



A Review of Literature on Teacher's Job Satisfaction

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ABSTRACT

The aim of this article is to review the research already carried out by various researchers on the broad area of Job Satisfaction among the teachers of educational institutes. For this purpose, the authors have reviewed books, research journals, organizational reports, theses, and literature available on the internet. This article includes discussions on different perspectives regarding the job satisfaction of teachers of higher education institutes. From the literature review, it has been found that the job satisfaction of faculty members is a very critical aspect for all higher educational institutes and affects employee performance and quality of education in all higher education institutes.

KEYWORDS: - Job Satisfaction, Education Institutes,

INTRODUCTION

Job satisfaction is a variable that is one of the most researched variables in the field of psychology, and is linked to many things from leadership, teaching, etc. to job design. It can be defined in terms of employee's attitude towards work and dedication towards work, self-satisfaction. It is not the same as motivation; rather it is related to the individual's attitude and internal state about the individual's professional work.

For example, it can be linked to a person's sense of accomplishment and is, therefore, determined by factors such as salary, supervisory style, and age. If the current job fails to provide a psychological or physical need to a person, job satisfaction may decrease.

The concept of job satisfaction has been defined differently by different scholars viewed from different perspectives. For example, Greenberg and Baron explained job satisfaction as a feeling that can have a positive or negative effect on a person performing their roles and responsibilities and describes job satisfaction.

It is important to understand the concept of work as there is no one way to understand it. Many methods can be adapted to satisfy all the workers in the workplace. Job satisfaction can be understood as the general attitude of the employee towards the job.

It is a very pleasurable feeling that emanates from an employee's personal and professional need and perception of achieving the desired level of satisfaction. Job satisfaction is an organizational process that satisfies the psychological and physical needs of an individual. It is a multidimensional approach that is influenced by salary, promotion, co-workers, supervision, work environment, etc.

High job satisfaction can be understood to mean that employees like the work, while low job satisfaction suggests that the work is being disliked. Job satisfaction is an intangible variable that is expressed through emotional feelings.

JOB SATISFACTION - MEANING AND DEFINITION

Job satisfaction refers to a person's feeling of satisfaction in a job which acts as a motivation to work. It is not self-satisfaction, happiness or self-satisfaction but satisfaction at work. Satisfaction means that state of simple feeling that accompanies the attainment of one's purpose by impulse. Research workers described the factors contributing to job satisfaction and job dissatisfaction differently.

"Job satisfaction is a pleasant or positive emotional state that results from an evaluation of one's job or job experience" – EA Locke

"Job satisfaction is the amount of pleasure or satisfaction associated with a job "If you do your job intensively, "If you like your job, you will experience higher job satisfaction." If you dislike your job intensively, you will experience job dissatisfaction" – Andrew.J.Dubrins.

"Job satisfaction is an effective positive effect or emotion would be defined as the amount of money individuals have for their jobs" – Fieldman and Arnold

"Job satisfaction is the set of favorable or unfavorable feelings with which employees view their work" - Keith Davis and Newstrom

Job satisfaction employees the result of their perception of how well their job provides things that are considered important. It is generally believed in the organizational behavior field that job satisfaction is the most important and frequently studied approach. Job satisfaction is an important factor that has attracted the attention of managers as well as academics in schools. Various studies have been conducted to find out the factors determining job satisfaction as well as the factors affecting performance in education.

Although there is no conclusive evidence that job satisfaction directly affects performance because job performance depends on many variables, it is a major concern for academics. Job satisfaction is the feeling of a favorable mindset a person has about his job. It is often said that "a happy employee is a productive employee.

Job satisfaction is very important as most of the people spend a major part of their life at their workplace. Apart from this, job satisfaction also has a great impact on the general life of the employees, as a satisfied employee is a satisfied and happy person, who also brings happiness to the people around him.

A highly satisfied worker has better physical and mental health, which also affects his normal life and job performance. Job satisfaction study attempts to explain how a teacher can make his life happy by being satisfied with his work and improving his work performance and creating a brighter future for his students.

Considering the shortage of teachers as an international problem in the present times, it is now necessary that more attention should be paid to the job satisfaction of the teacher. Job satisfaction is not only related to teacher retention and mindset, but it also contributes to the well-being of teachers and the advancement of their students, overall school cohesion and enhanced status of the teaching profession.

The study also examines the relationship between teacher job satisfaction, school working conditions, and teacher characteristics for teachers.

This study demonstrates a substantial relationship between college working conditions and teacher job satisfaction. In particular, teacher workload, teacher collaboration, and teacher perception of student discipline in school are the factors most closely related to teacher job satisfaction. In the field of education, it has been found that women teachers have higher levels of job satisfaction as more risk-taking and more effective teachers along with professional development.

Furthermore, it is also clear that the relationship between the extent of teacher cooperation and job satisfaction is more pronounced for male teachers, whereas student discipline is more important for job satisfaction for teachers with low self-efficacy beliefs. Educational training is a specific type of established professional, which aims at providing education as well as objective counseling and service to its students for direct and definite compensation, which is completely different from the expectation of other professional benefits.

Education is also very important to carry forward the vision and mission of the institutions that form the backbone of the country's economy. Kohi (1986) believes that the act of providing education is fundamentally altruistic and represents a desire to share what you value and to empower others.

Not all teachers are generous to students, as some teach to dominate others in teaching or to support work, or simply to earn a living. The role of the teacher in the society cannot be determined, as the teacher is beyond the entire spectrum of the society.

The work of a teacher is not limited to the classroom or school only, but the entire community looks up to the teacher as a ray of hope to shape the lives of future generations. A teacher performs the teacher's responsibilities and roles as a counselor.

REVIEW OF EARLIER STUDIES

Iqbal & Akhtar (2012) contrasted the rates of job satisfaction among male and female secondary school teachers in all public secondary school teachers working in the Lahore district of Pakistan. The questionnaire was used to gather data and the Work Satisfaction Scale for Teachers (JSST) was used for this purpose. One-way ANOVA and t-test were used to assess satisfaction. Survey review findings found that female teachers were more satisfied with jobs and management factors than male teachers, and there is still no major gap in job satisfaction between science & arts and urban & rural schoolteachers.

James Chowhan (2012) denotes lower pay and satisfaction benefits for immigrant cohorts, except for the pre-1965 cohort, compared to Canadian-born workers. Variables focusing on perceptions, aspirations, or beliefs, and exploring other possible factors, may have more explanatory power for the immigrant population.

Robert M. Klassen and Ming Chiu (2010) investigated the fact that teachers are facing two kinds of stress: one is workload stress and the other is classroom stress. Teachers with higher workload stress were more effective in managing the classroom, and teachers with higher classroom stress had lower self-efficacy and lower job satisfaction.

Gabedi N. Molefe (2010) in the International Perspective suggests that student-teacher relationships are an integral part of high-performance learning. A teacher who can develop a relationship that is faster and encourages student engagement will improve learning. As a result, the professor becomes passionate about the subject and encourages opportunities to obtain frequent casual input on pupils, as well as a greater appreciation of the subject matter.

Zeichner (2010) Growing teacher stress and frustration has been linked to a greater emphasis on teacher performance and accountability; the situation in these countries is linked to increased workloads on teachers. In addition, altered teacher relationships have also been linked to marketization in education attributed to the trend. Thus the relationship of teachers with parents and students was affected, resulting in more in-depth interactions with parents and the strengthening of the student's position as a "client" in the education world. Increasing competition and ranking requirements in the growing education

world have affected schools as organizations, destroying collegial relationships between teachers as well as challenging relationships with school leadership.

Eric A. Hanushek (2010) combines knowledge on the productivity of teaching with the economic effects of higher achievement. It provides the basis for analysis of the potential need for teachers arising from their effect on economic outcomes.

J.W Kim (2010) did a significant amount of research on the dimension of satisfaction and academic well-being in his study on predictors of job satisfaction among faculty members: instructional scores and clinical staff differ. He said that more importance should be given to the well-being of the faculty members both at the institutional level and at the departmental management level.

Job content is more likely to be achieved by promoting and anticipating security efforts if they are prepared to link opinions to those of department chairs and especially for more successful research work such as developing a mentoring family. and are aimed at increasing access to career development activities. Their findings also highlighted that these strategies can have a substantial impact on job satisfaction and the preservation of clinical track faculty members.

Thukral & Kaur (2009) examined the relationship between the level of job satisfaction of teachers and their adjustment. The study found that the difference between male and female teachers was neither in the level of adjustment nor in the level of job satisfaction.

AN INTERNATIONAL PERSPECTIVE ON TEACHER WORKING CONDITIONS

International research evidence suggests that an unsatisfactory working environment, as well as the declining prestige of the teaching profession, is a prevalent concern of the teaching profession, with wages being only a minor source of dissatisfaction in the teaching profession (Borman & Dowling, 2008); Ingersoll and Smith, 2004; Temenord, 2010) Furthermore, inadequate working conditions in a school also undermine the status of the profession and make it difficult to recruit new teachers (Ingersoll, 2001).

Yet, despite recruiting more teachers (Ingersoll, 2017; Sachar, Darling-Hammond, & Carver-Thomas, 2016), new teachers, dissatisfied with their professional status and work environment, continue to address the problem of school dropouts.

While recruiting and training new teachers requires significant financial costs, these costs eliminate resources that otherwise could have been spent on improving the school's work environment, which leads to retaining qualified teachers.

As a significant step forward in the US, policy measures to address the teacher crisis are moving toward teacher retention efforts (Ingersoll, 2017; Cibeta, 2018; Sachar et al., 2016; Worth and de Lazzari, 2017).

Such efforts are particularly important for math and science teachers, who are at greater risk than other teacher groups (Ingersoll and May 2012; Sibeta, 2018).

The teacher trade is not a current phenomenon, yet it has increased dramatically over the past few decades in the mid-twentieth century (Lindquist, Northanger, & Karlen, 2014). This growth is often attributed to the introduction of new Public Management (NPM) with quantitative performance and competitiveness with a focus on neo-liberal policies and standards in education.

These affect teachers and their work in many countries of Europe; Such teachers and their work have influenced England, France, and Scandinavia, as well as New Zealand and America (Karlgrén & Clette, 2008).

In current studies we see that marketing trends in the UK and US have had the most profound effect on teachers, as evidenced by a vast research literature; and Sweden - is the focus of this investigation. Thus, research from the US and UK (Ball, 2003; Hextall) and (Mahony, 2000) themes challenges teachers' traditional professional values and identity, threats to teacher professional judgment and autonomy, and the tendency to unprofessionalism the teaching profession. are recurring in; Zeichner, 2010).

Increased teacher stress and frustration have been linked to increased emphasis on teacher performance and accountability, the situation in these countries is associated with increased workloads on teachers (Ingersoll, 2017; Perryman, Ball, Maguire, & Braun, 2011; Zeichner, 2014).

In addition, the changed teacher relationship has also been attributed to the marketing trend in education. Thus the relationship of teachers with parents and students was affected, resulting in more in-depth interactions with parents and the strengthening of the student's position as a "client" in the education world. Increasing competition and ranking requirements in the growing world of education have affected schools as organizations, destroying collegial relationships between teachers as well as challenging relationships with school leadership (Evets, 2009; Perryman)) 2006; Zeichner, 2006). 2014 Terms: Swedish Case: Comparing teacher status in national contexts is a challenging undertaking. Viewed from the perspective of the Swedish education system, it appears that the influence of neo-liberal policies, and particularly the position of the teacher, has been similar to that of the United States and the UK. As Lundahl (2016) points out, the impact of marketization trends on education has been the same in the Nordics, with Sweden having the greatest economic, social, educational, and business impact on schools and teachers.

Changes under the 1990 reform included a complete restructuring of the Swedish school system, with regulation, decentralization, and marketing/customer choice becoming its main features (Karlgrén & Klete, 2008).

Instead of traditional values, competition and external pressure began to dominate the education system, which also affected the work of teachers, in this respect Sweden is at par with its Nordic neighbors. Thus, Sweden is experiencing a similar volatile trend of increase in teacher turnover rates during the past forty years, which accelerated during the 1980s and 1990s (Lindquist & Northanger, 2016).

As a result, the country sees an alarming shortage of certified teachers over the next decade, with approximately 80,000 school teacher vacancies expected to be filled by 2031 (Swedish National Agency for Education, 2018). Nevertheless, recruiting new teachers can be a daunting task as only 11% of teachers in Sweden think that society values teachers.

SUMMARY

It is clear from this study that it is very important for the teacher to be satisfied with his job, only then he can do welfare of his students. Therefore it is necessary that teachers can also try themselves to be satisfied with them. Teachers should strive for their personal development to improve their job satisfaction. Teachers keep themselves updated as per the time.

To keep the environment of the college cordial and quality, the teachers should provide cooperation. Teachers should participate in the activities and programs in the college. Teachers should set their goals and targets according to their ability. Teachers should always strive to be ahead (for promotion). Teachers should have a cooperative attitude with their colleagues.

Teachers should do all the work related to teaching in an interesting way. Teachers should try to improve their teaching skills. Teachers should engage themselves in work related to book writing, journal writing and research in new areas. Teachers should cooperate in maintaining discipline in their college. You must motivate your students to get into the teaching profession. Small talk should not be made a question of prestige in college.

One should always consider new ideas to make the teaching business more advanced. Participate in seminars and workshops. Try to develop logical thinking and scientific mindset in your students. Teachers should have knowledge of healthy education philosophy. They should have proper knowledge of psychology. The teacher should play the role of a guide and counselor.

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