

FACTORS AFFECTING JOB SATISFACTION IN THE TEACHING PROFESSION

Dr. Arti Sharma

Assistant Professor

Dept. of Education

R.G. P.G. College, Meerut U.P.

Email: artisanjusharma@gmail.com

Abstract

Averring that assuring job satisfaction over the long term requires careful planning and effort both by employers and employees, the authors assert that creating a good blend of factors that contribute to a stimulating, challenging, supportive and rewarding work environment is vital. The main purpose of the study is to examine various factors that influence job satisfaction and job performance among teachers in the public secondary schools. Generally, key factors associated with teachers job satisfaction include the ability to work with children, the intellectual challenges and opportunities that teaching offers, the autonomy they benefit from the classroom enabling them to be creative, the school's leadership style that fosters participation, cooperation, personal and professional development support teacher involvement in decision making, interpersonal relationships and friendships developed in the context of work as well as recognition. The neglect of teachers needs implies the neglect of our educational system as a whole. Enhancing transformation in the teaching profession through satisfying teachers' needs is indeed a child of necessity considering its impact on our social, cultural, economic and political life as a nation.

Keywords

Job Satisfaction, Job Performance, Professional Development, Intellectual Challenges, Individual Factors.

Reference to this paper should be made as follows:

Received: 22.09.2023
Approved: 28.09.2023

Dr. Arti Sharma

FACTORS AFFECTING JOB SATISFACTION IN THE TEACHING PROFESSION

Article No.48
RJPSS Apr.-Sep. 2023,
Vol. XLVIII No. 2,
pp. 393-398

Online available at:

https://anubooks.com/view?file=3290&session_id=rjpss-2023-vol-xlviii-no2-sept-2023

DOI: <https://doi.org/10.31995/rjpss.2023.v48i02.048>

Job Satisfaction

Job satisfaction is simply defined as the affective orientation that an employee has towards his or her work. (Price, 2001 as cited by Andre Bishay 1996). In other words, it is an affective reaction to a job that results from the comparison of perceived outcomes with those that are desired (Kam 1998). Shortly, Job satisfaction describes the feeling, attitudes or preferences of individuals regarding work (chem. 2008).

Job Satisfaction in the Teaching Profession

Significantly, job satisfaction and motivation are very essential to the continuing growth of educational systems around the world and they rank alongside professional knowledge and skills, center competencies, educational resources as well and strategies in genuinely determining.

Educational success and performance

Teachers are arguably the most important group of professionals for our nation's future. Therefore it is disturbing to find that many of today's teachers are dissatisfied with their jobs. We must determine what increases Teacher Motivation. An organization's liveliness whether public or private, comes from the motivation of its employees although their abilities play just a crucial role in determining their work performance their motivation (Lewis Goodman & Fardt 1995). Golembio wiki (1973 p.597) refers to the motivation as the degree of readiness of an organization to pursue some designated goal and implies the determination of the nature and locus of the forces inducing the degree of readiness.

The main purpose of their study is to examine various factors that influence job satisfaction and job performance among teachers in the public secondary schools. Research on Teacher job satisfaction internationally (Baron 1986; Shemn 1998; Hargreaves 1999; Dinham and Scott 2000; Koustelios 2001; Scot and Dinham 2003; Dayetal 2006; Van Houtte 2006; Klassen and Chris 2010; Eyal and Roth 2011) has identified a variety of internal and external factors that influence job satisfaction/dissatisfaction and motivation grouped into four main categories.

1. Individual factors, such as a person's gender, age, marital status, number of children and work experience.
2. Factors relating to actual work of teaching; working with young people, the intellectual challenge of teaching, autonomy and independence.
3. Organizational factors related to the teachers, working environments such as school leadership , staff supervision , facilities and infrastructure, school

culture and participation in decision-making, conditions of service; salary, promotion prospects, group support etc.

4. Factors emanating from the wider social context and the state such as: relentless and imposed educational changes, constant media criticism, perception of how teachers are viewed by society, support services to teachers etc., factors at the system level as well as wider social forces such as Teacher status, imposed educational change and the portrayal of teachers in the media.

Generally, key factors associated with teachers job satisfaction include the ability to work with children, the intellectual challenges and opportunities that teaching offers, the autonomy they benefit from the classroom enabling them to be creative, the school's leadership style that fosters participation, cooperation, personal and professional development support teacher involvement in decision making, interpersonal relationships and friendships developed in the context of work as well as recognition. (Hackman and Oldham, 1975; Kyriakon and Sutcliffe, 1979; Mykletm, 1984; Friedman and Faber 1992; Leithwood, 1992; Perie et al, 1997; Shann 1998; Mueller et al, 1999; Dinham and Scott, 2000; Evans, 2001; Koustelios , 2001; Bogler, 2005).

Good workplace conditions have also been positively related to teachers. Job satisfaction regardless of the school type and level or school demographics or the teachers background characteristics (US Department of Education. National Center for Education statistics, 1997).

In contrast, factors contributing to teachers job dissatisfaction include: numerous and imposed educational reforms, lack of professional autonomy and empowerment, teacher's low participation in decision-making, role ambiguity and confusion, ambivalent evaluating criteria, low prospects for professional development, heavy workload and bureaucratic – administrative tasks, lack of effective school administration and the feeling of not being valued by society, inadequate resources, bad physical working conditions, poor pay, constant criticism from the media and teachers perception of how their work is not valued by society (Varlaam et al, 2000; Vanden Berg 2002; Scott and Dinham, 2003; Johnson and Birkeland, 2003; Papanastasion and Zembylas, 2005; Smithus and Robinson 2003; Lukens et al, 2004).

Studies in the UK for example, have identified low status, poor pay, absence of future prospects, poor working conditions and student indiscipline as key barriers to entering the teaching profession (Barnard, 1998; Thornton et al, 2002; Rhodes et al, 2004). The lack of effective school management has emerged as the key factor of teachers' professional dissatisfaction (Kremer–Hayon and Goldstein 1990).

Satisfied teachers are expected to stay in the profession longer, be able to engage in more positive interaction with children and influence positively their students performance (Tsigilir et al, 2006) while on the other hand teachers who are not satisfied with extrinsic factors such as poor working conditions are more likely to leave the profession (Macdonald, 1999; Tye and O'Brien,2002).

In addition to job satisfaction and motivation experiencing levels of occupational stress and burnout (Tsigilli et al, 2006) is also an important aspect of teacher well-being.

Factors Affecting Job Satisfaction

Relevant research has also indicated that poor working condition such as poorly equipped and crowded classrooms, poor lighting and inadequate resources can also affect Teacher's work, their job satisfaction and cause stress (Blandford and Grundy 2000).

Additionally, factors such as inadequate training, lack of information on contemporary educational issues, continuous changes in curriculum and excessive demands from school management have been pointed out as significant sources of teacher stress (Travers and Cooper 1997; Forlin 2001; Antoniou et al. 2006).

The role of school managers has been pointed out in relation to teacher stress, and their attitude towards their job. School managers behavior that may cause stress and develop an attitude toward their job.

- Lack of leadership and unfairness in job allocation.
- Lack of autonomy and participation in decision-making.
- Inadequate communication system in the school.
- Working in a poorly managed school.
- Inadequate resources.
- Problems associated with school bureaucracy and excessive paperwork.
- Lack of support, respect and consideration from colleagues and management.
- Lack of recognition.
- Lack of inadequate school infrastructure and resources.

Strategies to Enhance Teacher's Job Satisfaction

Job satisfaction promotes teachers efficiency and productivity and transformation. Therefore, teachers' job satisfaction will bring transformation and quality in education. Vroom and Deci as cited in Okonkwo (1997) posited that workers will be motivated to perform their jobs effectively to an extent to which they are satisfied with those jobs. The more worker's reward are the harder they

will work. Similarly, the greater the extent to which an employee's needs are satisfied in his job, the greater the extent to which he would respond, presumably with gratitude or loyalty. So when teachers are satisfied with their jobs, they will give their students the best and they will be willing to transform education at the secondary level. In addition they will be willing to transform and prepare the students for higher studies or to perform social roles.

Conclusion

The neglect of teachers needs implies the neglect of our educational system as a whole. If the Nation is to progress in all spheres of life, then the educational sector should be given adequate attention to ensuring job satisfaction for teachers. Enhancing transformation in the teaching profession through satisfying teachers' needs is indeed a child of necessity considering its impact on our social, cultural, economic and political life as a nation.

Recommendations

From the following discussion, job satisfaction and achieving transformation in our educational system could be enhanced through the following:

1. The condition of service for school teachers should be made attractive. Teachers should be well paid and their promotions should be given as of when due. They should be provided increments from time to time. This would serve as a moral boost for the teacher.
2. The teaching profession must be regulated. It should be made mandatory through legislation that anyone intending to take teaching as a profession in the secondary school must possess a minimum qualification of Bachelor of Education from any recognized University or its affiliates. Only in this way productivity can be enhanced in the sector.
3. The Administrative and Organizational structure should be well organized. Junior teachers should not be appointed to head the senior ones.
4. Teachers should be involved in decision-making in school.
5. Teachers should be encouraged and sponsored to go for in-service training as that would equip them better.
6. Teachers should be dedicated to their duties. Teachers should not use school time to engage in other extra activities. They should avoid taking up part-time jobs but strictly focus on their duty. In addition to that teachers should be careful in planning their lessons and notes.
7. Teachers should improvise teaching aids as that would assist them in their teaching proprietors and the government should ensure adequate provision

- of instructional material and facilities in their school. The laboratories should be equipped and libraries stocked with enough material.
8. The government and other sponsors of secondary schools need to provide sufficient funds to enable headteachers to sustain the human resources in a rightful shape.
 9. The Ministry of Education, Science and Technology should devise viable means of motivating and satisfying teachers so as to help them build interest and confidence in their profession.

References

1. Bridges, et al. (1988). Job satisfaction and teacher absenteeism. *Educational Administration Quarterly*. 16.
2. Bruhn, J.G. (1989). Job stress: An opportunity for Professional Growth. *Career Development Quarterly*. 37(4). Pg. **306-315**.
3. Jabnoun., Naceur., Chan, Yen Fook. (2001). Job Satisfaction of Secondary School Teachers in Selangor, Malaysia. *International Journal of Commerce and Management*. 11(3/4). Pg. **72,19**.
4. Castillo, J.X., Cane, J. (2004). Factors explaining job satisfaction among faculty. *Journal of Agricultural Education*. 45(3). Pg. **65-74**.
5. Mehta, D.S. (2012). Job satisfaction among Teachers. *International Journal of Research in Commerce, IT and Management*. 2(4). Pg. **77-83**.
6. Malik, D.M. (2010). Job Satisfaction and Organizational Commitment of University Teachers in Public Sector of Pakistan. *International Journal of Business and Management*. 5(6). Pg. **17-26**.