

# **Job Satisfaction Among Teachers - A Review of The Literature**

Dr Baburam Gewali

Nowraj Tiwari

## **Abstract**

Teachers have a significant impact on the quality of education in any country. Therefore, teachers' job satisfaction would lead to quality education. However, several factors influence job satisfaction among teachers. This paper aims to review the article concerning job satisfaction of teachers for the period 2000 onwards. The article published in various journals concerning job satisfaction of teachers will become the source of analysis for our paper. It is expected that the aforementioned articles will act as a guidelines for further review of articles for better understanding the subject matter and gain an insight in the new search for knowledge in the field of job satisfaction for teachers. As teachers' job is a prestigious job, their job satisfaction will attract more people in this profession which will help to uplift the educational standard of the society as a whole.

Keywords: job satisfaction, teacher, comparative study, public and private college

## **Introduction**

Teachers have a significant impact on the quality of education in any country. Therefore, job satisfaction among teachers is a essential phenomenon (Yusuf et. al. 2015). Teachers' job satisfaction focuses mainly on their professional attitudes, passion for teaching and work enthusiasm which affect the educational system (Fuming & Ziling, 2014; Sumanasena et. al. 2020). Judge et.al. (2011) have noted that job satisfaction is set of psychological responses of an individual towards his/her job. They also describe that these personal responses have three components: cognitive (evaluative), behavioral and affective (or emotional). Sen (2008) also viewed it as a combination of psychological, physiological and environmental circumstances.

## **Teachers' Job Satisfaction in Empirical Studies**

Numerous studies are being done on job satisfaction. In this paper, studies conducted related to teachers' job satisfaction are selected and reviewed. In early periods, most of the studies on job satisfaction were conducted in initial settings, examining the effects of physical conditions, facilities and so on. However, later they believe that factor of social nature also affect job satisfaction. Human relations in an organization are also essential in improving employees' happiness (Spector, 1997). Aydintan & Koc (2016) conducted a correlation study investigating the relationship between job satisfaction and life satisfaction in the context of Turkey. They found that there was a high correlation between job and life satisfaction.

The study on "Job satisfaction among Public and Private College Teachers of Dhaka City" in Bangladesh by Rahman (2008) focuses on the influential factors contributing to the satisfaction and dissatisfaction of teachers. Results show that gender significantly influence job satisfaction, while age and job experience did not affect it. In addition, female respondents were found more satisfied than male counterparts. The analysis also reveals that private college teachers are enjoying modern classroom equipments and technological facilities than public college teachers. Therefore, public school teachers become dissatisfied because of this disparity.

Another comparative study was conducted in Pakistan (Mahmood et al., 2011) to examine the distinction in job satisfaction between gender (male and female teachers) and school types (urban and rural). According to their study, teachers are less satisfied with advancement, salary, supervision, human relation and working conditions. However, female teachers are more satisfied than male teachers. There was no statistically significant difference in job satisfaction based on the types of school. In addition, administrative support was also found as an important factor in teachers' job satisfaction in this study.

Pabla (2012) revealed that teachers working in rural areas are less satisfied than teachers who work in colleges in urban areas. The disparities between those schools are the primary cause of the differences mentioned above. Salary, benefits, prestige, opportunities for professional advancement, personal and professional challenges, level of autonomy, decision-making authority, general working conditions, interactions with colleagues, and interactions with pupils have been identified as key determinants for teacher job satisfaction. Demographic factors have little impact on teacher satisfaction.

Dutta and Sahney (2016) contributed to the current literature on teacher job satisfaction by exploring the mediating role of school climate. The determinants such as principals' leadership styles, teachers' perception of the school climate, job satisfaction, and student achievement have been examined in this study. They have found that principals' leadership behaviours are not associated directly with either teacher job satisfaction or student achievement. Even though the transformational leadership behaviours showed an indirect effect on teacher job satisfaction, it also suggests that instructional leadership behaviours have positive relationships with teacher job satisfaction.

In their study, Singh et al. (2007) discuss the relationship between stress & job satisfaction. The results indicate that prevention and reducing stress are vital to enhancing the teachers' job satisfaction of both genders. The researchers point out that responsibility for stress reduction lies with the school administrators.

Anastasiou (2014) examined the influential factors for secondary education teachers' job satisfaction and stress levels in Northwest Greece. The study suggests that teachers generally are more satisfied with the intrinsic aspects of their work. However, high levels of stress were exhibited among young female teachers. Environmental factors such as the provision of ethical rewards, good working conditions, motivation by the school principal and participation in school administration and decision making have positive effects on teachers' work performance.

Reilly et al. (2014) have studied "Teachers' self-efficacy beliefs, self-esteem, and job stress as determinants of job satisfaction" in Ireland. The results indicate no significant differences in job satisfaction, self-efficacy, self-esteem, and perceived stress between male and female school teachers. There was no significant relationship between self-efficacy and job satisfaction. Years of teaching experience was found to have a weak negative relationship with job satisfaction. It suggests that as the number of years in teaching increases, job satisfaction decreases. More effective and systematic training and professional development opportunities, teachers' participation in decision making and better working conditions are factors that need to improve job satisfaction and reduce emotional work stress.

Calimeris (2016) contributes to the current literature on teacher job satisfaction by exploring the relationship between job satisfaction and students' performance. A school survey in New York has been done to determine the student outcomes. The effects of teacher job satisfaction on student outcomes have been measured using multiple estimation methods. According to the findings, there is a positive relationship between teacher job satisfaction and student outcomes.

Melter (2002) has researched "Job satisfaction and perception of motivation among middle school and high school teachers". The study aimed to find school-based and non-school-based motivational factors. Teachers who are new to their careers and those nearing the end indicated higher job satisfaction levels than the teachers in the middle of their careers. Furthermore, it has been reported that a significant proportion of teachers in their 20s and those in their early 50s indicated a desire to enter the teaching profession, and those teaching in suburban settings reported significantly unmotivated teachers than the urban or rural areas. In this study, males have been reported a higher level of job satisfaction than did females.

Shen et al.(2012) examine the relationship of teacher job satisfaction with the principal's background and school processes. The researchers have built a series of models to examine this, including the unconditional model, the control model, the principal background model, and the school process model. The findings of this study suggest that the teachers are more satisfied with teaching as a career when they receive support from administrators and cooperation from their colleagues. Therefore, principals' administrative leadership is essential to develop a collaborative culture and a supportive structure that facilitates teachers.

Klassen and Anderson (2009) did a comparative study on teachers' job satisfaction in 1962 and 2007. The study results suggest that secondary teachers in the 2007 sample rated their job satisfaction significantly lower than secondary teachers in Rudd and Wiseman's 1960's sample. In 1962, teachers' top concerns were salary, poor human relations and the state of buildings and equipment, which are externally related. In sharp contrast, teachers in 2007 were concerned about the absence of satisfiers, pupils' behaviour and attitudes. This study points out that the shift over time in teachers' perceptions of the behaviour of pupils needs to be addressed directly and systematically by education officials because the quality of teacher-

student relationships not only influences teachers' job satisfaction but is also related to students' school academic outcomes.

Gius (2013) studied "The effects of the merit pay on teacher job satisfaction" using a large sample of public-school teachers. It suggests that even though teachers are paid merit pay due to their difficulties in such rural communities, they are still not satisfied with their job. Those teachers do not think that teaching is not essential for them, and they are less enthusiastic. This study has been done for Irish teachers in Western communities. This situation may be different for Asian communities. Sometimes the teachers of low resource communities become less satisfied as they are under esteemed by society but not for the salary or rewards. Most Asian teachers in urban schools believe that giving up a job is better than working in difficult schools.

Benolial & Barth (2017) did research in Israel to study the influence of participative leaders on teachers' outcomes of job satisfaction and burnout. It has been found that teachers who participate in pedagogical and organizational decisions are more satisfied, and they have become committed teachers with feelings of empowerment. This study also reveals that participative leadership is a valuable management practice in Western societies, primarily multi-cultural societies.

## **Objectives of the Study**

This paper aims to review the article concerning job satisfaction of teachers for the period 2000 onwards. It also aims to identify common methodologies employed in studying job satisfaction among teachers

## **Methodology**

This study will primarily utilize a systematic literature review approach to gather and analyze relevant research articles and academic papers, books and conference proceedings. The following steps will guide the methodology:

- a. Identification of relevant literature
- b. Screening and selection
- c. Data extraction and synthesis

#### d. Analysis and Interpretation

### **Expected Outcomes**

It is expected that the aforementioned articles will act as a guidelines for further review of articles for better understanding the subject matter and gain an insight in the new search for knowledge in the field of job satisfaction for teachers. The research may also helps for the evaluation of common research methodologies used in studying job satisfaction among teachers and their implications for understanding the phenomenon. As teachers' job is a prestigious job, their job satisfaction will attract more people in this profession which will help to uplift the educational standard of the society as a whole.

### **Significance of the Study**

This study is significant as it aims to consolidate existing knowledge on job satisfaction among teachers, providing a foundation for evidence-based policies and practices that can enhance teacher well-being and ultimately improve educational outcomes. By synthesizing findings from diverse sources, this review will contribute to the development of strategies to support and retain educators in the teaching profession.

### **Timeline**

- Literature search and review: 1 month
- Data extraction and synthesis: 1 month
- Analysis and interpretation: 0.5 month
- Report writing and finalization: 0.5 month

### **Conclusion**

This research proposal outlines a plan to conduct a comprehensive literature review on job satisfaction among teachers. By examining various factors influencing job satisfaction and their impact on educational outcomes, the study aims to contribute valuable insights to educational research and practice. The findings will inform strategies to enhance teacher job satisfaction and retention, thereby benefiting both educators and students.

## References

1. Anastasiou, S. (2014). Factors affecting job satisfaction, stress and work performance of secondary education teachers in Epirus, NW Greece, *International Journal of Educational Management*, 8(01), pp: 37-53. doi:10.1504/ijmie.2014.058750.
2. Aydintan, B., & Koç, H. (2016). The relationship between job satisfaction and life satisfaction: an empirical study on teachers, *International Journal of Business and Social Science*, 7(10), 72-80.
3. Benolial, P., & Barth, A. (2017). The implications of the school's cultural attributes in the relationships between participative leadership and teacher job satisfaction and burnout, *Journal of educational Administration*, 55(6), 640-656. doi:10.1108/JEA-10-2016-0116.
4. Calimeris, L. (2016). Does Happiness Matter? The Effect of Teacher Job Satisfaction on Productivity. Available at SSRN: <https://ssrn.com/abstract=2821313> or <http://dx.doi.org/10.2139/ssrn.2821313>.
5. Dutta, V., & Sahney. (2016). School leadership and its impact on student achievement: The mediating role of school climate and teacher job satisfaction, *International Journal of Educational Management*, 30(6), 941-958. doi:10.1108/IJEM-12-2014-0170.
6. Fuming, X., & Jiliang, S. (2014). Research on Job Satisfaction of Elementary and High School Teachers and Strategies to Increase Job Satisfaction, *Chinese Education & Society*, 40 (5), 86-96. doi: 10.2753/CED1061-193240050.
7. Gius, M. (2013). The effects of merit pay on teacher job satisfaction, *Applied Economics*, 45(31), 4443-4451. doi:10.1080/00036846.2013.788783.
8. Judge T. A., Hulin C.L., Dalal R.S. (2011). *Job satisfaction and job affect*, In The Oxford Handbook of Industrial and Organizational Psychology, ed. SWJ Kozlowski. New York: Oxford University Press.
9. Klassen, R. M. & Anderson, C. (2009). How times change: secondary teachers' job satisfaction and dissatisfaction in 1962 and 2007, *British Educational Research Journals*, 35(5), pp: 745-759. doi:10.1080/01411920802688721.
10. Mahmood, A., Nudrat, S., Asdaque, M., Nawaz, A. & Haider, N. (2011). Job satisfaction of secondary school teachers: a comparative analysis of gender, urban and rural schools, *Asian Social Science*, 7(8), pp: 203-206. doi: <https://doi.org/10.5539/ass.v7n8p203>.
11. Melter, C. (2002). Job Satisfaction and Perception of Motivation among Middle and High School Teachers. *American Secondary Education*, 1(1), 43-53.
12. Pabla (2012). A Study of Job Satisfaction among Teachers of Professional Colleges in Punjab. *Indian Journal of Research*, 1(10), 111-113.

13. Rahman, Masud Ibn, (2008). Job Satisfaction Among Public and Private College Teachers of Dhaka City: *A Comparative Analysis*. Available at SSRN: <https://ssrn.com/abstract=1737285> or <http://dx.doi.org/10.2139/ssrn.1737285>.
14. Reilly, R., Dhingra, K. & Boduszek, D. (2014). Teachers' self-efficacy beliefs, self-esteem and job stress as determinants of job satisfaction, *International Journal of Educational Management*, 28(4), pp: 365-378. doi: 10.1108/ijem-04-2013-0053.
15. Sen, K. (2008). Relationship between job satisfaction & job stress amongst teachers & managers. *Indian Journal of Industrial Relations*, 44 (1) 14-23.
16. Shen, J., Leslie, J. F., Spybrook, J. K. & Ma, X. (2012). Are principal background and school processes related to teacher job satisfaction?, *American Educational Research Journal*, 49 (2), pp: 200-230. doi:10.3102/0002831211419949.
17. Singh, T., Singh, A. & Singh, P. (2007). Relationship of stress and job satisfaction: a comparative study of male & female of dual career teacher couples of India, *IIM Bangalore Research paper No. 263*, pp: 1-29. doi: <https://doi.org/10.2139/ssrn.2144720>.
18. Spector, P. (1997). *Job satisfaction: application, assessment, causes and consequences*. Thousand Oaks, CA: Sage Publications.
19. Sumanasena, M., Nawastheen, F.M. and Jayawardena, P. (2020). Job satisfaction of teachers working in most difficult schools, with special reference to Puttalam Education Zone, Sri Lanka. *Sri Lanka Journal of Social Sciences*, 43(1), p.39. doi: 10.4038/sljss.v43i1.7934
20. Yusuf, F., Olufunke, Y. and Valentine, M. (2015). Causes and Impact of Stress on Teachers' Productivity as Expressed by Primary School Teachers in Nigeria. *Creative Education*, 6, 1937-1942. doi: 10.4236/ce.2015.618199.