

Procrastination And Job Satisfaction Of School Teachers

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Abstract

Academic Procrastination is an alarming social issue. It is the habit of procrastinating and many of us have made it a part of our lives. It's been around for a long time and has affected many cultures and situations. Job satisfaction is the sense of accomplishment that an employee gets from their job. On the other hand, procrastination and lack of job satisfaction would prevent teachers from providing quality education and meeting the needs of students. Teachers' competence and dedication are essential for their students' growth. This study aims to explore the procrastination and job satisfaction of school teachers by using a survey methodology. This study focused on selecting a sample of school teachers working in four high-schools in a block in the Salem district of Tamil Nadu based on the random sampling technique. The main variables used for the study were procrastination and job satisfaction. The study used two scales Shanmugammganesan's Procrastination Rating Scale (2010) and Sampath Kumar's Job Satisfaction Rating Scale (2012) to make its findings. The results suggest that the average procrastination nature among the teachers and job satisfaction need to be addressed through appropriate recommendations. Therefore, it is important to develop and create new strategies that can be applied from paper documents to actual practices.

Key Words: Procrastination, Job Satisfaction, and School Teachers.

Introduction: Research Base

Our innate tendency to put things off is symbolized by procrastination. In both wealthy and developing economies, it always manages to find a way. Compared to prior periods, procrastination has become more commonplace nowadays. "When we first started measuring procrastination (in 2007), about 15% of the population said they procrastinate somewhat, and about 1% indicated they procrastinate often," according to Steel (2011). Around 60% of people in 2010 admitted to some degree of procrastination, and 6% stated they did it frequently. Historical references suggest that the problem is widespread even with this growth

According to Ferrari et al. (2005), procrastination was a historical phenomenon that began to fade around the year 1750, when the industrial revolution began. Prior to that, many thought delaying was neutral and may even be considered a prudent plan of action. Ferrari et al. (2005) identify examples of writers from the ancient Roman and Egyptian cultures who thought postponing was a reasonable and helpful concept. Being patient and avoiding pointless tasks are two instances of procrastination. It wasn't harmful until the middle of the eighteenth century. "Words

related to the concept of task avoidance become more negatively imbued with meaning as economics become larger and more complex," was the quote used to conclude.

A person's level of job satisfaction is determined by how much they like or dislike their job. When an employee realises that their job helps them achieve their needs and values, either directly through performing their job or indirectly through the benefits they receive, their attitude towards the job and organisation also becomes positive. In summary, job satisfaction is the difference between an employee's expectations and the experience they get from their job. The larger the gap, the more dissatisfied the employee is with their job.

In every student's life, the function of the teacher is crucial. Any educator can experience stress for a variety of reasons, including the outside world, one's own reckless actions, unfavourable emotions and ideas, and unrealistic expectations. As a result, a teacher's propensity for procrastination may also contribute to stress and worse job satisfaction. Procrastination was predicted to have a major negative impact on teachers' goals of delivering high-quality instruction and a high degree of job satisfaction.

Rationale of the Study

A person who is otherwise competent of performing the task repeatedly avoids starting and finishing tasks on time or completing them by a specific deadline, whether actual or perceived, is said to be engaging in procrastinating behaviour. There is a dearth of study on instructors' procrastination behaviours compared to the vast amount on students'. Teaching has emerged as one of the most stressful professions, according to study. It is impossible to avoid wondering how much of the stress that educators endure is self-inflicted due to their innate procrastination tendencies. Ultimately, the goal of teaching is to impart life lessons to students in addition to academic knowledge.

Positive behaviour exhibited by a teacher throughout a student's formative years will undoubtedly have a significant influence on the student's overall development. Higher levels of job satisfaction will probably eventually result in teachers and the organisation as a whole operating more effectively. In contrast, a worker who is unhappy in his job is likely to be inflexible, unrealistic in his goal-setting, incapable of overcoming environmental challenges, and overall unhappy and dissatisfied. Stress on a daily basis can come from a lack of job fulfilment. Therefore, the researcher is considering doing a study to determine whether a teacher's procrastination influences how satisfied they are with their current employment.

Glimpses of Previous Studies

According to Suganya & Dunstan Rajkumar (2015), there is a substantial correlation between teachers' job happiness and job stress. Management should put job satisfaction measures in place to lessen stress at work. Role ambiguity, role overload, material & psychological incentives, job situation, occupational stress, and work motivation were the factors that Gulab & Sandhya Mehta (2016) observed as affecting the teaching fraternity's occupational stress, job satisfaction, and work motivation. Poor facilities for instruction were noted in rural schools.

According to Shadbad, Hasani, and Alishahi's (2017) analysis, staff members' increased efforts and job involvement are caused by professional ethics and their promotion throughout the organization's workforce. The study conducted by Harish and

Jeya Prabha (2018) revealed a significant inverse relationship between secondary school teachers' job satisfaction and occupational stress. Fulano Celso et al. (2018) demonstrated that procrastination behaviour can have a perceived lack of topic knowledge as an antecedent, especially when it comes to student assignments. These results might aid educators and administrators in improving the learning environment in classrooms by encouraging student participation and reducing procrastination.

According to research by Akdemir & Oznur Atas (2019), pre-service teachers do not typically display behaviour related to academic procrastination, irresponsibility, the perceived quality of academic tasks, unfavorable opinions of instructors, or academic perfectionism. A low-level significant association between math teachers' procrastinating tendencies and their preparedness for online learning was investigated by Ergene, Ozkan, Turk Kurtea, and Tugba in 2020.

According to research by Korkmaz, Ozan, Ilhan, Tahsin; Bardakci, & Salih (2018), academic procrastination plays a significant part in gifted students' academic progress. According to Wolomasi et al. (2019), job happiness significantly positively influenced elementary school teachers' job performance in the Boben Digoel district. With the exception of the variable public/private school, Lopes, Joao Lopse, and Celia Oliveira (2020) demonstrated that teacher-level variables are a better predictor of teacher job satisfaction than school-level variables.

Research Gap Identification

Analyzing the aforementioned intriguing studies critically encourages the notion of additional research and makes a research gap visible. Furthermore, it was observed that no research has been done on teachers' procrastination and job satisfaction in government, aided, and private schools in Tamilnadu with preference to district contexts.

Title

Procrastination and Job Satisfaction of School Teachers

Methodology

The approach used for the survey was normative.

Locale

Tamil Nadu's Salem District served as the site of this probe. The teachers working at the two governments, one aided, and two private higher secondary schools for the 2020–2021 academic years is the study's target population.

Term and Definitions

Procrastination of a school teacher is a habitual or intentional delay of starting or finishing a task despite knowing it might have negative consequences on teaching job

Job satisfaction of a school teacher is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values.

School teachers are those who working in the schools which comes under the Tamilnadu State Board of School Education.

Objectives

- To study about the nature of procrastination and job satisfaction among school teachers.
- To determine whether procrastination and job satisfaction of school teachers are statistically correlated

Hypothesis

- The procrastination and job satisfaction of school teachers are not statistically correlated.

Instruments

The investigator will use a standardised instrument designed and verified by Shanmugamganesan (2010) to measure the procrastination of teachers. The split half approach was used to determine the tool's reliability. The correlation between the two test score halves was determined. With a correlation coefficient of 0.7121, the tool's strong reliability is demonstrated.

The researcher used a method designed and approved by Sampathkumar (2012) to survey the issue and gauge teacher's job satisfaction. The split half approach was used to determine the tool's reliability. The correlation between the two test score halves was determined. The Job Satisfaction Scale yielded a correlation coefficient of 0.9962 which indicating the good reliability of the instrument.

Research Outcomes and Discussion

Descriptive Analysis on Procrastination of School Teachers

Table – 1.1 Showing the Mean, Standard Deviation Values of the Entire and Sub-Sample with respect to Procrastination of Teachers

Procrastination	N	Mean	S.D	Level
Whole sample	70	74.07	7.73	Average
$\geq M+1\sigma$	13	60.46	1.98	Low
Between $M\pm 1\sigma$	55	76.67	3.68	Average
$\leq M-1\sigma$	2	91.00	0.00	High

The above table shows that mean (74.07) and standard deviation (7.73) values of procrastination of school teachers. Therefore the result reveals that for the whole sample, the school teachers have average procrastination. Among the whole sample, 13 (18.6%) teachers have low procrastination (Mean=60.46, and

S.D=1.98), 55 (78.6%) teachers have average procrastination (Mean=76.67, and S.D=3.68), and 2 (2.8%) teachers have high procrastination (Mean=91.00, and S.D=0.00).

Job Satisfaction of School Teachers

Table – 1.2 Showing the Mean, Standard Deviation Values of the Entire and Sub-Sample with respect to Job Satisfaction of Teachers

Job Satisfaction	N	Mean	S.D	Level
Whole sample	70	78.59	6.84	Average
$\geq M+1\sigma$	10	69.00	1.05	Low
Between $M\pm 1\sigma$	46	77.72	4.51	Average
$\leq M-1\sigma$	14	88.29	1.77	High

The above table shows that mean (78.59) and standard deviation (6.84) values of job satisfaction of school teachers. Therefore the result reveals that for the whole sample, the school teachers have average job satisfaction. Among the whole sample, 10 (14.3%) teachers have low job satisfaction (Mean=69.00, and S.D=1.05), 46 (65.7%) teachers have average job satisfaction (Mean=77.72, and S.D=4.51),

and 14 (20.0%) teachers have high job satisfaction (Mean=88.29, and S.D=1.77).

Correlation Analysis

The correlation between procrastination and job satisfaction scores of whole sample was analysed by using the Pearson's product moment coefficient of correlation and the results are presented in Table 1.3.

Table 1.3 Correlation Coefficient for Procrastination and Job Satisfaction Scores of Whole Sample

Main Variables	Mean	S.D	N	df= N-2	r Calculated value	r Tabulated value	Level of Significance
Procrastination	74.07	7.73	70	68	0.142	0.250	Not Significant at 0.05 Level
Job Satisfaction	78.59	6.84					

From the Table 1.3, it is evident that the obtained r-value 0.142 is found to be lesser than the table value of 0.250 at 0.05 level of significance. Therefore, the null hypothesis is accepted. The procrastination and job satisfaction of school teachers are not statistically correlated.

Implications

A brief cognitive behavioural therapy and coaching could be a useful intervention method and a time-efficient way to reduce procrastination if a teacher exhibits higher levels of it. The degree of procrastination and job satisfaction among teachers should be regularly assessed by school heads, who should then devise appropriate methods based on the needs of each individual teacher.

Procrastination is typically associated with a dread of something, either failure or unexpected events. Therefore, intrinsic motivation and competence expectancy could be used to analyse it.

The secrets to learning how to stop procrastinating are awareness, self-awareness, and problems. Time management techniques are just as useful in combating procrastination. While certain time management strategies can help overcome procrastination, others may actually make it worse. The finest teachers are those who help students overcome their fear and anxiety by emphasising the satisfaction and rewards of finishing tasks on time.

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Teachers with extensive training and expertise ought to be fairly compensated. The administration of the school should frequently plan get-together events and foster a positive work environment to improve the morale of the faculty. It is the responsibility of the school administration to provide instructors with a comfortable and conducive work environment, including well-equipped classrooms, staff rooms, and restrooms.

The administration may attempt to organise instructors into teams and force them to collaborate. To keep the atmosphere congenial, group members should circulate on a frequent basis. This will lessen the spread of untrue rumours and other problems. It is important to provide teachers with sufficient training and time to adjust to changing circumstances.

Conclusion

The current study's findings indicated that job satisfaction and procrastination among Salem District teachers are average. Since we live in a developing nation, educators have a greater say in how society is shaped. Good teachers are the windows into a decent society. The instructor fosters the pupils' lifelong empowerment and aids in their entire growth. Therefore, it is important to maintain and strengthen teachers' psychological qualities as well as their health and well-being and job happiness. This is crucial for India, our nation, to flourish in the field of education and for the peaceful development of humankind's potential with all the required attributes.

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