

# A STUDY OF THE RELATIONSHIP BETWEEN TEACHERS' PERCEPTIONS TOWARDS JOB SATISFACTION AND THEIR PROFESSIONAL DEVELOPMENT AT WATTANA WITTAYA ACADEMY, BANGKOK, THAILAND

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**Received:** 4<sup>th</sup> June 2020

**Revised:** 7<sup>th</sup> July 2021

**Accepted:** 19<sup>th</sup> August 2021

**Abstract:** This study investigated the relationship between teachers' perceptions towards job satisfaction and their professional development at Wattana Wittaya Academy in Bangkok, Thailand. The research was undertaken to identify full-time teacher's perceptions at Wattana Wittaya Academy in the academic year of 2019. For data collection, questionnaires were distributed to 100 full-time teachers. This study focused on three objectives : (1) to identify the level of teachers' perceptions towards professional development, (2) to identify the level of teachers' job satisfaction, and (3) to determine the relationship between teachers' perceptions towards job satisfaction and their professional development at Wattana Wittaya Academy. The study was based on Guskey's (2003) Theory of Professional Development and Herzberg's (1959) Motivation-Hygiene Theory. The collected data were analyzed using the mean, standard deviations, and Pearson Product Moment Correlation Coefficient. The results confirmed that the overall job satisfaction is positively correlated with teachers' perceptions of their professional development. The research findings between teachers' perceptions towards job satisfaction and professional development resulted in a high level; the  $r$  value was .884 with a significance value of .000 according to the Pearson Correlation Coefficient.

**Keywords:** Job Satisfaction; Professional Development; Teachers' Perception; Motivation Hygiene Theory

## Introduction

Job satisfaction was equally important to professional development because employees showed their experience, emotions, cognitions, and behavior during their job performance. By moving to the definition of job satisfaction, it could be stated that the range of definite satisfaction and dissatisfaction is

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based on his/her experience with the various components of the job (Herzberg, 1966). In addition, job satisfaction was recognized as a critical organizational behavior in every job situation (Mitchell & Laron, 1987). Teachers who were not satisfied with their job would not be active in participation in any kinds of professional development activities. Consequently, the level of teachers' job satisfaction was also a necessary factor compared to professional development, which has the implication of influencing the quality of teaching.

Professional development is significant as one of the critical parts of education reform and benefits the country's improvement; it could lead to developing the issues to improve the many varieties of teaching classroom practice and assist in supporting the teachers' instructional techniques. Moreover, Professional Development activities encourage teachers to be productive, competent, and knowledgeable in teaching and learning. Therefore, professional development is an ongoing learning activity that could maintain the school's success and teachers' job satisfaction and student achievement. At Wattana Wittaya Academy, the school aims to fulfill basic development needs focusing on academic activities and capability for students. Therefore, loads of teachers' professional development activities have been brought into action to achieve the policy of the Ministry of Education and the school vision, especially in this academic year of 2019. However, all teachers have been asked to participate in all professional development programs within school hours and after school working hours. The topics of the professional development program provided for the teachers were only from academic affairs and school administrators when some topics did not relate to the subject that teachers are teaching. For these reasons, the researcher investigated the relationship between teachers' perceptions of professional development and their job satisfaction at Wattana Wittaya Academy, Bangkok, Thailand.

Wattana Wittaya Academy is a private girl boarding school in Bangkok that aims to create the proper ladies with etiquette and knowledge. Teachers, staff, and academic administrators who work there have the opportunity to use their skills and improve their competency as professional development applies throughout the years. Moreover, the researcher is part of this organization and is interested in working with the teachers, staff, and administration department.

### **Research Objectives**

The objectives of this study were as follows:

1. To identify the level of teachers' perceptions towards professional development at Wattana Wittaya Academy, Bangkok, Thailand.

2. To identify the level of teachers' perceptions towards job satisfaction at Wattana Wittaya Academy, Bangkok, Thailand.
3. To determine the relationship between teachers' perceptions towards professional development and their job satisfaction at Wattana Wittaya Academy, Bangkok, Thailand.

### **Scope of the Study**

The population included all teachers, and they were used as the participants for data collection. Therefore, the researcher conducted this study in the academic year 2019-2020 based on the perception of 100 full-time teachers at Wattana Wittaya Academy, Bangkok, Thailand.

Furthermore, this study measured the teachers' perceptions of professional development and their job satisfaction within the respective school. Consequently, the result of this study did not cover other private schools and government schools in Thailand.

### **Literature Review**

#### *Professional Development*

Professional development is a process of developing in people (Campbell, 2004) new knowledge and skills to improve teaching strategies in classrooms. In order to have effective results for student outcomes, the school needs to have skillful and knowledgeable experts or educators who can help teachers by applying what they learned in a professional development program (Swihart & Johnstone, 2017). Bechtel and O'Sullivan (2006) claimed that professional development opportunities were seen as critical mechanisms to facilitate teacher learning.

In Guskey (2003), teachers will benefit from solving problems due to collaboration and active learning using higher-order instructional strategies. These benefits could further be described in terms of individual development, initial teacher education, and in-service programs with other training opportunities. Abell and Lee (2008) noted that professional development is for educators with teaching experience to advance their curriculum and knowledge and approach to improve their classroom effectiveness.

#### *Guskey's Theory of Professional Development*

Guskey (2003) wrote the analyzed lists of characteristics of effective professional development to promote visionary leadership. He created the 21 categories of lists to divide the characteristics of professional development. By analyzing the lists, he found that the most common characteristics of professional development for teachers were:

- (1) Providing educators with sufficient time and resources
- (2) Promoting collegiality and collaboration
- (3) Enhancing teachers' content and pedagogic knowledge.

Providing educators with sufficient time and other resources was a critical characteristic for active professional development. Guskey (2003) showed that time and other resources were vitally important because teachers need the time in order to practice new instructional strategies, enhance the new pedagogical knowledge and improve the abilities and skills that increase the students' academic achievement

The collaboration provided an increasing level of trust among teachers or staff members. When principals undermined the teacher's trust and provided for collaboration, it required the provision of adequate time and resources for teachers to work together. To be effective, teachers needed to change schedules and access student data and other forms of support. In particular, Meagher (2011) found that school principals who encourage collaboration among expert and novice teachers could increase teacher retention and job satisfaction.

The enhancement of teachers' content and pedagogical knowledge mentioned in the characteristic of professional development. When teachers had fully understood the content that they teach exceptionally, they would help the students understand the content effectively. Researchers also mentioned that professional development was established on the higher-order thinking skills within a subject in order to be effective. (Wenglinsky, 2000 as cited in Guskey, 2003).

### *Job Satisfaction*

Herzberg (1959) distributed the cause of job satisfaction as the two-factor theory, also known as Herzberg's Motivation Theory. This theory mainly consisted of two distinct dimensions: job satisfaction and job dissatisfaction (Herzberg, 1996). The theory explained that job enhancement was an effort to build the chance for individual achievement, growth, and recognition. Edmans (2012) claimed that job satisfaction is the function of the range of definite satisfaction and dissatisfaction based on his/her experiences with the various components of the job. Moreover, Sypniewska (2014) noted that job satisfaction was how employees feel about their current job and workplace.

### *Herzberg's Motivator- Hygiene Theory*

Herzberg's Two-Factor Theory indicated two categories were motivation factors and hygiene factors. Motivation factors contributed substantially to job

satisfaction, while hygiene factors were not substantial contributors to job satisfaction. The theory explained that job enhancement was an effort to build the chance for individual achievement, growth, and recognition (Herzberg, 1996 as cited in Mainsera, Dusseldrop, & Kooij, 2005). The researcher chose to use Herzberg's two-factor theory because this job satisfaction theory is widely recognized and applicable in this 21st century.

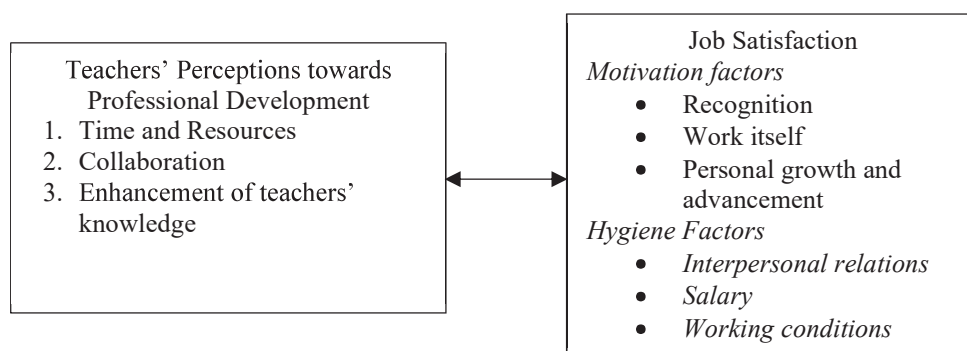
*Related studies on Professional Development and Job Satisfaction*

Meagher did a study; Meagher (2011) undertook a study on relationships of teacher professional development, teacher job satisfaction, and teacher working conditions in Illinois, USA. This study was a quantitative study with 281 secondary mathematics teachers working at the comprehensive public secondary schools in Lake County, Illinois. The study identified the relationship between the characteristics of professional development: Collaboration, Time and Resources, and Enhancement of Teacher Knowledge and Teacher Job Satisfaction. The result showed that the relationship between the Enhancement of Teachers' Knowledge variable and the other two variables and the teacher job satisfaction variable is the most energetic and direct connection in this study. The result of this study was analyzed by using Pearson correlation coefficients; it showed a significant relationship between teacher professional development and teacher working conditions. In contrast, there was no significant relationship between teacher professional development and teacher job satisfaction. This meant that the result associated with teacher job satisfaction was not significant.

According to Wu (2015), the study was conducted to find a relationship between teachers' perception of professional development and their job satisfaction at Guilin University of Electronic Technology, Guangxi, and China in the academic year of 2014-2015. The study's data collection was collected from 141 full-time teachers who work at the Guilin University of Technology. Pearson Product Moment Correlation Coefficient, and descriptive statistics were used to analyze the data analysis. The results showed that the level of teachers' perception towards professional development was regarded as high while the level of teachers' job satisfaction was moderate in the school. The finding indicated that the intrinsic satisfaction of teachers was higher than extrinsic satisfaction. In order to impart professional development and job satisfaction, teachers need to meet regularly with other peers to discuss the issues openly in their profession and career lives. According to the findings, this research helps to understand that principals had to support the professional development activities in order to emphasize the integration of technology to upgrade the teaching and learning standards.

### Conceptual Framework

The purpose of this study was to investigate teachers' perceptions towards job satisfaction and their professional development and to determine the relationship between teachers' perceptions towards professional development and their job satisfaction at Wattana Wittaya Academy in the academic year of 2019. Figure 1 below is the conceptual framework for this study. The framework displays the relationship between Professional Development and Job Satisfaction of Wattana Wittaya Academy teachers.



**Figure 1. Conceptual Framework of this Study**

### Method

#### *Participants*

The researcher investigated the relationship between teachers' perceptions towards professional development and their job satisfaction in Wattana Wittaya Academy. The population of this study is 100 full-time teachers.

#### *Instrumentation*

The researcher used a research questionnaire which divided into three parts: Part (I) of the questionnaire collected the data about teachers' demographics factors, including age, gender, educational background, and working experiences.

Part (II) of the questionnaire asked about teachers' perceptions towards professional development. The researcher brought the professional development questionnaire developed by Meagher (2011). In this part, the question involved 16 items for three components of professional development: (1) Time and Resources, (2) Collaboration, and (3) Enhance of teacher's knowledge items. This questionnaire used a 5-point Likert scale consisting of 16 questions.



Part (III) of the questionnaire determined the teachers' perceptions of job satisfaction from two items composed of 22 questions. The questionnaire was adapted from Mai (2013). The questionnaire included Recognition, Work itself, Advancement and Personal Growth, Interpersonal Relations, and Salary and Work condition. This questionnaire used a 5-point Likert scale consisting of 22 questions.

The validity of the instrument of Part II and Part III was based on the previous research study from Wu (2015), which the researcher originally sourced from Meagher (2011) and Mai (2013). The Cronbach's Alpha Coefficient was used to indicate the instrument's reliability by asking teachers' perceptions towards professional development and job satisfaction.

Table 1. *Cronbach's Alpha Value of the Instrument*

		Alpha
Part 2	Professional Development	.80
Part 3	Job Satisfaction	.86

## Findings

### *Demographic Results of the Participants*

The researcher distributed and collected 100% of the 100 questionnaires from all the full-time teachers at Wattana Wittaya Academy. There are four factors of respondents' demographics which include gender, age, educational qualification, and teaching experience. These demographics were shown through the use of number distribution and percentage as follows.

There were only 4% of male teachers, and 96% of female teachers are the majority respondents. 14% of all respondents or 14 teachers whose age fall in the 50 years old and above range. This age group has the lowest level of population. The second and third highest populated age group are the respondents whose age below 29 years old shows 24%, and the range age between 40 to 49 represents 27%. The majority of the respondents are in the 30-39-year-old age group; 35 respondents or 35.9% of the population.

The majority of the respondents (75 people or 75%) have a bachelor's degree, and 25 respondents or 25% have a master's degree.

The highest level of teaching experience is 16 years and above at 33%, 1 to 5 years is 26 percent, followed by 6 to 10 years of teaching experience at 25%. The lowest level of teaching experience is 11 to 15 years at 16% respectively.

### Research Objective One

Table 2. *The summary of Means and Standard Deviation of Teachers' Perceptions towards Professional Development (n=100)*

Professional Development	Mean	Standard Deviations	Interpretation
Time and Resources	3.60	0.857	High
Collaboration	3.60	0.959	High
Enhancement of Teacher's knowledge	3.77	0.829	High
Total	3.66	.882	High

Table 2 shows that the overall mean score of teachers' perceptions towards professional development based on three components is 3.66, which is in the range of 3.51-4.50. The research findings showed the total mean score of professional development: the mean score of Time and Resources receives 3.60, the mean score of Collaboration has 3.60, and the mean score of Enhancement of Teacher's Knowledge is 3.77. Based on the criteria of interpretation, the result indicates that teachers' perceptions towards professional development with three components is deemed a high level.

### Research Objective Two

Table 3. *Summary of Means and Standard Deviation of Teachers' Job Satisfaction (n=100)*

Job Satisfaction: Motivation Factors	Mean	Standard Deviations	Interpretation
1 Recognition	4.10	.728	High
2 Work itself	4.02	.864	High
3 Personal growth and advancement	3.97	.891	High
Total	4.03	.828	High
4 Interpersonal relations	3.99	.893	High
5 Salary	3.72	.911	High
6 Working conditions	3.93	.877	High
Total	3.88	.894	High
Total Job Satisfaction	3.96	.861	High

Table 3 shows the components and overall mean score of teachers' perceptions towards job satisfaction among 100 full-time teachers at Wattana Wittaya Academy in Bangkok, Thailand. The total mean score of Teachers' Job Satisfaction was 3.96, in the range of 3.51-4.50. The overall finding showed



that teachers were more satisfied with the motivation factors with a mean score of 4.03 than their hygiene factors (with the mean score of 3.88) on teachers' Job Satisfaction. According to the criteria of the interpretation, teachers' perceptions are high. This result indicates that the participants are overall highly satisfied with their job satisfaction.

### *Research Objective Three*

*Table 4. Result of Pearson Product Moment Correlation*

	Teachers' Job Satisfaction		Conclusion
Teachers' perceptions towards professional development	Pearson Correlation Coefficient	.884**	There is a significant relationship
	Sig. (2-tailed)	.000	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows the relationship between teachers' perceptions towards professional development and their job satisfaction to answer the third research question. Pearson correlation  $r$  is .884, and Sig. is .000, which is smaller than .05. Pearson correlation  $r$  is .884, which means that the relationship between Teachers' Professional Development and Job Satisfaction is positive. The result shows a significant relationship between teachers' perceptions of job satisfaction and professional development.

### **Discussion**

The first objective of this research was to identify the level of teachers' perceptions towards professional development at Wattana Wittaya Academy, Bangkok, Thailand. Referring back to data analysis results, teachers' perceptions towards Professional Development at the school was 3.66, which is high according to the interpretation scale. Therefore, this result indicated that the level of Teachers' Perceptions towards Professional Development at Wattana Wittaya Academy is high.

According to Guskey (2003), having enough time and resources is necessary for effective professional development because teachers must practice new teaching methods, enlarge their knowledge and skills. Time and Resources in Teachers' Perceptions of Professional Development at Wattana Wittaya Academy is at a high level according to the data interpretation of the study. This shows that the school adequately provided time and resources during development training. The teachers have received the necessary materials for implementation at the school as Sallee (2011) stated that effective professional

development involves both sufficient times and should be organized, structured, focused on pedagogy and content.

The second objective of this research was to identify the level of teachers' perceptions towards job satisfaction at Wattana Wittaya Academy, Bangkok, Thailand. Referring back to the data analysis result, the overall mean score of job satisfaction is 3.96, in the range of 3.51-4.50, which was interpreted as high according to the interpretation scale in this study. This indicated that the level of Teachers' Job Satisfaction in the school is high. An in-depth analysis of Teachers' Job Satisfaction found six components between motivation factors and hygiene factors. Teachers at Wattana Wittaya Academy received recognition for their achievement at their job. The school director and managers believe that when the teachers did something good, they took the time to immediately recognize teachers' good work, which could enhance Teachers' Job Satisfaction.

The finding of the study indicated that the perception of recognition is the highest level among six components. The factor of recognition is included in the degree of respect that teachers receive from their co-workers. Teachers had all become concerned that they gained the satisfaction with the recognition given for doing their job outstanding and the appreciation given by their administrator and co-worker for the job they do inside and outside the school. This indicated that the level of Teachers' Job Satisfaction toward motivation factors in the school is high because teachers got recognition from the school leaders, and the community felt satisfied with the job results. The recognition could assist in retaining employees to stay with the institution. Recognizing employees can positively affect work engagement while also fostering positive performance (Bhatnagar, 2014).

The second objective of this research was to determine the significant relationship between teachers' perceptions towards professional development and their job satisfaction at Wattana Wittaya Academy, Bangkok, Thailand. The Pearson correlation  $r$  was .884, which meant that the Relationship between Teachers' Job Satisfaction and Professional Development is positive. Consequently, teachers at the school perceived professional development and job satisfaction as important factors in the school. These were beneficial for the future needs related to everyone in the field of education.

The result illustrated a significance of .001, which was less than .05. Subsequently, the result indicates a significant relationship between Teachers' Perceptions towards Job Satisfaction and Professional Development at Wattana Wittaya Academy, Bangkok, Thailand. Professional development

must be used to maintain and improve education quality and promote the teaching standard in the classroom. It should also be used to motivate and retain qualified teachers in the school. This statement was made to realize the connection between professional development and job satisfaction (Ferguson-Patrick, 2011).

### **Recommendations**

Since the results of teachers' perceptions towards professional development and job satisfaction are high in all components, the recommendations below will be focusing on remaining this standard consistently for teachers and school leaders and also recommend for future researchers.

#### *Recommendations for Teachers at Wattana Wittaya Academy*

The researcher would recommend all teachers participate more during development programs to enhance their pedagogy knowledge, promote their academic level, and improve their ability and competency. Moreover, teachers are encouraged to apply the various teaching approaches in the classroom to encourage the students to participate in the activities by using the teaching pedagogy and skill in the 21<sup>st</sup> century. The majority of the students in the school are from welfare families, which holds the treasure of knowledge and technology, so teachers should make an effort to enhance students' ability up to the advanced level by applying technology and pedagogy into the classroom.

#### *Recommendations for School Leaders at Wattana Wittaya Academy*

The researcher would recommend school leaders to consistently remain and increase teachers' job satisfaction by giving teachers promotions in such areas as increasing salary, recognizing their achievement, encouraging teamwork, and creating more opportunities for their development to achieve their goal for their career in the future.

#### *Recommendations for Future Research.*

The researcher would recommend future researchers conduct a similar study by using a quantitative and qualitative method. It is suggested that a mixed-method approach will determine teachers' perceptions in order to receive more understanding, information, and better results about job satisfaction and their professional development. Future researchers are encouraged to investigate professional development and job satisfaction in other places such as government schools, private schools, and international schools with different factors based on teacher payment, assignment, duty, reward, and motivation.

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