



# Job Performance and Satisfaction of Grade Level Chairperson of Public Elementary Schools in Taytay II District

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## Abstract:

Teaching is a highly noble profession and being a teacher is one of the respected profession in our society. The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher plays a direct and crucial role in molding a pupil towards education. Job performance and satisfaction is very important to a teacher because it could contribute a lot in the development of each pupil, the school and the community or society. A satisfied teacher could think positively and creatively if he/she is satisfied and happy in her/his work. An individual's general attitude towards his or her job is called as job satisfaction. It is the difference between the amount of rewards one receives and the amount he or she believes should receive. Job satisfaction has the direct relation with the job performance of an employee. Lower job satisfaction tends to lead to both turnover and absenteeism, whereas high job satisfaction results in increased job performance.

## Index of Terms:

**Performance** – the action or process of carrying out or accomplishing an action, task or function.

**Job Satisfaction** – a feeling of fulfillment or enjoyment that a person derives from their job.

**Teacher** – a person who provides education for pupils and students. The role of teacher is often formal and ongoing, carried out at a school or other place of formal education.

**Pupil** – a person, especially a child at school, who is being taught

**Catalyst** – a person or thing that precipitates an event

## I. INTRODUCTION

Teaching is a highly noble profession and teachers are always a boon to society. The teaching acts of a teacher are meant to instill confidence in the youth so that not only while as students but also throughout their lifetime they could acquire relevant knowledge whenever they need it. The teacher's job is therefore to show what to study, to challenge the students by setting high standards and to criticize in order to spur to further achievement, to help surmount blind spots and to evaluate each student's progress in terms of valid objectives. Therefore, teachers have to adopt several strategies in their teaching in order to be effective in their jobs. Performance of teachers mainly depends on the teacher characteristics such as knowledge base, sense of responsibility, and inquisitiveness; the student characteristics such as opportunity to learn, and academic work; the teaching factors such as lesson structure, and communication; the learning aspects such as involvement and success; and the classroom phenomena such as environment and climate, and organization and management. If the teachers take care of these factors, their performance can be enhanced to the optimum level (Rao and Kumar, 2004). Yet proxies implemented by states and districts to determine teacher quality have been woefully inadequate. Teacher entrance and exit examination scores, years of experience, advanced degrees, and teaching credentials are either not related to student achievement and ratings of teacher effectiveness. Leigh and Mead (2005) clearly bring about the fact that the quality of teaching has come down gradually world

over, demonstrate that the skills of teachers have come down due to outdated preparation on the part of the teacher and stagnant compensation schemes by the management of the educational institution. This condition in the recent years for the teacher has led to (1) very few growth opportunities (2) inadequate compensation structure. The condition is worse with disadvantaged students who require excellent teachers but have the least. Seigh and Mead in their suggestion for lifting performance of teachers have emphasized the need for periodical performance appraisal just as it is in the corporate or business organization. Teachers will have to be periodically evaluated and the compensation structure will have to be based on performance. A stringent policy will have to be developed in order to modernize and enrich teacher quality for hiring, evaluating and compensating. Merit based rewards yielded the best performance. They have indicated how quality matters by comparing the performance of students of an average teacher with that of the performance of students of an excellent teacher. Kulsun (1998) attempted to relate school climate with job satisfaction. The study of Jyothi and Reddy (1998) requires a special mention as a study of job satisfaction among teachers working in special schools. Job satisfaction of teachers seems to be a popular area for researchers in the recent years. Yezzi and Lester (2000) examined job satisfaction among teachers and found age amended for achievement as predictors of job satisfaction using a multiple regression-exclusive method. Jabnoun and others (2001) presented a study which identified the factors affecting job satisfaction among teachers at selected

secondary schools in Malaysia. Evaluation of teacher satisfaction with intrinsic and extrinsic components of the job found demographic variables to be significant. Rasku and Kinnunen (2003) compared the work situation of Finnish upper secondary school teachers to that of average European teachers and to examine to what extent various job conditions and coping strategies explain their well-being. Job demands and control had only main effects on well-being: high demands explained low job satisfaction and burnout and high control explained high job satisfaction and high personal accomplishment. Cetin (2006) carried a research to find out if there is a significant difference between job satisfaction, occupational and organizational commitment of 132 academics and found a significant relationship between satisfaction and performance. Zhang Jin, Zheng Wei (2009) developed new insights into the mechanism through which job satisfaction relates to job performance. Affective commitment was tested as a potential mediator between job satisfaction and job performance, and traditionalistic was used as a potential moderator between job satisfaction and affective commitment. A survey study was conducted on 292 employees from seven companies in China. The study findings suggest that affective commitment serves as one of the mechanisms through attachment by which job satisfaction influences job performance. In the study conducted by Indhumathi (2011), investigating the job satisfaction and performance of 444 teachers at the secondary level were selected randomly, it was found that there was a significant relationship between job satisfaction and performance and the teachers in different categories of schools differed significantly in both job satisfaction and teaching performance. Due to the sensitive goals of secondary education, knowledge on cause of absenteeism, regular strikes, boycotting and divide loyalty among teachers in public secondary schools in Mwanza district is of paramount importance. Teachers' job satisfaction, commitment and retention are crucial for effective school management and academic performance (Smith, 2007). There are a number of factors that influence how satisfied teachers are with their jobs. Working conditions, such as school facilities, support from administrators, and class size, are important factors that teachers take into consideration when deciding where to work. Other important factors that predict teacher job satisfaction include job security, quality of colleagues, the amount of autonomy teachers have, and whether or not there is opportunity for career advancement. (Amy Auletto 2017)

## II. RESULTS

Hakanen and others (2006) used the Job Demands–Resources Model as the basis of the proposal that there are two parallel processes involved in work related well-being among teachers, namely an energetical process (like job demands, burnout, ill health) and a motivational process (like job resources, engagement, organizational commitment). The results confirmed the existence of both processes, although the energetical process seemed to be more prominent. More specifically, (i) burnout mediated the effect of high job demands on ill health (ii) work engagement mediated the effects of job resources on organizational commitment and (iii) burnout mediated the effects of lacking resources on poor engagement. The ultimate process of education could be simplified as a meaningful interaction between the teacher and the taught. The teacher-pupil

relation is in the fore front and other relevant contributors are in the background. This fact emphasizes the role of the teacher in learning and educating. The teacher thus plays a direct and a crucial role in molding a pupil towards education. Recent research has identified teacher quality as the most important variable in increasing student achievement. The effect of the teacher on student achievement has been shown to be greater than effects due to class size, school, and student socio-economic status (Sanders and Horn, 1998). Similarly, the utilitarian perspective to job satisfaction, asserts that job satisfaction can lead to behaviors that can have either a positive or negative affect on organizational functioning. For example, in the way teachers relate to students and other colleagues could be strongly influenced by their sense of satisfaction within that school (Spector, 1997). Studies conducted by Aaronson and Goeransson (1999), also concluded that contract workers have less job satisfaction due to less control over their employment status. McMurdo (1998) further supports the findings that contract teachers are concerned with insecure employment conditions. In the present study investigating the job satisfaction and performance of teachers in different categories of schools following different systems of education, namely the state, matriculation and central board schools, it is seen that there is a significant difference in job satisfaction and performance of teachers. The teachers in central board schools are significantly better in their job satisfaction and performance compared to their counterparts in matriculation and state board schools. In central board schools, the infrastructure facilities, pay scale, working hours, recognition for the teachers work load, class size number of classes handled per day, attitude of students, awareness and mentality of the parents, socio-economic status of the parents, are all significantly better and favorable for the teachers working there, and thus the teachers in central board schools are significantly better in their job satisfaction and as a result their performance is also significantly better when compared to the teachers in state and matriculation boards. Keeping in mind that the strength of any country lies on the youth of the country, it is for the school authorities, policy makers and society at large to ensure factors contributing to job satisfaction of teachers to the maximum possible extent and thereby enhancing their teaching performance to its optimum in all educational institutions. From the earlier mentioned definitions, it is evident that job satisfaction has a great relationship with employees work performance and organizational productivity. Therefore, any challenges around the attainment of teachers' job satisfaction can demise the attainment of the great goals for secondary education in Tanzania. Most schools need satisfied and motivated teachers who can work effectively and efficiently for the attainment of school goals and productivity (Noordin and Jusoff, 2009). The goals of secondary education in Tanzania are to provide best knowledge, intuitive minds and basic foundations for higher education that will create a competent citizen who can suit for national development (URT, 2012). Furthermore, research findings indicated that teachers were satisfied with the support from the management. These findings are consistent with the previous studies of Peggy and Bonnie (1994) and Wood (2008) on teachers' job satisfaction. Robbins and Judge, (2008). In this study, respondents indicated that they were happy with the support and care from the school administrators and immediate supervisors. It would be good to observe the consistency of these results if they were asked to

indicate their satisfaction with other levels of administration other than the school administration. Factors affecting job satisfaction among teachers in public secondary schools Job security Through informal and semi-structured interviews, the study revealed that teachers were comfortable with job which had high job security. Majority of the teachers were satisfied with job which was legally binding between the employer and the employees. Working in government owned secondary schools, for many teachers, had more meaning. Moreover, teachers were happy to work in public secondary schools due to high assurance of permanent and pensionable contracts. Possibility for academic growth Majority of the teachers were happy working in public secondary schools due to the availability of academic career development scheme. Teachers were confident with the available scheme for funding academic works such as publications, in-service training and further academic studies. A new study has found that teacher evaluation policies also have an impact on how satisfied teachers are with their jobs. Researchers recently looked at the impact of Tennessee's new teacher evaluation system on teacher job satisfaction. Using a statistical technique called regression discontinuity (to be described in more detail below), they found that higher effectiveness ratings lead teachers to have more positive perceptions of their jobs. Teachers in Tennessee are assigned one of five effectiveness ratings based on their job performance: Significantly above Expectation, Above Expectation, At Expectation, Below Expectation, and Significantly below Expectation. In the spring, after learning what their effectiveness rating was for the prior school year, teachers were asked to indicate their level of agreement with 10 statements capturing their general satisfaction with teaching as well as their satisfaction in their current position. This study found a positive relationship between higher effectiveness ratings and all survey items about satisfaction.

**Four of these items had particularly strong positive or negative relationships with the effectiveness ratings teacher received:**

- Teaching in this school is not worth the stress (negatively associated with effectiveness ratings).
- Teacher believes the staff is satisfied at this school (positively associated with effectiveness ratings).
- Teacher likes how the things are run at this school (positively associated with effectiveness ratings).
- Teacher would like to transfer to another school (negatively associated with effectiveness ratings).

(Amy Auletto 2017 ) ... Vieira and Jesus (2007) underlined that in teaching work satisfaction is a predictor of professional motivation. According to Hongying (2007), the satisfaction of teachers is based on the tasks performed and work environment, satisfied teachers present greater enthusiasm and psychological health. From the factors that promote satisfaction, interpersonal relations with managers and colleagues, and the work itself assume a significant relevance, in opposition salary issues, lack of professional development opportunities, work conditions, student behavior, and work-related stressors (e.g., extended schedule and work load) cause teacher dissatisfaction (Hongying, 2007). ... According to Hongying (2007), the satisfaction of teachers is based on the tasks performed and work

environment, satisfied teachers present greater enthusiasm and psychological health. From the factors that promote satisfaction, interpersonal relations with managers and colleagues, and the work itself assume a significant relevance, in opposition salary issues, lack of professional development opportunities, work conditions, student behavior, and work-related stressors (e.g., extended schedule and work load) cause teacher dissatisfaction (Hongying, 2007). Furthermore, satisfied teachers are also more motivated, thus contributing to a better classroom and school functioning, which will facilitate the achievement of schools' objectives (Vieira & Jesus, 2007). ... Regarding the addressed variables (work satisfaction and PsyCap), it is crucial to emphasize how they can be improved in order to increase teacher motivation. The satisfaction of teachers may developed through the creation of social support networks between colleagues (e.g., for sharing work experiences) and the existence of an effective leadership able to provide constructive feedback (Hongying, 2007; Judge & Kammeyer-Mueller, 2012). Likewise, other aspects may facilitate teacher satisfaction, for example interpersonal relationships may be fostered through intervention programs (e.g., Leiter, Laschinger, Day, & Gilin-Oore, 2012), enhancement of professional development opportunities (e.g., teachers with a better performance may have the possibility to gain access to personal and professional development programs), create better work conditions (e.g., appropriate teaching materials), greater autonomy in the tasks performed, and reduction of work-related stressors (e.g., work schedule and workload) (Hongying, 2007). .. Okpara, J. O., Squillace, M., & Erundu, E. A. (2005) did study at brain track university, index directories of the united states colleges and universities and they investigates that there are gender inequity exists in the job contentment levels of university faculty members. male faculty members are less contented with their "pay", "promotions", "supervision" and "overall job satisfaction" while there colleagues female faculty members are more contented with their "Work and Co-Workers". The results also indicated that for them ranks were very important for explaining job contentment and gender inequity of the respondents. And the findings of these study also provides guidelines to the, university and college administrators, organization management and HR professionals which helps them to recruit, promote, retain and reward their women faculty members. The finding also suggests that the government also address the issues related to female faculty member's academic career. Gargallo-Castel A, Garcia-Bernal J, Marzo-Navarro M, & Rivera-Torres, P. (2005) did study on job satisfaction: empirical evidence of gender diversity. They selected a sample of four hundred and thirteen faculty members of Spain for their study. They conducted factor analysis on those variables which could impact on a person's job contentment. They use eleven-item questionnaire to assess the job contentment of the employees. According to them the susceptible factor for organization development is job contentment of the Spanish faculty members. Additionally, they have focus that the level of job contentment is derived from four factors which are, "Interpersonal relations", "Economic aspects", and "Personal fulfillment" Working conditions A consequent analysis related to workers' gender shows that as we have considered that man and women have same parameters for the study but the impact for each dimension is variable for each sub sample. The results of the study indicates the factors that affects employee

contentment that will be useful and helpful for management of industries and the factors will also be useful and helpful for taking advantage of competitive opportunity and help to motivate and encourage dedicated staff. In their study Bender, K. A., & Heywood, J. S. (2006) did survey at Department of Economics and Graduate Program in Human Resources and Labour Relations, University of Wisconsin-Illinois on Job Satisfaction of the Highly Educated: The Role of Gender, Academic Tenure, and Comparison Income and found that the faculty members in school of science are least satisfied where faculty members from other schools are equally satisfied. They also found that Men and women are equally satisfied. They have taken a sample of highly educated faculty member and found that male and female faculty members have the same expectations from their job. They found that in many traditional results from particular samples shows that the highly educated faculty members are concerned with the role of marital status, role of wages, health limitations of the faculty members and other many more fringe benefits. They also found that they have more complicated pattern for a gender in organization. They also found that the scientist which are working in business have confirm the old pattern of more satisfied female faculty members while the scientist working in academics finds the opposite that the females are less satisfied in academics. They also focus on the other thing is that the increase in job contentment is depend on a length of a service for both academics and non academics. They also found that they get more earnings in the organizations according to their role in the organization and these earnings differ found not only in worker's section but also in all other sectors. They found that the roles are considerably differs across all the branches and sectors. In their study on faculty job satisfaction across gender and discipline Sabharwal, M., & Corley, E. A. (2009) have found that In all the branches male faculty members are more contented then female faculty members. But when we add some institutional demographic and career oriented factors in model the association is totally changed among them. They predict that Male would have more contentment than their woman colleagues when they are overprotective for these types of factors. Interestingly, they were not predicting or confirming for any of the corrective categories. It was found that within the health and science fields women were considerably less contented compare to man. While In the field of social science and engineering, the satisfaction level of man and women faculty members were almost same. In their study Mehboob, F., Sarwar, M. A. and Bhutto, N. A. (2012) have found that female faculty members were normally less satisfied with their job than male faculty members. All the "Job Hygiene" and "Job motivator" attributes were practically or noticeably related to job contentment. The factors "Policy" and "Working condition" were the least satisfying characteristics while "work itself" was the most satisfying factor found in the job in this study correspondingly. The management of "SALU" need to pay attention to those factors which creates displeasure among faculty members' mostly the intellectual strategy execution; they should also arrange certain training and development sessions with a view to not only enhance the knowledge, skills and Abilities of faculty members but also to link the up between contentment and discontent. There were also several other factors which creates contentment and discontentment was the "Working Condition" of the organization. The management

should attempt to advance organizations working conditions by performing more research and development services to faculty members and also do necessary changes in recovering the classroom environment in the organizations. B. Study of satisfaction of faculty members or teachers and the type of employer, i.e. public sector and private sector Some interesting research has been carried out by researchers on the dimension of satisfaction of the private sector university faculty members and public sector university faculty members. In his study on job satisfaction and burnout among Greek early educators: a comparison between public and private sector employees Tsigilis, N., Zachopoulou, E., & Grammati kopoulos, V. (2006) have found that employees were least contented from the salary they get and most contended from their supervisor and the nature of their work. It was found that Public sector's faculty members were less satisfied then their peers from the private sector from their compensation and their immediate supervisor. At last, the contentment from the Working condition and Nature of the job helps assume the emotional tiredness of public sector the prediction of public sector early educators' emotional exhaustion. In their study on job satisfaction a study among public and private sector teachers of Bangladesh M I Rehman, R Parveen (2008) have found that the major characteristics of the job satisfaction profiles of dissatisfied faculty members were identified including their major concern in the areas of pay, promotion and recognition from authority for best job and performance feedback. It is felt that if these concerns are correctly addressed, the size and the gravity of the dissatisfaction experienced by dissatisfied faculty members may be reduced. In Bangladesh, there exists a clear difference between the salary structure of public and private universities. It widely differs even within the private universities. While public university teachers were more dissatisfied about equity of payment private university teachers were discontented regarding payment for exam duties. In this connection, they recommend that public universities should focus on revising pay structure of their teachers. As this structure is designed centrally by Government Pay Commission, it might be a pretty lengthy process to revise it. However, there is a different situation in the private universities. They can promptly revise the pay structure to reduce inequalities of pay of their teachers. They should include teachers in pay reformation. Most importantly private university authorities should seriously consider the matter of giving higher payment for exam duties—including compensation for invigilation in exam halls, remuneration of checking written scripts and taking viva voce. Teachers of both type universities similarly showed dissatisfaction while reacted on Opportunity of research work and Fair promotion procedures. This might be partly for the misconduct of unnecessary promotion as well as human psychological factors that typically acts unfavorably. It is true that there are similar rules and policies for promotion in all the public universities. But it has been observed that promotion decisions in public universities induced too many controversies. This controversy includes political biasness and irregularity. On the other hand the problem with private universities is fairly different as most of them have no structured rules and policies for promotion and also there lies huge dissimilarity and biasness in promotion practices among them. Their recommendation for both type universities is that only fair promotion decisions can increase satisfaction of faculty members in this regard. Also all the

private university should design a similar promotion policy and communicate the policy properly with their Faculty Members. In their study on job satisfaction as predictor of life satisfaction a study on faculty members in government and private colleges in Jammu Bakhshi, A., Sharma, S., Kumar, K., & Sharma, A. (2008) did study at University of Jammu and they have found that there is a significant difference in job contentment of private college faculty members and government college faculty members. Private college faculty members have lower job contentment than government college faculty members. They found that there is not any significant disparity in life satisfaction scores of private college faculty members and government college faculty members. They found that in overall sample of the study a positive important correlation between life satisfaction and job contentment. In their study on Job Satisfaction among Public and Private College Teachers of Dhaka City: A Comparative Analysis M I Rehman (2008) it has been found that teachers are very insightful on payment. Although in Bangladesh, there is a clear distinction between the salary structure of public and private colleges, both the authority should modify the salary structure of public and private colleges. They should include teachers in salary reforms. At the same time, teachers are dissatisfied on opportunity of research work and fair promotion procedures in public and private colleges. It is fact that there are similar rules and policies for promotion in all the public colleges. But the problem with private colleges is somewhat different as most of them have no ordered rules and policies for promotion. Fair decisions on promotion can increase satisfaction of faculty members in this regard. Analysis also shows that private college faculty members are enjoying modern classroom equipments and technological facilities than public college faculty members and it has been come out as an important factor for their overall job satisfaction. Most of the respondents think that the authority is not very aware about problems and benefits of faculty members. The public colleges suffer from bureaucratic red-tapism in many cases and afterwards the reaction of authority in the direction of needs and demands of faculty members are delayed. Authorities should arrange regular meetings with faculty members to hear their suggestions and also try to value it. Private college faculty members clearly show less job satisfaction regarding the campus facilities. This problem can be solved only if private colleges try to enlarge their campus facilities. Another point of dissatisfaction is monotony of job as there is lack of opportunity to teach different subjects. This dissatisfaction can be reduced through plan out the course, syllabus and curricular activities in the organization. Again, both the group showed general dissatisfaction about not having of performance feedback in the organization. Authorities should try to provide correct performance feedback to the faculty members in this regard. They can develop a performance feedback system with provision for financial and non-financial rewards. Finally, relationship with age group has been emerging as an important factor for the respondents. However the private college faculty members are more positive than the public college faculty members in this connection. In spite of many other dissatisfaction factors of different degree, respondents showed extremely positive attitude towards the sense of pride with their job. It truly reflects the confidence of faculty members who still think this job is a decent occupation. College faculty members are proud of the key beliefs of teaching although their salary

structure is quite low. So the authority of all the colleges should consider of providing higher satisfaction to the faculty members to support such positive attitude of the faculty members in the future. In their study on job satisfaction among academic staff: a comparative analysis between public and private sector universities of Punjab, Pakistan Khalid, S., Irshad, M. Z., & Mahmood, B. (2012) have found that salary disparity does exist between public universities and private universities in Pakistan and Educators in public sector universities were found less contented with (1) job security and (2) Co-worker's behaviour, on the other hand private sector universities educators were more contented with their (1) supervision(2) Salary and (3) Promotional opportunities than the educators of public university. even if, both public and private university faculty members show important difference in the level of overall job contentment. Åkerwall& Johansson's qualitative study (2015) suggests that a negative work environment is characterized by high workload and stress levels and that it results in poor teacher health. Saiti and Papadopoulos (2015) report that the personal characteristics (gender, age, years of experience, and educational level) of primary school educators have an impact on job satisfaction. J. Study of satisfaction of faculty members or teachers and their motivator and hygiene factors A significant amount of research has been carried out by researchers on the dimension of motivator and hygiene factors. In their study on case study of factors influencing jobs satisfaction in two Malaysian universities Wong, E. S. K., & Heng, T. N. (2009) have found that this research reveals that all motivator aspects are related to job discontent, at the same time some of the hygiene factors, really, lead to job contentment. These "motivators" in Herzberg's words including acknowledgment, development, achievement, accountability, and the work itself attained low value for Malaysian faculty members, presentation a trend in the direction of job discontent. Two "hygiene" factors, administration and policy and pay were low in the model suggested by Herzberg's, but seemed high for Malaysian faculty members, revealing a tendency in the way of job contentment. This study also suggests that cultural background differences may have an impact on employee's response to job contentment, as the pattern of job attitudes for Malaysian faculty members is not alike to that in the Herzberg job contentment model. In conclusion, this research provided the means to notice factors that measure job contentment of faculty members of Malaysian university. It is suggested that each selected institution use the results from this research to advance the job contentment of each individual faculty member according to his or her indicated desires. In addition, the disclosing factors that affect faculty member's job contentment should be recognized to sustain with universal and long-term strategy for development. K. Study of satisfaction of faculty members or teachers and its impact on performance and commitment A significant amount of research has been carried out by researchers on the dimension of outcomes of job satisfaction and dissatisfaction. Nagar, K. (2012) in her study on organizational commitment and job satisfaction among teachers during times of burnout, has focused to find out three parameters of burnout that are, reduced personal achievement, depersonalization, and emotional tiredness. She has taken 153 universities faculty members job contentment and the effect of enhanced job contentment on dedication among faculty members toward their institute. She has chosen Minnesota

Satisfaction Questionnaire (MSQ) for this research to evaluate faculty member's job contentment. She apply many equipment for analysis like Chi-square/degrees of freedom ,factor analysis, AGFI , GFI, RMSEA, NNFI, RMSR, and CFI. She has found that job contentment is an important predictor of a faculty member's promise toward his/her organization. Faculty members with high job contentment are more probable to show greater managerial promise. As faculty members contented with their occupation are more likely to be pleased and have a stronger will to work hard, they may be more capable and successful in doing their work. The contentment and positive sentiment toward one's occupation further support the sentiment of dedication toward the institute that acts as the large source of such contentment. The administration of educational institutions may lead to Faculty member's burnout. Constant pressure can result in reduced faculty member's participation with the occupation, declined organizational promise, and also lower the job contentment level. It may even cause increased levels of faculty member's turnover and absenteeism. The cost of turnover can be towering to institutes. The stress of faculty members is another important outcome due to high faculty member's turnover. She has recommended that one of the scariest outcomes of decreased job contentment is its effect on health. In their study on organizational commitment and job contentment at Islamic Azad universities at Iran Caramollah, D. , Kokab, E. E.(2012) have found that this study showed factor like kind of labour , skills, amount of pay have impact on faculty member's job contentment. Amount of contentment of managers and faculty members are same. It is seemed that one o f these factors: Revenue, power, and facilities have effect on faculty members' and managers' contentment. The study revealed correlation between faculty member's job contentment with efficient and normative institutes. The result of this study expose d that there is straight and important relationship between faculty member's job contentment and faculty member's managerial commitment.

### III. SUMMARY

School leaders are continually attempting to discover alternative approaches to use and investigate teacher leadership potential in their schools. Teacher leaders will go well beyond their general obligations as an educator, and are the kind of teachers that fall under the theme of conceivably taking on added duties that will enhance the school community. This study takes the opportunity to look at approaches to use connections between teacher leaders and school leaders, keeping in mind that the end goal is to get the most output from the school staff. By injecting shared administration in the school group, duty and responsibility turns into a common belief that can be used as a catalyst for change throughout the school community. (Ankrum, 2016) Teachers have an awesome responsibility: they will be the ones "to plant" a series of hope, success, happiness, faith, and enthusiasm "seeds"; to "water" and "fertilize" these seeds and even add a few more. By the end of school, the "crop" will be ready for "harvesting" to the degree and in the amount expected as a result of the teaching acting as catalyst throughout. Mention should be made that this is a P.M.A. (Positive Mental Attitude) approach, or rather a P.L.A. (Positive Life Attitude) one. It is the power of positive believing which is the necessary ingredient for converting positive thinking into positive action. (Simona Anca Mazilu 2004 ) This the only way to have complete success not

just for the teachers' job satisfaction but also for the improvement of the pupils / students, for the school and for the community or society.

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