

TEACHER JOB SATISFACTION REVISITED

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ABSTRACT

Teachers are the most imperative factor who shapes the behavior of a child. They are the most essential element for the development of an elegant society. With high-quality teachers the civilization can move in the right direction. Therefore the development of teachers in education sector has key role to play in the development of a nation. Among the 5 M's (Men, Machine, Material, Money and Method) of the organization, the most important M is Men (or employees). It is imperative for any employer to understand employees and know how an employee can perform best. Hence it is essential for an employer to satisfy their personnel to enhance their productivity and quality of work. According to Mahatma Gandhi "Education is the all round development of personality of an individual-body, mind and soul." Teaching is one of the noblest professions. It is the teacher who matters the most as far as the quality of education is concerned. The well equipped teacher is supreme in Education. He is a model and is consciously imitated. Researchers have worked on Human Resource Development practices with a variety of dimensions and perspectives. The present paper is an attempt to analyze the contribution made in the last four decades to understand job satisfaction of school and college teachers.

Keywords: Teacher, Job Satisfaction, School teachers, College Teachers, Academicians, Faculty satisfaction.

INTRODUCTION

The Present paper is an attempt to analyze the contribution made in the last four decades to understand job satisfaction of school and college teachers. Researchers have worked on Job Satisfaction with a variety of dimensions. Here one of the dimensions which we are focusing is the Teacher Job Satisfaction. Technology has played a vital role in bringing about change in the educational scenario in the current era. The world has turned into a global village. This led to the increase in the adoption of modern technology. Human body is divided into three domains- Affective, Cognitive and Psychomotor and in the current era, the approach of job satisfaction focuses on Cognitive process (related to mind), rather than on basic needs..

RESEARCH METHODOLOGY

Research Methodology is the backbone of the research work. It is undertaken to increase the knowledge with respect to related subject areas. 60 studies have been reviewed and is included in the current paper. The data is collected from the contributions made by the researchers in the last four decades. The paper is based on Secondary Data collected through previous studies done by the researchers.

ANALYSIS OF A REVIEW

Teacher centered Education was observed from 1970's to 1990's. The focus was on the overall development of the students and less on Human Resource Development practices. It was observed that with the increase in age, job satisfaction also increases. Natraj and Hafeez (1965) discuss the effect of age, education and salary on job satisfaction. According to them with the increase in age and education, salary increases and the teachers are more

satisfied, where as for Ghosh and Shukla (1967) the above factors are job conditions rather than personal factors that affect job satisfaction.

The study of Anjanilyulu (1968) on the Job satisfaction of Secondary school teachers and its effectiveness on student's education reveal that thirty seven percent teachers were not satisfied with their job. The responsible factors for this dissatisfaction were lack of accommodation facility, lack of parental co-operation and lack of physical facility.

Kaur (1984) in her study on "Job Satisfaction among University employees" revealed that job satisfaction is highly associated with the source of getting job, subjective class identification, working conditions, neighborhood relations, assessment of all qualification and recognition of work.

During 1990's when the Human Resources Development Practices were implemented, consequently a shift that emerged was from teacher centered education to child centered education and the research results revealed that Female Teachers are more satisfied with the Male teachers.

Reddy (1990), studied the job satisfaction of University Teachers and found a significant difference in student-teacher interaction and job satisfaction of the teachers. He also concluded that there was a positive effect of work performance and institutional leadership on job satisfaction. Naik (1992) concluded in his research that unmarried teachers have high satisfaction than the married teachers. This may probably due to the limited responsibilities that unmarried teachers have.

Iiacqua et al. (1995) analyzed factors that determine job satisfaction level among faculty in higher educational institutions. Age was among the factors found to influence job dissatisfaction. Younger, less experienced faculty expressed more job dissatisfaction than experienced tenured faculty. Sari (2004) showed that the more experienced teachers have less job satisfaction than the less-experienced colleagues.

Bhuyan and Choudhary (2002) studied the correlates of job satisfaction among college Teachers and found that teachers were not happy with the facilities (classrooms, library, laboratory, teaching aids, etc.) available in the institutions for teaching and learning and the existing syllabus and curriculum. The teachers were happy with revised pay scale and promotional aspects in service of U.G.C but showed their unhappiness with the retirement benefits (pension, gratuity, etc.), financial hardship at the institution level, service rules, institutions' policies and the academic environment of the institutions (non availability of reference books, research journals, periodicals, computer and internet facilities, etc) was felt as an hurdle for professional growth of the teachers.

Amudha and Velayudhan (2003) made a comparison of the Job satisfaction of women lecturers working in private and government colleges. Though the work atmosphere, drinking water and other facilities were not that good in Government College still the job satisfaction of the Government and private college women lecturers were found to be more or less same.

Cetin et al.,(2006) have reported marital status and children affecting faculty satisfaction. The results of studies that explore the relationship between marriage and faculty job satisfaction have yielded mixed results. On the one hand, marriage has been shown to increase satisfaction levels for faculty members. Nwachukwu Prince Ololube (2006) concluded that teacher related sources of job satisfaction seem to have a greater impact on teaching performance, as teachers are also dissatisfied with the educational policies and administration, pay and fringe benefits, material rewards and advancement.

Singh, Tripti and Singh Avantika (2007) found that female members face more stress than the male members. Faculty satisfaction has also been shown to have an impact on the turnover of faculty members (Johnsrud & Rosser, 2002; Rosser, 2004; Smart, 1990). Smart (1990) focused on faculty intentions to leave their current institution. He proposed and tested a model that examined three areas of satisfaction: organizational, salary, and career. He found that higher levels of satisfaction with both organizational and career measures reduce faculty intentions to leave their current institutions, while salary satisfaction is significant only for non tenured faculty. Pollicino (1996) found that faculty satisfaction varied significantly in degree and nature based on the kind of collegiate institution (from two-year college to research university). Bakhshi, Kumar, Sharma and Sharma (2008) studied the job satisfaction and life satisfaction of the government and private lecturers of Jammu district. Results indicated a significant difference in the job satisfaction of government and private college lecturers with government college lecturers having higher job

satisfaction. Government and private college lecturers do not differ significantly on life satisfaction scores. A significant positive correlation between job-satisfaction and life satisfaction was found which indicates the important implications for managers and supervisors.

Marital status can also have an impact on faculty satisfaction, but the results of the studies that explore their relationship are fairly inconsistent (Corley & Sabharwal, 2007). Marriage has been found to increase satisfaction level amongst the faculty members (Cetin, 2006; Hagedorn, 2000) while other studies have shown that marriage can have a negative impact on faculty job satisfaction (Aisenberg & Harrington, 1988).

Sharma and Jyoti's (2010) in a study on job satisfaction of university teachers observed that job itself contributes 63% in job satisfaction. Results of the study indicated that Professors were more satisfied than lecturers. Singh and Rawat (2010) identified factors that contribute to increased teacher discontentment like problems arising from changes in administrative routines, overwork – especially paperwork, students' evaluations etc. Whereas Arnett and Polkinghorne (2010) identified the nature of recent education reforms, support, inclusion of students with special needs, recognition from school administrators, teacher's salary, class size, physical conditions of the school, daily work of teaching itself, student discipline and behavior, lack of resources and lack of opportunities for career progression as the factors contributing to teacher's satisfaction level. Gujarathi, R and Shetty, R (2012) suggested that the concept of human sigma within educational context, stating that a contented faculty is a source of student's satisfaction, but for this faculty need to be retained and satisfied. In her study Chaudhari, R (2012) suggested that teachers having favorable and positive attitude towards their profession are generally successful, properly adjusted and well satisfied with their job. Research conducted by Katoch, Raj (2012) found that female college teachers are more satisfied with their job than male teachers and income per annum is one of the most important factors impacting the level of job satisfaction.

FINDINGS AND SUGGESTIONS

The current paper analyzes the contribution made in the last four decades to understand the Job Satisfaction of Teachers of schools and colleges. Researchers have worked on Job Satisfaction with a variety of dimensions. The limitation of the paper is that it focus only on the Job Satisfaction of School and College Teachers. The findings revealed that unmarried teachers show higher degree of satisfaction than the married teachers. The teacher job satisfaction is dependent on good mental health, job security, teamwork, teamwork, challenging task, good salary, Professional Development and growth. The studies also reveal that females are more satisfied in the teaching field than the male members. The gap in the study indicates for the need to research the teachers job satisfaction with respect to working hours and other job related factors.

CONCLUSION

The change from Gurukul System to classroom system was remarkable. The teacher satisfaction now, is not confined to Guru Dakshina but is related to fair promotion policy, Attractive compensation package, Good Mental Health, Job Security, Teamwork etc. Thus, Job Satisfaction leads to higher productivity and better performance of teachers with ultimately leads to attainment of Organizational goals.

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