

Job Satisfaction: An Overview of Factors Affecting Teachers' Satisfaction

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Abstract

Satisfaction means contented within the mind and body, satisfaction on a particular task, bring one pleased and reluctant to do better and more in an effective manner. But if one does not satisfied with the work, then the mind and the physical tendency tent to move uneasy, or even if the work is to be carried on, may not be fruitful or useful, or effective. Thus job satisfaction is one of the key element on the part of employer to be well acquitted and effective in the institution, need high and respect status, and the responsibly, status, work service, salaries, compensation should be well acquainted and satisfied. Thus, only well effective and fruitful outcome of the education can be brought out if satisfaction be given to the teachers. The present study conducted an overview from various national and international literature focused on teachers' job satisfaction.

KEYWORDS: Teacher, Job satisfaction, job factor, competency.

INTRODUCTION

Teacher, after parents are the backbone of the society, teachers are the part through which success run. It is necessary to see how teacher are accountable, with the duties and the achievement of the students. Teacher should feel comfortable in their workplace, so that the duties and the responsibility can be fulfilled in effective manners. Job satisfaction on the part of teacher refers to the service render with great enthusiasm and attains enough remuneration, opportunity for advancement. Teacher without job satisfaction happened when he/she is not contented or happy with the salary, work service and therefore often unable to give full service and devotion to his duties as a teacher. Sometime dissatisfaction lays down which produce negative attitude in behaviour that hampered academic environment. Dissatisfaction of job also open for an absenteeism and turnover or teacher does not go for a work regularly, which greatly influence for the negative impact of academic environment.

Teacher is a person devoting himself in helping students or society to impart knowledge, competency, skills, attitude, behaviour and values in the form of both formal and non-formal interaction. Teacher is a trained professional employ in teaching schools to bring permanent change in the behaviour of students through learning, teaching and skill development.

Job satisfaction is said to have caused the individual psychological, physiological and environmental issues that makes the person to express unpleasant experience, unable to adjust with the nature of work, economic status, ability and the condition of work and job security. In short, job satisfaction refers to the attitudes of a person towards the works, favourable attitudes make satisfaction, and unfavourable attitudes towards the work give job dissatisfaction.

Competency is the ability to apply acquired knowledge and skills to perform various tasks. It is also referred to as the motives, knowledge and skills that influence an

individual behaviour to perform the duty efficiently and earn job satisfaction. If the competency level of a person does not meet the needs of the skills required to perform with the nature of work cannot give satisfaction to a person towards a job.

Objectives of the study:

- To study job satisfaction of teacher in relation to salary.
- To study job satisfaction of teacher in relation to promotion.
- To analyse job satisfaction of teacher in relation to condition of work.
- To indentify job satisfaction of teacher in relation to place of work.
- To find out the relationship of job satisfaction with competency.
- To study the impact of administrative support and job satisfaction.

Review literature

Sridevi (2011) conducted a study on job satisfaction of teachers' educators of University of Mysore and found that most of the teacher educators' job satisfactions are moderate and no difference was between local and gender of teacher educators in job satisfaction.

Bordhan (2015) studied a job satisfaction of teacher educators at secondary school level in Kamrup and Nagoan districts, Assam and found that 47.5% of teacher are happy, 22.5 % are very less satisfied and 50% are not happy and satisfied with the their job.

Naveena & Geevarghee (2019) reviewed a conceptual study a job satisfaction of academicians in higher educational sectors and found that job satisfaction of academicians in higher educational institutions plays a major role.

S. Tomar & Kapri (2019) studied to know job satisfaction of teachers employ in self -financed teacher education colleges of Faridabad. The study revealed that most of the teachers from self -financed teacher education colleges were under moderate level of job satisfaction.

Hughes (2016) on assessing the impact of teacher job satisfaction among teachers in the Techiman Municipality and found that many teachers change their profession as a result of dissatisfaction.

Wnagai (2012) determined the factors affecting job satisfaction of teachers in public secondary school in Mwatate district, Taita Taveta County and found that poor pay scale is the most dissatisfying joc factor.

Sharma & Jyoti study on job satisfaction among school teacher in Jammu city and found that private school teachers are more satisfied that government school and elementary school teachers tend to be more satisfied with their working condition than secondary school teachers.

Melaku & Hunde (2020) study to access the factors affecting teacher's Job satisfaction in Wachemo university and it was fond that the major work related factors that affect teacher's job satisfaction were salary stressful job, overtime work without payment, opportunities for advancement, promotion, availability of teaching learning material, rules and regulation of campus.

Chopra & Chaturvedi (2019) analysed the influencing factors of job satisfaction of teachers in higher education sector in Madhya Pradesh and Delhi, NCR and found that there was higher level of job satisfaction in Government colleges on comparing to private colleges.

Szromek & Wolniak (2020) study on job satisfaction and problems among academic staff in higher education and found that the level of satisfaction from work is closely correlated with the scientific opportunities of researchers negatively correlated with the necessity to carry out the administration.

Minkumari D. & Binusha K (2021) examined the level of job satisfaction among college teachers and found that majority of the teachers are moderately satisfied and some of the teachers are not satisfied with their job and very few are satisfied with their job.

Sylvester (2010) conducted a study on attitude towards teaching profession in relation to job satisfaction of teacher educators and the study showed that gender, location of institution and teaching experience have nothing to do with the attitudes of teachers to get job satisfaction.

Tien (2018) investigate the determinants of teachers' job satisfaction in Lam Dong Province, Vietnam and found that those teachers who have career achievement, advancement, well responsibility, job security and support from parents are satisfied in their job than those teacher of less ability of teachers including promotion, pay scale, supervision, students' behaviour, job pressure, teacher status, training, work condition, recognition, school policies, relationship with co-worker and career support from school.

Halpert (2011) study on factors affecting teacher satisfaction in an urban school district and indicated that majority of teachers were satisfied with their teaching position, teacher in the lower standard were more satisfied than in the older grade. And over all salary was the most important factor of satisfaction.

Factors affecting job satisfaction of a teacher.

Salary

Jyoti (2006), on the basis of the study on job satisfaction of teacher and indicates clearly that teachers are not satisfied with their job if their capabilities and experience does not meet the desire expectation from the institution with regards to salary. Salary has been regarded as an important factors that leads to job satisfaction among teacher. When the teacher does not earn enough salary for the embankment of their daily lives, the condition of the teacher is very pathetic. The teacher with high expectation, enthusiast, energetic, qualified but with poor reimbursement are likely to decrease their interest in the job and often seen to leave the job. Minikumari D. (2021), on the satisfaction of teachers related to 7th pay commission, although the salary package has not been implemented, but majority of the college teachers are not satisfied with the salary. Melaku & Hunde (2020) study about the factors affecting teacher job satisfaction in case of Wachemo University and found that most of teachers feel that payment greatly effect teacher job satisfaction. The stressful job and poor payment leads to dissatisfaction of job and overtime work without adequate payment often leads to dissatisfaction of job. Wesley & Vugi (1977) stated that satisfaction in regards

to pay depends on the teachers' needs and values. If the teachers' salary is poor and insufficient to look after the family, he is likely to be less satisfied with the job. The salary is an important factors for job satisfaction.

Promotion

One of the major factors of job satisfaction is possible promotion. For a teacher, whose achievement and outcomes depends upon it. A hard working and responsible teacher deserve suitable promotion, so that all the responsibilities, duties and confidence are appreciated not only to the promoted teacher but also to the other teacher who are less responsible. Tien (2018) investigates the determinants of job satisfaction among teachers in Vietnam and found that promotion is considered to be the most dissatisfied factors. The teachers are not happy with the promotion nor satisfied due to the biased promotional procedural system. The teachers are not satisfied with their job in relation to promotional procedure and due to that the duties and responsibilities of teacher greatly affected and appear imbalance. The promotion was not related to ability of the teachers but on others reasons as well. Some teacher admitted that the procedure of promotion is only symbolic but not carried out in reality. The principals without following actual norms and procedure appoint and promotes with preference. So these are the reason teachers are not satisfied with the job in relation to job satisfaction. U.S. Merit System protection Board (1989) on a survey found that due to the lack of promotion was the reason of federal employees perceived to leave the government service. Malik, M.E., Danish, R. Q., and Munir, Y. (2012) in their research work found that pay and promotion greatly satisfies female academicians in higher education sector. Female academicians are more satisfied than male academicians. Kimengi (1983), promotional opportunities plays an important role in influencing job satisfaction among the teachers.

Working Condition

Brayfield & Crockett (1955) stated that productivity is not an absolute (Seldom) goal in itself but it is for the attainment of goal. That should be emphasized to get high and enough satisfaction on job. And in order to achieve a goal, satisfaction and productivity should be perceived as a mean to carry its path of goal. Sahito and Vaisaner (2017) determines factors affecting job satisfaction of teacher education and shows that higher education commission in Pakistan provides promotion system but it is seen that promotion does often delay. The reason for delay is due to the policies and conspiracy from the universities and the heads, Deans of faculties are the determinants for such delays and biasness of promotion. Another reason was found to be self-respect, enmity and envious among different teachers of different departments were among the reasons for the delay of promotion for a teacher. Spector (1997) stated from the observation that working condition or working environment has an effect on the performance of the employees. Working condition refers to the safety for the employees, feel secure, good communication and relation among the employees and employment. There is possibility of appreciation and motivation over the performance and high level of dedication and commitment for the organization. Alyaha, D.O., Mbogo, R.W. (2017), inadequate facilities of the school led to dissatisfaction of job for a teacher. Thus the nature of work and its working condition of a teacher that are very familiar with dissatisfaction of job should be

determined in order to see the teacher performing the duties and responsibilities in a smooth and effective teaching learning process.

Work Place

Ma, X., & Mac Millan, R.B. (1999), influence of work place is one of the strongest factors that impact on job satisfaction. United state Department of Education (1997) reported to have a positive relationship between workplace and job satisfaction of teacher. The agency also stated that workplace has impacted more than teachers' background on account of job satisfaction. Anderman (1991) showed that teachers are more satisfied in their job when they get an environment of close interpersonal relationship and have a feeling of being respectful and cooperative from the staff and being brought out with better outcomes. Morris (2003) on the impact of workplace atmosphere and found that teachers who are placed in an environment of clean, and standard ventilation, provide students to be highly motivated with less absenteeism and activeness among the students. Poor support system and ventilation greatly brought about poor performance and that impact students as well in terms of behaviour and teachers in terms of job satisfaction. It was also stated that school with charming and colder environment with fewer ventilation and windows leads to higher score on high school graduation and college entrance test. Above all it is seen to have high ratings in physical environment is seen to have higher job satisfaction of teacher. Abel & Sewel (1999), most of the teachers from urban stated to have negative views on workplace and described their condition as dissatisfied and inadequate in areas such as working condition, recognition, support from the society and behaviour of students. Teachers are reported to have emotional depletion and a family of personal detachment on the other side rural teacher teachers reported to have positive perceptivity in term of workplace environment.

Competency.

Teaching competency refers to the accession and presentation of the different skills necessary for teaching learning process in the classroom. Halls & Jones (1976), "Composite skills, behaviour or knowledge that can be demonstrated by the learners and desired from explicit conceptualization of the desired outcomes of the learning competencies are states so as to make possible the assessment of student learning through direct observation of student behaviour". There are composite categories competencies with which related to job satisfaction, such as facing with the issues of wastage, dropout and stagnation, confrontation with the diversity among society to cope up with problems and development of child and growing up which plan demonstrate the right attitudes toward the implication of such types of education. To provide enriched and joyful environment for teaching and learning, to include plan for an action indifferent curricular and co-curricular activities, to utilise human resources and ways to think innovative idea for planning and management, cooperation with the parents and working with parents to guide on various issues with the students. Thus with these competency categories and with actual practice would greatly improve the performance of the teacher and thus greatly satisfied the job as a teacher. So competency in perspective teachers is very much required in every sectors of the educational institution in order to improve the institution and its learning level of the students. Gupta & Mir (2012) provides the different dimension of job satisfaction among teachers of secondary in Bhopal and the results showed a positive relationship

between teaching competency and job satisfaction. Akram, Malik, Sarwar, Anwer, and Ahmad (2015), teacher competency and commitment of job has shown to have relationship in Punjab secondary school. Many of the research study have shown that teacher with high competency level are higher job satisfaction and also gain domestic satisfaction than with those teacher of low competency level.

Administration supports.

Administrative support refers to the assistance and guidance given to teachers for their works and responsibilities by providing condition that support and enriched their capabilities also treat and respect professional ethics of a teacher in a very enthusiastic manner. If the administration provides adequate support to the teacher, much satisfaction can be gained in respect of teaching, and with the institutional environment to carry out the duties in an effective way for effective outcomes. Ingersoll (1999) stated in his studies that dissatisfaction of teachers is lack of administrative support. Natale (1993), lack of support from the administration is one of the reason teachers left their job in teaching. Many of the study showed that new teachers' retention is largely depended on administrators, facilities and resources, advancement for development and classroom environment. In order to retain and comfort the duties of teacher, the administration can provide fruitful orientation and induction program that gives better cooperation and relation among the staff and guide the new teachers to cope up with the system of the administration and its institution, these support from the administration able the teachers acquire better competency and strategy in the teaching learning process. Many of the researches have shown that proper and worm supervision in the area of job greatly influences the worker on the employee in job satisfaction. With love and support from the principal and the whole administration including the staff, facilities and resources are the major factors that leads to job satisfaction of a teacher. Durksen et al. (2017), principal support, cooperation from the teachers, aspects of interdependence, shared responsibility among teachers and collaboration and integration are an essential indication of job satisfaction. Brown & Wynn (2009), Principal with active support and commitment for the growth and development of a teacher are very much satisfied and committed to their job. The administrations have the responsibility to accomplish the goal that supports teachers throughout the job in the institutional community. By recognising the problems and solution of teachers and provide ways and means to acquire and execute various skills and techniques that increase the capabilities of teaching learning process.

Conclusion

Teachers are considered to be a role model in demonstrating life skill, educational as well as social value. Through which great men and women have come to evolve in the continuous evolution of generation. Although Teachers are called the backbone of the country, there are many who do not respect the professional ethics of teachers, the satisfaction of teacher in their job is to be taken into consideration, the teachers need enough remuneration, in order to satisfy mental, physical, family and social needs. From the many researches we have studied that teachers who are satisfied with their job are seen to have effective teaching, regular attendance behave well with the administration most importantly better academic achievement of students than teachers who are not satisfied with their job. The availability of resources in the

institution is also largely affected teaching learning process and thereby teachers cannot play effective role in their teaching which paves the way for dissatisfaction. The pay scale of the teacher should be taken care, in order to do the duty effective and fruitful job which benefits both students and teachers. There are various factors affecting teachers' job satisfaction, such as salary, promotion, workplace, work condition, administrative support, staff support, resources and facilities etc. which the teachers themselves expressed concern over these issues, considering these problems is need of the hours to the policy maker and the government. To conclude we have to say that in order to build the country, important is to be given to the teachers so that we can bring powerful students and citizens in the country.

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