

# Antecedents of Job Satisfaction among Higher Secondary Teachers: Moderating Role of Training

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## Abstract

Higher secondary-level teachers play a vital role in shaping the quality of education. Teachers not only provide specialized knowledge in specific subjects but also significantly impact the entire academic and personal growth of learners during a critical stage of their educational path. Elevated levels of job satisfaction can result in enhanced teacher efficacy, improved student achievements, and reduced attrition rates among educators. In order to enhance the quality of education at the higher secondary level in a methodical manner, it is essential to comprehend the precise factors that contribute to teachers' job happiness. Hence, the aim of the research was to assess the determinants of job satisfaction among higher secondary teachers in the context of Bangladesh along with the role of training as a moderator. The research utilised a descriptive design and a quantitative technique. A judgemental sampling strategy conducted online to gather 374 data points from Bangladeshi higher secondary educators, utilising a standardised questionnaire. The data was evaluated and the hypotheses were analysed using Partial Least Squares Structural Equation Modelling (PLS-SEM) approach. The results of Partial Least Square-Structural Equation Modeling (PLS-SEM) showed that job satisfaction was significantly associated work-life-balance, reward & recognition, job security factors. The results also revealed that training significantly and positively moderates the relationship between three elements (e.g., work-life-balance, reward & recognition, job security) and job satisfaction. The study says that relevant parties should pay extra attention to the important factors that affect job satisfaction and come up with effective ways to improve the quality of higher secondary school teachers' work and happiness with jobs. This means making the workplace helpful, making sure everyone gets paid fairly, and giving everyone lots of chances to grow professionally. Creating an atmosphere where teachers' work is recognized and appreciated can also make them more motivated and committed. Arranging training programs for higher secondary teacher's development can enhance their productivity. By taking care of these issues, stakeholders can make the higher secondary level a better place to teach and learn which will eventually lead to better educational outcomes.

**Keywords:** Antecedents, job satisfaction, higher secondary, teachers, PLS-SEM, Bangladesh.

## 1. Introduction

Job satisfaction in educational environments refers to teachers' subjective evaluations of their working conditions and the quality of their interactions within that environment (Zembylas & Papanastasiou, 2004). Evans (1997) defines job satisfaction as a psychological state shaped by the extent to which an individual perceives their job-related needs are met. The relevance of

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teachers' contributions to student achievement is extensively documented and widely recognized. Nevertheless, the matter of whether teachers are content with their working conditions is often overlooked. This issue necessitates attention, as the work environment of educators has the potential to significantly influence their efficacy and well-being, consequently impacting the educational experiences and achievements of their students indirectly. Consequently, it is essential to analyze and address the factors influencing teachers' job satisfaction to foster a conducive and effective educational environment (Liang & Akiba, 2017; Bascia & Rottmann, 2011). Teacher job satisfaction has substantial and far-reaching consequences. Primarily, it improves teacher well-being, as satisfied educators are less susceptible to stress and burnout (Skaalvik & Skaalvik, 2011). Moreover, there is data indicating that children who are instructed by teachers who are pleased with their occupations tend to have improved overall welfare (Collie, Shapka, & Perry, 2012). Teachers who are satisfied with their work environment are more likely to deliver high-quality education and provide improved support for their students' learning. This association implies that when educators experience satisfaction, they demonstrate increased effectiveness in delivering material and cultivating a stimulating academic environment. Hence, the educational achievements of pupils are greatly enhanced, underscoring the significance of teacher contentment in the educational process (Klusmann, Kunter, Trautwein, Lüdtke, & Baumert, 2008). Numerous studies have continuously shown a robust association between the everyday classroom practices of teachers and the levels of engagement, tenacity, and dedication to learning exhibited by pupils. The activities and behaviours of teachers in the classroom have a crucial impact on shaping students' educational experiences, greatly influencing their motivation, commitment, and overall academic resilience. The daily contacts have a significant influence on students' willingness to actively participate and continue in their educational endeavours. These interactions can either boost or hinder the students' engagement in their studies. Hence, the efficacy of instructors' instructional techniques is crucial in fostering enduring student involvement and a profound dedication to education (Martin et al., 2012; Wu et al., 2010; Baker et al., 2000). Nevertheless, teachers are more inclined to be productive if they experience job satisfaction and are content with their present employment settings (Skaalvik & Skaalvik, 2014). Learners taught by instructors who have a sense of job satisfaction and strong psychological wellness are more likely to achieve higher academic performance compared to their counterparts whose teachers feel emotional weariness or job discontent. This association highlights the significance of teacher well-being in creating a conducive environment for student achievement. These findings indicate that the emotional and psychological states of educators have a crucial impact on the academic achievements of their students. This emphasises the importance of implementing supporting interventions to improve teacher satisfaction and well-being (McInerney et al., 2018; Arens & Morin, 2016; Day, 2008). Teacher fulfillment is linked to both teacher well-being and the effective functioning of schools. Teachers that experience job satisfaction tend to exhibit higher levels of motivation, enthusiasm, and commitment towards the school's objective (Shoshani & Eldor, 2016). Compared to dissatisfied teachers, content instructors are generally less inclined to move from their current schools or leave the teaching profession altogether (Skaalvik & Skaalvik, 2011). According to Skaalvik and Skaalvik (2014), teachers who are satisfied with their job experience fewer absences, have a stronger belief in their own abilities, and exhibit improved mental well-being.

Although there has been a lot of research on what factors contribute to job satisfaction among teachers, there is still a lack of understanding about how training affects this relationship. Prior research has predominantly concentrated on key characteristics such as work-life balance, recognition and rewards, and job stability, proving their favorable influence on job satisfaction. Nevertheless, there is a scarcity of studies examining the potential impact of training interventions on these linkages. The potential of training to augment the favorable impact of work-life balance, recognition and reward, and job security on job satisfaction among higher secondary teachers has not been extensively investigated. This gap is crucial because it fails to consider the potential of training to act as a pivotal mechanism in strengthening these elements,

resulting in increased levels of job satisfaction. By addressing this deficiency, educational institutions could gain useful insights to enhance teacher satisfaction and retention through focused training programs.

The aim of this study is to examine the factors that impact job satisfaction among higher secondary teachers, with a particular focus on how training might moderate these effects. The objective of the study is to: Examine the correlation between perceived organizational support and work satisfaction; Investigate the influence of recognition and reward on job satisfaction; Assess the relationship between the level of job security and the level of job happiness; Examine how training influences the connection between job satisfaction and perceived organizational support, recognition and reward, and job security. The current study is methodically structured into separate sections to improve clarity and coherence. The process commences with a thorough examination of the current body of literature, which is then followed by the presentation of a conceptual framework and hypotheses that are firmly based on previous research. The second segment explores the research methodologies used, offering a comprehensive explanation of the procedures followed. Afterwards, the study delivers its findings and provides a thorough analysis of the obtained data, along with their interpretation. The fourth section, labeled as "Discussions, Conclusions, and Implications," combines the findings of the study with prior research, emphasizing noteworthy associations. Ultimately, the article discusses the constraints of the study and proposes possible avenues for future research, providing a well-considered evaluation and a forward-thinking viewpoint.

## **2. Literature Review**

### **2.1 Job Satisfaction**

Job satisfaction generally denotes the degree of pleasure an individual derives from the conditions of their professional environment (Pepe et al., 2017). The concept of job satisfaction appears to have both cognitive and emotional dimensions. Job satisfaction stems from a positive perception of working conditions (Worrell et al., 2006). When individuals perceive job conditions as satisfying and congruent with their personal objectives, it bolsters their commitment to both the position and the business. Skaalvik and Skaalvik (2011) defined job satisfaction as the emotional condition experienced by an individual concerning their employment. They contended that job satisfaction arises when an employee's expectations correspond with the actual results of the job. Togia et al. (2004) define job satisfaction as the feelings and perceptions employees hold about their employment and work environment. Armstrong (2006) characterizes job satisfaction as the cognitive and emotional assessment individuals make regarding their employment. Kim (2005) defines job satisfaction as the comprehensive emotions and attitudes of employees regarding their professions, encompassing elements such as the work environment, working conditions, equitable rewards, and interactions with colleagues. The author evaluated job satisfaction by analyzing extrinsic and intrinsic components. Extrinsic aspects include external elements that employees see as gratifying, such as communication style, supervisor collaboration, compensation, and work environment. Intrinsic aspects relate to the characteristics of the work undertaken and the employee's sense of obligation (Yaseen, 2013). Employee job satisfaction quantifies the overall efficacy of an individual's work experience, shaped by their thoughts, convictions, and principles (Chan, Pan, & Lee, 2004). Organizational scholars are examining the elements that influence differing degrees of job satisfaction among employees (Ellickson, 2002). Job satisfaction is a vital factor and a major concern for several companies. Pak (2007) defines it as a compilation of favorable sensations and emotions that employees assess concerning their employment. A prevalent approach to evaluating job satisfaction involves measuring the extent of employee alignment with their business (Ellickson, 2002). This indicates that an effective work environment that aligns with the needs, values, and distinct traits of employees will result in elevated levels of job and organizational satisfaction. Job satisfaction positively influences organizations by enhancing employee engagement, loyalty, job performance, self-efficacy, and decreasing employee turnover (Zhao et al., 2016).

## **2.2 Work Life Balance**

Schermerhorn (2013) defined Work-Life Balance as an individual's ability to efficiently handle job responsibilities alongside personal and familial commitments. Delecta (2011) defines Work-Life Balance as the ability of individuals to fulfill their professional and familial obligations, as well as other non-work responsibilities. The concept of work-life balance has emerged as a significant and salient subject in the discourse on work-life dynamics. Work-life balance has been characterized through many techniques. Clark (2000) characterizes work-life balance as the extent of satisfaction individuals attain when they successfully navigate their obligations at work and at home, while reducing conflicts between these positions. Grzywacz and Carlson (2007) define work-life balance as the satisfaction of expectations for the responsibilities that individuals and their partners have mutually established and share in their professional and familial spheres. Work-life balance (WLB) is a significant subject of discourse in everyday conversations (Maertz & Boyar, 2011). Our definition is founded on a perception-centered approach, viewing work-life balance as a comprehensive and personalized concept. This perspective acknowledges that attaining work-life balance is not a general notion; rather, it is distinct and individualized for each person. Individual life values, priorities, and aspirations influence one's existence. This approach emphasizes the significance of harmoniously integrating various aspects of life to attain work-life balance. It must be tailored to align with the individual's specific objectives and needs (Kossek et al., 2014). Current studies suggest that individuals who recognize a balance between their professional and personal obligations tend to experience greater life satisfaction and enhanced physical and mental health (Brough et al., 2014). We assert that individuals who achieve a balanced work-life integration are more inclined to experience heightened levels of job and life satisfaction. The increased satisfaction stems from their active participation in role activities that hold considerable personal significance and relevance. When individuals participate in activities that closely fit with their values and interests, they enjoy heightened happiness and meaning in both their professional and personal lives. Consequently, when individuals' responsibilities align with their intrinsic motivations, they enjoy heightened well-being and overall satisfaction (Greenhaus et al., 2003). Consistent with contemporary theoretical advancements, we define work-life balance (WLB) as an individual's subjective evaluation of the equilibrium among their many life roles. This concept pertains to individuals' subjective evaluation of the balance between their professional responsibilities and other facets of their everyday existence (Frone, 2003; Greenhaus & Allen, 2011; Haar, 2013; Kossek et al., 2014). Guest (2002) challenges the dominant notion that balance equates to low conflict between roles, significant role augmentation (Frone, 2003), or an equitable allocation of time and attention across the several responsibilities in an individual's life (Marks & MacDermid, 1996). Frame and Hartog (2003) characterize work-life balance as the condition in which individuals can proficiently regulate their time, job obligations, remuneration, and the interplay between their professional and personal lives. Work-life balance denotes the equilibrium between an individual's personal and professional life, which differs for each person. The balance between professional obligations and personal life is a vital factor that may lead to increased job satisfaction.

## **2.3 Reward and Recognition**

Anything of value to an employee that an employer is willing to offer in exchange for their services is considered a reward (Chiang and Birtch, 2008). Lack of incentives will create a bad environment, which will lower worker productivity and may cause workplace alienation. In the words of Malhotra et al. (2007), incentives encompass all types of cash compensation, tangible services, and benefits that an employee receives as part of their employment. Employers anticipate that employees will fulfill their assigned responsibilities to their satisfaction, while employees likewise anticipate that their employers will provide them with appropriate compensation in the form of earnings and salaries once they have fulfilled their obligations faithfully (Eshun and Duah, 2011). Recognition refers to the act of acknowledging, appreciating, or approving the positive accomplishments or behaviors of an individual or team (Caligiuri et al., 2010). As defined by Gostick and Elton (2007), acknowledgment encompasses the act of praising

or appreciating achievements, including tiny gestures, that hold significance for people. Reward fosters a conducive work climate. It not only serves as a source of motivation for employees to increase their efforts, but also contributes to the retention of their jobs. Consequently, a well-organized remuneration system is crucial for efficiently attracting and retaining highly talented workers, as well as motivating them to improve their performance (Bustamam et al., 2014). The reward system encompasses monetary rewards, including incentives and perks, and non-monetary rewards, such as recognition and empowerment (Armstrong & Murlis, 2004). Financial incentives are crucial for motivating and maintaining high-performing individuals in firms, as they offer tangible rewards that recognise employees' worth, self-esteem, and achievements through financial compensation (Armstrong, 1996). Conversely, substitutes for currency are transient and mostly highlight emotional value. They frequently lack any financial benefits (Chiang & Birtch, 2008).

#### **2.4 Job Security**

Job security refers to the likelihood that an individual will retain their employment. Frequently, rather than assessing job security, the focus is on measuring employment insecurity. Job insecurity can be defined as the risk of becoming unemployed. Job security is the belief held by employees that they can retain their positions for as long as they like, without any subjective or objective reasons that could put them at risk of losing their jobs (Abolade, 2018). Paradoxically, job insecurity refers to the notion of the possibility of losing one's job against one's will (Salas Vallina & Alegre Vidal, 2017). Within the research, there is a clear differentiation between two types of job insecurity. The first is quantitative job insecurity, which refers to the perception of being at risk of losing one's job. The second is qualitative job insecurity, which refers to the perception of being at risk of losing significant job perks (De Witte et al., 2010; Sender et al., 2017). Job security was perceived as a subjective experience, influenced by an individual's perception on working conditions. Under identical working conditions, employees experience different degrees of insecurity (Piccoli et al., 2019). According to Arabi (200), work security as the sense of having a stable and lasting job, with the guarantee of its continuation in the future, and the lack of any elements that could pose a threat to it. Individual A experiences work security when they believe they will remain in their position until the completion of their service without being coerced by individual B to fulfil their job responsibilities (Arabi, 2000).

#### **2.5 Training**

Training is essential in all organisations, as stated by Kulkarni (2013). According to Humphrey (2013), scholars contend that the ongoing growth of the global economy, along with rapid advancements in technology and innovation, requires organisations to consistently provide training for their staff. Nevertheless, the banking sector in Uganda has shown a lack of focus on staff training, despite the numerous advantages it offers, including enhanced job satisfaction, greater employee performance, and increased commitment (Vasudevan, 2014). This has resulted in a multitude of definitions of training. According to Forgacs (2009), training is a deliberate activity with the goal of enhancing employees' performance by teaching them new skills. According to Armstrong (2006), training involves altering behaviour through firsthand experience and transferring skills and knowledge from individuals who possess them to others who do not. According to Jun et al. (2006), training offers employees opportunities to improve their knowledge and abilities, leading to effective development. By participating in these training programmes, employees gain confidence and build good attitudes towards their organisations. According to the theories of social exchange and norm of reciprocity, we propose that when employees sense a significant degree of support from the organisation, which includes possibilities for training and general support, they are more likely to reciprocate by demonstrating good work practices. Employees that receive sufficient training are more likely to utilise the acquired information and abilities in their work, resulting in enhanced job performance, including improved customer service. Employees participate in training

programmes with the objective of obtaining additional knowledge and skills to enhance their performance in the workplace.

### **3. Theoretical Background and Hypotheses Development**

#### **3.1 Social Exchange Theory**

A theoretical framework in psychology and sociology is called Social Exchange Theory (SET) that elucidates social behaviour by emphasising the exchange of resources, encompassing both tangible resources like money or goods, as well as intangible resources like services, affection, or recognition. SET asserts that human connections and social interactions are founded upon a meticulous evaluation of the advantages and disadvantages involved. People participate in social relationships that they believe will maximise their benefits and minimise their drawbacks. SET incorporates the core principles of contemporary economics to examine human behaviour and interactions in order to understand the complexity of social structures. The SET framework was originally devised for the analysis of human behaviour and subsequently extended to the study of organisational behaviour (Blau, 1964). For instance, the application of SET was expanded to include the organisational environment, focusing on the importance of norms, particularly social institutions and formal inter-organizational exchange behaviour. When people follow social standards, they usually anticipate receiving reciprocal advantages, such as personal attachment, trust, gratitude, and money rewards. Interpersonal contacts can be seen as an exchange where individuals get benefits, according to the cost-benefit paradigm proposed by Blau (1964). The Social Exchange Theory (SET), proposed by Blau in 1964, has been extensively employed to elucidate employee attitudes and behaviours, (Settoon et al., 1996). It refers to a series of interconnected encounters where an individual is motivated to respond positively because of the duty established by someone else's positive and beneficial behaviours towards them (Cropanzano and Mitchell, 2005). It is believed that employees have the ability to form various social exchange relationships with their employer (Moorman et al., 1998). Social exchange theory suggests that in situations where parties are mutually dependent, interactions between them create a norm of reciprocity and potentially, a quid pro quo reciprocity (Cropanzano and Mitchell, 2005). Unlike economic exchanges where physical benefits or goods are received, social exchanges involve discretionary rendering of benefits (Aryee et al., 2002). When educational institutions allocate resources for training programs, stress management tools, and a nurturing work atmosphere, female educators respond with heightened job satisfaction and enhanced work-life balance (Blau, 2017). Training programs have a varied purpose in supporting work-life balance for female employees in secondary schools, extending beyond the provision of pedagogical skills (Panda & Kumar, 2017). They provide educators with time-management tools, stress-reduction tactics, and coping mechanisms essential for reconciling professional duties with personal obligations, therefore enhancing overall well-being and job satisfaction (Laharnar et al., 2013; Kirby & Krone, 2002). This study applies the ideas of Social Exchange Theory (SET) to examine the impact of several factors on job satisfaction among teachers in higher secondary education. The aspects of work-life balance, recognition & reward, and job security can be seen as components of the social exchange process between teachers and their institutions. Training acts as a moderating factor that can improve these interactions. SET views work-life balance as a form of compensation that instructors earn for their dedication and hard work. Recognition and rewards are explicit manifestations of the reciprocity principle in the Social Exchange Theory (SET). When instructors receive recognition and rewards for their work, they interpret these actions as favourable outcomes resulting from the time and effort they have invested in their employment. This recognition serves as a form of incentive that strengthens their dedication and contentment with their employment, fostering a favourable reciprocal relationship between educators and their organisations. Job security offers a feeling of consistency and predictability, which decreases the perceived expenses linked to job instability and the possibility of being unemployed. SET states that this constancy serves as a substantial incentive, augmenting teachers' total job happiness. Training can be seen as a means of improving the social exchange

process. It enhances the perceived benefits and decreases the expenses linked to work-related difficulties.

### 3.2 Hypotheses

Employees who are able to effectively manage their time and have a satisfying social life are more likely to experience high levels of satisfaction with their jobs (Bakker et al, 2008), which in turn positively influences their happiness with their work. Providing employees with the opportunity to achieve a work-life balance is crucial for ensuring job satisfaction, particularly for those who have family responsibilities. A study conducted by Azeem and Akhtar (2014) titled "The Influence of Work-Life Balance and Job Satisfaction on Organisational Commitment of Healthcare Employees" found a significant and strong relationship between work-life balance, job satisfaction, and organisational commitment among healthcare employees. Organizational experts have been studying work-life balance (WLB) for the past two decades. According to Hill et al. (2001), work-life balance is the equilibrium between the emotional, behavioural, and time requirements of both employment and personal and family obligations. Work encompasses all the tasks and responsibilities carried out by a person within an organisation, while life encompasses all the non-work activities such as household duties, childcare, adult care, and the care of elderly parents and relatives. Some argue that employees maintain good health and make valuable contributions to organisations by working extended hours while maintaining a healthy work-life balance (Joo and Lee, 2017; Nielsen et al., 2008).

**H1:** *There is a positive relationship between Work Life Balance and Job Satisfaction.*

Flynn (1998) posited that rewards and recognition programs foster positive employee morale, enhance motivation, and establish a connection between performance and employee motivation. The primary objective of a recognition and reward program is to establish a structured method of compensating and informing employees, enabling them to correlate their rewards with their performance, so enhancing job satisfaction. Studies indicate that both monetary and non-monetary incentives have an influence on the job satisfaction and motivation of employees (DeCenzo & Robbins, 2010; Haile, 2009;). Nonmonetary benefits, such as employee recognition, are likely to serve as a source of motivation for employees to enhance their performance. According to Gostick and Elton (2007), effective implementation of employee appreciation can lead to improved profitability, customer service levels, staff engagement, and satisfaction.

**H2:** *There is a positive relationship between Recognition & Reward and Job Satisfaction.*

Industrial and organisational psychologists assert that job security is a significant factor in the development of job satisfaction and commitment (Thomas et al., 2006). Research has shown that job security has a beneficial impact on job satisfaction (Reisel et al., 2010; De Cuyper et al., 2009; Hu and Zuo, 2007;). Over time, individuals cultivate emotional connections with their organisations, and work satisfaction is seen as the most significant among these emotional connections (Allen and Meyer, 1990). Nevertheless, the experience of employment insecurity has the potential to jeopardise these bonds and diminish their strength (Buitendach and De Witte, 2005). The study conducted by Sender et al. (2017), found a more pronounced correlation between job insecurity and job satisfaction in the culture that had a greater emphasis on performance oriented.

**H3:** *There is a positive relationship between Job Security and Job Satisfaction.*

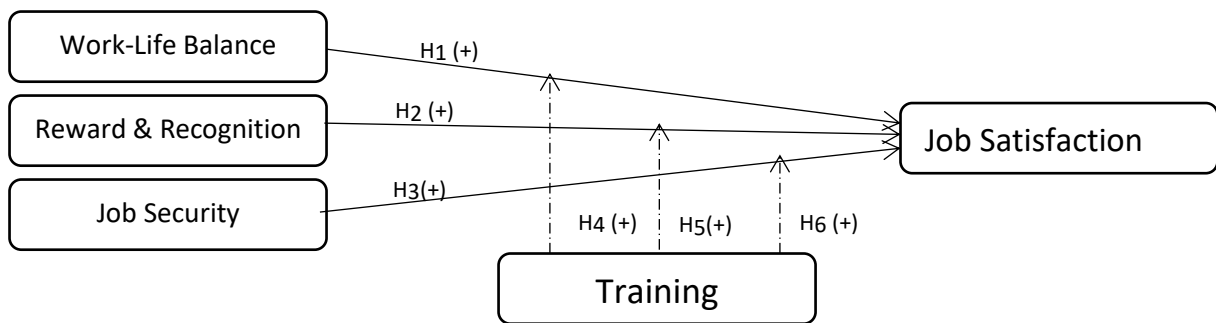
According to Shen & Tang (2018), Studies have proposed that organisations that offer training programmes assist their employees in enhancing their knowledge and abilities, boosting their job satisfaction, and fostering their commitment to the organisation (Costen & Salazar, 2011; Pattnaik & Sahoo, 2019). Employees' job satisfaction is enhanced when they are given the chance to participate in well-crafted training sessions conducted by competent trainers (Karimi & Nejad, 2018), and this has a favourable influence on their work behaviours. According to Morikawa (2018), there is a direct correlation between training and employees' productivity. When

productivity improves, it leads to increased employee satisfaction. Kim et al. (2009), discovered that training had an impact on job satisfaction among hotel employees in Thailand. Similarly, Costen and Salazar (2011), observed that employees who received more training and developed additional abilities had higher levels of job satisfaction. Moreover, research conducted in Pakistan has demonstrated a significant correlation between training and job satisfaction (Jehanzeb & Mohanty, 2018). Training options facilitate the acquisition of information and skills by employees, enabling them to actively engage in effective cooperation and achieve personal growth and advancement (Bhat & Rainayee, 2019; Ho et al., 2009). Empirical evidence has indicated that engaging in training programmes has a lasting stabilising impact on individuals' occupational trajectories. Research indicates that individuals with higher qualifications are more likely to have improved access to and derive more benefits from workplace training, particularly in terms of advancing their careers and avoiding unemployment (Dieckhoff, 2007). Training programs are essential for the professional advancement of educators (Fincher, Ben-David Kolikant, & Falkner, 2019). These programs function as essential avenues for skill development and educational improvement, responding to the changing demands of the educational environment (Laharnar, et al., 2013). Training programs that develop resources like emotional intelligence and stress management abilities enable educators to manage job demands more efficiently, thereby alleviating stress and enhancing general well-being (Blau, 2017).

**H4:** Training positively moderates the relationship between Work life Balance and Job Satisfaction.

**H5:** Training positively moderates the relationship between Recognition & Reward and Job Satisfaction.

**H6:** Training positively moderates the relationship between Job security and Job Satisfaction.



**Figure 1.** Research model (note: direct paths →; moderating paths ---->)

## 4. Methodology

### 4.1 Research Design, Sampling and Data Collection

The research approach in this study is both descriptive and quantitative. To give a thorough study, it incorporates both primary and secondary sources of information. A carefully designed and comprehensive survey was used to capture essential information from the participants in the initial data collection. Scholarly journals, books, and newspapers were among the many non-academic sources used to compile the secondary data. Using a five-point Likert scale, the research questionnaire was administered. On a scale from 1 (strongly disagree) to 5 (strongly agree), participants were asked to rate how much they agreed with certain claims. Researchers used judgemental sampling, which is selecting participants according to their perceived ability to provide the most representative or informative data, to choose the sample. Judgemental sampling, sometimes called purposive sampling, was used in the study. For this strategy to work, the researcher has to rely on their knowledge to pick samples that will help them reach their goals. The sample size was set at 374 educators from Bangladeshi higher secondary institutions. The questionnaire that was given to the teachers was well-crafted. Based on their knowledge and expertise gained from working in the field of education, participants were asked to indicate how much they agreed or disagreed with each statement in the survey.



### 4.2 Measurement Development

The measurements were obtained from previous studies. The criteria employed to evaluate job satisfaction among higher secondary teachers are work-life balance, reward recognition, job security, and training. Training also included as a moderating component. The references used are Pepe et al. (2017), Skaalvik and Skaalvik (2011), Zhao et al. (2016), Azeem and Akhtar (2014)), Gostick and Elton (2007), Reisel et al. (2010) and Shen & Tang (2018). The necessary characteristics for assessing each metric are listed in Table 1. There were two parts to the survey that was made for this study. Participants' demographic information was gathered in the first segment, while their involvement with job satisfaction was the focus of the subsequent section. We used a five-point Likert scale to gauge their point of view.

**Table 1.** Measurements

Constructs	Measured Variable	Sources
Work life balance	Able to balance work and personal life effectively.	Pepe et al.(2017), Skaalvik and Skaalvik (2011), Zhao et al.(2016), Azeem and Akhtar (2014)), Gostick and Elton (2007), Reisel et al. (2010) and Shen, J., & Tang, C. (2018)
	Schedule allows to spend enough time with my family	
	Satisfied with the balance between work and personal life.	
	Allows to take enough breaks to maintain a healthy work-life balance.	
Reward & Recognition	Organization supports efforts to balance work and personal responsibilities.	
	Feel adequately recognized for my contributions at work.	
	Satisfied with the rewards and incentives I receive for my performance.	
	Recognition from supervisors motivates to perform better	
Job Security	Receive regular feedback and recognition from peers and supervisors.	
	The recognition and rewards I receive align with expectations.	
	Feel secure in current job position.	
	Job is stable and will continue in the future.	
Training	Organization provides a stable work environment.	
	Job security is one of the key reasons to stay with current employer.	
	Feel more competent in job due to the training received.	
	Training helps manage work-life balance better.	
Job Satisfaction	The training helps to feel more secure in job.	
	Training enhances recognition and rewards at work.	
	Overall, satisfied with job.	
	Happy with current role and responsibilities.	
	Recommend organization as a great place to work.	
	Feel a sense of accomplishment from work.	

### 4.3 Data analysis

The data is analyzed and evaluated using SPSS-25 and SmartPLS 4. The study validated the precision of its conceptual model by the utilization of structural equation modeling (SEM). Conducting descriptive analysis and several further statistical analyses. Furthermore, the reliability of the scale's items was assessed by computing the composite reliability (CR) score and Cronbach's alpha values. With a critical value of t set at 1.96, a two-tailed test is employed in the context of hypothesis testing.

## 5. Results and Analysis

### 5.1 Descriptive statistics analysis

The average and standard deviation of the scores were employed to assess each factor. The predetermined mean values of the variables were employed for their organisation. Job Security yields the highest mean score (M=4.1370), whereas Training results in the lowest mean score (M=3.5809), as illustrated in Table 2.

**Table 2.** Descriptive statistics analysis

Constructs	Mean	Std. Deviation	Rank
Work-Life-Balance	4.0775	.70073	2
Reward & Recognition	4.0695	.72996	3
Job Security	4.1370	.83776	1
Training	3.5809	.73498	5
Job Satisfaction	3.8255	.67719	4

**5.2 Multicollinearity test**

One way to measure the degree of correlation between variables is by using the multicollinearity test. The collinearity of the predictors affects the predicted route coefficients (Hair et al., 2019). When the tolerance is less than 0.10 and the variance inflation factor is 5 or above, there is collinearity among the constructs of predictors. Referenced in Hair and colleagues (2019). Table 3 displays the results of the collinearity analysis, which showed that all tolerance and Variance Inflation Factor (VIF) values fall within acceptable ranges. The findings prove that the correlation between the independent and outcome variables is unaffected by multicollinearity.

**Table 3.** Multicollinearity test

Constructs	Customer Satisfaction	
	Tolerance	VIF
Work-Life-Balance	.957	1.045
Reward & Recognition	.990	1.010
Job Security	.975	1.026
Training	.965	1.037

**5.3 Measurement model analysis (Outer model)**

Hair et al. (2019) state that in order to show how various variables are related, the Measurement Model uses a theoretical path model. It is common to call the Measurement Model in PLS-SEM the outer model. To ensure the item was properly aligned, a Confirmatory Factor Analysis (CFA) was carried out (Hair et al., 2019).

**5.3.1 Unidimensionality**

Each item being tested must have a sufficient factor loading rate that corresponds to the underlying construct, which proves that constructs are one-dimensional. The recommended item factor loading value for each construct is 0.70 or higher, according to Hair et al. (2019). This construct's components have been kept and taken into consideration, as seen in Table 4 where the factor loading for all items is more than 0.70. A new standard for evaluating one-dimensionality has been defined.

**5.3.2 Construct Reliability Tests**

An evaluation of data dependability and internal consistency of each latent construct has been suggested as construct reliability. Composite dependability (CR) and Cronbach's alpha were two popular tools for evaluating construct reliability. The dependability values of the concept should be 0.70 or higher, according to Hair et al. (2019). All Cronbach Alpha and Composite Reliability (CR) values fall within the permissible range, as indicated in Table 4, according to Hair et al. (2019). In this way, it guaranteed that the parameters for further research would be reliable.

**5.3.3 Convergent Validity Tests**

To demonstrate the latent construct's convergent validity, data with AVE values greater than 0.50 were used (Hair et al., 2019). Latent factors may explain half or more of the observed items' variance if the AVE is 0.50 or higher. Table 4 shows that all of the AVE values were acceptable and could be used for future studies.

**Table 4.** Measurement model summary

Construct	Items	Factor Loading	AVE	CR	Cronbach's $\alpha$
Work-Life-Balance	WLB1	0.775	0.631	0.895	0.854
	WLB2	0.805			
	WLB3	0.761			
	WLB4	0.839			
	WLB5	0.789			
Reward & Recognition	RR1	0.853	0.682	0.914	0.882
	RR2	0.868			
	RR3	0.721			
	RR4	0.854			
	RR5	0.825			
Job Security	JSc1	0.911	0.704	0.904	0.861
	JSc2	0.706			
	JSc3	0.834			
	JSc4	0.890			
Training	T1	0.706	0.636	0.874	0.812
	T2	0.809			
	T3	0.822			
	T4	0.845			
Job Satisfaction	JS1	0.777	0.645	0.879	0.816
	JS2	0.784			
	JS3	0.832			
	JS4	0.818			

### 5.3.4 Discriminant Validity Tests

Discriminant validity can only be guaranteed if there is no substantial overlap or link between the core constructs. For their discriminant validity evaluation, Hair et al. (2019) used correlation coefficients and AVE constructs. According to Table 5, the square roots of the average variance extracted (AVE) showed that the off-diagonal constructs were less similar to the ones on the diagonal. Consequently, discriminant validity is evidenced within the research constructs. The Average Variance Extracted (AVE) indicates the extent to which a construct's elements effectively represent the desired notion in relation to measurement error. Constructs with elevated factor loadings typically possess higher AVE values, as demonstrated by Reward & Recognition and Job Security, which display robust loadings and elevated AVE (0.682 and 0.704, respectively). Conversely, constructs such as Training and Job Satisfaction, exhibiting moderate loadings, possess marginally lower AVE values of 0.636 and 0.645, accordingly.

**Table 5.** Discriminant validity tests: Fornell-Larcker Criterion

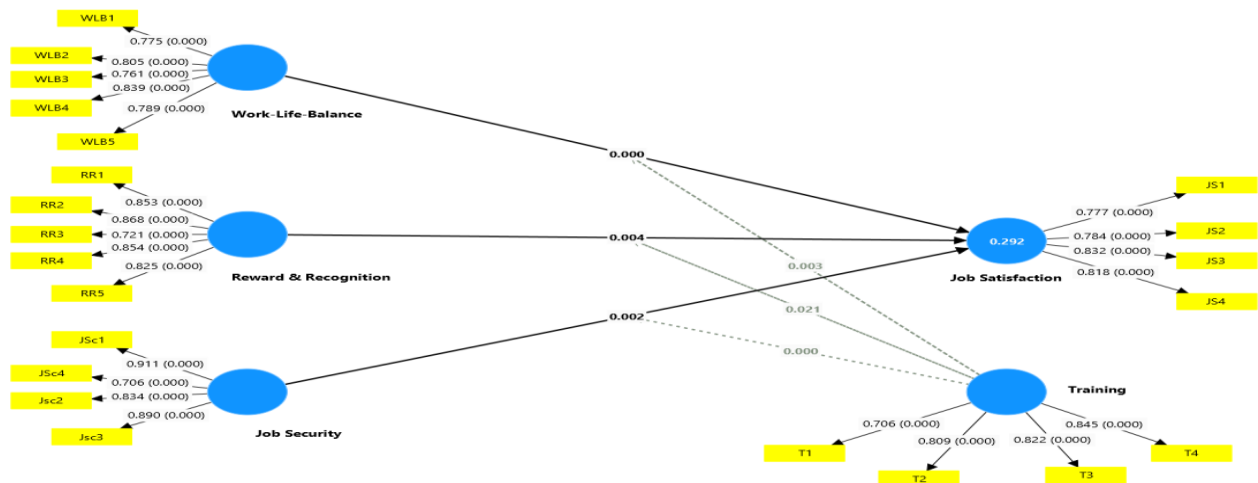
	Job Satisfaction	Job Security	Reward & Recognition	Training	Work-Life-Balance
Job Satisfaction	0.803				
Job Security	0.163	0.839			
Reward & Recognition	0.181	0.048	0.826		
Training	0.202	0.122	-0.027	0.797	
Work-Life-Balance	0.414	0.121	0.100	0.163	0.794

A lack of significant link or overlap between the foundational conceptions is essential for establishing discriminant validity. The discriminant validity was established by analysing the correlation coefficients and square root of the average variance extracted (AVE) components (Hair et al., 2019). Table 6 shows that when comparing constructs off the diagonal, there were fewer similarities between the values shown on the diagonal and the square roots of the average variance extracted (AVE). Because of this, the research constructs are discriminant valid.

**Table 6.** Discriminant validity tests: Heterotrait-Monotrait Ratio (HTMT)

	Job Satisfaction	Job Security	Reward & Recognition	Training	Work-Life-Balance	Training x Job Security	Training x Reward & Recognition	Training x Work-Life-Balance
Job Satisfaction								
Job Security	0.186							
Reward & Recognition	0.210	0.070						
Training	0.239	0.136	0.075					
Work-Life-Balance	0.487	0.127	0.148	0.192				
Training x Job Security	0.266	0.118	0.138	0.062	0.078			
Training x Reward & Recognition	0.084	0.143	0.063	0.128	0.048	0.128		
Training x Work-Life-Balance	0.165	0.043	0.041	0.098	0.165	0.124	0.106	

**5.4 Structural model analysis (Inner model)**



**Figure 2.** Structural model

Hair et al. (2019) asserts that once the measurement model has been rigorously evaluated and confirmed, the structural model must be examined. In order to accept or reject the given hypotheses, one must examine the structural model and take into account both major and inconsequential linkages. Using a subsample of 374 respondents, this inquiry estimated the model using a bootstrapping technique. The analysis of the structural model takes into account a number of variables, such as pathways, path coefficients, t-values, and p-values. To assess our hypothesis, we used a two-tailed t-test with a 5% significant threshold. The minimal criterion is considered to be the t-value of 1.96. If the computed t-value is more than 1.96, the outcome is considered statistically significant. The three latent variables of Work-Life Balance, Reward and Recognition, and Job Security show positive and significant route coefficients that improve Job Satisfaction at the 0.05 level of significance, according to Table 7 and Figure 2. The previously offered ideas, notably H1, H2, and H3, were deemed appropriate. Table 7 indicates that Training positively and significantly moderates the link between the independent and dependent variables, notably H4, H5, and H6 are relevant.

**Table 7.** Structural model estimates

Path	T-values	P-values	Results
H1: Work-Life-Balance -> Job Satisfaction	7.423	0.000	Significant
H2: Reward & Recognition -> Job Satisfaction	2.903	0.004	Significant
H3: Job Security -> Job Satisfaction	3.102	0.002	Significant
H4: Training x Work-Life-Balance -> Job Satisfaction	2.974	0.003	Significant
H5: Training x Reward & Recognition -> Job Satisfaction	2.302	0.021	Significant
H6: Training x Job Security -> Job Satisfaction	5.408	0.000	Significant

Note:  $p^* < 0.05$ , based on the two-tailed test;  $t = 1.96$ .

## 6. Discussion and Conclusion

The intent of this study was to investigate the factors that impact job satisfaction among instructors in higher secondary education, with a specific emphasis on the moderating influence of training. The findings demonstrate notable correlations among work-life balance, recognition and reward, job Security, and job happiness. Furthermore, the study highlights the role of training in influencing these correlations, emphasizing its significance in improving teachers' job satisfaction. The results confirm the strong positive correlation between work-life balance and job satisfaction (H1). This statement corroborates the claim made by Bakker et al. (2008) that proficient time management and a gratifying social life are factors that enhance job satisfaction. Work-life balance is particularly crucial for teachers, as they frequently manage their professional obligations with personal and familial duties. This is consistent with the findings of Azeem and Akhtar's (2014) research in the healthcare industry, which emphasizes the widespread importance of work-life balance in every career. The study also verifies a direct correlation between acknowledgment, compensation, and job contentment (H2). Flynn (1998) proposed, and Gostick and Elton (2007) provided more evidence that recognition and awards enhance employee morale, motivation, and job satisfaction. Both financial and non-financial incentives are essential in increasing teachers' job satisfaction, highlighting the importance for educational institutions to establish strong reward and recognition initiatives. The study found that job Security was a strong indicator of job satisfaction (H3), which supports prior research conducted by Reisel et al. (2010) and Buitendach and De Witte (2005). Teachers who have a feeling of job security are more inclined to have increased job satisfaction, which promotes a steady and dedicated workforce. This relationship highlights the need for implementing measures that guarantee job Security for teachers, since this can result in enhanced educational achievements. The study's distinctive contribution emphasizes the moderating function of training. Training greatly amplifies the beneficial effects of achieving work-life balance (H4), receiving recognition and rewards (H5), and having job Security (H6) on job satisfaction. These findings are consistent with the research conducted by Shen and Tang (2018), which demonstrated that training programs enhance employees' knowledge, abilities, and job satisfaction. The results indicate that carefully designed training programs can serve as catalysts, enhancing the advantages of other factors that contribute to job satisfaction. A different country's cultural norms, economic climate, educational system, and labor laws may have affected the outcomes. Cultural norms about work-life balance, appreciation, and job security may or may not have an effect on job satisfaction. Factors like economic stability and labor rights may influence the relative importance of job security, while factors like the accessibility and quality of training programs may determine how job security modifies the effect of job satisfaction. Social norms, particularly those pertaining to gender roles and domestic responsibilities, resource accessibility, and technological advancements may all have a role in shaping the relationships identified by the study.

### 6.1 Theoretical Implication

The study's findings offer important new information on the theoretical understanding of work satisfaction among higher secondary school teachers. The study provides empirical support for the positive relationships between employment stability, job happiness, recognition and reward, and work-life balance. This bolsters the notion that these elements are crucial in predicting work

satisfaction in educational settings and confirms the results of other studies (Thomas et al., 2006; Bakker et al., 2008; Flynn, 1998). Furthermore, the study emphasizes that training plays a crucial role in amplifying the beneficial impacts of work-life balance, recognition and reward, and job stability on job satisfaction. This study fills a significant void in the existing body of literature, as previous research has not thoroughly investigated the ways in which training interventions can enhance these associations. The results indicate that training programs not only strengthen the abilities and knowledge of instructors, but also magnify the advantages of other factors that contribute to job happiness. This provides a more comprehensive understanding of how job satisfaction can be increased in educational settings. The study's conceptual framework, which incorporates training as a moderating variable, enhances the creation of more intricate models of job satisfaction. The research establishes that training can mitigate the effects of many factors that influence job happiness. This finding serves as a foundation for future studies to investigate other variables that can regulate job satisfaction and enhance our understanding of the underlying theory.

## **6.2 Practical Implications**

The practical consequences of this study hold great importance for educational facilities and legislators that seek to improve teacher job satisfaction and retention. Based on the results, a number of practical suggestions might be put forward:

Firstly, Schools and educational institutions should adopt measures and initiatives that promote a harmonious equilibrium between work and personal life for instructors. This may encompass flexible scheduling, sufficient vacation benefits, and assistance in balancing personal and familial obligations. By cultivating a setting that prioritizes the equilibrium between work and personal life, organizations can augment instructors' overall contentment and welfare. Secondly, adopting organized recognition and reward systems can greatly enhance teacher morale and motivation. It is advisable to employ both financial and non-financial rewards, such as performance-based bonuses, accolades, and public recognition, to acknowledge the diligent efforts and commitment of teachers. These programs not only enhance job happiness but also promote higher levels of teacher commitment and retention. Thirdly, ensuring the stability and protection of employment is essential for sustaining a strong sense of job satisfaction among teachers. Educational institutions should aim to offer stable employment conditions, well-defined professional advancement tracks, and transparent communication regarding job security regulations. Creating a supportive and secure work environment can foster teacher commitment to their roles. Fourthly, the study highlights the significance of training in mitigating the impact of work-life balance, recognition and reward, and job security on job satisfaction. It is advisable for schools to allocate resources towards comprehensive training programs that encompass both professional development and personal improvement. Training sessions should be tailored to enhance teachers' pedagogical skills, classroom management strategies, and overall professional proficiency. Furthermore, the active participation of teachers in the development and execution of training programs can guarantee that these efforts are pertinent and effective. Finally, educational establishments ought to embrace an integrated approach that incorporates elements such as maintaining a healthy work-life balance, acknowledging and rewarding achievements, ensuring job stability, and implementing training interventions. By addressing these elements simultaneously, schools can establish a comprehensive atmosphere that promotes significant levels of work satisfaction, consequently promoting teacher retention and ultimately improving student results.

## **6.3 Limitation and Further Recommendations**

This study, however thorough in its examination of job satisfaction among secondary teachers and the moderating influence of training, does have certain drawbacks. The cross-sectional design imposes limitations on the capacity to establish a causal relationship between the variables under investigation. In order to gain a deeper understanding of the causal links and changes that occur over time, future studies would greatly benefit from adopting a longitudinal

approach. Future research may adopt a longitudinal methodology to examine instructors' job satisfaction and the training's effects over time, thereby strengthening causal inferences. By doing so, they would be capable of monitoring changes, assessing the impact of variables such as job security and work-life balance over time, and gaining insights into the long-term consequences of training interventions on job satisfaction. In addition, the sample size, while adequate for this study, may not accurately represent all higher secondary instructors, especially those in diverse geographical regions or educational systems. Incorporating a broader range of individuals into the sample could improve the results applicability. Although this study emphasized the beneficial influence of training as a moderating element, it did not further explore the specific types of training that yield the most effectiveness. Subsequent studies could investigate different training programs and their precise effects on work satisfaction, providing more focused suggestions for educational institutions. Furthermore, doing an analysis of the lasting impacts of training interventions could yield significant knowledge regarding sustainable strategies for improving teacher work satisfaction.

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