



Journal Homepage: - www.journalijar.com

INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/16129

DOI URL: <http://dx.doi.org/10.21474/IJAR01/16129>



RESEARCH ARTICLE

COGNITIVE AND NON-COGNITIVE PARAMETERS OF JOB SATISFACTION OF SCHOOL TEACHERS

Dhani Ram Roy¹ and Prof. (Dr.) Dibyendu Bhattacharyya²

1. Research Scholar, Department of Education, University of Kalyani, W.B.

2. Department of Education, University of Kalyani, W.B.

Manuscript Info

Manuscript History

Received: 30 November 2022

Final Accepted: 31 December 2022

Published: January 2023

Key words:-

Cognitive and Non-Cognitive
Parameters, Job Satisfaction, School
Teachers

Abstract

Academic competency is the primary requirement for teaching profession, but it is true that some basic attributes are necessary to be an effective teacher and should have a good character, sound teaching attitude, accountability, empathy, sound mental health, liking for job and job satisfaction. According to Paul Spectres (1985), Job satisfaction is about liking your jobs and findings fulfilment in what you do, in combines an individual feelings and emotions about his profession and how his job affects his personal life. Job satisfaction is the function of a set of variables such as intelligence, socio-economic status, personality characteristics, social acceptance occupational commitment organizational climate etc. and moreover educational qualification, self-concept, mental health, and occupational stress are also important affecting variables for the job satisfaction of the teachers. We cannot have output-based education system unless it is based on job satisfaction of teachers. But it has been observed that only cognitive excellence is not sufficient condition for enabling job-satisfaction and others non cognitive factors to be added or to be practiced in an institution for acquiring job satisfaction to be explored in the present paper. The study was a Qualitative research approach. Qualitative analysis has been conducted for finding out Cognitive and Non-Cognitive factors. Based on Coding and Categorizing Cognitive and non-cognitive factors of Job Satisfaction have been Identified.

Copy Right, IJAR, 2023,. All rights reserved.

Introduction:-

Job satisfaction is not only related to their own career development, but also to the future development of enterprises. The objective of this paper is to analyse how non cognitive competence affects job satisfaction of young employees. Based on the Big Five Model, with statistical analysis method, regression analysis method. The results show that non-cognitive competence has a steady and significant impact on post-90s job satisfaction. Neuroticism has a significant negative effect on post-90s employees' job satisfaction. Agreeableness, responsibility, and extraversion have a significant positive effect on post-90s job satisfaction. The gender-based analysis shows that neuroticism has the greatest impact on female employees' job satisfaction, and agreeableness has the greatest impact on male employees, which is related to the psychological characteristics of men and women and the main content of work. This study reveals the important value of non-cognitive competence in improving post-90s employee job satisfaction. In the future, schools and organizations should pay attention not only to the cultivation of students' and employees'

Corresponding Author:- Dhani Ram Roy

Address:- Research Scholar, Department of Education, University of Kalyani, W.B.

cognitive competence such as mathematics, language, and professional technology, but also more attention to the cultivation of their non-cognitive competence such as emotions and personalities etc.

Background Study:

Kumar, A. & Rajendran, K.K.(2016), of their study regarding Job Satisfaction of primary school teachers identifying the following findings and it shows that there is no significant difference exists based on gender wise job Satisfaction, Marital status, age group, subject specific Job Satisfaction, Types of School and location wise job satisfaction. It exhibits that job Satisfaction causes mostly on the effective parameters of Job Satisfaction components and not based on categorical variables as stated above.

Ghosh, M.(2013), showed that the purpose of the study was to find out the level of job satisfaction in primary teachers in relation to nature of job, gender, locale, management, and educational qualification. The study was a normative survey study. It was also a descriptive study of ex-post facto type because of the fact that the job satisfaction of primary school teachers have been studied as they feel in normal conditions and situations and evidences concerning the existing situation was secured and norms were identified to compare the present passions for further plan of action.

There is no general agreement on the definition of teacher Job Satisfaction, however, Weiss (2002) defines the term broadly in terms of positive or negative evaluative judgments. Most of the research that has been concentrated to identify its intrinsic and extrinsic factors (Evans, 1997; Robert, 1953).

A huge number of research works are based on categorical variables including gender (Aydin, Uysal & Sarier, 2012), financial conditions and the level of autonomy (Pe & Anto, 2005), job beliefs (Judge & Ilies, 2004), colleague relations and participative work conditions (Rhodes, Hollinshead, & Nevill, 2014) satisfaction (Ironson et al., 1989).

The study based on types of institutions showed that the government school teachers were more satisfied than private school with respect to job characteristics indices which are mainly associated with socio economic benefits, salary, promotion, opportunities and for professional growth and private school teachers were more satisfied than government school teachers with respect to protection and support from administration indices which are mainly associated with administration and supervision.

The present study revealed that the marital status of the teachers has no significant influence on overall job satisfaction. This finding is not in line with the studies conducted by Chandramma (2013) and Alemi, B. (2014). Their studies revealed that there was a significant difference in job satisfaction levels based on the teacher's marital status. The findings of the current study are supported by Ngimbudzi, F. W. (2009), Kumar, C. A., & Rajendran, K. K. (2016) and Suresh, S., Kodikal, R., & Kar, S. (2015). This may be because the school teachers in Mangalore are probably maintaining a better work-life balance, therefore, the marital status of the teachers is not a factor affecting job satisfaction.

From the present study, it is found that age does not have any significant influence on overall job satisfaction. This finding is supported by Barman, P., & Bhattacharyya, D. (2017) and Singh, Y. G. (2012). But it contradicts the findings of the study conducted by Chandramma (2013), Bordhan, S. (2015) and Alemi, B. (2014). However, the meaningfulness of job and social benefits did not correlate with intentions to remain in the job. The study suggested to achieve higher job that job satisfaction is a multidimensional phenomenon and thus management needs to take care of multiple factors if they would like to satisfaction among the teaching fraternity in the schools in Mangalore.

According to Sahito, Z. & Vaisanen, P. (2016), dimensions of Job Satisfaction will be as follows: Work, Assignments and Workload, Opportunities for Advancement, Growth and Development, Financial and Fringe Benefits, Supervisor Support, Permission and Free hand, Working and Sympathetic Relationships, Available Facilities and Working Environments.

Adebayo, A.S., Gombakomba, T. (2013) of their study on dimensions of teachers' job satisfaction representing the following factors for Job Satisfaction: Security, Infrastructure and teaching resources, financial incentives, Supervision, Working condition, Monthly salary, non-financial incentives and health scheme.

Job satisfaction status of public primary school teachers: a case of Pakistan administrative Kashmir by Shabbir, M., Wei, S., Zaheer, A.N., Khan, H. reveals the following factors for Job Satisfaction: Supervision factor, Colleague factor, working condition factor, Pay factor, Responsibility factor, Working itself factor, Advancement factor, Security factor, Recognition factor.

Job Satisfaction among Afghan Teacher Educators: A study of Job Satisfaction in four Teacher Training Colleges in northern Afghanistan (2014) by Alemi, B. showed that level of job satisfaction from different aspects: Job itself, Supervision, Promotion, Relationship with Colleagues, Salary and Bonus, Work Condition.

Job Satisfaction of Teacher Educators in Different Types of B.Ed. Colleges in West Bengal (2017) by Pranab Barman & Dr. Dibyendu Bhattacharyya reveals the following dimensions of Job Satisfaction: Working Environment, Availability of Infrastructural Facilities, Colleagues Support, Rapport with Students, Recognition by Others, Leadership Qualities of the Principal/Head, Nature of Job, Individual Autonomy, Academic Planning, Policies of College Authority and Management, Salary and Compensation, Opportunities for Development

According to Herzberg (1959) both the intrinsic and extrinsic factors are responsible for Job Satisfaction: Intrinsic Factors- These factors are related to job such as achievement, recognition for achievement, the work itself, responsibilities, and growth or advancement. He describes these factors as Motivation factors. Extrinsic Factors- This is related to institution such as working conditions, salary, supervision, company or institutional policy and administration, interpersonal relationships, status, and security. He considered these factors as hygiene factors/context factors.

Harrel (1968) in his famous book 'Industrial Psychology' stated that Job Satisfaction of an employee is influenced by many interrelated factors. He divided them into three major categories of factors. They are: a) Personal Factors, b) Factors Inherent in the Job c) Factors Controlled by the Management.

Kim and Loadman (1994) listed seven predictors or factors of Job Satisfaction. These are as follows: Interaction with students, Interaction with colleagues, Professional challenges, Professional autonomy, Working conditions, Salary and Opportunities for advancement.

Khan, A. (1995) opined that there are several factors that are responsible in creating Job Satisfaction or dissatisfaction among an employee. He has divided the factors into four major areas or categories. These are as follows: Job Characteristics, Intrinsic Factors, Extrinsic Factors, Individual Characteristics, Organizational Characteristics, Work Situation Characteristics

Brun Irina et al. (2016) conducted a study on non-cognitive development of first graders and their cognitive performance based on different academic activities. The non-cognitive section is comprised of the survey, which uses the teacher's knowledge of each child as gained through general day-to-day interactions and observations. The assessment involves determining the place of each child on each of eleven items of the questionnaire including: Comfort, Independence, Concentration (teacher-directed activities), Concentration (self-directed activities), Actions, Relationships with Peers, Relationships with Adults, Rules, Cultural Awareness, Communication.

García, M. E. G. (2013), investigated a study on What we learn in school: Cognitive and non-cognitive skills in the educational production function as Cognitive skills are known as formal knowledge, and are the tangible goal of the educational process. Among the numerous definitions available, Gintis (1971) defines cognitive skills as the individual capacities to logically combine, analyse, interpret, and apply informational symbols. These capacities are stimulated throughout the learning process of the individual, channeled in schooling and influenced by teaching, curriculum and institutions determining them.

Non-cognitive skills where the transmission and acquisition of knowledge and formal conceptual understanding is facilitated, school is broadly seen as the primary institution for socialization of individuals. The process of becoming a socialized agent embeds ingredients that are not represented -or that are not directly represented- by cognitive skills or formal conceptual understanding. Although sometimes this division is difficult to make, we generally call these skills non-cognitive skills.

Three recent generic definitions of this term are the following. According to Cunha, Heckman, and Schennach (2010) or Ter Weel (2008), personality, social and emotional traits are non-cognitive skills that are embedded in individuals. Levin (2012) refers to non-cognitive skills as those that are generally viewed as attitudes, behaviours and values that contribute to adult competencies. Borghans et al. (2008) define personality traits as patterns of thought, feeling and behaviour.

Knowledge gap:

Many related studies have been analyzed by the researcher. Most of the studies are on job satisfaction with relation to socio-economic status, self-esteem, educational qualification, emotional intelligence, organizational climate and school adjustment. Researcher has not found any work on Cognitive and Non-Cognitive parameters of job satisfaction of school teachers. That is why the researcher seems that undone area will generate new knowledge in educational context.

Statement of the problem:

The problem of this study is “**Cognitive and Non-Cognitive parameters of Job Satisfaction of School Teachers.**”

The study was conducted with the following Research Questions:

1. To find out cognitive and non-cognitive parameters of Job Satisfaction.
2. To estimate job satisfaction of teachers in a qualitative way with respect to cognitive and non-cognitive parameters.

Methodology:-

The study was a Qualitative research approach. Qualitative analysis has been conducted for finding out Cognitive and Non-Cognitive factors. Based on Coding and Categorizing Cognitive and non-cognitive factors of Job Satisfaction have been Identified.

Findings:

Conceptual Theory of Job Satisfaction:

Cognitive Theory based on following factors:

Academic Planning	Professional Commitment	Professional Ethics	Knowledge Base of Teacher	Pedagogical Activity	Practical Activity
Curriculum Planning	The challenge and interest of the work	Perception of the worth of the work	Content Knowledge	Individual capacities to teach Logically and systematically	Evaluation System: Summative and Formative Evaluation
Participation in decision making	Control/freedom of the job	The work itself	Practical Knowledge	Analyse and interpret of any content matter	Assignments
CBCS system	Responsibilities	Teacher's values and ethical principles	Experiential Knowledge	Recognition for achievement	Demonstration
Specific target date and time for any academic implementation.	Professional autonomy	Moral judgement	Curriculum Knowledge	Interaction with students	Remedial teaching
Specific Goals targeted for achievement.	Consistency of Professional Preparation	Accountability	Contextual Knowledge	Explore for active learning	Tutorials
Administrative discipline for admission to Evaluation.	Professional loyalty	Confidentiality	Technical Knowledge	Classroom management	Co scholastic activities

Non-Cognitive Theory based on following factors:

Socio-Economic Status	Skills	Attitudes	Leadership	Working Environment	Humanistic traits	Organizational Characteristics
Salary	Promotion	Benefits	Supervision	Co-workers/ Colleague factor	Personality	Institutional policy
Security	Communication	Individual Autonomy	Management concerns	Nature of Work	Social and Emotional traits	Administration
Financial incentives	Interpersonal relationships	Professional Attitude	Monitoring	Cohesion of a work group	Patterns of thought and feeling	Infrastructure and teaching resources
Occupation level	Job context related factors or extrinsic factors.	Positive attitude	Feedback	Available Facilities	Motivation	Opportunities for Development
	Strategies	Professional Ethics	Disciplinary measures	Rapport with Students	Behaviours and values	

Conclusions:-

For exploring Job Satisfaction, it was found that actually JobSatisfaction is the summation of Cognitive and non-Cognitive components. Cognitive components stand for professional Satisfaction involving output of the job to be ensured. Job Satisfaction cannot open the concept of employees own individual satisfaction only based on non-cognitive parameters but it will have to merge itself with the cognitive domain for its satisfaction in truest sense.

References:-

1. Adebayo, A.S. & Gombakomba, T. (2013). Dimensions of Teachers' Job Satisfaction in Primary School in Gweru District, Zimbabwe: A Factor Analysis. *European Scientific Journal*, 9(25), 309-317.
2. Akomolafe, M. J., & Ogunmakin, A. O. (2014, May). Job satisfaction among secondary school teachers: emotional intelligence, occupational stress and self-efficacy as predictors. *Journal of education and Social Research*, 4(3), 487-498.
3. Beri, N., & Arora, S. (2016, January). Job satisfaction of primary school teachers in relation to their self-esteem. *Journal of Social Science and Humanities Research*, 1(1), 1-11.
4. Chaudhari, P., & Damor, D. (2019, January). A study of job satisfaction of english teachers at secondary school levels of Vadodara city. *International Education and Research Journal*, 5(1), 15-17.
5. Ghosh, M. (2013, July). Job Satisfaction of Teachers Working at the Primary School. *International Journal of Humanities and Social Science Invention*, 2(7), 1-5.
6. Hassan, O & Ibourk, A. (2021). Burnout, self-efficacy and job satisfaction among primary school teachers in Morocco. *Social Sciences & Humanities Open*, 3(1), 1-9.
7. Kumar, A. & Rajendra K, K. (2005). Job Satisfaction among Higher Secondary Teachers. *Scholarly Research Journal for Interdisciplinary Studies*, 4(26), 2803-2813.
8. Rao, A., Shailashri V.T., Chaudhuri, M.S., & Kumar, K.S. (2019). Job satisfaction among school teachers in Mangalore, Karnataka. *A Journal Of Composition Theory*, Xii(Xi), 990-1005.
9. Shabbir, M., Wei, S., Nabi, G., Zaheer, A. N., & Khan, H. (2014, December). Job satisfaction status of public primary school teachers: a case of Pakistan Administrative Kashmir. *European Journal of Educational Science*, 1(04), 56-71.
10. Topno, I. (2019). Job Satisfaction of Primary School Teachers in West Champaran District. *International Journal of Engineering Development and Research*, 7(3), 573-540.
11. Wenyi, E. M. & Tentama, F. (2020). Construction of the job satisfaction Scale in junior high school teachers. *International journal of scientific & technology research*, 9(3), 1309-1314.