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STUDY OF RELATED TO JOB SATISFACTION OF TEACHERS

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Abstract:-This article reports on a study that examined job satisfaction of teachers. The results indicate a significant difference in the overall job satisfaction scores of teachers by type of school. Teachers in independent and privately-managed schools exhibited the highest satisfaction levels while those in foundation schools exhibited the lowest. No significant difference in satisfaction was found when the data were analysed by age, gender and length of service.

Keywords: Job Satisfaction, Teacher Job Satisfaction

INTRODUCTION

Teachers are always regarded as a powerful source in schools; however, teacher job satisfaction is rarely considered (Garrett, 1999). Teacher job satisfaction is a key factor in teacher's quality, in terms of the stability of the teaching force (Klecker & Loadman, 1996; Harris, Kazey, & Leichenko, 1991; Harris, 1992) and the commitment to the teaching organization (Klecker & Loadman, 1996; Shin & Reyes, 1991; Kushman, 1992). Teacher job satisfaction contributes not only to teachers' motivation and improvement, but also to students' learning and development (Perie, Baker, & Whitener, 1997). Research on teacher job satisfaction has gained in popularity in the past decade, but few of them have made comparisons between different countries. With the spread of globalization, educators and researchers are calling for more comparative studies across the world. Therefore, this paper aims to make a comparison on teacher job satisfaction between the U.S. and China, in terms of community factors, school factors, and teacher characteristics, and to propose a framework for teacher retention. This paper will input some insights in comparison studies of teacher satisfaction and retention and hopefully, shed light on comparison studies of job satisfaction and retention in human resource development.

Singh, (1967):-

Conducted a study to find the job satisfaction of 500 Teachers of Secondary Schools in Greater Bombay. It was found that economic, professional and social causes were responsible for causing dissatisfaction among the teachers.

Ajaneyulu, (1968):-

Studied job satisfaction of teachers in secondary Schools and found that poor economic and social status were general causes of dissatisfaction among teachers. It was also found that the teachers working in government schools were dissatisfied because of rigid rules and orthodox service conditions, frequent transfers, lack of parental cooperation in local body schools, interference from the politicians in the day to day functioning of the schools and lack of accommodation and equipment, while in private schools job insecurity and favoritism were the main causes of Dissatisfaction.

Indirasen, (1974): -

Conducted a multivariable analysis of factors affecting job satisfaction of engineering teachers. It was found that variables such as research involvement, research output, and permanence of career plans were identified as significant discriminators of highly satisfied/dissatisfied teachers. Leader behavior characteristics such as initiating structure and consideration were significant in predicting job satisfaction. It was also found that the organizational atmosphere also was responsible as predictor of Job Satisfaction.

Lavinga, (1974): -

Found that primary school teacher's, female teachers and young teachers were more satisfied than their counterparts.

Thakkar, (1977): -

Found that there was a significant positive correlation between the job satisfaction and the rapport with the students.

Kolte, (1978): -

Conducted a study on "job satisfaction of primary school teachers using the generality of the two factor theory. It was found that achievement, recognition, advancement and the work itself in that order was found to be responsible for the feeling of satisfaction. Unfair policy and administration, poor working conditions, low salary and strained interpersonal relations were responsible for creating a feeling of dissatisfaction in the teachers. Herzberg's dual factor theory was not supported in to by the study.

Goyal, J.C. (1980): -

Conducted a study on the relationship among attitudes, job satisfaction, adjustment and professional interests of teacher educators in India. It was found that a large majority of teacher educators were satisfied in their jobs. The attitude and job satisfaction of different groups based an age, sex, qualifications and experience did not differ significantly. It was also reported that job satisfaction could be predicted by attitude and occupational adjustment but not by other variables.

Gupta, S.P. (1980): -

Conducted a study of job satisfaction at three levels of teaching, viz, primary, secondary and college level. Some of the findings of the study were that the needs of achievement and abasement were positively related and needs of nurturance and aggression was negatively related to the job satisfaction of college teachers. Attitude towards teaching as careers and personality maturity were also positively related to the job satisfaction of college teachers. Unmarried college teachers were more satisfied than the married college teachers. Primary schools teachers were less satisfied than the secondary teachers and/or college teachers. Secondary school teachers and college teachers were equally satisfied in their jobs.

Porwal, N.K. (1980): -

Conducted a study of the personality correlates of job satisfied higher secondary school teachers. The main findings of the study were that the satisfied and the totally dissatisfied teachers were similar on 7 out of 16 of the personality factors. Younger teachers, female teachers, female unmarried teachers and teachers from government schools were found to be more satisfied than their counterparts. Job satisfaction did not vary with urban or rural setting, well-employed or underemployed teachers.

Rao, S.N. (1981): -

Conducted a psychological study of work adjustment and teaching success of primary school teachers. Some of the findings of the study were that there was no difference in the job satisfaction of male and female teachers, rural and urban teachers and experienced and inexperienced teachers. A significant relationship was found between job satisfaction and intrinsic motivation, job involvement, upward striving, work identification and organizational identification.

Kakkar, (1983): -

Found that women employees of different vocations differed significantly in their job satisfaction and that job satisfaction was positively related to occupational level.

Amarsingh, (1985): -

Revealed that the job intrinsic, job concrete and job abstract variables correlated positively and significantly with job satisfaction of professionals, viz, teachers, engineers, advocates and doctors.

Dixit, (1986): -

Compared the job satisfaction of primary, and secondary school teachers on the bases of sex, teaching experience and the medium of instruction.

Srivastava, (1986): -

Studied job satisfaction and professional honesty of primary school teachers and found that they had high job satisfaction and professional honesty.

Koshi, (1990): -

Studied the job satisfaction of teachers teaching in denominational and non-denominational secondary schools in Thane Districts and found that the job satisfaction of the teachers teaching in these to kinds of schools does not differ significantly.

CONCLUSION

This paper aims to go through the literature focusing on teacher job satisfaction. According to a literature review regarding teacher job satisfaction most teachers are satisfied with their jobs, but they have to deal with different factors that have impact – both positive and negative- on their jobs. Satisfying teachers' needs is essential for retention, and it should involve efforts of community and school, taking teacher characteristics into account.

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