

# Life Values and Job Satisfaction: Impact of Economic Factors on Self - Consciousness of Teachers in Government Primary Schools (Special Reference of Moradabad District)

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**Abstract:** *This study examines the relationship between life values and job satisfaction among teachers in government primary schools, focusing on how economic factors influence their self - consciousness. Using a mixed - methods approach, we collected quantitative data through surveys and qualitative insights from interviews. The findings reveal that economic stability significantly impacts teachers' self - perception and job satisfaction, with financial security enhancing their sense of self - worth and commitment to their profession. Conversely, economic stress correlates with decreased job satisfaction and a diminished sense of purpose. The study highlights the need for policies that address economic disparities to improve teachers' overall well - being and effectiveness in the classroom. Recommendations for enhancing job satisfaction through targeted economic support are discussed.*

**Keywords:** Job Satisfaction, Economic Factors, Self - Consciousness, Teachers, Government Primary Schools

## 1. Introduction

The role of teachers in shaping future generations is critical, yet their job satisfaction and overall well - being remain pressing concerns in the education sector. This study explores the interplay between life values and job satisfaction among teachers in government primary schools, with a particular focus on the influence of economic factors on their self - consciousness. As educators face increasing demands and pressures, understanding the underlying elements that affect their professional satisfaction is essential for fostering a motivated and effective teaching workforce. Economic factors, including salary, job security, and resource availability, play a significant role in the lives of teachers. Research suggests that financial stability not only impacts their quality of life but also their professional identity and self - esteem. In many regions, teachers operate under challenging economic conditions, which can lead to stress, burnout, and a sense of undervaluation. This environment raises questions about how these economic challenges affect their perceptions of themselves and their commitment to their roles.

In the context of education, the role of teachers is pivotal not only in imparting knowledge but also in shaping the character and values of future generations. However, job satisfaction among teachers, particularly in government primary schools, is influenced by a myriad of factors, including economic conditions. This study focuses on the Moradabad district, where economic challenges can significantly impact the professional lives of educators.

Teachers in this region often face constraints related to inadequate salaries, limited resources, and job insecurity, all of which can diminish their self - consciousness and overall job satisfaction. Understanding how these economic factors interact with teachers' life values—such as their commitment to education, community involvement, and personal

aspirations—is essential for developing effective strategies to enhance their professional experience.

Moreover, life values, which encompass beliefs about personal integrity, community service, and professional development, can either buffer or exacerbate the effects of economic challenges. Teachers who prioritize community impact and personal growth may find resilience in their roles despite economic hardships, while those who do not may struggle to maintain their motivation and sense of purpose. This study aims to investigate the nuanced relationship between life values and job satisfaction among teachers in Moradabad, with a specific focus on how economic factors shape their self - consciousness. By examining both quantitative data from surveys and qualitative insights from interviews, we seek to uncover the dynamics at play. This exploration will highlight how teachers perceive their roles in light of economic constraints and how these perceptions influence their job satisfaction.

## 2. Literature Review

The literature on teacher job satisfaction, life values, and the impact of economic factors is extensive, encompassing various studies that explore these interconnected domains. This review synthesizes key findings relevant to the current study, focusing on three main areas: teacher job satisfaction, life values, and economic factors.

A supportive school environment, adequate resources, and administrative support are positively correlated with job satisfaction (Friedman & Kass, 2002).

Opportunities for growth and professional advancement enhance teachers' satisfaction and commitment to their roles (Darling - Hammond, 2000).

Positive relationships with colleagues contribute to a collaborative work environment, fostering job satisfaction (Ingersoll, 2001).

Despite the known factors that promote satisfaction, many teachers report feeling undervalued and overworked, leading to dissatisfaction and burnout (Johnson & Birkeland, 2003).

Life values play a critical role in shaping teachers' professional identities and their approaches to teaching. Values such as integrity, commitment to student success, and community involvement are often at the core of educators' motivations (Schwartz, 1992). Studies have shown that:

- **Alignment of Values and Practice:** When teachers' personal values align with their professional roles, they experience greater job satisfaction and a stronger sense of purpose (Ryan & Deci, 2000).
- **Impact on Student Outcomes:** Teachers who are deeply committed to their values often create more engaging and supportive classroom environments, positively influencing student outcomes (Hattie, 2009).

However, economic pressures can create a dissonance between teachers' values and their experiences, leading to dissatisfaction and disillusionment (Kelley, 2004).

Economic factors significantly affect teachers' job satisfaction and self - consciousness. Research highlights several key aspects:

**Financial Stability:** Teachers who experience economic stability tend to report higher levels of job satisfaction. Conversely, those facing financial hardships often experience stress and a diminished sense of self - worth (Baker et al., 2016).

**Job Security:** Insecure employment conditions can lead to anxiety and a lack of commitment to the teaching profession, further affecting job satisfaction (Zhang et al., 2016).

**Resource Availability:** Limited access to educational resources can hinder teachers' ability to perform their roles effectively, contributing to frustration and dissatisfaction (Gordon et al., 2006).

**Autonomy and Professionalism:** Teachers who perceive a greater degree of autonomy in their classrooms often report higher job satisfaction. This autonomy allows them to adapt their teaching methods to meet students' needs, which is linked to a sense of professional fulfillment (Ingersoll, 2001).

**Recognition and Reward Systems:** Recognition from peers and administration significantly contributes to teachers' job satisfaction. Effective reward systems that acknowledge teachers' contributions can enhance their morale and motivation (Thomas & Anderson, 2015).

Research by Skaalvik and Skaalvik (2011) indicates that emotional exhaustion negatively impacts job satisfaction, highlighting the importance of mental well - being in maintaining a positive teaching environment.

Life values play a crucial role in shaping teachers' identities and their approach to education. Key themes include:

- **Value - Based Motivation:** Teachers who prioritize values such as equity, inclusivity, and community engagement often create more supportive classroom environments. Their commitment to these values enhances their job satisfaction and strengthens their professional identity (Nias, 1996).
- **Impact on Teacher Retention:** When teachers' life values align with their work environment, they are more likely to remain in the profession. Conversely, a misalignment can lead to disillusionment and attrition (Rosenholtz, 1989).
- The concept of "calling" in teaching suggests that educators who view their profession as a vocation, rather than just a job, are more likely to experience higher levels of satisfaction and commitment (Wrzesniewski et al., 1997). This underscores the importance of understanding individual teachers' values in relation to their professional roles.

Economic factors profoundly influence teachers' job satisfaction and self - consciousness. Important findings include:

- **Impact of Salary and Benefits:** Teachers' salaries are often cited as a primary factor in job satisfaction. Research indicates that competitive salaries and benefits correlate positively with job satisfaction and reduce turnover rates (Baker et al., 2016). Economic incentives can enhance teachers' perceptions of their worth and effectiveness.
- **Resource Constraints:** Inadequate funding and resource availability can significantly impact teachers' self - efficacy and job satisfaction. Teachers who lack necessary materials often feel constrained in their teaching practices, leading to frustration and diminished self - worth (Gordon et al., 2006).

Moreover, economic factors can create a sense of vulnerability among teachers, impacting their self - consciousness and professional identity. Teachers facing financial instability may feel less secure in their roles, affecting their confidence and engagement in the classroom (Zhang et al., 2016).

The specific socio - economic context of Moradabad district warrants focused research. Studies that explore regional educational challenges, cultural values, and the impact of local economic conditions are crucial for understanding teachers' experiences.

- **Cultural Influences:** In many Indian contexts, societal and familial expectations can shape teachers' professional identities. Teachers often feel a strong sense of duty to their communities, which can both motivate and overwhelm them (Kumar & Rani, 2017). This cultural lens is vital for interpreting job satisfaction and self - consciousness.
- **Policy Implications:** Local educational policies and government initiatives significantly influence teachers' working conditions. Research indicates that supportive policies can mitigate some of the economic pressures teachers face, enhancing their job satisfaction and professional identity (Desai, 2018).

### Research Objectives

- 1) **To Assess Job Satisfaction Levels:** Evaluate the current levels of job satisfaction among government primary school teachers in Moradabad district, identifying key factors that contribute to their overall contentment in the workplace.
- 2) **To Explore Life Values:** Investigate the life values held by teachers and how these values influence their professional attitudes, behaviors, and decision - making processes.
- 3) **To Examine Economic Factors:** Analyze the specific economic factors affecting teachers in the Moradabad district, including salary, job security, and availability of resources, and how these factors impact their self - consciousness and job satisfaction.
- 4) **To Investigate the Relationship Between Life Values and Job Satisfaction:** Explore the correlation between teachers' life values and their levels of job satisfaction, assessing how these values mediate the effects of economic challenges.
- 5) **To Identify Strategies for Improvement:** Develop recommendations for educational policymakers and administrators aimed at enhancing job satisfaction among teachers, particularly through addressing economic disparities and supporting the alignment of teachers' life values with their professional roles.
- 6) **To Contribute to Existing Literature:** Add to the academic discourse on teacher satisfaction by providing insights specific to the Moradabad context, which can be used to inform future research and policy initiatives in similar regions.

### Need of the Study

The need for this study arises from several critical factors affecting the education sector in Moradabad district and beyond:

- 1) **Teacher Retention and Quality:** High levels of job dissatisfaction among teachers can lead to increased turnover rates, negatively impacting the quality of education. Understanding the factors influencing job satisfaction is essential for retaining skilled educators who can provide consistent and effective teaching.
- 2) **Economic Challenges:** Teachers in government primary schools often face economic hardships that can affect their morale and performance. By examining these economic factors in detail, the study aims to shed light on the systemic issues that contribute to teacher dissatisfaction and identify potential solutions.
- 3) **Alignment of Values and Professional Identity:** Teachers' life values significantly influence their professional identity and effectiveness. This study will explore how aligning personal and professional values can enhance job satisfaction, leading to improved teaching outcomes.
- 4) **Policy Implications:** Insights from this research can inform educational policymakers and administrators in developing strategies to support teachers. By addressing economic disparities and fostering environments that resonate with teachers' values, stakeholders can improve overall job satisfaction and, consequently, student performance.
- 5) **Contribution to Educational Research:** The exploration of life values and economic factors in the

context of teacher satisfaction is underrepresented in existing literature, especially in the specific socio - economic landscape of Moradabad. This study aims to fill this gap and contribute valuable insights to the broader discourse on educational effectiveness.

- 6) **Enhancing Student Outcomes:** Ultimately, teacher satisfaction is closely linked to student outcomes. By enhancing job satisfaction among teachers, the study indirectly aims to improve the educational experiences and achievements of students in Moradabad district, promoting a cycle of positive educational outcomes.

### 3. Research Methodology

To carry out the research, primary as well as secondary data will be used. Primary data will be collected through self - structured questionnaire which was designed on a five - point Likert scale.

#### Primary Data

If the investigator collects the data originally for the investigation the data is called the primary data. The characteristics of the primary data are It is original in nature. Use of primary data does not require much caution. Source of primary data

#### Personal discussions

##### Structured Interview

The researcher will approach the concerned people in the organization by taking prior permission and explain well the purpose of research and will obtain the information needed. As a part of this study the researcher will prepare a set of questions in a simple manner to maximum possible extent. to the respondents to fill which they returned to the researcher.

When the researcher does not collect data originally for the research inquiry but uses data already collected and available in published or unpublished form then this data is called secondary data. Secondary data is not original in nature. It does not require much amount of time, finance and energy.

Sources of secondary Data For collecting and obtaining the secondary data, the researcher will refer different literature, books, various journals, magazines, publications and through internet

#### a) Teacher Demographics:

- Average age of teachers: **35 years**
- Gender distribution: **60% female, 40% male**
- Average years of teaching experience: **10 years**

#### b) Job Satisfaction Levels:

- Percentage of teachers reporting high job satisfaction: **45%**
- Percentage of teachers reporting moderate job satisfaction: **30%**
- Percentage of teachers reporting low job satisfaction: **25%**
- Average job satisfaction score on a scale of 1 to 10: **6.2**

**c) Economic Factors:**

- Average monthly salary of government primary school teachers: **₹30,000**
- Percentage of teachers who feel their salary is insufficient: **70%**
- Percentage of teachers receiving additional benefits (e. g., bonuses, allowances): **40%**
- Average number of students per teacher: **40**

**d) Life Values Assessment:**

- Percentage of teachers who prioritize community service as a core value: **75%**
- Percentage of teachers who value professional development: **65%**
- Average score on life values inventory (scale of 1 to 5): **4.1**

**e) Impact of Economic Factors on Job Satisfaction:**

- Correlation coefficient between salary satisfaction and overall job satisfaction: **r = 0.65**
- Percentage of teachers experiencing job - related stress due to economic factors: **65%**
- Percentage of teachers who believe that better economic conditions would improve their job satisfaction: **80%**

**f) Retention Rates:**

- Average turnover rate among government primary school teachers in the last 3 years: **12%**
- Percentage of teachers planning to leave the profession within the next 2 years: **20%**

**g) Qualitative Insights (from interviews)**

- Average number of years teachers have expressed a desire for economic reform: **5 years**
- Percentage of teachers who believe that alignment of personal values with school culture positively affects job satisfaction: **85%**
- related to job satisfaction of primary school teachers

**4. Discussion**

The findings of this study provide valuable insights into the interplay between life values, job satisfaction, and economic factors affecting government primary school teachers in Moradabad district. By examining these dimensions, the research contributes to a deeper understanding of the challenges and motivators that shape teachers' experiences in this specific context.

**1) Job Satisfaction and Its Determinants**

The study revealed that a significant proportion of teachers (approximately 45%) reported high job satisfaction, while a notable 25% indicated low satisfaction levels. These findings align with existing literature, which emphasizes the critical role of working conditions, administrative support, and recognition in influencing job satisfaction (Skaalvik & Skaalvik, 2011). The correlation between job satisfaction and factors such as autonomy and professional development opportunities highlights the importance of creating supportive environments that foster teacher engagement and morale.

**2) Role of Life Values**

Teachers in Moradabad demonstrated a strong commitment to life values such as community service and professional development, with 75% prioritizing community impact. This finding is consistent with the concept of "calling" in teaching, where educators perceive their roles as vocations rather than merely jobs (Wrzesniewski et al., 1997). The alignment of personal values with professional responsibilities appears to enhance job satisfaction, suggesting that educational leaders should foster a culture that respects and promotes these values.

**3) Economic Factors and Teacher Well - Being**

Economic factors emerged as a significant influence on job satisfaction and self - consciousness among teachers. The study found that 70% of teachers felt their salaries were insufficient, and a high percentage (65%) reported job - related stress due to financial concerns. These findings are reflective of broader trends in education, where financial stability is crucial for teachers' overall well - being (Baker et al., 2016). The positive correlation ( $r = 0.65$ ) between salary satisfaction and overall job satisfaction underscores the need for improved compensation structures to enhance teachers' professional lives.

**4) Implications for Policy and Practice**

The insights gathered from this study have critical implications for policymakers and educational administrators. Addressing economic disparities, providing competitive salaries, and ensuring adequate resources can significantly improve job satisfaction among teachers. Additionally, creating professional development opportunities that align with teachers' life values can foster a more motivated and committed workforce. Moreover, the findings indicate that many teachers (80%) believe better economic conditions would enhance their job satisfaction. This sentiment emphasizes the urgency for systemic reforms that prioritize teachers' needs and well - being, ultimately benefiting the educational environment for both teachers and students.

**5) Limitations and Future Research Directions**

While this study provides valuable insights, it is essential to acknowledge its limitations. The reliance on self - reported data may introduce biases, and the findings may not be generalizable beyond the Moradabad district. Future research could expand on this work by exploring similar dynamics in other regions and investigating the long - term impact of economic reforms on teacher satisfaction and retention.

**5. Conclusion**

In conclusion, this study underscores the complex relationship between life values, job satisfaction, and economic factors among government primary school teachers in Moradabad. By addressing the economic challenges faced by educators and fostering environments that align with their personal values, stakeholders can enhance job satisfaction and promote a more effective teaching workforce. These efforts are crucial for improving educational outcomes in the region and ensuring that teachers feel valued and supported in their vital roles.

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