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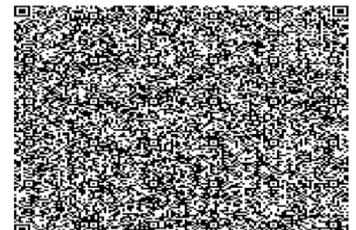
A Qualitative Analysis of Factors Contributing to Job Satisfaction of Secondary School Teachers

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Abstract

This qualitative study explores the key factors that shape teachers' job satisfaction. Through an examination of relevant literature and documents, the research highlights how organizational, personal, and environmental conditions influence teachers' workplace experiences. Findings emphasize that these factors vary across teaching experience, subject area, and grade level. Understanding these dynamics is essential for creating supportive work environments that enhance teacher well-being and improve overall educational outcomes.

Keywords: Job Satisfaction, Work Environment, Organizational Design.



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1. Introduction

Through all of human history, education has been a cornerstone of every civilization. It has been instrumental in bringing nations together around the globe. All throughout the globe, their teachers, who serve as the central figures in the educational system (Paula, M., 1996), give students with the responsibility of shaping their minds, bodies, and souls. When it comes to education, teachers are king. In laying the groundwork for a country's future, they are indispensable as teachers and other information brokers. Therefore, it is of utmost importance to determine the level of comfort experienced by instructors at their jobs. Job satisfaction, in its simplest form, is the degree to which a person feels good about or is enthusiastic about their work. A person who claims to have great work satisfaction is clearly enjoying what he does for a living. When educators are content in their work, they are better able to carry out their responsibilities and help all parties involved contribute to the nation's progress and prosperity by learning and using new information and skills. A large body of research (e.g., Van den Berg, 2002; Scott, Stone & Dinham, 2001) indicates that educators do not like their work as educators. What motivates us to do what we do and the quality of our job is our level of satisfaction. The goals and objectives of any organization or institution may be more easily realized with the support of contented educators. This research aims to identify the most important aspects of teachers' work lives that contribute to their level of job satisfaction.

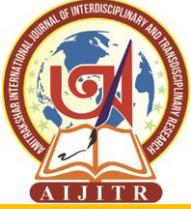
1.1. Theoretical Framework of the Study

The theoretical underpinnings and organizational structure for comprehending the elements that impact instructors' work happiness are supplied by the conceptual framework of research on teacher job satisfaction. Below, researcher have outlined the main research variables:

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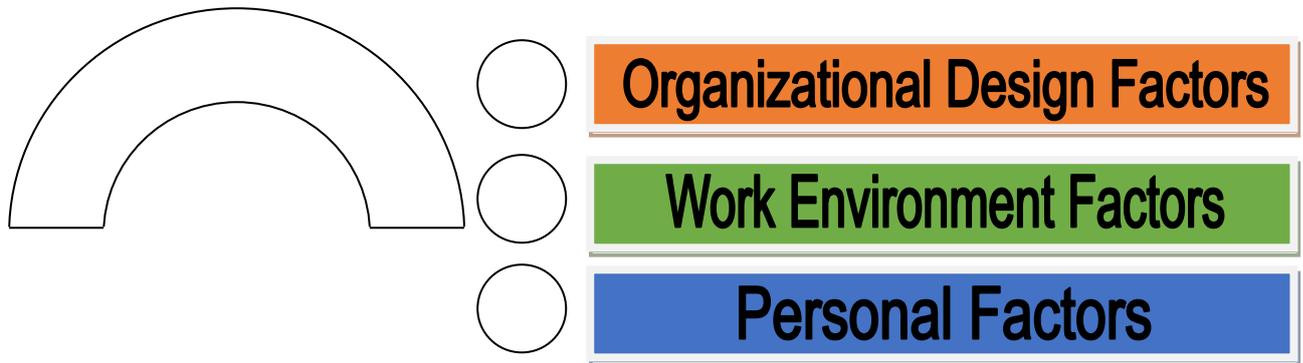


Figure 1.1: Showing the theoretical Framework
Source: Investigator self-made

1.2. Statement of the Problem

This study entitled as “A Qualitative Analysis of Factors Contributing to Job Satisfaction of Secondary School Teachers.”

1.3. Objectives of the Study

1. To examine the personal factors that contribute to teachers' contentment with their jobs.
2. To determine which factors in the work environment contribute to teachers' satisfaction on the job.
3. To identify the aspects of organizational design that contribute to teachers' work satisfaction.

2. The Review of Related Literature

Abu-Tineh et al. (2023) examined public school teachers in Qatar and found significant dissatisfaction with current career growth opportunities. This dissatisfaction negatively affected teachers’ workplace happiness and their intention to remain in the profession. The study also noted that factors such as career progression criteria, licensing requirements, and advancement capabilities showed no significant impact. The authors recommend developing a more effective career growth framework to improve teacher satisfaction and retention in Qatar.

Afshar, H. S., &Doosti, M. (2016).Studying the effect of happiness or unhappiness on the productivity of Iranian English instructors. Volume 4, Issue 1, pages 97–115, Iranian Journal of Language Teaching Research. Additionally, there was a statistically significant difference in how students and instructors rated the effectiveness of their respective teaching practices.

Pan et al. (2015) found that university professors in northeastern China reported a moderate level of job satisfaction. Their satisfaction was influenced by various demographic and occupational factors, with perceived organizational support emerging as the strongest predictor. The study suggests that enhancing institutional support could significantly improve professors’ overall job satisfaction.

Sharma, R. D., & Jyoti, J. (2006) Teachers' contentment with their work. pp. 349–363, IIMB Management Review, 18(4). The majority of educators voiced their discontent with their school's promotion program. All instructors should be promoted at the same time if they have the same credentials, teaching skill, and experience, and school administrations should make sure that this happens in a fair and transparent manner.

2.1 Research Gap

Existing literature highlights several factors influencing teachers’ job satisfaction across different countries. There is a gap in understanding how teaching level, subject area, and years of experience shape teachers’ interpretations of satisfaction-related issues. As a result, there is a need for a qualitative inquiry that captures the contextual depth, lived experiences, and nuanced perceptions of teachers regarding what truly contributes to or hinders their job satisfaction. This study addresses these gaps by offering an in-depth qualitative exploration of the key factors shaping teachers’ workplace happiness, grounded in multiple contextual and experiential perspectives. Therefore, the research gap in this study is identified as follows-"A Qualitative Analysis of Factors Contributing to Job Satisfaction of Secondary School Teachers"

3. Methodology of Study

It is qualitative research. In order to gather data about teachers' happiness on the job, the researcher read a number of relevant papers and documents. Specifically, it aims to record the topic's depth, complexity, and contextual



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information. Researcher learn more about what makes teachers happy at work by delving into the study's hidden implications, social processes, and theoretical interpretations. Improving the quality of education children get depends on teachers being satisfaction in their jobs, which in turn depends on teachers' retention rates and other personal aspects.

4. Analysis and Interpretation

O₁: To examine the personal factors that contribute to teachers' contentment with their jobs.

When it comes to teachers' satisfaction on the job, there are many individual variables to consider. All of these things have to do with the personality, ethics, worldview, and background of a certain educator. A teacher's level of satisfaction on the job may depend on the following important personal factors:

Motivation: Teachers who are intrinsically motivated by a genuine passion for teaching and a desire to make a positive impact on students are more likely to experience job satisfaction. Personal fulfillment derived from the act of teaching can be a powerful driver.

Professional Growth: Teachers who prioritize their own professional development and actively seek opportunities for growth are more likely to experience job satisfaction. A commitment to continuous learning and improvement can enhance personal fulfillment in the profession.

Resilience and Coping Skills: The ability to cope with the challenges and stressors inherent in teaching is a personal factor that influences job satisfaction. Resilient teachers who can navigate difficulties and setbacks are better positioned for long-term satisfaction in their roles.

Passion for Lifelong Learning: A personal commitment to lifelong learning and a curiosity about new teaching methods, educational research, and advancements in the field can enhance job satisfaction. Teachers who embrace a growth mindset tend to find more fulfillment in their work.

Adaptability: The ability to adapt to changing educational environments, teaching methodologies, and curriculum requirements is a personal factor that can impact job satisfaction. Teachers who are adaptable and open to innovation often find greater satisfaction in their roles.

Reflective Practice: Teachers who engage in reflective practice, continuously evaluating and improving their teaching methods, can experience greater job satisfaction. The ability to learn from experiences and adapt teaching strategies contributes to personal and professional growth.

Personal Well-Being: Personal factors related to physical and mental well-being, including self-care practices, can impact job satisfaction. Teachers who prioritize their health and well-being are better equipped to handle the demands of the profession and find fulfillment in their roles.

These personal factors, when combined with external factors, contribute to a holistic understanding of what influences teacher job satisfaction. Recognizing and addressing these elements can help educators build fulfilling and sustainable careers in the field of education.

O₂: To determine which factors in the work environment contribute to teachers' satisfaction on the job.

Aspects of their work environment, including the school and workplace, heavily impact teachers' satisfaction on the job. Teacher job satisfaction is influenced by the following important work environment factors:

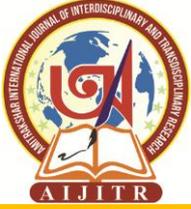
Clear Organizational Goals and Mission: An educational institution with well-defined goals and a clear mission statement provides teachers with a sense of purpose. When teachers align with the overarching mission, they are more likely to find their work fulfilling.

Investment in Facilities and Infrastructure: A well-maintained and adequately equipped physical environment, including classrooms, libraries, and recreational spaces, contributes to a positive workplace atmosphere. Investments in infrastructure demonstrate a commitment to the overall well-being of teachers and students.

Positive Student Behavior Management Policies: A supportive and effective behavior management system within the school helps create a conducive learning environment. Teachers appreciate institutions that have clear and fair policies for maintaining discipline and promoting positive student behavior.

Availability of Counseling and Support Services: Access to counseling and support services for both students and teachers contributes to a positive school environment. Teachers who feel supported in handling challenging situations, such as student behavioral issues, are more likely to experience job satisfaction.

Workplace Flexibility: Policies that allow for some degree of flexibility in work arrangements, such as flexible scheduling or telecommuting options, contribute to job satisfaction. Flexibility accommodates personal needs and fosters a healthier work-life balance.



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Peer Collaboration and Professional Learning Communities: The presence of professional learning communities and opportunities for peer collaboration contribute to job satisfaction. Teachers value the chance to learn from their colleagues, share experiences, and collectively address challenges.

Student-Centric Policies: Institutional policies that prioritize the needs and well-being of students contribute to teacher job satisfaction. Knowing that the school places a high value on creating a positive and supportive learning environment enhances overall job satisfaction.

Parental Involvement Programs: Institutions that actively promote and facilitate parental involvement in the education process contribute to a positive school culture. Teachers appreciate the support of parents in fostering student success and well-being.

Climate of Respect and Inclusivity: A school climate that promotes respect, inclusivity, and open communication contributes to teacher satisfaction. Teachers thrive in environments where diversity is celebrated, and everyone feels valued and included.

Availability of Well-Being Programs: Institutions that prioritize the well-being of their teachers by offering wellness programs, mental health support, and stress management resources contribute to job satisfaction. These programs demonstrate a commitment to the holistic health of educators.

Considering and addressing these environmental factors collectively contributes to the creation of a positive and supportive school culture, fostering teacher job satisfaction and, in turn, positively impacting the overall educational experience for students.

O₃: To identify the aspects of organizational design that contribute to teachers' work satisfaction.

Aspects related to organizational design significantly influence teachers' levels of work satisfaction. All of these factors have to do with the school's administration, culture, and general framework. Some important aspects of organizational design that have an effect on teachers' satisfaction on the job are as follows:

Clear and Fair Policies: Well-defined and transparent organizational policies, including those related to evaluation, promotion, and discipline, contribute to a positive work environment. Clear policies help establish expectations and ensure fairness in decision-making.

Organizational Climate: The overall organizational climate, characterized by the prevailing attitudes, behaviors, and interactions among staff and administrators, significantly influences teacher job satisfaction. A positive and supportive climate enhances morale.

Professional Development Opportunities: Offering diverse and relevant professional development opportunities is an organizational factor that contributes to teacher satisfaction. Institutions that invest in the continuous learning and growth of their teachers demonstrate a commitment to professional excellence.

Transparent Communication Channels: Effective and transparent communication channels within the organization contribute to teacher job satisfaction. Teachers appreciate being well-informed about institutional decisions, changes, and updates that affect their work.

Teacher Involvement in Decision-Making: Institutions that involve teachers in decision-making processes, especially those related to curriculum development, school policies, and educational strategies, contribute to job satisfaction. Teacher input is valued and recognized.

Appropriate Teacher Evaluation Practices: Fair and constructive teacher evaluation practices contribute to job satisfaction. Teachers value evaluations that provide meaningful feedback, recognize their strengths, and offer support for areas of improvement.

Recognition and Rewards Programs: Organizational programs that recognize and reward outstanding teaching contributions enhance job satisfaction. This can include awards, commendations, or other forms of acknowledgment for exceptional performance.

Opportunities for Leadership Roles: Providing opportunities for teachers to take on leadership roles, such as department heads, mentors, or committee leaders, contributes to job satisfaction. Recognition of leadership potential fosters a sense of professional growth.

Collaborative Team Structures: Organizational structures that facilitate collaboration among teaching teams and departments contribute to job satisfaction. The ability to work cohesively with colleagues promotes a positive work environment.

By addressing these organizational factors, educational institutions can create a conducive and supportive environment that enhances teacher job satisfaction, ultimately benefiting both educators and students.



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5. Conclusion

Numerous factors, some of which interact in complex ways, influence teachers' feelings of job satisfaction. An understanding of these factors is crucial if we are to promote a positive work environment, increase teacher satisfaction, and better education overall. A teacher's subject area or grade level, as well as their amount of expertise in the field, may impact the impact of organizational, personal, and environmental factors on job satisfaction. Remember that the context and decision maker may alter the relative importance of these factors. Therefore, schools should consider teachers' unique characteristics and needs while devising strategies to boost teacher satisfaction on the job. By focusing on these factors and creating an environment that supports teachers' professional growth, happiness, and appreciation, schools may influence teachers' job satisfaction. Education quality, student outcomes, and teacher retention rates might all see improvements as a consequence.

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