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### **Job Satisfaction of School Teachers: A Critical Review**

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#### **ABSTRACT**

This literature review highlighted psychological factors viz. emotional intelligence, personality, self-efficacy, self-concept, social intelligence, locus of control, motivation, creativity etc. and demographic factors such as gender, residence, teaching experience, type of school, fringe benefit etc. that affects job satisfaction. The articles are collected from various sources like J-Gate, India, Education Resources Information Center (ERIC), British Education Index, Directory of Open Access Journals (DOAJ), Fourth, Fifth and Sixth Survey of Education, India. The review will be helpful for the researchers who want to carry their research on job satisfaction.

**KEYWORDS** : Job Satisfaction, Critical Review, Emotional Intelligence, Personality

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## **INTRODUCTION**

Scot and Wertheimer<sup>1</sup> defined literature review as study of related literature which may serve to avoid unnecessary duplication and may help to make progress towards the solution of new problems. Good, Barr and Scates<sup>2</sup> have pointed out that survey of related literature helps us to know whether evidence already available or not to solve the current problem. Best<sup>3</sup> wrote, “Practically all human knowledge can be found in books and library. Unlike other animals that must start a new with each generation, man builds upon the accumulated and recorded knowledge of the past. This constant adding to the vast store of the knowledge makes possible progress in all areas of human endeavour”.

The specific reasons for reviewing the related research studies and literature would be the following:

1. Providing a background for several and functional details;
2. Revealing the gaps in the area and help to specify the scope of study;
3. Justifying the relevance of the problem;
4. Avoiding duplication of efforts while appreciating the need for replication of studies/results;
5. Identifying converging understandings / insights and diverging / controversial/ unresolved issues and concerns;
6. Enabling to identify and definite variables;
7. Formulating hypotheses;
8. Helping to select the suitable tools or instruments; and
9. Helping to develop the whole design of the problem

## **JOB SATISFACTION IN RELATION TO PSYCHOLOGICAL FACTORS**

### ***Emotional intelligence***

Platsidou<sup>4</sup> investigated perceived emotional intelligence (EI) in relation to burnout syndrome and job satisfaction in primary special education teachers from Greece. Results showed that Greek teachers reported fairly high scores in the specific factors and the overall EI. Perceived EI was significantly related to burnout syndrome and job satisfaction, indicating that teachers of high-perceived EI are likely to experience less burnout and greater job satisfaction.

Zupancic<sup>5</sup> explored the relationship between job satisfaction and three constructs of emotional intelligence like intrapersonal skills, adaptability skills, and general mood skills among adjunct faculty at a community college in a West North Central State. A minimal predictive relationship was found between job satisfaction and two of the predictor variables, intrapersonal skills and general mood skills. When examined independently, predictor variables indicated that

those adjuncts who were most satisfied in their jobs demonstrated higher levels of self-understanding, higher levels of adaptability and flexibility in work-related behaviors, and less overall anxiety and negative cognitions.

Anari<sup>6</sup> investigated the relationship of job satisfaction in relation to emotional intelligence and organizational commitment among high-school English teachers. The results of the study indicated that there is a positive significant relationship between emotional intelligence and job satisfaction, between emotional intelligence and organizational commitment and between job satisfaction and organizational commitment. It is also found there is no significant difference among high-school English teachers of different genders and ages concerning their job satisfaction and organizational commitment. But concerning emotional intelligence, the findings in this study provide support for gender differences, with females reporting higher emotional intelligence, but the results show no age differences among the participants.

Mousavi et. al.<sup>7</sup> studied the relationship between emotional intelligence as well as its five components and job satisfaction of physical education teachers. The results showed that there is a significant positive relationship between emotional intelligence and job satisfaction and between the components of social skills, empathy, and motivation.

*Tabatabaei and Farazmehr*<sup>8</sup> examined the relationship between emotional intelligence (EQ) and job satisfaction among Iranian EFL teachers in Language Institutes in relation to gender, age and years of teaching experience. The findings of the study showed that EFL teachers' emotional intelligence was correlated significantly and positively with their job satisfaction, and male teachers were more satisfied with their job than females.

Shinu and Kumari<sup>9</sup> examined the job satisfaction among secondary school teachers in relation to their emotional intelligence with special reference to Kangra district of Himachal Pradesh. The result shows that there is significant difference among male and female respondents regarding their job satisfaction and there is job satisfaction among teachers of high Emotional intelligence and low Emotional intelligence in schools. The result also shows that there is no significant interactional effect of the gender and emotional intelligence on job satisfaction of secondary school teacher.

### ***Personality***

Ayan and Kocacik<sup>10</sup> established the relationship between the level of job satisfaction of high school teachers and types of personality and to evaluate the differences of the levels of job satisfaction in accordance with the personality features. It is seen that more than half (62%) of the teachers have extrovert personalities. When the differences of points that teachers obtained in the job satisfaction scale and points obtained for each of the statements included in the scale used to evaluate

their personality characteristics were compared, it was found that their job satisfaction showed significant differences in terms of characteristics of liking competence, being ambitious in the social area and occupation, getting angry easily and hiding their feelings.

Shahamiri and Namdari<sup>11</sup> analysed the relationship between personality type introversion - extraversion and job satisfaction of teachers in the education department of Bushehr province, Iran. Results showed a significant positive correlation between job satisfaction and introversion personality types are but between extraversion personality types and job satisfaction is negative and significant. The results showed that men and women in terms of introversion and extraversion personality type there is no difference

Zhai et. al.<sup>12</sup> examined the mediating role of job satisfaction on the Big Five—subjective well being (SWB) relationship in China. The study found that three factors in the Big Five—extraversion, conscientiousness, and neuroticism—have an effect on SWB. The research found that only the relationship between extraversion and SWB is partially mediated by job satisfaction, implying that the effect of the Big Five on SWB is mainly direct, rather than indirect via job satisfaction. This finding implies that extraversion could be more important than other factors in the Big Five in predicting job satisfaction and SWB in a ‘high collectivism’ and ‘high power distance’ country such as China.

Ijaz and Khan<sup>13</sup> tried to discover the relationship between personality traits and job satisfaction and to explore the demographic differences on job satisfaction. Among personality traits, extraversion and openness have significant positive correlation with job satisfaction, while neuroticism has strongly negative correlation. However no significant correlation of agreeableness and conscientiousness were found.

Ranasinghe and Hemantha<sup>14</sup> investigated the effect of big five personality traits of the male and female school teachers on their job satisfaction. The major finding of the study is that there is a strongly positive relationship and strong impact of big five personality traits of male as well as female school teachers on their job satisfaction.

Bui<sup>15</sup> examined the relationship between the Big Five personality traits and job satisfaction to establish whether its findings may challenge the current literature. The results show that extraversion has no significant impact on job satisfaction in any group of employees, while up to four other traits are significantly linked to job satisfaction in subgroups. The younger the employees are, the larger the number of traits they display that have a significant impact on job satisfaction.

### ***Self-efficacy, Self Concept and Self esteem***

Klassen and Chiu<sup>16</sup> examined the relationships among teachers' years of experience, teacher characteristics viz. gender and teaching level, three domains of self-efficacy viz. instructional strategies, classroom management, and student engagement, two types of job stress like workload and classroom stress, and job satisfaction. Teachers' years of experience showed nonlinear relationships with all three self-efficacy factors, increasing from early career to mid-career and then falling afterwards. Female teachers had greater workload stress, greater classroom stress from student behaviors, and lower classroom management self-efficacy. They found that teachers with greater workload stress had greater classroom management self-efficacy, whereas teachers with greater classroom stress had lower self-efficacy and lower job satisfaction. Those teaching in elementary grades and kindergarten had higher levels of self-efficacy for classroom management and student engagement.

The study of Akomolafe and Ogunmakin<sup>17</sup> revealed a significant relationship between self-efficacy and job satisfaction. Self-efficacy ultimately determines how an individual behaves, thinks and becomes motivated to be involved in a particular task. For this reason, individuals with high self-efficacy tend to behave more positively, think more creatively which also interacts with motivation. Consequently, such teachers are relatively more satisfied with their jobs.

Ineme et. al.<sup>18</sup> investigated the effect of self-efficacy, personality and demographic factors on job satisfaction among non-teaching staff in University of Uyo. The result showed that participants with high self-efficacy reported higher level of job satisfaction than participants with low self-efficacy. The result also revealed that extroverted staff reported higher level of job satisfaction than their introverted counterparts. Using a two-way ANOVA, it was found out that there was no significant interaction effect of self-efficacy and personality on job satisfaction among the staff sampled. However, there was independent influence of self-efficacy and personality.

Beri and Arora<sup>19</sup> find out the job satisfaction of primary school teachers in relation to their self esteem. After the analysis of the data it was found that female teachers with high self esteem are more satisfied than female teachers with low self esteem. It is clear from the findings of the study that male primary school teachers with high self esteem have more job satisfaction than male teachers with low self esteem. The results of the study showed that there is significant positive relationship between self esteem and job satisfaction.

Turkoglu et. al.<sup>20</sup> examined the relationship between teachers' self-efficacy beliefs and their job satisfaction. Their teaching experience varied between 1-29 years. The results revealed a

significant positive relationship between teacher self-efficacy and job satisfaction, and teacher self-efficacy was found to be a significant predictor of job satisfaction.

### ***Locus of control***

Licia<sup>21</sup> conducted a study to determine the relationship between emotional intelligence and contextual performance as well as the influence of job satisfaction and external locus of control orientation on that relationship. Emotional intelligence was positively correlated with contextual performance and job satisfaction, while it was negatively correlated with external locus of control orientation. Job satisfaction and contextual performance were also positively correlated with each other, and each was negatively correlated with external locus of control orientation. Job satisfaction and external locus of control orientation were not significant moderators of the relationship between emotional intelligence and contextual performance. The studied relationships did not differ significantly across organizations, ethnic groups and gender.

Lau<sup>22</sup> investigated the effects of personality traits, such as self-efficacy and locus of control on job satisfaction. The results indicate that both self-efficacy and locus of control are positively associated with goal commitment. In addition, locus of control is found positively related to job satisfaction. However, self-efficacy does not have the same positive relationship with job satisfaction. The study further confirms the mediating effect of goal commitment on relationships between personality traits and job satisfaction.

### ***Social Intelligence***

Varma<sup>23</sup> compared the adjusted mean job satisfaction score of male with female teachers by taking job stressors, role commitment, vocational maturity and social intelligence as covariate separately of trained with untrained teachers. The findings of the present study showed that the female teachers were found to be significantly more satisfied than male teachers when job stressors, role commitment, vocational maturity and social intelligence were considered as covariate separately. There was no significant difference found in job satisfaction of trained and untrained teachers when job stressors, role commitment, vocational maturity and social intelligence were considered as covariate separately. The higher age group teachers were found to be significantly more job satisfied than lower age group teachers when job stressors, role commitment, vocational maturity and social intelligence were considered as covariate separately.

### ***Motivation***

Karakose and Kocabaş<sup>24</sup> determined the effect of various aspects of teachers' expectations on their job satisfaction and motivation. Likert-type scale was developed and applied by the

researcher to the teacher groups to find out how the principal's attitude and behaviour affects teachers' job satisfaction and motivation at private schools. Nevertheless, teachers thought positively in private schools in comparison with teachers in public schools regarding sufficiency of the workplace environment and the reputation of the schools. Both the teachers in private and public schools expressed their opinion that their job gives them the chance to evaluate their performance and that they can achieve their aims while performing their duties; however, teachers stated that they were under stress while performing their duties in private schools.

### ***Creativity***

Aschenbrenr<sup>25</sup> find out the correlation between creativity and job satisfaction of a select group of second year secondary agriculture teachers. This study used purposive sampling and two established measurement inventories, the Brayfield-Rothe Job Satisfaction Index and the Abbreviated Torrance Tests of Creative Thinking. The population was found to having varying levels of creativity and was found to be satisfied with their jobs. A positive, but weak relationship between job satisfaction and creativity was found.

## **JOB SATISFACTION IN RELATION TO DEMOGRAPHIC VARIABLES**

### ***Gender***

Tasnim<sup>26</sup> analyzed the job satisfaction among the female teachers of government run primary schools in Bangladesh. Fifty seven teachers from seven government run primary schools in urban and rural areas have been selected. Among the selected teachers twenty five are male and thirty two are female teachers. From this study it is found that both the male and female teachers are dissatisfied but the female section is more dissatisfied than those of the male teachers.

Rao and Samiullah<sup>27</sup> examined the effect of gender, management and job tenure on job satisfaction of high school teachers of Kakinada Town, Andhra Pradesh. The findings of the study reveal that there is a significant influence of gender, management and job tenure on job satisfaction of high school teachers. But there is no significant influence of gender, management and job tenure on mental health of high school teachers.

Singh and Kumar<sup>28</sup> tried was to find out the effect of EI and gender on job satisfaction of primary school teachers. The study found a significant positive relationship between emotional intelligence and job satisfaction. Regression analysis showed that emotional management and emotional maturity significantly predicted the job satisfaction. The results of the two-way ANOVA showed that the interaction effect of gender and EI was not significant. Results also showed that

level of EI significantly affected the job satisfaction of primary school teachers. However, there is no significant difference between male and female teachers regarding the level of job satisfaction.

Mocheche et. al.<sup>29</sup> investigated the influence of gender on job satisfaction of secondary school teachers in Kisii Central Sub-County, Kenya. The findings recommend that the Teachers' Service Commission should consider recruiting more female teachers given that the female teachers enjoyed a relatively higher job satisfaction compared to the males.

### ***Residence***

Abdullah et. al.<sup>30</sup> provided empirical evidence on the differences in the job satisfaction among secondary school teachers in Sabah with respect to gender, service category, job title, tenure and place of origin. This study reveals that secondary school teachers in Tawau, Sabah were generally satisfied with their job. Furthermore, there is a significant relationship between job satisfaction and gender, whereby the male teachers were generally more satisfied than female teachers. The graduate teachers were more satisfied than non-graduate teachers. The higher ranking teachers were more satisfied than the ordinary teachers while the older teachers were more satisfied than their younger counterparts. Based on the bivariate correlation tests, six work dimensions of teaching job are significantly related to teachers' job satisfaction. In addition, there were significant differences between the six dimensions by gender and service category of teachers. There was no significant difference between all the work dimensions and teachers' place of origin.

Nadeem et. al.<sup>31</sup> compared the personality adjustment and job satisfaction of rural and urban secondary school teachers. It was found that there is no significant mean difference between rural and urban secondary school teachers while comparing on various dimensions of personality adjustment and job satisfaction.

Kataria<sup>32</sup> examined the level of job satisfaction of Government and Private school teachers with respect to gender and locale. Significant differences were found in the mean scores of private school teachers with respect to gender and locale. No significant differences were found in the mean scores of government school teachers with respect to gender and locale.

### ***Types of School***

Crossman<sup>33</sup> examined job satisfaction among secondary school teachers in different types of secondary school that indicated 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.

Sonmezer and Eryaman<sup>34</sup> determined whether differences exist between job satisfaction levels of public school teachers and of teachers who transferred to private education institutions from public schools due to retirement or resignation. The findings of the study indicated that differences do exist between job satisfaction levels of public school teachers and of teachers who transferred to private education institutions from public schools due to retirement or resignation. The main factors that cause the differences were salary, social ranking, reputation, and improvement, ability to use skills, administrator-employee affairs, and creativity.

Dubey and Mishra<sup>35</sup> compared the level of job satisfaction and occupational stress among govt., semi govt. and private school teachers. Those teachers who have 3-5 years experience of their job were selected. The results of the study indicates that the significant difference was found among govt., semi govt. and private school teachers in relation to job satisfaction ( $F= 7.96, p<0.05$ ) and occupational stress ( $F=32.28, p<0.05$ ). Another result of the study shows that the significant relationship was found between job satisfaction and occupational stress of physical education teachers of Varanasi region ( $r=-.480, p<0.05$ ).

### ***Fringe benefit***

Santhapparaj and Alam<sup>36</sup> investigated the relationships between pay, promotion, fringe benefits, working condition, support of research, support of teaching, gender and job satisfaction of academic staff in private Universities in Malaysia. The required information was collected from 173 teaching staff who were randomly selected from three universities. The regression results indicate that pay, promotion, working condition and support of research have positive and significant effect on job satisfaction. On the other hand fringe benefits and support of teaching have negative effect. The results of Mann-Whitney U test also indicate that female staffs are more satisfied than their counterpart.

George<sup>37</sup> studied on the role of extrinsic and intrinsic factors in determining job satisfaction amongst urban secondary school teachers in Namibia. Biographically variables pertaining to the teachers gender, age, marital status, school resources, teaching experience, academic qualifications and rank were investigated to determine whether these had any significant relevance, or made any notable contribution, to the level of job satisfaction experience. Results showed significant levels of dissatisfaction pertaining to intrinsic factors of work and more especially those factors relating to school area and rank. A significant correlation between levels of burnout and job satisfaction was

found, particularly in respect of emotional exhaustion and depersonalization, which were shown to correlate with low levels of job satisfaction.

Ngimbudzi<sup>38</sup> investigated the factors that are associated with teachers job satisfaction. Descriptive statistical technique revealed that teachers are satisfied with meaningfulness of the job, fringe benefits and support from administrators whereas they are least satisfied with job characteristics. These results suggest that Tanzanian government and non-government school owners, administrators need to pay special attention to the improvement of the job characteristics dimension such as pay, fringe benefits, bonuses, promotion opportunities, promotion process and procedures, in-service training, professional growth and appreciation.

### ***Teaching Experience***

Ghazi and Maringe<sup>39</sup> explored general job satisfaction of elementary school teachers in Pakistan with respect to their age and gender. Significant differences based on age and gender was found among the head teachers' level of job satisfaction. Younger and older head teachers were found to be significantly more satisfied than the middle-aged head teachers. Female head teachers were found to be significantly more satisfied than their male counterparts. This article explores a range of job satisfaction issues in terms of age and gender and identifies implications for practice, policy and further research.

Menon and Athanasoula-Reppa<sup>40</sup> examined the association between individual characteristics and teacher job satisfaction in secondary education in Cyprus. It focuses on two individual characteristics namely, gender and years of experience. The use of factor analysis resulted in the identification of the following seven factors which represent different aspects of job satisfaction: school climate, key stakeholders, support and training, participation in school management, student/school progress, professional development and employment terms. Experienced teachers report significantly higher job satisfaction on two of the identified dimensions. They found no significance difference between job satisfaction and gender.

Gupta and Gehlawat<sup>41</sup> compared the job satisfaction and work motivation of secondary school teachers in relation to some demographic variables. The independent variables comprised of gender, type of schools, teaching experience and educational qualifications. The findings of the study revealed: i) No significant difference was found in the job satisfaction and work motivation of male and female teachers; ii) There were significant differences among teachers working in government and private schools; more experienced and less experienced teachers with respect to job satisfaction and work motivation iii) Significant difference was reported in the work motivation of teachers having graduate and post-graduate qualifications.

Ganai and Ali<sup>42</sup> compared the job satisfaction of higher secondary teachers in relation to their seniority and stream of education. The senior higher secondary school teachers are more satisfied with regard to their job than junior higher teachers are more satisfied with regard to their job than Social Science Higher Secondary teachers.

### ***Teacher Effectiveness and Commitment***

Siddique et. al.<sup>43</sup> conducted a study to know the impact of job satisfaction on teachers' performance. The analysis of the data obtained from 300 randomly selected college lecturers revealed that majority of the respondents was not fully satisfied with the existing pay scales, security of service, chances of promotion, fringe benefits and social status. They concluded from the foregoing discussion of the data that majority of the respondent's college teachers neither felt secure nor was satisfied with their social status, chances of promotion and fringe benefits being presently provided to them.

Iqbal et. al.<sup>44</sup> aimed to investigate the relationship between teachers' job satisfaction and student's academic performance in secondary schools. Results revealed a strong, positive, and significant correlation between the tests. However, students' performance showed no significant correlation with teachers' job satisfaction.

Werang and Agung<sup>45</sup> aimed at describing the effect of teachers' job satisfaction on their organizational commitment and job performance in the remote state elementary schools of Merauke District, Papua, Indonesia. Results of the study revealed a positive and significant effect of teachers' job satisfaction on both their organizational commitment and job performance in the remote state elementary schools of Merauke District, Papua.

Bashir<sup>47</sup> has investigated the relationship between job satisfaction with professional commitment of secondary school teachers. The result indicates that there exists a significant difference between male and female secondary school teachers in their job satisfaction and there exists no significant difference between male and female secondary school teachers in their professional commitment. Further result shows that there exists positive significant relationship between job satisfaction and professional commitment.

### **CONCLUSIONS**

The literature has been reviewed in this study comes mostly from developed countries viz USA, UK, Canada and only few articles are available from the developing countries like India. From this review it is observed that job satisfaction not only depends on psychological factors such as emotional intelligence, personality, self-efficacy, self concept, self esteem, locus of control, social

intelligence, motivation, creativity and many others variables but also on demographic factors such as gender, residence, type of school, fringe benefits, teaching experience, teacher effectiveness, commitments etc. Therefore, Institution has to think intellectually on their human resources on a regular basis so that they are motivated towards their job. Govt. should take necessary steps regarding fringe benefit, salary and promotion of the employee of the school. This study provides relevant information to the employers, policy makers, school administrators and other stake-holders regarding job satisfaction of teachers.

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