

Job satisfaction among school teachers: An Overview

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ABSTRACT: *Dissatisfaction leads to destruction in terms of education backwardness, performance and all other sectors of life. Job satisfaction is being an important parameter of one's life. Job satisfaction means ones attitude towards one work. The Present study will be an attempt to highlight the main important factors among school teachers which hinders towards their job satisfaction and it will suggest some measures so that low job satisfaction will be improved.*

Key Words: *Job satisfaction, School, Teachers*

Introduction

Teachers play an important role in achieving the success of any society. Teacher can guide the students to achieve the path of success. She/he can lead them towards the pathways of success. Teachers are the role models for the students as the students can imitate them successfully.

As the teachers are playing an important role in process of education, their needs should be satisfied with their concerned job roles, if not the efforts of policy makers will fail. Teachers who are satisfied with their job will contribute more effectively. Teachers who are not satisfied with their job could not be committed and productive and would not be performing at the best of their abilities. Low satisfaction in job can cause more crises in education sector.

The term job satisfaction was introduced for the first time by Hoppock in 1935. He suggested that job satisfaction is a combination of psychological, physiological and environmental circumstances that causes a person straightforwardly to say, I am satisfied with my job. Hoppock agreed six major determinants regarding the employees' job satisfaction which are as (i) the way the individuals react to unpleasant situation, (ii) the facility with which the employee adjusts himself with other persons, (iii) has relative status in social and economic group with which he identifies himself, (iv) the nature of work in relation to his abilities, interest and preparation, (v) security and, (vi) loyalty.

Chopra and Khan (2010) suggested that job satisfaction is a complex and multi-construct concept, which can mean different things to different employees.

Ahmed, Raheem and Jamal (2003) conducted a study on job satisfaction of teachers among senior secondary schools. The results of the study suggested that female teachers are more satisfied than their male counterparts did. Further, married teachers showed more job satisfaction than unmarried teachers, government schools teachers showed greater job satisfaction than teachers teaching in private schools.

Banerjee et.al (2017) conducted a study on teacher job satisfaction and student achievement. In this study the results found that teacher job satisfaction has a modest but positive relationship with students' reading growth but no relationship with students' math growth between kindergarten and fifth grade. However, school culture and teacher job satisfaction interactively affect student achievement in both math and reading. They further suggested that future education reforms should place special emphasis on improving teacher job satisfaction and school culture.

Noll (2004) studied the job satisfaction and factors, which affect job satisfaction of teachers. The findings revealed that school culture, teachers' relationship with administration, working conditions and motivation were the factors, which had a significant relationship with job satisfaction among school teachers.

Agarwal (2004) conducted a study on job satisfaction of primary and secondary school teachers in this study the results highlighted that caste, place of work and mother tongue were significantly related to job satisfaction.

Bhuyan and Choudhury (2003) designed a study to explore the level of job satisfaction of the college teachers with respect to their gender, marital status, work experience and locality. Demographic information also gathered from the participants. The significant difference was observed in job satisfaction between male and female teachers. While there was no significant difference found between job satisfaction of married and unmarried, rural and urban as well as on the experience of college teachers.

George and Jones (2008) discussed the Job satisfaction as it is the collection of feelings and beliefs that people have about their current job. Individuals degree of job satisfaction can range from extreme satisfaction to extreme dissatisfaction. People also have attitude towards various aspects of their jobs work type, their coworkers, supervisors or subordinates and their wages.

Conclusions

Teachers are mainly recognized to play a key role in the educational process, they need to be satisfied with their teaching job, and otherwise the efforts of policy makers will fail. Teachers, who are satisfied with their job, firmly contribute towards the effective program of education. Several factors are affecting the job satisfaction of school teachers. Age, job type (Govt/Private), salary, working hours, workplace, marital status are the main factors for a teacher in job satisfaction. Age is responsible to dissatisfaction in job. Job type is another factor which leads to dissatisfaction among the teachers like if we talk about govt teachers their salary is too high so that they can afford to meet their needs while as private school teachers are undoubtedly dissatisfied because of their low wages, their requirements are not satisfied so it is clear that they are unsatisfied with their job.

To sum up, the teachers truly need to be satisfied with their work in order to function efficiently and effectively. By doing so, the schools can achieve their goals and missions and can contribute in the success of nation.

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