An Analysis of Teacher's Job Satisfaction in Educational Institutions - A Review

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ABSTRACT-

A key component of every organization's overall success is employee job satisfaction. For this reason, several experts have concluded that one of the most significant influencing elements that might encourage workers to perform well at their professions and increase their level of output and job satisfaction in addition to performance. However, because it depends on several variables, ensuring employees' job satisfaction is not always simple. This review paper synthesizes existing literature on job satisfaction among teachers, aiming to provide a comprehensive understanding of the factors influencing their professional contentment. The teaching profession performs a pivotal function in shaping the intellectual and emotional growth of students, making the satisfaction of educators crucial for the overall health of the education system. Through an extensive examination of research spanning various disciplines, this review identifies key determinants affecting teacher job satisfaction. The review encompasses factors such as the work environment, professional development opportunities, recognition, workload, autonomy, and compensation. It explores how these elements interact and impact the overall satisfaction levels of teachers, both individually and collectively. The paper also delves into the dynamic relationship between job satisfaction and teacher performance, student outcomes, and organizational effectiveness. Additionally, the review considers the evolving landscape of education, including technological advancements, changes in curriculum, and societal expectations, and their implications for teacher satisfaction. It discusses the role of leadership and administrative support in creating positive work cultures and fostering a sense of professional fulfilment among educators. By consolidating and critically analyzing a diverse range of studies, this review aims to provide valuable insights for educators, administrators, and policymakers. Recognizing the interconnected nature of the factors influencing teacher job satisfaction, the paper proposes strategies to enhance professional contentment and promote a supportive teaching environment. Ultimately, this review contributes to the ongoing dialogue on teacher well-being, with the broader goal of fostering a resilient and effective educational system.

Keywords- Job satisfaction, productivity, compensation, and encompasses

Introduction-

Job satisfaction among teachers is a critical aspect of the educational landscape, influencing not only the individual well-being of educators but also the overall quality of education provided to students. As professionals entrusted with shaping the minds and futures of the next generation, teachers play a pivotal role in society. Their satisfaction in the workplace is intricately linked to the effectiveness of the education system.

Understanding and addressing the factors that contribute to or detract from job satisfaction in teachers is imperative for fostering a positive teaching environment. This topic has garnered significant attention in educational research and policy discussions due to its implications for teacher retention, student outcomes, and the overall health of the education system.

In this exploration of job satisfaction in teachers, we delve into the multifaceted aspects that shape their experiences within the educational ecosystem. From the dynamics of the work environment to the intricacies of professional development, administrative support, and societal recognition, a myriad of factors influence how teachers perceive and engage with their roles.

As we navigate through the complexities of teacher satisfaction, it becomes evident that it is not solely an individual concern but a collective one with wide-ranging implications. A satisfied teaching force is more likely to be engaged, innovative, and dedicated, positively impacting the learning experiences of students and contributing to the long-term success of educational institutions.

This exploration aims to shed light on the various dimensions of job satisfaction in teachers, offering insights into the challenges, opportunities, and potential strategies to enhance the overall well-being of educators. By understanding the factors influencing teacher satisfaction, educators,

administrators, and policymakers can work collaboratively to create environments that promote professional fulfilment, ultimately fostering a robust and effective educational system.

Job Satisfaction-

Work satisfaction is a critical component of motivation that may be highly influential in the overall growth of a business or educational institution as well as in inspiring teachers to do well in the classroom. In general, research indicates that teachers who are happy in their line of work tend to do better than those who are not. According to Sargent and Hannum (2005), teachers who are highly motivated and engaged are the ones who achieve job happiness. As stated by to Ingersoll (2001) Job satisfaction is essential for people to perform well and be motivated in their work. In order to achieve organizational goals, strong performance and increased determination are essential. Employee dissatisfaction and their overall performance can be attributed to their lack of effort. Woods and Weasmer (2002) indicated that job performance increases, collegiality improves, and the rate of scrapping decreases when instructors are happy.

Factors Affecting Job Satisfaction-

Several factors can influence job satisfaction among teachers. These factors are complex and interconnected, and individual experiences may vary. Here are some key factors that commonly affect job satisfaction in teachers:

Work Environment:

School Culture: A positive and supportive school culture fosters job satisfaction.   Collaborative and respectful relationships among staff, administrators, and colleagues contribute to a positive work environment.

Facilities and Resources: Adequate resources, modern classrooms, and a well- maintained physical environment can positively impact job satisfaction.

Professional Development:

Opportunities for ongoing professional development and training contribute to job satisfaction. Teachers who feel supported in improving their skills and staying current with educational trends often report higher satisfaction.

Recognition and Appreciation:

Feeling valued and appreciated for their contributions is crucial. Public acknowledgement, awards, and positive feedback from administrators, parents, and students can enhance job satisfaction.

Workload and Job Demands:

A manageable workload and class size are essential. Teachers who feel overwhelmed by excessive demands may experience stress and lower job satisfaction.

Autonomy and Decision-Making:

Autonomy in the classroom and involvement in decision-making processes at the school level contribute to job satisfaction. Teachers appreciate the ability to make instructional and disciplinary decisions.

Student Relationships:

Positive relationships with students are a significant source of satisfaction. Teachers who can establish connections with their students and witness their academic and personal growth often report higher job satisfaction.

Compensation and Benefits:

Fair and competitive compensation, along with comprehensive benefits, are essential for overall satisfaction. A teacher's likelihood of job satisfaction is higher when they feel financially secure.

Administrative Support:

Supportive leadership and effective communication from administrators positively influence job satisfaction. Teachers value leaders who are approachable, responsive, and provide guidance when needed.

Challenges and Growth Opportunities:

Teachers appreciate challenges that allow for professional growth. Opportunities to take on leadership roles, engage in innovative teaching methods, and address educational challenges positively impact job satisfaction.

Parental and Community Involvement:

Positive relationships with parents and community members contribute to job satisfaction. Teachers who feel supported by the broader community often report higher levels of job satisfaction.

Recognition of the Importance of Teaching:

Societal recognition and appreciation for the importance of the teaching profession can positively influence job satisfaction. Feeling that their work is valued by society at large contributes to a sense of professional fulfilment.

It's important to note that these factors are interconnected, and improvements in one area can have positive ripple effects on others. Additionally,

the education landscape is dynamic, and external factors such as changes in educational policies and societal attitudes can also impact teachers' job satisfaction.

Review of related literature-

The research that have been reviewed fall into two categories:
1. Research conducted in India
2. Research conducted abroad

1 Studies related to job satisfaction conducted in India-

Raheem and Jamal (2003) carried out a research on the job satisfaction of 236 secondary school teachers. Comparing female teachers to male teachers, it was found via experience that the former are far happier. These are listed in the following order: circumstances of work, Salary and perks, Promotion, the work itself, the work group, and helpful coworkers It is evident from the discussion of the influencing variables of job satisfaction above that a variety of factors or determinants are in play.

Gupta and Sahu (2009) carried out a research on job fulfilment It discusses how organizational stress and a vocational teacher's position of control relate to job happiness. The findings showed that among vocational school teachers, organizational stress and position of control do not significantly change based on gender.

Noll (2004) looked at the contributing factors impacting educators' job satisfaction. It was found that the elements influencing teachers' job satisfaction were their motivation, their working environment, and their relationship with management.

Agarwal (2004) researched primary and secondary school teachers' job satisfaction. The findings show that teachers in government schools who are married and have experience report higher levels of job satisfaction than teachers in private schools. It also showed that there is no connection between job happiness and age or marital status**.**

R.D. Sharma and Jeevan Jyoti (2006) carried out a study, which involved 120 instructors in Jammu City's private and public-school systems, when compared to government teachers, private school teachers have much higher levels of satisfaction than do teachers at public schools.

Neelkandan (2007) found that employees" job satisfaction differed according to marital status and years of experience. Further, the finding revealed that unmarried employees possessed lower job satisfaction than married teachers. Also, inexperienced teachers had lower job satisfaction than experienced teachers.

Gupta and Sahu (2009) found that significant differences existed among job satisfaction based on their gender. Further, the findings revealed that organizational role stress was significantly and negatively correlated with the job satisfaction of male and female teachers.

Gujjar, Ahmed and Naoreen (2009) found that male teachers were less satisfied compared to their female counterparts. Contractual teachers were less satisfied than permanent teachers according to the overall job satisfaction and its dimensions. Further, the findings revealed that elementary school teachers were less positive compared to secondary school teachers and more experienced teachers were more positive than less experienced teachers.

Kumar and Bhartiya (2011) show the impact of a teacher's gender, marital status, and minimum qualification on their degree of satisfaction and attitude toward teaching. To find out if the style of organization has an impact on teachers' perceptions

John (2010), Mehta (2012), and Zilli (2012) carried out a survey on teachers' job satisfaction. The results demonstrated that teachers at both public and private schools have far lower job satisfaction.

Raj and Lalitha (2013) carried out a study to find out how satisfied teachers were with their jobs at government and private schools. The results showed that there is no appreciable variation in the satisfaction ratings of teachers at government and private schools.

Achanta and Reddy (2014) carried out a study to find out how satisfied elementary school teachers were. The findings indicated that, in comparison to female teachers, men teachers had a higher mean score.

Neog and Barua (2014) found the working environment, job security, and the connection between job satisfaction and just compensation are some of the variables that affect job satisfaction. . They discovered that the primary element influencing job satisfaction is money.

Raj & Lalita (2013) and Bhuyan & Mallick 2015) found that job satisfaction was higher in female teachers.

Bhuyan and Mallick (2015) investigated secondary school teachers' job happiness about their regard to their appointment, and they discovered that permanent instructors had higher job satisfaction than contract or temporary ones.

Rao et al. (2019) discovered that male teachers were happier with their pay, career advancement possibilities, and growth prospects. Therefore, an analysis of previous research indicates that there has been a trend toward gender differences in teachers' job satisfaction.

2. Studies done in abroad-

Hean and Garrett (2001) discovered that the key factors influencing teachers' job satisfaction are their involvement with kids, developing a rapport with them, and improving the welfare of the community. In contrast, 87 respondents' reasons for discontent included their background, their

workload, their low pay, and their students' actions. Comparably, Weiqi (2007) blamed parents for teachers' work discontent.

Weiqi (2007) blamed bad student behaviour and parents' lack of collaboration for teachers' work discontent. One startling similarity among these writers is that, to some extent, teachers' job satisfaction is based on the rapport they establish with students and their capacity to discipline misbehaving students and work toward improving their work quality.

Abdullah et al. (2009) discovered that working conditions, incentives for advancement, and salary all had an impact on job satisfaction.

Xiao and Qiwen (2007) attempted, in a single study, to measure teachers' job satisfaction with specific extrinsic factors. They concluded that secondary school teachers' main source of discontent was the lack of options for professional progression and promotion.

George et al. (2008) sought to comprehend the relationship between intrinsic and extrinsic elements in determining teachers' job happiness. They discovered that the instructors' perceptions of their jobs, their general attitudes about the field, and their level of ability to manage the complexities of teatching collectively referred to as the intrinsic part of the job— were all poorly regarded.

Mahmoud et al. (2011) determined the main areas where instructors were dissatisfied with their working conditions, supervision, personal relations, and prospects for promotion.

Lam and Yan (2011) found that factors like non-teaching workload, professional autonomy and equity in the distribution of work influenced the job satisfaction and motivation of teachers in teaching.

Mahmood, Nudrat, Asdaque, Nawaz and Haider (2011)
Set up that preceptors were less satisfied with advancement, mortal relation, compensation, supervision and working conditions, Further, the findings revealed that womanish preceptors were more satisfied than their counterparts and also no significant difference was between pastoral and civic academy preceptors " job satisfaction.

Massey (2011) set up that no significant effect of gender, type of academy and experience on schoolteacher freezing. Further, the results revealed that the intensity of the relationship was between preceptors' indurating and job satisfaction.

Menon and Athanasoula Reppa (2011) stated that no significant difference was between men and women in each and every area of work satisfaction and gender differences had no told on job satisfaction.

Kumar &Rajendran (2015) according to their teaching stream, there was no discernible difference in the job satisfaction of instructors.

Dey et al (2016) Likewise, Kumar (2016) discovered that instructors who taught science subjects were more satisfied than those who taught broad courses.

Thakur (2015) Sharma (2017) Roy & Haldar (2018) the study conducted that there were no statistically significant differences in job satisfaction across instructors with varying years of experience in secondary schools.

The study "Attitude towards Teaching Profession and Job Satisfaction of Teacher Educators" by **Sylvester (2010)** found no significant correlation between teachers' attitudes toward the teaching profession and their degree of job satisfaction and variables such as gender, institute location, and teaching experience.

According to a study by **Sridevi (2011)** titled "Job Satisfaction of Teacher Educators of University of Mysore," most of the teachers express a mediocre degree of fulfilment at work. No discernible variations were observed in Teacher Educators' Job Satisfaction based on location or gender. Additionally, compared to teacher educators in government and unassisted institutions, those employed in assisted institutions expressed greater job satisfaction.

Gangadhar Rao (2012) has performed a study on "A Comparative Study between Job Satisfaction and Effectiveness in Teaching of In-Service Teacher Trainees". According to the report, (i) M.Ed. candidate teachers in-service at teacher preparation programs express dissatisfaction with their jobs. (ii) M.Ed. candidate teachers in training, both male and female, are happy in their positions reporting higher levels of job satisfaction than male candidates. Additionally, (iii) the age factor influences the in-service M.Ed. teacher trainees' job satisfaction level. It has been noted that as people age, their level of job satisfaction declines.

Bhayana (2012) has carried out an investigation "A Study of Occupational Self Efficacy, Job Satisfaction and Attitude towards Teaching Profession among Teachers Working in Teacher Training Institutions". The research discovered that among teachers employed by teacher training institutions, job satisfaction is not significantly impacted by gender or prior teaching experience. However, compared to less experienced teachers, more experienced teachers reported higher levels of job satisfaction.

A study on "Job-Satisfaction of Teacher-Educators Working in Self-Finance Teacher Educational Institutions" was carried out by **Singh (2012**). According to the study, there were no appreciable differences in the degree of job satisfaction among teacher educators employed.

Work Satisfaction among Teacher Educators: Interplay of Gender and Qualification is the subject of a study by **Srivastava & Chabra (2012).** The results of the study showed that (i) all teacher educators are extremely happy in their positions and that not a single one of them is dissatisfied. (ii) The gender component has little bearing on how satisfied an individual is with their employment. Furthermore, (iii) qualification significantly influences B. Ed. teacher educators' job satisfaction. Teacher educators with NET qualifications are substantially more content with their positions than their non-NET-qualified counterparts, in secondary teacher education institutions based on age, gender, or location. According to **Mengistu (2012),** the main causes include things like hamstrung operation style, lack of openings in decision-making, attainability of promotional openings and specific growth, poor payment, and pointer-personal connections.

Iqbal and Akhtar (2012) the purpose of the study was to compare the satisfaction situations of manly and womanish public academy secondary preceptors working in Pakistan and the Lahore quarter. To compare the satisfaction, use the T-test. The outgrowth revealed that woman preceptors in the public academy were secondary preceptors employed in Pakistan and the Lahore quarter. T-tests can be used to compare the satisfaction. The result showed that womanish preceptors are more satisfied compared to the manly preceptors.

Iqbal & Akhtar, 2012; Iqbal et al., 2013; Kadir, 2014; Iqbal & Akhtar, 2015). Attempted to investigate the level of job satisfaction among university preceptors and concluded that there was no discernible difference between preceptors from various academic fields. Khalid (2014) also established a disparity in preceptors' job satisfaction based on the subjects they instructed.

Summary of the Reviews on Job Satisfaction -Wangai (2013) and Khalid (2014) According to these writers, more precisely, some scholars have noted that preceptors with more expertise coaching students are generally happier in their positions than those with less experience. Muhammad Asghar Ali(2011) Journal of Education and Exercise- An Examination of Secondary School Preceptors' Job Satisfaction According to this survey, the preceptors at secondary schools were only somewhat happy with the first eight (out of twenty) employment requirements: independence, education programs, advancement, creative expression, pay, and working conditions. The job satisfaction of masculine secondary academy preceptors was significantly lower than that of womanly preceptors. As of right now, there is no discernible difference between civic and pastoral preceptors' job satisfaction. The relationship between the working conditions found in seminaries and the features of preceptors—particularly their professional and unique qualities and job satisfaction—was examined by Toropova et al. (2020). They found a strong correlation between the working conditions in the academy and job satisfaction. The amount of work completed, associate cooperation, and obstacles in the field of study were all found to be significant predictors of preceptors' job satisfaction, according to the authors. Thus, the evidence from the exploration indicates that the preceptors have often voiced discontent with their jobs, which calls for an appropriate response. Umut Birkan Turkey (2022) - In this study, it's aimed to probe the determinants of preceptors, star and academy-grounded factors on the job satisfaction of preceptors. In this study, which is grounded on a relational check model, secondary data attained from TALIS- 2018 evaluation were analyzed with Multilevel Structural Equation Modelling. 196 headliners and 3952 preceptors from Turkey who shared in TALIS- 2018 check constitute the sample of the exploration. According to the results of the study, preceptors' age, gender, career preferences and participation in professional development conditioning, the locales of the seminaries they work in the type of academy (state/ private) and the gender of the academy headliners were set up to be determinants of job satisfaction. Preceptors' work experience, having foreign scholars in their classes, academy star's age and work experience didn't affect preceptors' job satisfaction.

There is a wealth of literature regarding the job satisfaction of preceptors, which is supported by research. Numerous viewpoints have been used to thoroughly examine the construct, and the studies have yielded a mixed bag of findings. For instance, a review of the literature revealed that the focus of Indian studies on the job satisfaction of preceptors has been on identifying the demographic variations in preceptors' job satisfaction. On the downside, research from overseas has focused on figuring out what causes low job satisfaction. Thus, they have attempted to evaluate the construct from the perspectives of Maslow's Hierarchy of Needs and Herzberg's Two Factor proposition. Studies of varying maturity have attempted to comprehend the disparities between genders in preceptor job satisfaction, with varying degrees of success. Researchers have also attempted, with varying degrees of success, to understand preceptors' job satisfaction based on the type of academy operation. Nevertheless, very few studies described the precise dimension in which the preceptors from various operations according to the appointment's nature, the literature review indicated that numerous attempts were made by Indian studies to investigate the level of job satisfaction among preceptors. Certain studies establish a disparity in the job satisfaction of preceptors based on the type of appointment they receive. Regarding the job satisfaction of preceptors worked with different subjects, some researchers have made aimed to find whether or not preceptors' job satisfaction varied depending on their academic cooperation. These a variety of results. In this context, a number of authors have provided reasons opportunity for growth, preceptor dissatisfaction, including low pay, a part- time schedule, a lack of strained relations with colleagues, student misbehavior, and other inherent aspects of the position.

Conclusion -

In conclusion, this review paper on job satisfaction among teachers has explored the multifaceted landscape of factors influencing the professional contentment of educators. Through an extensive examination of existing literature, we have identified key determinants such as the work environment, professional development opportunities, recognition, workload, autonomy, and compensation. The dynamic interplay of these factors shapes the overall satisfaction levels of teachers, influencing their performance, student outcomes, and the effectiveness of educational institutions. The findings underscore the significance of fostering positive work cultures and providing adequate support structures for teachers. A supportive work environment, characterized by collaborative relationships, effective leadership, and access to resources, emerges as a cornerstone for enhancing job satisfaction. Recognition and appreciation for the pivotal role teachers play in society are crucial, as is the provision of opportunities for continuous professional development.

Moreover, our exploration has taken into account the evolving nature of the education landscape, considering the impact of technological advancements, changes in curriculum, and shifting societal expectations on teacher satisfaction. It is evident that the challenges and opportunities presented by these changes require adaptive strategies to ensure that teachers remain satisfied and motivated in their roles.

As we move forward, the insights from this review paper can inform educators, administrators, and policymakers in developing strategies and interventions aimed at improving teacher job satisfaction. By recognizing the interconnected nature of the factors influencing satisfaction, stakeholders can collaboratively work towards creating environments that not only attract and retain talented educators but also contribute to the overall success of educational institutions.

In the ever-evolving field of education, the pursuit of teacher job satisfaction is not merely a pursuit of individual well-being but a collective investment in the quality of education provided to future generations. This review contributes to the ongoing discourse on teacher well-being, advocating for a holistic approach that addresses the diverse needs and challenges faced by educators in their noble profession.

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