



THE IMPACT OF SOCIO-ECONOMIC CHARACTERISTICS OF SCHOOL TEACHERS ON THEIR JOB PERFORMANCE

Nazia Ashraf^a, Mudassar Yasin^{b,*}, Ghulam Farid^c, Shahbaz Ahmad^d, Muhammad Tanveer Khaliq^e

^a *University of Agriculture Faisalabad, Sub-campus Burewala Vehari, Pakistan*

^b *Muhammad Nawaz Sharif University of Agriculture, Multan, Pakistan*

^c *Department of Agriculture Sciences, Allama Iqbal Open University, Islamabad, Pakistan*

^d *Department of Education, University of Lahore, Sargodha Campus, Sargodha, Pakistan*

^e *Planning and Development Department, Bureau of Statistics, Government of Punjab, Pakistan*

HIGHLIGHTS

- If a teacher is mentally satisfied during the job, he or she will perform better both for the institutional growth and for academic performance of students.
- The teacher will be more responsible and more motivated as compared to those teachers who are not satisfied from their job.
- The factors responsible for maximization of teacher's satisfaction include attractive salary packages and other allowances.
- The institution need to care all factors which contribute to the socioeconomic characteristics of the teachers because these teacher's socioeconomic characteristics have high impact on the performance.

ABSTRACT

The study underhand is aimed to estimate the impact of socioeconomic characteristics of school teachers on their job performance. The data were collected by using well-structured and pre-tested questionnaire. A sample of 200 respondents from ESTs elementary school female teachers were selected through simple random sampling technique from tehsil Vehari. Descriptive statistics i.e. frequency, percentage and mean values were used to analyze the data. The results showed that the teacher performance was depending on many factors i.e. free accommodation, weekly duty allowances, advance payment from the school in case of financial problem, provision of prizes, provision of free medical care and a satisfactory standard of living. The result also showed that the salary and financial benefits have high impact on teachers' performance. The results also found significant impact of socioeconomic characteristics on teacher's performance.

Keywords: Socioeconomic status; teacher's salary; job Satisfaction; teacher's performance.

Received: May 16, 2019; Accepted: June 7, 2019; Published: June 19, 2019.

* Correspondence: Muhammad Nawaz Sharif University of Agriculture, Multan, Pakistan

Email: mudassaragrarian@gmail.com

Introduction

The term Socio-economic status includes two variables; the social status and economic status. Social status is assimilated by social position and economic status, which is related to the economy a person. According to Parson et al., (2001) "The term Socio-economic status is used to differentiate between people's relative position in the society in rappings of family income, educational background, political power and occupational status". According to the Saifi and Mehmood (2011), socio-economic is a joined amount of an individual or social status of the family. The definitions of socioeconomic status stress that, as a construct, it is restricted, it is forced on people, it is used for comparisons, and it is based on opportunity,

economics and means of effect. It is the grouping of people with similar professional, educational, and economic characteristics (Santrock, 2004). Socio-economic status is the comparative standing in society based on income, power, background and status also notes that every researcher will describe it differently based on the nature of the study (Woolfolk, 2007). In most debates, there are three levels of socio-economic status: first is low, second is moderate and third is high because most problems connected with low socio-economic status are associated to poverty, sometimes poverty level is used as a similar concept to low socio-economic status. Race may also be deliberated a factor because Blacks and Latinos are unreasonably

represented in the low socio-economic status. Socioeconomic status is also an important qualification is the capacity to control resources and participate in society's rewards (Santrock, 2004). Teachers will perform well in students learning outcome and capable to pay full attention to student progress and success when all the essential facilities which are needed to provide the teachers. The researcher has demonstrated to make a study related to the factors which affect teachers in performing duties such as socioeconomic status of teachers. According to Burden and Byrd (1999) socioeconomic status (SES) is an amount of measure in a society or community related to a family, detained by a compound of income of parents, level of education and occupation. Keeping in mind above views, performance of the teachers as an integral part of the performance of the school also affected. The teacher who have high socio-economic status is not only able to fulfill his or her family's basic needs but also to give satisfactory contribution and their capability of students as well (Albatch et al., 1982).

Teachers are expected to perform different roles including mentoring, nurturing and supporting students (Iwu and Iwu, 2013) and normally improving their socio-economic development through education (Iwu et al., 2017). Teachers who have high socio-economic status are capable to give enough time for formulation of materials and media that needed in tomorrow teaching and learning process. On the other hands teachers who have low socio-economic status are not only capable to fulfill their family's basic needs but are not able to give enough time and opportunities at home that improve their skills and knowledge which are needed to deal with daily challenges. The main objective of this study was to identify the socioeconomic factors, teacher's need bases view about factors and relationship between teacher's socioeconomic characteristics and their performance and to recommend suggestions for improving teacher's performance.

Methodology

Research methodology section focuses on the research design, target population, sample size, and sampling procedure. It also has research instruments, validity and reliability of the instruments, data collection procedure and data analysis and presentation.

Research design: An examination configuration demonstrates which people will be considered; and when, where and in which setting (Oso and Onen, 2005). Enlightening examination configuration was utilized as a part of this investigation. It will probably get the genuine way of the variable under examination. Likewise, the examination configuration gave a way to logically decipher and comprehend the financial elements impacting educators' execution. It additionally helps in measuring the respondents' perspectives and feelings about financial status, wage, execution or any of the assortments of training or social issues in an extensive populace.

Target population: Population is the totality of people, occasions, association units, case records or other examining units with which the examination issue is concerned. This examination was led in tehsil Vehari. The aggregate government female elementary schools teachers (ESTs) were 320. These 320 government female grade schools educators were the number of inhabitants in the investigation from these that the sample was drawn.

Sample size and sampling process: Inspecting implies taking any part of the population as being illustrative of that populace. Out of the 320 ESTs female instructors, 200 educators took part of the investigation. Out of the 320 instructors, 200 were from the specimen population. Straightforward irregular examining, as a testing procedure was utilized to give a reasonable shot for everybody required in this examination to be recognized. As described by Mugenda and Mugenda (2003), a specimen of 10% of the objective populace is adequate to speak to the entire populace. Nonetheless, a greater specimen builds its representativeness and that is the reason a 50% example was favored.

Research Instrument: The study used questionnaires for teachers and head teachers and interview schedules for the District Quality Assurance Officer for data collection. The research instruments were made in accordance with the objectives of the study. The questionnaire was preferred because it helped the respondents to maintain some degree of anonymity, which was believed to increase the level of their objectivity (Orodho, 2005). The interview schedule on the other hand was useful to obtain detailed information about personal feelings, perceptions and opinions. It was preferred because it allowed more detailed questions to be asked. A higher response rate was achieved through the interview and ambiguities were clarified and incomplete answers followed up (Orodho, 2005).

Pre-testing: Pilot study in randomly selected elementary schools teachers in Vehari helped to establish whether the instruments of data collection measure what they were intended to measure. Furthermore, the researcher consulted the experts in the field of research in order to ascertain and clarify that the test instruments could measure what they were intended to measure.

Validity of research instruments: Validity is the suitability, significance and effectiveness of the specific inferences made from test scores (Kothari, 2004). It is the degree to which consequences obtained from the analysis of the data actually signify the phenomenon under study. Content soundness within this research was guaranteed by the researcher applying the accurate procedure for sampling and assembling the correct data-gathering instruments. In addition, a trial study in randomly selected schools in Vehari division helped to establish whether the mechanisms of data collection measure what they were planned to measure. Moreover, the researcher accessed the experts in the field of research in order to ascertain and explain that the test instruments could measure what they were proposed to measure.

Reliability of research instruments: In simple terms, reliability means uniformity of results. This means there is the same consequence for repeated trials (Kothari, 2004). In this research, dependability was enhanced through a pilot study in randomly selected schools in Vehari division. Test-retest method was used to do this (Kothari, 2004). Individuals who were arbitrarily selected were asked to fill the questionnaire and then fill the same questionnaire again after three weeks. Statistical Package for Social Sciences (SPSS) was used to calculate Cronbach's Alpha Coefficient to evaluate the internal consistency of the research instrument and the overall value of Cronbach's Alpha Coefficient was 0.892.

Procedure to collect data: After obtaining the permission for the collection of data from the director of education and also from the education officers at district level, the process of interview from the selected respondents was completed. The aggregate number of 200 questionnaires were circulated among the educators. The data was collected in one month from the respondents.

Scoring: Different numerical values allocated to respondent's response on scale were as following:

- Strongly Agree (SA): 1
- Agree (A): 2
- Medium (M): 3
- Disagree (DA): 4
- Strongly Disagree (SDA): 5

After completing the data collection process through questionnaire, a data sheet was developed on Statistical Package for Social Sciences (SPSS) to tabulate and to analyze the data.

Data analysis technique: After the fieldwork, all the surveys were adequately checked for comprehensiveness. This was to make sure that the output was free from outliers and the effect of missing responses was at minimum. Quantitative analysis was involved in generating expressive statistics. The descriptive statistics included frequency scores and their analogous percentage scores. Qualitative analysis involved labelling data from interviews into common themes, coding, and generating frequency counts and the resulting percentages. The process of data analysis was completed with the help of Statistical Package for Social Sciences (SPSS).

Results and Discussion

The present examination was planned To Analyze the Impact of Socioeconomic Characteristics of School Teachers on their Job Performance. Table 1 demonstrates the teachers view about the socioeconomic factors due to which teacher's performance is affected. Results of the study showed that salary and other job related benefits play a vital role regarding teacher's satisfaction about their job.

Table 1: Teachers views about socioeconomic factors

Sr. No	Statement	SDA/DA		SA/A		M
		F	%	f	%	
1	Impact of salary and other benefits on satisfaction level of teachers	185	92.5	11	5.5	1.69
2	Low salary of teachers is the cause to quit soon from teaching profession	168	84	8	4	1.96
3	Low income/salary is the reason of mental displeasure for teachers	152	76	13	6.5	2.01
4	Teaching job enables to provide a satisfactory standard of living	124	62	37	18.5	2.35
5	clerical work activities like record keeping etc.	133	66.5	22	11	2.24
6	Extra workload of co-curricular activities affects the morale of female teachers	134	67	35	17.5	2.30
7	Overcrowded classes increase stress for female teaches	150	75	16	8	1.98
8	Lack of facilities affects the performance of teachers	158	79	24	12	2.03
9	School building is affecting the learning speed of teachers	150	75	16	8	2.02
10	Library facilities are adequate in schools.	132	66	26	13	2.31
11	Availability of sufficient material for teaching and learning for female teachers in school	140	70	26	13	2.23
12	Like medical and engineering professions, teaching also have same status in our society	133	66.5	51	25.5	2.31
13	Dissatisfaction in job performance due to their poor socio-economic background	150	75	18	9	2.17
14	Location of the school in poor socio-economic area, decreases the motivation of teachers	128	64	23	11.5	2.30
15	Female teachers are more respected in the society as compared male teachers	120	60	43	21.5	2.41
16	Professional attitude of teachers affect their performance	153	72	14	7	1.91
17	Mental health of teachers affects their performance	172	86	9	4.5	1.82
18	Morale of the teacher affects the performance of the teacher	168	84	11	5.5	1.91
19	Responsibility of all the family members causes dissatisfaction in job performance	149	74.5	26	13	2.06
20	The performance of female teachers is affected due to residential problems	142	71	20	10	2.18
21	The stress resulting from teaching makes teaching undesirable	141	70.5	16	8	2.13
22	Accumulative Teachers views (Mean)					2.11

Source: Author's calculations

Overcrowded classes, lack of facilities, school building, library facility, salary and socioeconomic status of teachers as well as the area where the school is situated decrease teachers motivation, confidence, stamina and teacher professional attitude that ultimately affect the teachers job performance. Poor socioeconomic status and family responsibilities creates stress and this stress

affects the mental health of teachers that has great impact on teacher's job performance. Accumulative mean score 2.11 reveals that socioeconomic characteristics have great impact on teachers job performance. The table 2 shows the impact of socioeconomic characteristics of school teachers on their performance.

Table 2: Impact of socioeconomic characteristics of school teachers on their performance

Dependent variable	Independent variable	Beta	T	Sig	F	R	R Square
Teachers performance	Socioeconomic characteristics	.072	4.781	.000	77.484	.530	.281

Source: Author's calculations

The (F=77.484, p=.000) value is significant. The value of independent variables represent that one unit increase in independent variable will increase ($\beta=.072$) in dependent variable. The value of (t=4.781, p=.000) is also significant.

The present study examined the impact of socioeconomic characteristics of school teachers on their job performance. The current study showed that socioeconomic characteristics have an influence on teacher's job performance. Teachers want to change their profession if they got some one better profession. Teachers agreed that salary, financial assistance given prizes when teachers perform well, free medical care in case of ill health, advance payment in financial problems, extra teaching allowances and free accommodation affect teachers performance and the motivators that motivate teachers to increase performance. These are also the factors that affect teacher's performance. Teachers are satisfied with their job and they believe they are being useful to community as a teacher. Teachers also accept that job satisfaction increase their work morale as teacher and teachers given enough facilities in schools but teachers want to change their profession if they got some one better profession because teachers agreed that salary, financial assistance given prizes when teachers perform well, free medical care in case of ill health, advance payment in financial problems, extra teaching allowances and free accommodation affect their performance and job satisfaction of teachers and they are also the motivators that motivate teachers to increase their performance. Teachers come in the class with lesson plan and give timely feedback.

This study concluded that socioeconomic characteristics of school teacher affect their job performance. Teachers are satisfied with their job and they believe they are being useful to community as a teacher. Teachers also accept that job satisfaction increase their work morale as teacher. Teachers given enough facilities in schools but teachers want to change their profession if they got some one better profession. Teachers agreed that salary, financial assistance given prizes when teachers perform well, free medical care in case of ill health, advance payment in financial problems, extra teaching allowances and free accommodation are the motivators that motivate teachers to increase performance. These are also the factors that affect teacher's performance. Mostly teachers favored that salary payments are prompt. Great part of the participants agreed that the school offers weekly duty allowances.

Majority of the teachers favored that extra paid teaching allowances help me to complete the syllabus. Most of the participants agreed that the school offers financial assistance to teachers with parties. Mostly respondents agreed that I may get advance payment from the school in case of financial problem. Majority of the teachers favored that the school organizes end of year party for teachers.

Most of the respondents agreed that teachers who perform well are given prizes. A greater part of the teachers favored that participants are given leave for absence when justified. Mostly respondents agreed that teachers are given free medical care in case of ill health. Majority of the teachers favored that above motivators have increased my performance as a teacher. A greater part of the teachers prefer that would change my profession if I could have got one better. Salaries and benefits are performing a key role in job satisfaction of teachers. Overcrowded classes, lack of facilities, school building, library facility, salary and socioeconomic status of teachers as well as the area where the school is situated decrease teachers motivation, morale and teacher professional attitude that ultimately affect the teachers job performance. Poor socioeconomic status and family responsibilities creates stress and this stress mental health of teachers makes teaching undesirable that has great impact on teacher's job performance.

Conclusion

The results underhand showed that the teacher's performance depends on different factors which affect the teacher's satisfaction. If a teacher is mentally satisfied during the job, he/she will perform better both for the institution growth and for increasing the academic performance of student of the institution. The teacher will be more responsible and more motivated as compared to those teachers who are not satisfied from their job. The factors which are responsible to maximize the teacher's satisfaction include attractive salary packages, and other allowances. The institution need to care all factors which contribute to the socioeconomic characteristics of the teachers because the teacher's characteristics have high impact on performance.

References

- Albatch, P.G., Arnove, R.F., Kelly, G.P., 1982. Comparative education. New York: MacMillan Publishing Co. Inc.

- Burden, P.R., Byrd, D.M., 1999. *Methods for effective teaching*. (2nd Ed.) Boston, MA: Allyn and Bacon.
- Iwu, C.G., Iwu, I.C., 2013. Factors inhibiting effective management of primary schools in Nigeria: The case of Ebonyi State. *Journal of Social Sciences*, 35, 51–60
- Iwu, C.G., Ezeuduji, I.O., Iwu, I.C., Ikebuaku, K., Tengeh, R.K., 2017. Job motivation and management implications: A case of teachers in Nigeria. *Problems and Perspectives in Management*, 15, 277-87.
- Kothari, C., 2004. *Research methodology, methods and techniques*. New Delhi: New Age International (P) LTD Publishers
- Mugenda, A., Mugenda, O., 2003. *Research methods; quantitative and qualitative approaches*. Nairobi: African Centre for Technology Studies
- Orodho, A.J., 2005. *Elements of educational and social sciences research methods*. Nairobi: Masola Publishers
- Oso, W.Y., Onen, D., 2005. *A general guide to writing research report and report: A handbook for beginning researchers*. Kisumu, Option press.
- Parson, R.D., Stephanie, L.H., Deborah, S., 2001. *Educational Psychology: A Practitioner-Researcher Model of Teaching*. Singapore: Thomson Learning Inc.
- Saifi, S., Mehmood, T., 2011. Effects of socio-economic status on student's achievement. *International Journal of Social Sciences and Education*, 1(2), 119-128.
- Santrock, J.W., 2004. *Child development (10th Ed.)*. New York: McGraw-Hill.
- Woolfolk, A., 2007. *Educational psychology (10th Ed.)*. Boston: Allyn and Bacon.