CONFLUX

JOURNAL OF EDUCATION

ISSN 2320-9305 (PRINT) ISSN 2347-5706 (ONLINE)

A PEER REVIEWED JOURNAL PUBLISHED SINCE 2013

VOLUME 12 ISSUE 2 JUNE 2024

cjoe.naspublishers.com

ISSN 2320-9305 (Print)
ISSN 2347-5706 (Online)
Volume 12, Issue 2, June 2024
https://cjoe.naspublishers.com/

INDEX

Sl.	Title	Page
1	**Integration of ICT in Teacher Training Institutions: A Transformation in the Paradigm of Teacher Education** Aamir Majeed and Prof. Syedah Fawzia Nadeem	6-15
2	**Awareness on Utilization of Community Resources in Teaching Chemistry at Secondary School Level** A.Devi and Dr.T.Kanakaraj	16-24
3	**Teachers Professional Development and Job Satisfaction** Ashish Kumar	25-30
4	**Teacher's Professional Development in Online Social Networking Sites** Cathrine Asha S. and Dr. Blessing Mary	31-39
5	**Life Style and Attitude towards Sustainable Development Goals among Prospective Teachers at Secondary Level** Sreevidya R. and Dr. Mubi K. Mohamed Ali	40-57
6	**Socio-emotional Skills among Secondary School Students of Standard Nine in terms of Gender and Demographic Location of Udupi District** Rose Kiran Pinto	58-71
7	**Blended Learning: A Vision for the Future** Dr. Fatma Gausiya	72-87
8	**A Study on Perception of Student Teachers on Professional Development** Dr. Manju N.D	88-103
9	**Emerging Need of Blended Learning** Dr. Pratibha Khare	104-115

ISSN 2320-9305 (Print)
ISSN 2347-5706 (Online)
Volume 12, Issue 2, June 2024
https:// cjoe.naspublishers.com/

11	**Role of Fourth Industrial Revolution and Education 4.0 on Sustainable Development in Education** Dr. Seema Gopinath	**116-124**
12	**Efficacy of Indigenous Rhymes in Developing Student Engagement and Motivation** Dr. Prithi Venkatesh, Ms. Sreevidya MS, Ms. Nisha A, Mr .Srinivasa R	**125-139**
13	**Transforming Education: Evaluating The Implementation and Effects of the 2020 Education Policy** Dr. Veena Khilnani	**140-146**
14	**Educational Significance of Inclusion in Reducing Juvenile Delinquency-Need for Multi-dimensional Approach** Dr.C.B.Vikram	**147-165**
15	**From Exclusion to Excellence: Overcoming Obstacles to Inclusion in Schools** Dr. Rajeshwari Garg	**166-176**
16	**Impact of Artificial Intelligence Enabled Technological Pedagogical Implications in Higher Education** Dr.S.Ammani, Dr.M.Anita, Ananya	**177-186**
17	**The Effect of Artificial Intelligence on Research Methodology** Dr. Taiyaba Nazli	**187-194**
18	**Empowering Educators: Navigating Continuous Professional Development In Alignment With NEP 2020 In India.** Jagirdar Lubna Batool and Dr. Syed Azaz Ali	**195-206**
19	**Inevitability of Assessment and Feedback Strategies in the Teaching- Learning Continuum** Jasmine. J	**207-214**
20	**Vital Role of Teachers, Parents and Students as a Joint Venture in Inclusive Education** Mrs. Jyothi H.D.	**215-221**

ISSN 2320-9305 (Print)
ISSN 2347-5706 (Online)
Volume 12, Issue 2, June 2024
https://cjoe.naspublishers.com/

21	**Humour as an Effective Teaching Strategy** Madan Kumar	**222-229**
22	**Significance of Inclusive Education in Fostering Social Justice in India** Mamta and Nivedita	**230-243**
23	**An Investigation of the Gender Disparity in the Teaching Abilities of Trainee Teachers** Mrs. Mirza Humaira Batul	**244-256**
24	**Enhancing Learning of Students through Formative Feedback in Higher Education** Monal	**257-267**
25	**Exploring the Preparedness for LMS among Teacher Educators and B.Ed. Students in the Current Education Scenario** Dr.M.Ponnambaleswari and Aswathy C.K.	**268-281**
26	**The Family Environment Promotes Student Engagement and Motivation** N. Revathy and Dr. A. Blessing Mary	**282-285**
27	**Transformative Education Reforms: Catalyzing Social Justice in India** Pooja and Nivedita	**286-294**
28	**Exploring Participatory Pedagogy for Cultivating Inclusivity in Classroom** Prabhleen Saini	**295-307**
29	**Transforming Education: A Journey Towards Transgender Inclusion** Prakasha C.	**308-320**
30	**Impact of Competency Based Education on Learning Outcomes** Prashasti Singh and Dr. Kalpana Thakur	**321-333**

ISSN 2320-9305 (Print)
ISSN 2347-5706 (Online)
Volume 12, Issue 2, June 2024
https:// cjoe.naspublishers.com/

31	**An Introduction of Inclusive Education** Rajesh Kumar Pathak	**334-343**
32	**E- learning: Impact on Psychosocial Competence** Ms. Rajwinder Kaur and Dr. Gagandeep Kaur	**344-353**
33	**Computer-Based Programmes to Improve Communication with Children with Special Needs: Cerebral Palsy** Ramesh	**354-363**
34	**Nurturing Students Engagement: An Educator's Role in Fostering Autonomy, Competence, and Relatedness in Teaching-Learning Process** Saroj Rani	**364-388**
35	**Life Style and Attitude towards Sustainable Development Goals among Prospective Teachers at Secondary Level** Sreevidya R. and Dr. Mubi K. Mohamed Ali	**389-405**
36	**Perception of Pre-service Teachers towards Blended Learning in Teaching-learning Process** Ghazala Parveen	**406-429**

CONFLUX
JOURNAL OF EDUCATION
ISSN 2320-9305 (Print)
ISSN 2347-5706 (Online)
Volume 12, Issue 2, June 2024
https:// cjoe.naspublishers.com/

Teachers Professional Development and Job Satisfaction

Ashish Kumar
Research Scholar (Ph.D. Education)
Career Point University, Kota
Rajasthan- India

Abstract

India is a developing country and Education is the most important pillar of National development. Education is a tri-polar process in which Teacher, Student and Curriculum plays important role. Teachers are the backbone of teaching- learning process so, they have to be disciplined, punctual, skilled and must have professional ethics. Job Satisfaction is also an important criterion for professional development. A teacher performs with his full potential when he/she is satisfied with his working conditions, salary, resources and good environment. The present paper will provide valid indication that Job Satisfaction is also an important criterion for teacher's professional development.

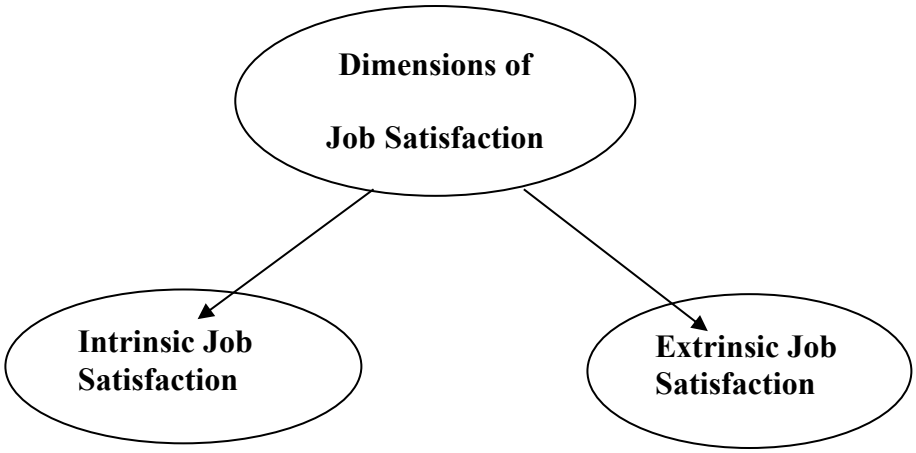
Keywords: national development, curriculum, punctual, discipline

Introduction

Teachers are called as the Nation builders hence; they have to play very important role in development of the country. Any organization has their own goals to achieve and that can be achieved by full participation of their employees. An employee performs with their full potential if he will get proper working conditions, good salary, sufficient resources and good environment. Job satisfaction is the most important criteria for the organizational commitment of employees.

ISSN 2320-9305 (Print)
ISSN 2347-5706 (Online)
Volume 12, Issue 2, June 2024
https://cjoe.naspublishers.com/

When teachers are professionally developed, they can achieve desired objectives of any organization. Job satisfaction among the workers is an important and necessary variable for the healthy functioning of an organization. The satisfaction of a worker with his job helps to give maximum output to the employer, who gives him more responsibilities, great opportunities for advancement, and better financial avenues. Job satisfaction is further divided in two dimensions:



a. Intrinsic Job Satisfaction

Intrinsic job satisfaction is the kind of work and duties done by an employee, which makes the Job done. For e.g. Teaching, Mechanical work etc.

b. Extrinsic Job Satisfaction

Extrinsic job satisfaction is basically focused on the working conditions like environment, salary, resources, coworkers and head of organization.

ISSN 2320-9305 (Print)
ISSN 2347-5706 (Online)
Volume 12, Issue 2, June 2024
https:// cjoe.naspublishers.com/

Skaalvik & Skaalvik (2011) [8] has defined Teachers' Job satisfaction, as "teachers' affective reactions is their work or to their teaching i.e. has been investigated in the subject of work psychology.

Sinha (1974) [7] has defined, "Job satisfaction covers both the satisfaction desired from being engaged in a piece of work in any pursuit of a higher order.

Professional development is the skill training, career training and education which is obtained after entering in workplace for doing their work. A teacher needs to be professionally developed for achievement of their organizational goals. Teachers are required to be updated with new knowledge and skills for better understanding and good teaching- learning process. So, we can say that a teacher who is professionally well developed do their duties with full devotion and enthusiasm for the welfare of their students.

Impact of Teachers Professional Development on Job Satisfaction

Inyoung & Loadman(1994) [3] found that Professional Development actives were among the factors which highly influenced teachers' job satisfaction.

Whitehead (2006) [12] found that there was positive relationship between Professional Development and Job Satisfaction.

Hall (2007) [2] revealed that collaborative Professional Development activities positively influenced teachers' job satisfaction.

Akcay & Kizilkaya (2012) [1] revealed that positive relationships were found between teachers' participation in professional development activities and their job satisfaction.

Sims, S. TALIS (2013) [6] found that more effective professional development is associated with higher Job Satisfaction among teachers.

ISSN 2320-9305 (Print)
ISSN 2347-5706 (Online)
Volume 12, Issue 2, June 2024
https://cjoe.naspublishers.com/

Renbarger, R.; Davis, B. (2019) [5] revealed that there is negative relationship between barriers to professional development and job satisfaction.

Wang, K.; Li, Y.; Luo, W.; Zhang, S. (2020) [11] revealed that effective professional development is the important predictor of job satisfaction.

Toropova, A.; Myrberg, E.; Johansson, S. (2021[10]) found that, teachers with higher exposure to professional development have higher levels of job satisfaction.

Smet, M (2021) [9] revealed that participation in professional development activities is associated with higher job satisfaction among teachers.

Juhji, et. Al (2023) [4] found that significant positive interaction is formed between teacher job satisfaction and professional development. Professional development should continue to be developed periodically and carried out by teachers in facing the challenges of 21st-century learning.

The above studies clearly indicate that professional development activities influence Job Satisfaction. Teachers professional development training and skill development programs plays important role in Teachers Professional development and job satisfaction. Hence, a teacher with higher professional skills has greater job satisfaction.

Conclusion

From above studies it was found that Teachers professional development and Job Satisfaction are co-related to each other. Professional development activities influence Job satisfaction of Teachers. Hence, Teacher training programs should be focused on development of professional ethics, communication skill development, work values and personality development.

ISSN 2320-9305 (Print)
ISSN 2347-5706 (Online)
Volume 12, Issue 2, June 2024
https:// cjoe.naspublishers.com/

These professional skills enhance teachers Job Satisfaction which results in better organizational progress.

References

[1] Akçay-Kizilkaya, H. (2012). *A Research on the Examination of the Teachers' Professional Development in Terms of Their Attitudes about Professional Development and Job Satisfaction* [Unpublished thesis]. Turkey: Kirikkale University.

[2] Hall, L. (2007). *Inspiration, Implementation, and Impact: Examining Teacher Professional Development in Successful School Districts* [Unpublished thesis]. Los Angeles: University of California.

[3] Inyoung, K., & Loadman, W. E. (1994). Predicting teacher job satisfaction. *Technical Report*. Retrieved from https://files.eric.ed.gov/fulltext/ED383707.pdf

[4] Juhji, et. al. (2023). Exploring the relationship between teacher job satisfaction and professional development in urban schools during a pandemic. *International Journal of Evaluation and Research in Education*, 12(4), 1755-1763.

[5] Renbarger, R.,& Davis, B. (2019). Mentors, self-efficacy, or professional development: Which mediate job satisfaction for new teachers? A regression examination. *J. Teach. Educ. Educ*., 8, 21–34.

[6] Sims, S.T. (2013). Working Conditions, Teacher Job Satisfaction and Retention. *UK Department for Education: Runcorn, UK*.

[7] Sinha. (1974). Job Satisfaction & Job Behavior. *Indian Psychology Abstract.* 5(3), 67-70.

ISSN 2320-9305 (Print)
ISSN 2347-5706 (Online)
Volume 12, Issue 2, June 2024
https://cjoe.naspublishers.com/

[8] Skaalvik, E. M., & Skaalvik, S. (2011). Teacher job satisfaction and motivation to leave the teaching profession: Relations with school context, feeling of belonging, and emotional exhaustion. *Teaching and Teacher Education,* 27, 1029-1038.

[9] Smet, M. (2021). Professional Development and Teacher Job Satisfaction: Evidence from a Multilevel Model. *Economics of Education: Quantitative Methods for Educational Policies*. *10(1), 51* https://doi.org/10.3390/math10010051

[10] Toropova, A., Myrberg, E., & Johansson, S. (2021). Teacher job satisfaction: The importance of school working conditions and teacher characteristics. *Educ. Rev.,* 73, 71–97.

[11] Wang, K., Li, Y., Luo, W.,& Zhang, S. (2020). Selected Factors Contributing to Teacher Job Satisfaction: A Quantitative Investigation Using 2013 TALIS Data. *Leadersh. Policy Sch*., 19, 512–532.

[12] Whitehead, R. J. (2006). *The Relationship between Urban and Suburban Teachers' Perceptions of Participation in Professional Development Activities and Job Satisfaction* [Unpublished thesis]. Detroit, MI: Wayne State University.