.   To study the relationship between job satisfaction of Secondary school teachers and their class room discipline.
3.   To study the effect of job satisfaction on the student's academic achievement at secondary school level.
4.   To study the class room discipline practices in the secondary school in Punjab.

RESEARCH QUESTIONS

In this study of teachers' job satisfaction with class room discipline and students' academic achievement certain question arise which may be stated as under.

1.   What is the general pattern of class room discipline in secondary school of Punjab?
2.   What is the level of job satisfaction of the secondary school teacher as perceived by Heads and teachers themselves?
3.   What inter relationship among job satisfaction, class room discipline and academic achievement of secondary school students?

POPULATION

The study was comprised of three types of populations.

i.   All the heads of Government Secondary Schools of Punjab.
ii.   All the teachers of Government Secondary Schools of province Punjab.
iii. All the students of Government Secondary Schools of Punjab.

The following table shows School Education Department, Government of Punjab, Program Monitoring and Implementation Unit (PMIU) 2014 School Census.

No. of Schools and Heads			Teachers			Students		
Male	Female	Total	Male	Female	Total	Male	Female	Total
3386	2879	6265	64440	56286	120726	2166461	1581710	3748171

Source: Punjab School Education Department, Government of Punjab Program Monitoring and Implementation Unit (PMIU) 2014 School Census. Retrieve on 15.05.2016.

DEMOGRAPHY OF PUNJAB

Source: Punjab School Education Department, Government of Punjab Program Monitoring and Implementation Unit (PMIU) 2014 School Census. Retrieve on 15.05.2016.

SAMPLE

Multistage sampling as detailed below was used for the study.

a)   **Stage I**   **Selection of districts.**

    Following 04 districts were the sample districts based on rural, urban northern Sothern and Central i.e. geographical basics.

i.	Bahawalnagar	Southern Punjab
ii.	Lahore	Central Punjab Urban
iii.	Chakwal	Central Punjab Rural
iv.	Rawalpindi	Northern Punjab

b)   **Stage II**   **Selection of schools, teachers and students.**

Sample schools of 04 districts were selected on the basis of systematic / Stratified cum random sampling technique as shown in the sampling frame given below.

SAMPLING FRAME

Sr. No.	Districts	No. of Schools & Heads			Sample of Heads (10%)		
		Male	**Female**	**Total**	**Male**	**Female**	**Total**
1.	Bahawalnagar	103	85	188	10	9	19
2.	Lahore	156	176	332	15	18	33
3.	Chakwal	114	109	223	11	11	22
4.	Rawalpindi	192	173	365	19	17	36
5.	Aggregate	565	543	1108	55	55	110

Sr. No.	Districts	Population of Teachers			5 Teachers per School			Total No. of Students		
		Male	**Female**	**Total**	**Male**	**Female**	**Total**	**Male**	**Female**	**Total**
1.	Bahawalnagar	2048	1451	3499	50	45	95	63353	30802	94155
2.	Lahore	3564	5486	9050	75	90	165	160170	168475	328745
3.	Chakwal	1580	1968	3548	55	55	110	52976	32649	85625
4.	Rawalpindi	2755	3761	6516	95	85	180	82415	83862	166277
5.	Aggregate	9947	12666	22613	275	275	550	358914	315788	674802

DELIMITATIONS OF STUDY

The study was delimited to:

1   Province of Punjab – Pakistan.
2   Only four districts of Punjab.
3   Secondary schools of government sector.

INSTRUMENTS

Following tools were developed for collection of data.

   i.   A questionnaire for teachers regarding job satisfaction (developed by researcher) (30 items)

   ii.   An observational sheet for classroom discipline (developed by researcher) (39 items)

   iii.   An interview schedule for head teacher for classroom discipline and job satisfaction of teacher. (08 items)

   iv.   Result gazette of secondary education from BISE for academic achievement of students.

DATA COLLECTION

Data was collected through questionnaire, observational sheets and an interview schedule using of both modes, mail and personally visit of researcher. In this regard, first of all permission from the head teachers of those schools from which the data was collected was obtained and a schedule of administering the data was fixed with them.

Further the investigator contacted the head teachers and teachers and explained the objectives of the study to them. The respondents were assured that the information provided by them would be kept confidential. Then the investigator distributed all questionnaires and an interview scale to the teachers and head teachers. They were asked to read the statements carefully and requested to give their responses. After completion, it was collected from the teachers and head teachers at the same time the questionnaires were carefully checked by the investigator to see if all the items were answered or not.

DATA ANALYSIS

Data was put into tables. The data was analyzed by using relevant statistical techniques. They were specified as following.

   i.   Data were scored and analyzed using the measure of central tendency (Mans, Medium and Mode) and percentage.

ii.   Use of liner measure of correlation (Pearson product moment) for coefficient correlation.

iii. Use of t-test for measuring the significance of difference between correlations.

iv.   The analyses of open ended items of the questionnaires were prioritized on the basis of percentages and ranks.

Table 1. Showing the cumulative co-relation between job satisfaction of teachers and students achievement in 04 districts

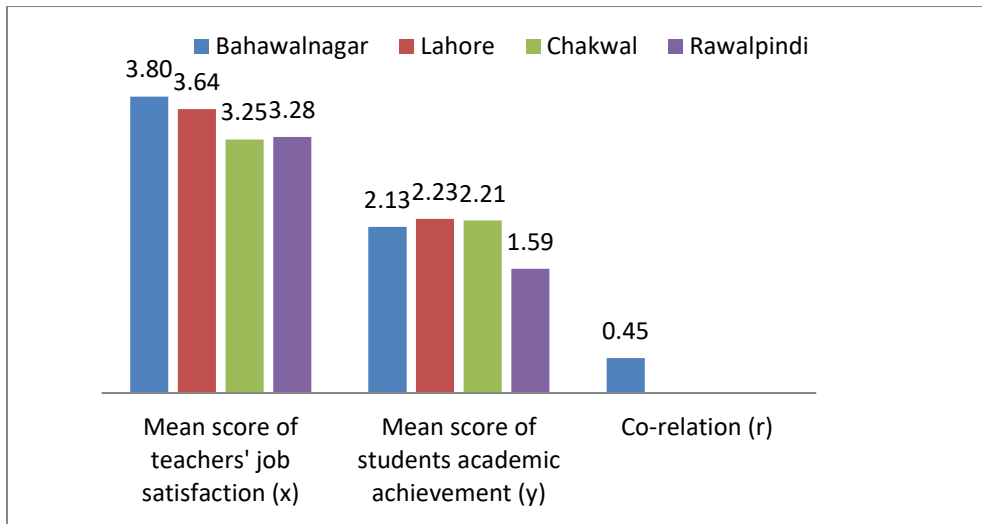| Sr. No.	District	Total teachers	Mean score of teachers' job satisfaction (x)	Total students	Mean score of students academic achievement (y)	Co-relation (r)
1	Bahawalnagar	95	3.80	4269	2.13	0.45
2	Lahore	165	3.64	5669	2.23	
3	Chakwal	110	3.25	3705	2.21	
4	Rawalpindi	180	3.28	5418	1.59	

Fig 1 Graph showing the cumulative co-relation between job satisfaction of teachers and students achievement in 04 districts.

The above table depicts that the value of correlation co-efficient between the job satisfaction of all teachers and student's academic achievement (r) is 0.45. The calculated

value of r=0.45 is greater than the table value of 0.1946 at 0.05 level of significance. It means there is co-relation between job satisfaction of all teachers and their students' academic achievement which is significant.

Table 2. Showing the cumulative co-relation between job satisfaction of teachers and classroom discipline of teachers in 04 districts

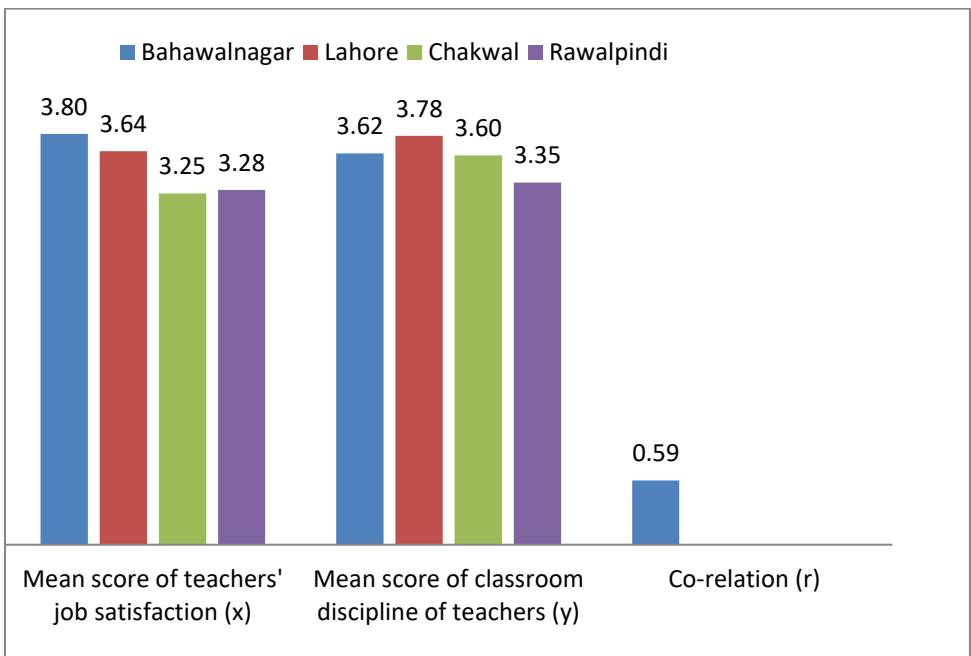| Sr. No.	District	Total teachers	Mean score of teachers' job satisfaction (x)	Mean score of classroom discipline of teachers (y)	Co-relation (r)
1	Bahawalnagar	95	3.80	3.62	
2	Lahore	165	3.64	3.78	0.59
3	Chakwal	110	3.25	3.60	
4	Rawalpindi	180	3.28	3.35	

Fig 2 Graph showing the cumulative co-relation between job satisfaction of teachers and classroom discipline of teachers in 04 districts.

The above table indicates that the value of correlation co-efficient is between the job satisfactions of all teachers with classroom discipline of teachers (r) is 0.59. The

calculated value of r=0.59 is greater than the table value of 0.1946 at 0.05 level of significance. It shows there is co-relation between job satisfaction of all teachers and classroom discipline of teachers is significant.

FINDINGS

Following findings emerged from analysis of data of study.

1. The value of correlation co-efficient between the job satisfaction of all teachers and student's academic achievement (r) was 0.45. The calculated value of r=0.45 was greater than the table value of 0.1946 at 0.05 level of significance. It means there was co-relation between job satisfaction of all teachers and their students' academic achievement which was significant.

2. The value of correlation co-efficient was between the jobs satisfactions of all teachers with classroom discipline of teacher (r) was 0.59. The calculated value of r=0.59 was greater than the table value of 0.1946 at 0.05 level of significance. It shows there was co-relation between job satisfaction of all teachers and classroom discipline of teacher in Punjab was significant.

3. As far as the values for all the teachers of all districts was concerned the t-value was
    -2.52. This shows the significant difference between classroom discipline of male and female teachers.

4. The combined values for all the teachers of all districts was concerned the t-value was   0.33. This does not show the significant difference between classroom discipline of urban and rural teachers.

5. As far as the values for job satisfaction of male and female teachers was concerned the t-value was -4.84 and the combine value for urban and rural teachers was concerned, the t-value was 3.36. This shows the significant difference between job satisfaction of male, female, urban and rural teachers

CONCLUSION

1   There is significant correlation between job satisfaction of all teachers and their students' academic achievement at secondary level in Punjab.

2   There is significant correlation between job satisfactions of all teachers of four districts with classroom discipline in Punjab.

3   There is significant difference between classroom discipline of male and female teachers and there is insignificant difference in classroom discipline of urban and rural teachers of Punjab.

4   There is significant difference between job satisfaction of male, female, rural and urban teachers.

SUGGESTION FOR FURTHER INVESTIGATION

The study offers the following recommendation for further study.

- Mutual teacher- head teacher relationship, personal characteristics and its effect on job satisfaction.
- Class size and its correlation with teachers' job satisfaction.
- Influence of classroom discipline perceptions and attitude on teachers' job satisfaction.
- Overcrowded classes and classroom discipline problems

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