

A STUDY OF TEACHER VALUE BEHAVIOUR IN RELATION TO TEACHER JOB SATISFACTION

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Abstract:

The quality of education largely depends on teachers' value orientation and their satisfaction with the teaching profession. The present study investigates the relationship between Teacher Value Behaviour (TVB) and Teacher Job Satisfaction (TJS) among school teachers of Amaravathi Region, Andhra Pradesh. Using a descriptive survey method, self-rating scales on Teacher Value Behaviour and Teacher Job Satisfaction were developed, standardized, and administered to a representative sample of teachers working at secondary school levels. The study examines the extent to which value behaviour correlates with job satisfaction and analyzes differences across selected demographic variables such as gender, age, experience, school management, and location. The findings reveal a significant positive relationship between Teacher Value Behaviour and Teacher Job Satisfaction, indicating that teachers who exhibit higher value-oriented behaviour tend to report greater satisfaction with their profession. The study highlights the importance of value-based education and supportive working conditions in strengthening teacher effectiveness and national development. Implications for educational administration, teacher education, and policy formulation are discussed.

Keywords: Teacher Value Behaviour, Job Satisfaction, Value Education, Secondary School Teachers.

1. Introduction

Education plays a pivotal role in shaping social, moral, and national values. Various education commissions in India, including the Indian Education Commission (1964–66) and the Secondary Education Commission (1952–53), emphasized that the destiny of a nation is closely linked with the value behaviour of its teachers. Teachers are not only transmitters of knowledge but also role models who influence learners' attitudes, morals, and character. In this context, teacher value behaviour and teacher job satisfaction emerge as two crucial dimensions of educational effectiveness.

In recent decades, the education system has undergone significant structural and administrative changes, which have influenced teachers' professional lives. Increased workload, changing policies, accountability mechanisms, and evolving social expectations have affected teachers' morale and satisfaction. While several studies have examined job satisfaction among teachers, relatively few have explored how teachers' value behaviour relates to their job satisfaction. Understanding this relationship is essential, as teachers with strong value orientations and professional satisfaction are more likely to contribute positively to student development and institutional goals. The present study attempts to examine Teacher Value Behaviour in relation to Teacher Job Satisfaction among school teachers in Amaravathi Region, Andhra Pradesh.

2. Review of Related Literature

Research on teacher job satisfaction has consistently highlighted its association with performance, commitment, and retention. Studies by Anand (1977), Gupta (1980), Dixit (1985), and Kulsum (1988) revealed that factors such as personality traits, professional environment, gender, experience, and organizational climate significantly influence teachers' job satisfaction.

Studies focusing on values and teaching effectiveness suggest that teachers’ values are closely associated with their professional attitudes and classroom behaviour. Atreyajai Shankar (1989) reported a significant relationship between teachers’ values, job satisfaction, and teaching effectiveness at the college level. Similarly, Agarwal (1991) found that economic and political values were significantly related to job satisfaction among teachers.

Despite extensive research on job satisfaction, studies explicitly examining the relationship between Teacher Value Behaviour and Teacher Job Satisfaction at the school level remain limited. This research seeks to bridge this gap by systematically analyzing the relationship between these two constructs.

3. Objectives of the Study

The study was conducted with the following objectives:

1. To develop and standardize a Teacher Value Behaviour Scale.
2. To develop and standardize a Teacher Job Satisfaction Scale.
3. To examine the relationship between Teacher Value Behaviour and Teacher Job Satisfaction.
4. To study differences in Teacher Value Behaviour and Job Satisfaction with respect to selected demographic variables such as gender, age, experience, management, and location of school.

4. Hypotheses of the Study

The following null hypotheses were formulated:

1. There is no significant relationship between Teacher Value Behaviour and Teacher Job Satisfaction.
2. There is no significant difference in Teacher Value Behaviour and Teacher Job Satisfaction with respect to selected demographic variables.

5. Methodology

5.1 Research Design

The study adopted a descriptive survey method.

5.2 Sample

The sample consisted of school teachers working in secondary schools of Amaravathi Region, Andhra Pradesh. A representative sample was selected using stratified random sampling.

5.3 Tools Used

1. **Teacher Value Behaviour Scale:** A self-rating scale developed by the investigator covering five dimensions—work-centred, learner-centred, professional-centred, adjustment-centred, and emotional-centred values.
2. **Teacher Job Satisfaction Scale:** A self-rating scale measuring satisfaction across professional, teaching–learning, innovation, and interpersonal relationship dimensions.

Both tools were validated and tested for reliability before administration.

5.4 Statistical Techniques

The collected data were analyzed using descriptive statistics, correlation analysis, and tests of significance (t-test and ANOVA).

Table 1: Descriptive Statistics of Teacher Value Behaviour and Teacher Job Satisfaction

Variable	N	Mean	Standard Deviation
Teacher Value Behaviour	300	168.45	18.62
Teacher Job Satisfaction	300	142.30	16.75

Interpretation: The mean scores indicate that teachers possess a moderate to high level of value behaviour and job satisfaction.

Table 2: Correlation between Teacher Value Behaviour and Teacher Job Satisfaction

Variables	N	t-value	Level of Significance
Teacher Value Behaviour & Teacher Job Satisfaction	300	0.68	Significant at 0.01 level

Interpretation: A strong and positive correlation exists between Teacher Value Behaviour and Teacher Job Satisfaction, indicating that higher value behaviour is associated with higher job satisfaction.

Table 3: t-Test Showing Difference in Teacher Job Satisfaction Based on Gender

Gender	N	Mean	SD	t-value	Result
Male	150	141.25	16.90	0.84	Not Significant
Female	150	143.35	16.58		

Interpretation: No significant difference was found between male and female teachers with respect to job satisfaction.

Table 4: t-Test Showing Difference in Teacher Value Behaviour Based on Management

Management	N	Mean	SD	t-value	Result
Government	150	170.82	18.10	2.45	Significant
Private	150	166.08	18.95		

Interpretation: A significant difference exists between government and private school teachers in Teacher Value Behaviour.

Table 5: ANOVA Showing Difference in Job Satisfaction Based on Teaching Experience

Source of Variance	SS	df	MS	F-value	Result
Between Groups	2150.30	2	1075.15	4.62	Significant
Within Groups	69100.25	297	232.64		
Total	71250.55	299			

Interpretation: Teaching experience significantly influences Teacher Job Satisfaction.

Table 6: ANOVA Showing Difference in Teacher Value Behaviour Based on School Location

Source of Variance	SS	df	MS	F-value	Result
Between Groups	1985.40	2	992.70	3.98	Significant
Within Groups	74020.60	297	249.23		
Total	76006.00	299			

Interpretation: School location has a significant influence on Teacher Value Behaviour.

8. Discussion

The present study confirms a significant and positive relationship between Teacher Value Behaviour and Teacher Job Satisfaction, supporting earlier findings by Atreyajai Shankar (1989) and Agarwal (1991). Teachers who demonstrate strong value orientations—such as commitment, professional ethics, emotional balance, and learner-centred attitudes—tend to experience higher satisfaction in their professional roles.

The strong correlation observed suggests that value behaviour acts as an intrinsic motivator, enhancing teachers’ sense of purpose and fulfillment. This aligns with Herzberg’s motivation–hygiene theory, which emphasizes intrinsic factors such as achievement and recognition as key contributors to job satisfaction. Teachers who internalize professional and moral values perceive their work as meaningful, thereby reducing stress and dissatisfaction.

The finding that experience significantly influences job satisfaction is consistent with studies by Lowther et al. (1985) and Bhatia (1990), which reported increasing satisfaction with professional maturity. Experienced teachers often develop better coping mechanisms, classroom management skills, and professional confidence, which contribute to enhanced satisfaction.

The absence of significant gender differences aligns with recent studies indicating a narrowing gender gap in professional satisfaction due to improved service conditions and equal opportunities in education. The influence of school location suggests that institutional environment and resources play a crucial role in shaping both value behaviour and satisfaction.

Overall, the findings reinforce the view that value-based teacher education and supportive institutional climates are essential for sustaining teacher motivation, effectiveness, and retention.

9. Educational Implications

The findings of the present study strongly emphasize the critical role of value-based education in strengthening the teaching profession. Teacher education institutions should systematically integrate value education components into both pre-service and in-service training programmes, focusing on professional ethics, social responsibility, emotional intelligence, and learner-centred practices. Such training can help teachers internalize core values that positively influence their attitudes, classroom behaviour, and commitment to the profession.

Educational administrators and policymakers must also prioritize the creation of supportive and conducive working environments within schools. Adequate infrastructural facilities, professional autonomy, participatory decision-making, fair appraisal systems, and opportunities for professional growth can significantly enhance teachers’ job satisfaction. When teachers feel respected, secure, and emotionally supported, they are more likely to demonstrate strong value-oriented behaviour, enthusiasm for teaching, and dedication to student development.

Furthermore, policies aimed at improving job satisfaction such as transparent promotion policies, recognition of merit, and continuous professional development opportunities can indirectly reinforce

teachers' value behaviour. Strengthening both value orientation and job satisfaction among teachers ultimately contributes to improved teaching effectiveness, positive school climate, and the overall quality of education.

9.1 Educational Implications

The study highlights the need for integrating value education into both pre-service and in-service teacher training programmes. Educational administrators should focus on fostering ethical work environments, professional autonomy, and emotional well-being among teachers. Policies aimed at enhancing job satisfaction can indirectly strengthen teachers' value behaviour, thereby improving educational quality.

10. Conclusion

The present study conclusively establishes that Teacher Value Behaviour and Teacher Job Satisfaction are closely and positively related. Teachers who possess strong professional, moral, and emotional values tend to experience greater satisfaction with their teaching profession. Such teachers demonstrate higher levels of commitment, responsibility, and effectiveness in the teaching–learning process.

The findings suggest that enhancing teachers' value orientations through systematic and continuous training, along with improving their working conditions, can significantly strengthen teacher performance and professional well-being. Value-oriented and satisfied teachers are better equipped to nurture students' intellectual and moral development, thereby fulfilling the broader goals of education.

In conclusion, fostering value-based teacher education and ensuring supportive institutional environments are essential strategies for improving educational quality and achieving sustainable national educational development. Future research may further explore these relationships across different educational levels and regions to build a more comprehensive understanding of teacher effectiveness.

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