

**ON EMPOWERMENT**



## **Factors Related to the Job Satisfaction: Perspectives from School Teachers**

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### **Abstract**

A teacher is a yardstick that measures the achievements and aspirations of the nation. A teacher is a dynamic force of the school. It needs no description that the teacher is the pivot of any educational system of the younger students. On her rests the failure or the success of the system. The purpose of this study is to identify the various job-related factors that affect the school teacher's satisfaction with their job. Different job satisfaction questionnaire had been used in different studies to measure different dimensions of job satisfaction of teachers. Results showed that in some studies female teachers are more satisfied with job than male teachers and in other studies it was found that male teachers were more satisfied with jobs. Job satisfaction depends on many factors like personality, locus of control, school environment and self-efficacy and many demographic factors. It is found that teachers who have high self-efficacy belief to accomplish a task, who have internal locus of control and who are happy with the environment where they work are more satisfied with job. It has also been found that teachers who have good relation with colleagues and students, who are happy with their work and satisfied with their status, pay and security, are more satisfied with their job.

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**Keywords:** Job Satisfaction, School Teachers, Extrinsic/ Intrinsic Factors/ Motivation

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A teacher is a yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of a country get evaluated in and through the work of the teachers. The people of a country are the enlarged replica of their teachers. They are the real nation builders. Indian Education Commission describes a teacher as one of the most important factors contributing to the national development.<sup>1</sup> S/he is the pivot around which all the educational programs, such as curriculum, syllabus, textbooks, evaluation, etc., rotate. The best system of education may fail to achieve the desired end in the absence of sincere and professionally competent teachers. National Policy on Education rightly states "No people can rise above the level of its teachers".<sup>2</sup>

Guskey and Huberman reported that "the vast majority of teachers and school administrators we have encountered are dedicated professionals who work hard under demanding conditions".<sup>3</sup> The teacher is a dynamic force of the school. A school without

<sup>1</sup> Indian Education Commission (1964-66), <http://mohitpuri.pbworks.com/w/page/11465802/Indian%20Education%20Commission>.

<sup>2</sup> National Policy on Education, [http://www.ncert.nic.in/oth\\_anoun/npe86.pdf](http://www.ncert.nic.in/oth_anoun/npe86.pdf), 1986.

<sup>3</sup> T.R. Guskey and M. Huberman, *Professional Development in Education: New Paradigms and Practices*, New York, Teachers College Press, 1995.

teacher is just like a body without the soul, a shadow without substance. There is no greater need for the cause of education today than the need for teachers for the young. They make the future of a nation. As social engineers, the teachers can socialize and humanize the young by their values and qualities.

### **Duties of Teachers**

Teachers have various responsibilities like to educate students, insure their safety, security and healthy atmosphere, communicate and collaborate with parents, other teachers, specialists and administrators, develop their own skills and knowledge and complete a number of other tasks provided by the government and school administration.<sup>4</sup> Teachers help students to realize the purpose of education. They know everything about their students and make students aware of realities of life. A teacher inspires students to face problems with courage and gives feedback to students when they try something in spite of their success or failure. According to Chang challenges in teachers' work requiring emotional and intellectual resources may sometimes lead to burnout, depression or other physical and psychological health related issues.<sup>5</sup>

### **Meaning and Definition of Job Satisfaction**

Job satisfaction refers to the extent of an employee's perception and value of the characteristics of the work situation.<sup>6</sup> Sonmezer Eryaman defined job satisfaction as a worker's emotional responses towards his organization and his job, when his expectations and realization of these expectations are considered.<sup>7</sup>

In simple terms, the realization of workers' physical and psychological expectations towards his job is called job satisfaction. When an individual joins an organization he/she has certain expectations and dreams. When these expectations and dreams come true, the individual becomes happy with his/her organization and job, and this increases his/her efficiency and performance at work.<sup>8</sup> However, when these expectations do not meet with work conditions, the worker is dissatisfied and as a result the worker loses performance and efficiency, and might even quit the job. It is important to prevent workers from feeling disappointed and maximize their efficiency and performance by identifying and regulating the factors that affect job satisfaction.<sup>9</sup> According to Ergenç,

<sup>4</sup> B. Comber and H. Nixon, "Teachers' Work and Pedagogy in an Era of Accountability", *Discourse*, 30 (2009),3, pp. 333-345.

<sup>5</sup> M. L. Chan, "An Appraisal Perspective of Teacher Burnout: Examining the Emotional Work of Teachers", *Educational Psychology Review*, 21(2009), 193-218.

<sup>6</sup> P.E. Lester, *Teacher Job Satisfaction Questionnaire*, Long Island University, Brookville, New York, 1982. R. W. Rice, D.A. Gentile, and D.B. McFarlin, "Facet Importance and Job Satisfaction", *Journal of Applied Psychology*, 76 (1999) pp. 31-39.

<sup>7</sup> M.G. Sonmezer and M.Y. Eryaman, "A Comparative Analysis of Job Satisfaction Levels of Public and Private School Teachers", *Journal of Theory and Practice in Education*, 4 (2008), 2 pp. 189-212.

<sup>8</sup> D.L. Nelson and J.C. Quick, *Organizational Behavior: Foundations, Realities, and Challenges*, Alternate Edition, New York, West Company, 1995, pp.116-118.

<sup>9</sup> R.A. Noe, J.R. Hollenbeck, B. Gerhart, and P.M. Wright, *Human Resource Management: Gaining a Competitive Advan-*

job satisfaction can be briefly defined as the realization level of one's expectations from her job and her organization.<sup>10</sup>

'Teacher job satisfaction' refers to a teacher's affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher.<sup>11</sup> Lester defined teacher job satisfaction as the extent to which a teacher perceives and values various factors such as evaluation, collegiality, responsibility and recognition.<sup>12</sup> Zigarelli refers to teachers' job satisfaction as a single, general measure that is a statistically significant predictor of effective schools.<sup>13</sup>

### Importance of Teacher's Job Satisfaction

Teacher job satisfaction has always been an important issue in empirical research for several reasons. *First*, job satisfaction is considered to affect the teaching quality and the school achievement of pupils.<sup>14</sup> *Second*, it has been found to predict withdrawal cognition and therefore, is considered to maintain the stability of the teaching staff.<sup>15</sup> *Finally*, teacher job satisfaction is supposed to contribute to the quality of teacher work-life, making their professional experience an element of psychological health, personal fulfillment and growth.<sup>16</sup>

Job satisfaction of teachers has been the focus of considerable research in recent decades.<sup>17</sup> Woods Weasmer suggested that when teachers are satisfied, the rate of attrition is reduced, collegiality is enhanced, and job performance improves.<sup>18</sup> A study by Li Liping Huang Qiaoxiang show that teacher satisfaction score for various items, listed from high to low, are: salaries, nature of the job, interpersonal relationships,

*tage* (2nd ed.), Sydney, 1997.

<sup>10</sup> A. Ergenç, *İs doyumunun belirleyicileri olarak beklenti algı\_lama tutarsız\_lık\_ veçal\_sma degerleri*. Yönetim psikolojisiIII. Ulusal Sempozyuma sunulan bildiriler, yorumlar, tartısmalar 16-19 Kasım. TODAİE Yayınlar, Ankara, 1981.

<sup>11</sup> M. Zembylas and E. Papanastasiou, "Job Satisfaction among School Teachers in Cyprus", *Journal of Educational Administration*, 42 (3), 2004, pp. 357-374.

<sup>12</sup> P.E. Lester, *op. cit.*

<sup>13</sup> M. A. Zigarelli, "An Empirical Test of Conclusions from Elective Schools Research", *The Journal of Educational Research*, 90, 1996, pp. 103-109.

<sup>14</sup> A. Somech and A. Drach-Zahavy, "Understanding Extra-Role Behavior in Schools: The Relationships between Job Satisfaction, Sense of Efficacy, and Teachers' Extra-Role Behavior", *Teaching and Teacher Education*, 16, 2000, pp. 649-659.

<sup>15</sup> W. Hall Bruce, Pearson L. Carolyn and Carrol DeLos, "Teachers' Long-range Teaching Plans: A Discriminant Analysis", *Journal of Educational Research*, 85 (1992), 221-225.

<sup>16</sup> A. Menlo and P. Poppleton, "A Five Country Study of the Work Perceptions of Secondary School Teachers in England, The United States, Japan, Singapore and West Germany (1986-88)", *Comparative Education*, 26, 1990, (2-3), pp. 173-182.

<sup>17</sup> J. De Nobile, *Organizational Communication, Job Satisfaction and Occupational Stress in Catholic Primary Schools*, (Unpublished Doctoral Thesis), University of New South Wales, Sydney, 2003.

<sup>18</sup> A.M. Woods and J. Weasmer, "Maintaining Job Satisfaction: Engaging Professional as Active Participants", *The Clearing House*, 75 (2002), (4) 186-189.

administration, opportunities for advanced studies and promotions, and physical conditions.<sup>19</sup> Teacher salaries were rated as the most satisfactory factor for job satisfaction. Pearson Moomaw analyzed different indicators about teachers' in-class and in-school roles and their job satisfaction levels.<sup>20</sup> In addition, identification of these indicators varies from school to school with different socio-cultural and economical background.

### **Factors Affecting Teachers' Job Satisfaction**

As is the case with all white-collar positions, both intrinsic and extrinsic factors affect a teacher's satisfaction.

#### **Intrinsic Factors**

For teachers, intrinsic satisfaction can come from classroom activities. Daily interactions with students inform teachers' feelings about whether or not students have learned something as a result of their teaching. Student characteristics and perceptions of teacher control over the classroom environment also are intrinsic factors affecting teacher satisfaction.<sup>21</sup> Several studies have found that these factors are related to both attrition and satisfaction in teaching, as well as other professions.<sup>22</sup> Intrinsic factors may play a role in motivating individuals to enter the teaching profession, since most teachers enter the profession because they enjoy teaching and want to work with young people. Very few teachers enter the profession because of external rewards such as salary, benefits, or prestige.<sup>23</sup> However, while intrinsic forces may motivate people to become teachers, extrinsic conditions can influence their satisfaction in this position and their desire to remain in teaching throughout their career.

#### **Extrinsic Factors**

A variety of extrinsic factors have been associated with teacher satisfaction, including salary, perceived support from administrators, school safety, and availability of school resources, among others.<sup>24</sup> These and other characteristics of a teacher's work environment have been targeted by public commissions, researchers, and educators who

<sup>19</sup> Liping Li and Huang Qiaoxiang, "Jiaoshi Gongzuo Manyidu Yu Jiaoshi Jili (Teacher Job Satisfaction and Teacher Inspiration)", *Hunan Normal University Education Science Journal*, 3 (2004), (4),90-93.

<sup>20</sup> L. Pearson and W. Moomaw, "The Relationship between Teacher Autonomy and Stress, Work Satisfaction, Empowerment, and Professionalism", *Education Research Quarterly*, 29 (2005) (1), 37-53.

<sup>21</sup> V.E. Lee, R.F. Dedrick and J.B. Smith, "The Effect of the Social Organization of Schools on Teachers' Efficacy and Satisfaction" *Sociology of Education*, 64, 1991, pp.190-208.

<sup>22</sup> E.E. Boe and D.M. Gilford, National Research Council, *Teacher Supply, Demand, and Quality*, Washington DC, National Academy Press, 1992.

<sup>23</sup> S.P. Choy, S.A. Bobbitt, R.R. Henke, E.A. Medrich, L. J.Horn and J. Lieberman, *America's Teachers: Profile of a Profession*, Washington, Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, NCES, 1993, pp. 93-025.

<sup>24</sup> S.A. Bobbitt, M.C. Leich, S.D. Whitener and H.F. Lynch, *Characteristics of Stayers, Movers, and Leavers: Results from the Teacher Follow up Survey*. Washington, Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics, 1994, NCES, 94-337.  
S.P. Choy et. al., op. cit.

claim that “poor working conditions have demoralized the teaching profession”.<sup>25</sup> These groups, i.e., public commissions, researchers, and educators, believe that when teachers perceive a lack of support for their work, they are not motivated to do their best in the classroom, and that when teachers are not satisfied with their working conditions, they are more likely to change schools or to leave the profession altogether.

Locke explained to understand job attitude, job dimensions need to be known and he mentioned that common job dimensions contributed significantly to employees’ job satisfaction.<sup>26</sup> The particular dimensions represent characteristics associated with job satisfaction. Some researchers agreed that supervision, work itself, promotion and recognition are important dimensions of teachers’ satisfaction with work.<sup>27</sup> However, there are also some other aspects which should not be excluded to understand teachers’ job satisfaction phenomenon that significantly contribute to it.

The first factor is the ‘work itself’. Hickson Oshagbemi, who investigated job satisfaction among academics in the UK, found that the nature of their work determines whether older teachers are more satisfied with their job or not.<sup>28</sup> Cano reported a significant correlation between work itself and job satisfaction on agriculture teachers in Ohio.<sup>29</sup>

‘Pay’ is the second factor. Several studies linked salary and benefits to a teacher’s satisfaction or level of commitment.<sup>30</sup> Other researchers tried to determine how salary affects the retention or attrition rate.<sup>31</sup> Fattah showed that pay increase did not have a significant effect on teachers’ job satisfaction.<sup>32</sup> After pay increase, teachers with high academic attainments were found to be significantly less satisfied with their teaching profession than teachers with low academic attainments.

Third is ‘supervision’. Studies have shown extensively the importance of supervision in schools. In these studies it is found that supervisory activities foster motivation, inspiration, and trust and thus help to improve teaching performance.<sup>33</sup> Knoop showed

<sup>25</sup> Ibid

<sup>26</sup> E. Locke, “The Nature and Causes of Job Satisfaction”, in M. D. Dunnette (Ed.), *Handbook of industrial and organizational psychology* (1297-1349), Chicago, Rand McNally, 1976.

<sup>27</sup> R.D. Sharma, and J. Jyoti, “Job Satisfaction among School Teachers”, *IIBM Manage, Rev.*, 18 (4), 2009, 349-363.

<sup>28</sup> C. Hickson and T. Oshagbemi, “The effect of Age on the Satisfaction of Academics with Teaching and Research”, *International Journal of Social Economics*, 26 (1999)(4), 537-544.

<sup>29</sup> J. Cano, *Job Satisfaction of Teachers of Agriculture*, Paper presented at the National Agricultural Education Research Meeting, Cincinnati, OH, 1990.

<sup>30</sup> S.P. Choy *et. al.*, *op. cit.*

M. Perie and D. Baker, *Job Satisfaction among America’s Teachers: Effects of Workplace Conditions, Background Characteristics and Teacher Compensation*, Washington, National Centre for Statistics, 1997.

<sup>31</sup> M.T. Luekens, D.M. Lyter and E.E. Fox, *Teacher Attrition and Mobility, Results from the Teacher Follow-up Survey, 2000-01* (NCES 2004-301), Washington, DC: National Center for Education Statistics, 2004.

<sup>32</sup> S. Fattah, “Longitudinal effects of Pay Increase on Teachers’ Job Satisfaction-A Motivational Perspective”, *Journal of International Social Research*, 3 (10), 2010, pp. 12-20.

<sup>33</sup> P. Rettig, “Leslie’s Lament: How can I Make Teachers Supervision Meaningful?” *Educational Horizons*, 79 (2000)

that secondary teachers involved in decision making were more satisfied with the supervision, better educated and became more involved in the workplace.<sup>34</sup>

'Promotion' emerges as the fourth factor. In a study, Luekens et al., found over one-half of teachers who left the profession felt that the challenge, prestige and advancement opportunities are better outside of the teaching field.<sup>35</sup> Bame found in teachers of Ghana, that the more experienced teachers were more satisfied with promotion than the less experienced ones.<sup>36</sup> Zhang reported that teachers are dissatisfied with the promotion.<sup>37</sup>

Next factor is 'colleagues'. Zhang stated that teachers are mainly satisfied with their relations among colleagues.<sup>38</sup> Weiqi found relationship between job satisfaction and colleagues among teachers.<sup>39</sup>

Sixth factor is the 'working condition'. Research showed that 72% of pre-service teachers and 49% of in-service teachers reported working conditions as encouraging.<sup>40</sup> Perie and Baker surveyed 40,728 regular full-time teachers, in both public and private schools and found strong association between workplace conditions and job satisfaction.<sup>41</sup> Moore-Johnson and Birkeland reported in their study on 50 new teachers in Massachusetts that poor working conditions and lack of administrative and collegial support were the primary reasons for teachers leaving.<sup>42</sup>

The seventh factor is 'responsibility'. Schools in which teachers work together to learn and solve problems, teacher satisfaction has been shown to be higher. "The sense of being a part of a professional community is both a powerful motivator and a significant source of job satisfaction".<sup>43</sup> Study showed evidence that widely held belief is that among teachers more the teachers share in decision-making process the greater

(1), 33-37.

<sup>34</sup> R. Knoop, *Job Involvement of Teachers*, Paper presented at the Meeting of the Mid-Western Educational Research Association, (Toledo, OH), 1980.

<sup>35</sup> M.T. Luekens, D.M. Lyter and E.E. Fox, *op.cit.*

<sup>36</sup> K.N. Bame, *The Ghanaian Elementary Teacher and his Career: A Study of Sociological Factors which Influence the Job Satisfaction and Career Aspiration of Ghanaian Elementary School Teachers*, (PhD Thesis), University of Toronto, Canada, 1972

<sup>37</sup> Z. Zhang, "Study of Teachers' Job Satisfaction in Shanghai", *Shanghai Jiaoyu Yanjiu (Shanghai Research in Education)*, 147, (2000), pp.39-42.

<sup>38</sup> Ibid

<sup>39</sup> C. Weiqi, The Structure of Middle School Teachers' Feelings of Job Satisfaction and Its Relationship to Work Motivation and the Tendency toward Attrition from Teaching, *Xinli Fazhan yu Jiaoyu*, 1, 1998, 38-44.

<sup>40</sup> F.M. Page Jr. and J.A. Page, "Perceptions of teaching that may be influencing the current shortage of teachers." *College Student Journal*, 16,(1982), 308-311.

<sup>41</sup> M. Perie and D. Baker, *op.cit.*

<sup>42</sup> S. Moore-Johnson and S.E. Birkeland, "Pursuing a sense of success: New Teachers Explain their Career Decision." *American Educational Research Journal*, 40,(2003), pp. 581-617.

<sup>43</sup> N. Protheroe, A. Lewis and S. Paik, *Promoting Teacher Quality*, Retrieved January 18, 2003 from [www.ers.org/spectrum/win02a/htm](http://www.ers.org/spectrum/win02a/htm). 2002.

is their job satisfaction. Such strategies not only increase job satisfaction, but reduce teacher attrition and improve school climate.<sup>44</sup>

The eighth factor is 'security'. The external forces like job security and social status of the profession may have an effect on the longevity of the teacher in the profession.<sup>45</sup> Page and Page studied on 387 pre-service teachers and 315 in-service teachers and suggested that slightly less than 70% of pre-service teachers and slightly more than 70% of in-service teachers viewed job security as encouraging.<sup>46</sup> Study showed that 94% leaving their schools were satisfied with the level of job security.<sup>47</sup>

'Recognition' is the ninth factor. Studies by Zhang stated that teachers are dissatisfied with acknowledgement.<sup>48</sup> Fraser *et. al.* found that female teachers were more satisfied with their job in terms of recognition of their effort compared to male teachers.<sup>49</sup> However, the males were more satisfied with their influence over school policies than the female teachers.

Finally, the tenth factor is 'Demographic factors'. According to Davis Newstrom job satisfaction embraces all favorable and unfavorable feelings perceived in the work place.<sup>50</sup> Several studies have unfolded a variety of connections between job satisfaction level of teachers and their demographic characteristics. According to some research demographic factors may play a role in the level of job satisfaction perceived by teachers.<sup>51</sup> Tye O'Brien found some factors such as teachers' education level, gender, ethnicity, age, and socio-economic conditions.<sup>52</sup> Their devotion to the jobs also affects level of job satisfaction.

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<sup>44</sup> A.M. Woods and J. Weasmer, "Maintaining Job Satisfaction: Engaging Professional as Active Participants." *The Clearing House*, 75 (2002), (4), pp. 186-189.

<sup>45</sup> F.M. Page Jr. and J.A. Page, *op.cit.*

Luekens M. T., Lyter D. M., and Fox E. E., *Teacher Attrition and Mobility, Results from the Teacher Follow-up Survey, 2000-01* (NCES 2004-301), Washington, DC: National Center for Education Statistics, 2004.

<sup>46</sup> F.M. Page Jr. and J.A. Page, *op.cit.*

<sup>47</sup> M.T. Luekens, D.M. Lyter and E.E. Fox, *op.cit.*

<sup>48</sup> Z. Zhang, *op. cit.*

<sup>49</sup> M.P. Fraser, G.R. Cass and B.R.T. Simoneit, "Gas-phase and Particle-phase Organic Compounds Emitted from Motor Vehicle Traffic in a Los Angeles Roadway Tunnel", *Environmental Science and Technology*, 32,(1998), 2051-2060.

<sup>50</sup> K. Davis and J. Newstrom, *Comportamiento Humano en el Trabajo:Comportamiento Organizacional* (10th Ed), Mexico, McGraw-Hill, 1999.

<sup>51</sup> R. Bogler, "Two Profiles of School Teachers: A Discriminate Analysis of Job Satisfaction", *Teaching and Teacher Education*, 18 (6), 2002, pp. 665-673.

A. Crossman and P. Harris, Job Satisfaction of Secondary School Teachers, *Educational Management, Administration and Leadership*, 34 (1), 2006, pp. 29-46.

<sup>52</sup> B. Tye and L. O'Brien, "Why are Experienced Teachers Leaving the Profession?" *Phi Delta Kappan*, 84 (2002)(1), pp. 24-33.

## Measuring Teacher's Job Satisfaction

Varieties of job satisfaction instruments are designed and may be chosen for use depending on different purposes of the research. Some surveys aim to assess global job satisfaction without reference to any specific facets (e.g. JIG; GJS). Some others refer to the facet approach (e.g. JDI) or may examine both: global job satisfaction as well as its dimensions [e.g. JSS; MSQ].<sup>53</sup> There are also instruments that measure one specific job satisfaction dimension, e.g. Satisfaction with the Work Schedule Flexibility Scale of Rothausen or the Pay Satisfaction Questionnaire of Heneman and Schwab.<sup>54</sup> The variety of the instruments provides researchers with several options to choose the one that best fits characteristics of the sample and needs of the research.

The Teacher Job Satisfaction Questionnaire (TJSQ) developed by Lester specifically for use in various educational settings incorporated 66 items in 9 subscales.<sup>55</sup> The subscales are: Supervision, colleagues, working conditions, pay, responsibility, work itself, advancement, security, and recognition. Tests of reliability were done for the total along with each of the nine subscales. The internal consistency of the TJSQ was determined through computation of an Alpha coefficient. In the sample the Alpha for total scale was .93. The scale coefficients range from .71 for the factor of security to .92 for the factor of supervision. A split-sample technique was used for cross-validation of data.

## Emerging Trends in Teacher's Job Satisfaction

Teacher job satisfaction is an issue in the developed world. It refers to the overall attitude and views of teachers toward their working conditions and profession. Research on teacher job satisfaction help to understand teachers' different aspects of job satisfaction, where they are satisfied or dissatisfied, and the information can provide grounds for solving the problems.

Research on job satisfaction has a history of no more than sixty years, beginning in 1935 with Hoppock's classic study, and different theories have taken shape in these time.<sup>56</sup> Most research on job satisfaction is concerned with two aspects, structure and influencing factors. The factors making up job satisfaction identified by the different studies are not quite the same, but the contents of the items are basically similar.

<sup>53</sup> P. E. Spector, *Job Satisfaction: Application, Assessment, Causes and Consequences*, Thousand Oaks, CA, Sage, 1997.  
Fields D. L., *Taking The Measure of Work: A Guide to Validated Scales for Organizational Research and Diagnosis*, United States of America, Sage Publications, Inc., 2002.

<sup>54</sup> T.J. Rothausen, "Job Satisfaction and the Parent Worker: The Role of Flexibility and Rewards" *Journal of Vocational Behavior*, 44, (1994), 317-336.  
H.G. Heneman and D.P. Schwab, "Pay Satisfaction: Its Multidimensional Nature and Measurement", *Journal of Psychology*, 20, (1985), 129-141.

<sup>55</sup> P.E. Lester, "Development and Factor Analysis of the Teacher Job Satisfaction Questionnaire (TJSQ)", *Educational and Psychological Measurement*, 47 (1), 1987, pp. 223-233.

<sup>56</sup> R. Hoppock, *Job Satisfaction*, Harper and Brothers, New York, 1935, p. 47.

Over the last two decades, different sources of teacher satisfaction and dissatisfaction of elementary and secondary school teachers have been identified by studies in many developed countries.<sup>57</sup> Perennial factors, such as student achievement, guiding and helping students, good relationships with colleagues and self growth have been associated with teacher job satisfaction, while other factors such as perceived low status, low salary, lack of professional autonomy and de-professionalization have been connected to teacher dissatisfaction.<sup>58</sup>

Teacher satisfaction is a result of the evaluation of the relationship between what one wants from teaching and what one perceives teaching to offer. There are a number of factors that can influence teacher satisfaction. Study by Chaplin reported personal performance as the most satisfying facet of teaching. Other factors found to have contributed to overall satisfaction include: adequate resources; teaching facilities; organization of the school; school management; and teaching curriculum.<sup>59</sup> Schnieder proposed that teachers' satisfaction is related specifically to school and teaching facilities, such as classroom size, inadequate recreation/art/music facilities, and poor air quality.<sup>60</sup>

### Emerging Trends in Teacher's Job Satisfaction in India

Education is a process, which should develop the required ability, attitude and other forms of behaviour for the full development of the personality. Undoubtedly any philosopher can comment that the ultimate aim of any education is to make a man of good character and useful citizen of the universe. This can be achieved through quality of education, quality of teachers and quality of teaching learning process. The Secondary Education Commission defined that

<sup>57</sup> M.G. Borg and R.J. Riding, "Occupational Stress and Satisfaction in Teaching," *British Educational Research Journal*, 17 (1991), 263-281.

C. Barnabe and M. Burns, "Teachers' Job Characteristics and Motivation", *Educational Research*, 36 (1994),(2) 171-185.

S. Dinham and C. Scott, *An International Comparative Study Of Teacher Satisfaction, Motivation and Health: Australia, England and New Zealand*, Paper presented at the Annual Meeting of the American Educational Research Association, San Diego, April, 1998a.

S. Dinham and C. Scott, *Teachers' Work and the Growing Influence of Societal Expectations and Pressures*, A paper presented to the American Educational Research Association Annual Meeting, New Orleans, LA, April, 2000b.

L. Evans, *Teacher Morale, Job Satisfaction and Motivation*, London, Paul Chapman, 1998.

L. Evans, "Delving Deeper into Morale, Job Satisfaction and Motivation among Education Professionals: Re-Examining the Leadership Dimension", *Educational Management Administration*, 29, 2001, pp. 291-306.

<sup>58</sup> S. Dinham and C. Scott, "A Three Domain Model of Teacher and School Executive Satisfaction, *Journal of Educational Administration*, 36, 1998b, pp. 362-378.

S. Dinham and C. Scott, "Moving into the Third, Outer Domain of Teacher Satisfaction", *Journal of Educational Administration*, 38 (4), (2000a), pp. 379-396.

R. Van den Berg, "Teachers' Meanings Regarding Educational Practice," *Review of Educational Research*, 72, (2002), 577-625.

E. McNess, P. Broadfoot and M. Osborn, "Is the Effective Compromising the Affective?" *British Educational Research Journal*, 29 (2003), (2) 243-257.

<sup>59</sup> R. Chaplain, "Stress and Job Satisfaction: A Study of English Primary School Teachers", *Educational Psychology*, 15 (4), 1995, pp. 473-489.

<sup>60</sup> M. Schneider, *Linking School Facility Conditions to Teacher Satisfaction and Success*, National Clearing House for Educational Facilities, Washington DC, 2003.

“we are however, convinced that most important factor in the contemplated educational reconstruction is the teacher – his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it.”<sup>61</sup>

Indian Education Commission (1964 – 66) opined that ‘of all different factors, which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant’. The Indian Education Commission (1964-66) also states that ‘nothing is more important than providing teachers best professional preparation and creating satisfactory conditions of work in which they carefully be effective.’

Rao says that ‘the quality or effectiveness of teachers is considered to be associated with his satisfaction towards his profession, his satisfaction with his values’.<sup>62</sup> Fontana regarded that ‘if the teacher is too rigid or has a doctrinaire belief of that his methods are right and those of any one who disagrees with him are wrong, then he/she will be depriving his/her children of a range of possible learning experiences, to their disadvantage and to his/her own’.<sup>63</sup> Basak and Ghosh observed that self-efficacy is an important indicator of teacher job satisfaction.<sup>64</sup> Thus, it is clear that an effective and competent teacher will achieve the desired learning outcomes, provided if he/she satisfied in his/her profession.

### **Implications of Current Trends in Teacher’s Job Satisfaction**

Lobosco and Newman studied that teachers’ perceptions of their jobs are strongly related to their perceptions of their students.<sup>65</sup> They confirmed what one might expect is that working with students who are gifted and talented positively predicts job satisfaction, whereas working with students who have learning difficulties has a negative effect. Yet teachers’ self-reports of general job satisfaction reverse when asked about how the reality of their teaching experience compared to ideal conditions. This had clear implications for urban school districts involved in massive main streaming efforts.

Garrett study disclosed the results from a literature review that examined teacher job satisfaction in developing versus developed nations.<sup>66</sup> Overall, most work had been

<sup>61</sup>The Secondary Education Commission (1953).[http://www.teindia.nic.in/Files/Reports/CCR/Secondary\\_Education\\_Commission\\_Report.pdf](http://www.teindia.nic.in/Files/Reports/CCR/Secondary_Education_Commission_Report.pdf).

<sup>62</sup> R.B. Rao, *A Study of Inter-Relationship of Values, Adjustment and Teaching Attitude of Pupil-Teachers at Various Levels of Socio-Economic Status*, Ph.D.(Edu.), Avadh University, 1986.

<sup>63</sup> D. Fontana, *Teaching and Personality*, London, Blackwell, 1986.

<sup>64</sup> R. Basak and A. Ghosh, “Self-efficacy, Locus of Control and Job Satisfaction of School Teachers”, *Indian Journal of Health and Wellbeing*, 1 (1-2), 2010b, PP. 34-35.

<sup>65</sup> A.F. Lobosco and D.L. Newman, “Teaching Special Needs Populations and Teach Job Satisfaction: Implications for Teacher Education and Strategic Development”, *Urban Education*, 27 (1992), 1, pp. 21-31.

<sup>66</sup> R.M. Garrett , “Teacher Job Satisfaction in Developing Countries,” *Educational Research Supplemental Series (G)*,

focused on secondary school teachers. The evidence available from mature educational systems identified a complex picture in which job satisfaction, itself a multi-faceted concept, was closely related to the other key factors of work life complexity and work centrality.

Zembylas and Papanastasiou examined job satisfaction and motivation among teachers in Cyprus.<sup>67</sup> The findings showed that Cypriot teachers chose this career because of the salary, the hours, and the holidays associated with this profession. The study analyzed how these motives influence the level of satisfaction held by the Cypriot teachers.

Kleinfeld, Williamson and Diarmid examined the sources of job satisfaction and dissatisfaction among 304 teachers randomly selected from small isolated schools in rural Alaska.<sup>68</sup> These teachers were highly satisfied about their relationship with students and their pay benefits. Many teachers were dissatisfied with community amenities, their students' academic progress, and especially, school district management.

Billingsley and Cross studied the views of secondary school teachers involved in a project designed to address issues of teacher workload and job satisfaction.<sup>69</sup> Teachers' views on job satisfaction were analyzed in conjunction with their perspectives on workload, culminating in a discussion of their solutions to the problems of excessive workload. The relationship between teacher workload, job satisfaction and work-life balance was explored within the context of the future modernization of the entire school workforce.

In their study Kim and Loadman reported seven predictors of job satisfaction, namely, interaction with students, interaction with colleagues, professional challenges, professional autonomy, working conditions, salary and opportunity for advancement.<sup>70</sup> However, there are also other factors that need to be considered.

Das and Panda aimed at finding out the job satisfaction of college and higher secondary teachers in terms of their sex and experience.<sup>71</sup> They found that there was a significant positive correlation between job satisfaction and shared decisions – making for the vocational teachers. No significant difference was found in the degree of job

Department for International Development: London, 1999.

<sup>67</sup> M. Zembylas and E. Papanastasiou, "Job Satisfaction among School Teachers in Cyprus," *Journal of Educational Administration*, 42(2004) (3), 357-374.

<sup>68</sup> Judith Kleinfeld, G. Williamson and Mc. Diarmid, "The Job Satisfaction of Alaska's Isolated Rural Teachers with their Work Life." *Research in Rural Education*, 3 (3), USA, e-publication, 1986.

<sup>69</sup> Sonnie S. Billingsley and Lawrence H. Cross, "Predictors of Commitment, Job Satisfaction and Intent to Stay in Teaching: A Comparison of General and Special Educators", *Journal of Special Education*, 25 (1992) (4), 453-471.

<sup>70</sup> I. Kim and W.E. Loadman, *Predicting Teacher Job Satisfaction*, (ERIC Document Reproduction Service No. ED 383707, 1994.

<sup>71</sup> L. Das, and B.B. Panda, "Jobs of College and Higher Secondary Teachers", *Experiment in Education*, 23 (3), 1995, pp.52-56.

satisfaction of higher secondary and college teachers. Ausekar compared the job satisfaction among teachers working in government and private secondary schools.<sup>72</sup>

Reddy in his study found that over-qualified primary school teachers have low job satisfaction.<sup>73</sup> Akiri and Ugborugbo reported the most educated teachers are the least satisfied because of the gap between teachers' expectations and work realities.<sup>74</sup> Ali Akhtar reported in their study in India that Non Ph.D. teachers showed significantly greater degree of job satisfaction in comparison to the teachers having Ph.D. degree.<sup>75</sup>

Basak and Ghosh found that divorced teachers showed higher self-efficacy and job satisfaction than married and unmarried teachers.<sup>76</sup> Research showed that teachers with internal locus of control believing that event results primarily from their own behavior and action are more satisfied with their jobs. Teachers who believe that their environment, some higher power, or other people control their decisions and their life (external locus of control), they do not involve in institute innovative materials and do not utilize one's skills and abilities in designing one's work (creativity) as well as freedom to experiment. It was also observed that teachers having good relationship with colleagues and students can better adjust with the working condition, feel more secured, take part in decision making of the school and receive recognition from all which make them more satisfied with job.<sup>77</sup>

Basak showed that personality factors and job satisfaction are influential criteria in the life satisfaction of school teachers. The study showed that teachers having good salary and status and secured job, and formal relation with supervisor feel happier and satisfied with life.<sup>78</sup>

## Conclusion

It can be concluded reviewing the above mentioned researches that job satisfaction vary differently among different people and different culture. Results showed that in some studies female teachers are more satisfied with job than male teachers and in other studies male found to be more satisfied with jobs. Job satisfaction depends on many

<sup>72</sup> P. Ausekar, "A Study of Job Satisfaction among Teachers Working in Government and Private Secondary Schools", *The Progress in Education*, Vol. LXXI, October 96, 1996.

<sup>73</sup> B.P. Reddy, *A Study of the Job Satisfaction of Teachers Serving in the Primary School of Puri Town*, M.Phil. (Education), Raven Shaw College, In M.B. Buch's Fifth Survey in Education, Vol. 2, 1989.

<sup>74</sup> Agharuwhe A. Akiri and Nkechi M. Ugborugbo, "Analytic Examination of Teachers' Career Satisfaction in Public Secondary Schools", *Stud Home Comm Sci*, 3 (1), 2009, pp.51-56.

<sup>75</sup> N. Ali and Z. Akhtar, "Job Status, Gender and Level of Education as Determinants of Job Satisfaction of Senior Secondary School Teachers", *Indian Journal of Social Science Researches*, 6 (2009) (1), 56-59.

<sup>76</sup> R. Basak and A. Ghosh, "Self-efficacy and Job Satisfaction among School Teachers Based on Marital Status", *Bombay Psychologist*, 29 (1 and 2), 2014, pp. 66-72.

<sup>77</sup> R. Basak and A. Ghosh, "School Environment and Locus of Control in Relation to Job Satisfaction among School Teachers - A Study from Indian Perspective", *Procedia - Social and Behavioral Sciences*, 29, (2011) 1199-1208.

<sup>78</sup> R. Basak, "Effect of Personality and Job Satisfaction on Life Satisfaction of School Teachers", *International Journal of Social Sciences Review*, 3(2015) (4), 2015, pp. 504-507.

factors like personality, locus of control, school environment and self-efficacy and many demographic factors like age, sex, experience, teaching level etc. It is found teachers who have high self-efficacy belief to accomplish a task, primarily from their own behavior and action (internal locus of control) and who are happy with the environment where they work are more satisfied with job. It has also been found that teachers who have good relation with colleagues and students, who are happy with their work and satisfied with their status, pay and security, are more satisfied with their job.

