

The Factors Related to Job Satisfaction of Teachers

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Abstract

Background: Throughout human history, education has been a vital institution in every society. It has significantly contributed to the global migration of nations. In all educational institutions across the globe, teachers are tasked with the mental, physical, and moral upbringing of their students, making them the pivot around which global education revolves. The most significant role in the educational process is that of the teacher.

Objective: The purpose of this study is to understand the satisfaction of job in teachers.

Methodology: This is a qualitative exploratory study. The investigator chose a range of publications and records pertaining to teachers' job satisfaction. Its goal is to capture the intricacy, richness, and background information of the topic being studied. The study reveals underlying meanings, social processes, and

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theoretical explanations that can improve our comprehension of the elements that contribute to teachers' feeling more satisfied in their jobs.

Conclusion: It's critical to comprehend the elements influencing teachers' job happiness in order to promote a pleasant workplace culture and raise the standard of education in general. The subject matter and grade level taught, together with teaching experience, can influence how environmental, personal, and organizational factors affect job satisfaction. However, based on personal preferences and contextual variations, these characteristics' relative relevance may change. It is imperative that educational institutions customize their approaches to improve job satisfaction by taking into account the unique demands and attributes of their faculty.

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Introduction

Throughout history, education has been essential to civilizations and has shaped the course of nations all over the world. Teachers are the backbone of the educational system; they are responsible for the whole growth of students' minds, bodies, and morals (Paula, M., 1996). Teachers are fundamental to the educational process because they transmit knowledge and shape the destiny of countries. Therefore, it is critical to evaluate how comfortable and satisfied teachers are with their work environments.

The degree to which people feel good about their jobs is essentially reflected in their level of job satisfaction. A strong connection to one's work is indicated by high job satisfaction. Through the transfer of information and skills, contented educators are better suited to carry out their duties and make a substantial contribution to the prosperity and progress of a country. Despite their critical function, teachers are not happy, according to a number of studies (Van den Berg, 2002; Scott, Stone & Dinham, 2001).

Contentment is a powerful incentive that affects our behavior and output. An extremely happy teacher acts as a catalyst to bring an organization or institution's vision and aims to life. Therefore, it is essential to comprehend the primary factors that influence teachers' job satisfaction. In order to improve the general quality of education, this study aims to discover and examine the key elements influencing teachers' job happiness.

Conceptual Framework of the Study

A study on teachers' job happiness that uses a conceptual framework offers a theoretical basis and structure for comprehending the variables that affect teachers' job satisfaction. Below is a list of the study's primary variables:

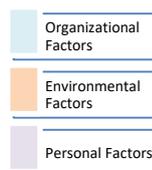


Figure 1.1: Showing the Conceptual Framework of the Study

Objectives of the Study

The objectives of this study are as follows:

- To analyse the personal factors of job satisfaction of teachers.
- To study the environmental factors of job satisfaction of teachers.
- To determine the organizational factors of job satisfaction of teachers

Literature Review

Dissatisfaction with promotion rules was found to be common in Sharma and Jyoti's (2006) investigation of job content among school teachers. The study supports equitable and open promotion procedures that prioritize concurrent promotion of teachers who possess similar backgrounds, skills, and experience.

Pan et al. (2015) conducted a cross-sectional study on university teachers in northeastern China, revealing a

moderate level of job satisfaction. Demographic and working characteristics were associated factors, with perceived organizational support exhibiting the strongest correlation with job satisfaction. The study suggests that enhancing perceived organizational support may elevate job satisfaction among university teachers.

Afshar and Doosti (2016) examined how job satisfaction affected the effectiveness of Iranian English teachers and found a substantial discrepancy between students' ratings and teachers' views of their own work performance. Semi-structured interviews were used to identify key factors that were contributing to low performance among disgruntled EFL teachers in Iranian secondary schools. These factors included inadequate knowledge of the subject and pedagogy, uneven attention to each student, a lack of professional commitment, issues with interpersonal relationships, and demotivation.

Dissatisfaction with the current career development system has a major impact on work content and career retention, according to the findings of a study conducted in 2023 by Abu-Tineh et al. on public school teachers in Qatar. The study recommends that in order to boost job satisfaction and retention, a better career advancement structure should be established and customized to match the demands of Qatari teachers.

Research Gap

Research on "The Factors Related to Job Satisfaction of Teachers –A Qualitative Study" is scarce. Consequently, the researcher looked at this kind of problem description.

Materials and Methods

This is a qualitative study. Various articles and studies related to job satisfaction of teachers were searched and studied. This study basically focuses on capturing the richness, complexity, and contextual details of the subject matter under investigation. The study aims to uncover underlying meanings, social processes, and theoretical explanations that can enhance our understanding of a factors for enhancing job satisfaction among teachers. Comprehending the elements that impact educators' job contentment is essential for enhancing their general welfare, retention rates, and ultimately the caliber of education offered to pupils.

Analysis and Interpretation

The analysis and interpretation of the study were conducted based on the objectives of the study.

01: To analyse the personal factors of job satisfaction of teachers

Teachers' job satisfaction can be significantly impacted by personal issues as well. These elements are connected to the qualities, experiences, values, and beliefs of a certain instructor. Teachers' job happiness may be impacted by the following important personal factors.

Higher job satisfaction is more likely to come from teachers who are passionate about their work and have great intrinsic motivation. Teachers are happier overall when they have a feeling of purpose in their profession and are genuinely excited about teaching. Teachers who have a feeling of personal satisfaction and perceive prospects for career advancement are typically happier in their jobs. Job satisfaction is influenced by setting and attaining personal objectives, feeling like one is making progress, and learning new things constantly. Teachers who are allowed to use the teaching philosophies and techniques that they find most enjoyable are typically happier in their roles. The capacity to modify lessons to fit the needs of each student and the authority to make decisions about instruction might increase satisfaction.

Finding a good work-life balance and prioritizing one's health are essential for job happiness. Teachers who are proficient at properly managing their personal lives, placing self-care

first, and striking a balance between work and personal obligations are typically happier in their careers.

Teachers' job satisfaction is influenced by their resilience and their ability to cope well. A person's capacity to manage stress, adjust to new situations, and overcome obstacles is a factor in their job happiness. Job satisfaction among teachers can be influenced by their views and ideas on education. Positivity toward the worth of education, the significance of their position as instructors, and the possible difference they might make in the lives of their students can all contribute to increased job satisfaction. Higher job satisfaction is typically experienced by teachers who have a strong sense of identity as educators and take pleasure in their work. Contentment is influenced by one's feeling of identity and alignment with the ideals and objectives of the teaching profession.

Work happiness may be impacted by supportive interpersonal interactions in and out of the office. A network of understanding and appreciative friends, family, and coworkers who recognize and understand the difficulties of teaching is a valuable source of satisfaction. Teachers are more satisfied with their jobs when their personal values match those of the school or their pedagogies. A sense of contentment and satisfaction arises when one feels that their employment is in line with their personal values and beliefs. Teachers' confidence in their skills and sense of self-efficacy can affect how happy they are in their jobs. The sense of competence and confidence that instructors have in their ability to teach improves their job happiness.

It's crucial to remember that a combination of personal, organizational, and environmental factors influence how satisfied instructors are with their jobs. The distinct qualities and experiences of every teacher contribute to their own level of job satisfaction.

02: To determine the environmental factors of job satisfaction of teachers.

Teachers' job happiness is also influenced by environmental conditions. These elements have to do with the environmental and physical settings in which educators operate. The following are important external elements that may have an effect on teachers' job satisfaction. Workplace physical attributes may have an impact on employee happiness. A favorable work environment is influenced by elements including cozy classrooms, proper lighting, temperature management, cleanliness, and the availability of supplies and equipment needed for instruction. Job satisfaction may be impacted by the standard and sufficiency of educational facilities. A favorable work environment is enhanced by well-kept structures, libraries, labs, playgrounds, and other amenities that facilitate efficient teaching and learning.

The sense of safety and security that teachers feel in the classroom has an impact on how satisfied they are with their jobs. A helpful disciplinary system, emergency response procedures, and sufficient security measures all contribute to a feeling of security and contentment. The area and surrounding community can affect how satisfied teachers are with their jobs. Their happiness with the workplace may be impacted by elements including the accessibility of social amenities, resources, transportation, and general community support. Having access to sufficient educational materials is essential for job happiness. Teachers are happier in their jobs when they have access to resources that help them teach well, such as technology, teaching materials, and textbooks. Teachers' job happiness may be impacted by the traits and actions of their students.

One's degree of job satisfaction may be impacted by the acknowledgment and support received from the wider community. Teachers are more satisfied with their jobs when they believe that the community values and appreciates what they have done for education. Work happiness may be influenced by professional networks, chances for cooperation, and idea sharing with other educators.

Teachers' professional growth and satisfaction are enhanced when they have access to professional groups and networks. Within the larger society, cultural and social issues might have an impact on job satisfaction. Teachers' levels of satisfaction can be influenced by a variety of factors, including cultural expectations of them, attitudes of society toward education, and the value placed on teaching as a career.

O3: To ascertain the organizational factors of job satisfaction of teachers

Teachers' job happiness is significantly shaped by organizational issues. These elements have to do with the educational institution's general structure, culture, and management techniques. The following important organizational elements may have an effect on teachers' job satisfaction. Good management and leadership techniques are essential to fostering a happy workplace. Job satisfaction can be increased by empowering and supportive principals or administrators who set clear standards, communicate well, and encourage teamwork. A company's ability to communicate openly and transparently has a positive impact on employee happiness. Teachers' sense of satisfaction and ownership is increased when they are given opportunity to participate in decision-making processes and feel that their ideas are appreciated. Job satisfaction is influenced by clear policies and processes that assist instructors in their day-to-day work. Clear rules for curriculum development, assessment procedures, classroom management, and handling student behavior problems are a few examples of these. It is crucial for teachers' professional development and work happiness that they have access to these possibilities. An atmosphere that fosters teachers' professional development is produced by organizations that make investments in ongoing education and provide conferences, workshops, and training programs.

Teachers who work in an environment that values cooperation and camaraderie are more likely to be satisfied with their jobs. Possibilities for cooperative problem-solving, resource and idea sharing, and team teaching all add to a feeling of support and fulfillment. Important organizational components include making sure there is a suitable task and enough resources. Stress levels are lowered and job satisfaction is raised when educators have reasonable workloads and easy access to resources, technology, and instructional materials. For teachers to be satisfied in their jobs, it is essential to acknowledge and honor their accomplishments. Teachers' satisfaction levels can be raised by organizational policies that recognize and value their hard work, such as public acknowledgment, rewards, and incentives.

Job happiness is influenced by fair, open, and transparent performance evaluation processes that offer helpful criticism. Teachers are more satisfied with their jobs when they are given opportunities for professional development and receive insightful feedback on their work. It's crucial to remember that different educational institutions may have different organizational characteristics that specifically affect job satisfaction. Surveys, focus groups, and interviews conducted in a particular organizational setting might shed light on the particular organizational elements influencing teachers' job satisfaction.

Conclusion

This study captures the complexity of factors influencing teacher job satisfaction and emphasizes the importance of understanding and addressing these factors. Teaching experience and subject area/grade level taught are highlighted as variables that can shape how organizational, personal, and environmental factors impact job satisfaction. It's underscored that the significance of these factors can vary across contexts and individual preferences, necessitating tailored strategies by educational institutions. By fostering a supportive work environment that prioritizes teachers' professional growth, well-being, and recognition, institutions can enhance job satisfaction, leading to improved teacher retention rates, student outcomes, and overall educational quality.

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