



# THE JOB SATISFACTION OF EDUCATORS IN DEVELOPING NATIONS - A LITERATURE REVIEW

Ashish Joseph Carvalho<sup>1</sup>, James M J<sup>2</sup>

<sup>1</sup>Research Scholar, College of Management and Commerce, Srinivas University, Mangalore, India.

Orchid ID: 0000-0002-0712-3308

<sup>2</sup>Research Professor, College of Management and Commerce, Srinivas University, Mangalore, India.

Orchid ID: 0000-0001-1959

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## ABSTRACT

*The purpose of this research project is to identify, investigate, and evaluate the variables influencing teachers' and teacher educators' satisfaction with their jobs in developing nations. The research articles for this study were gathered and chosen using the literature review as a guide. This study contained the research papers that were mixed, quantitative, and qualitative. Numerous criteria, including those related to demographics and socioeconomics, possibilities for advancement, equitable compensation, a positive work environment, support from the community, coworkers, and friendships, were shown to be similar in determining teachers' job satisfaction. The primary causes of job discontent were determined to be administration and management mistrust, a non-transparent system, an unbalanced work-life schedule, a dysfunctional teaching and learning environment, a lack of resources, and meddling from governing bodies and pressure organizations.*

**KEYWORDS:** Job satisfaction, Teachers, Imbalance Life, Non-transparent system and Mistrust

## INTRODUCTION

The modern era is seen as the century of increased literacy and high-quality education, scientific and technological advancement through postsecondary education, and monetization of scientific and technological discoveries to maximize benefits for humankind's global survival. In order to bring intellectual minds together to generate novel products through inventions and advancements, many countries around the world, particularly China, the United States of America, Australia, France and many other countries tried their hardest to open calls for doctoral study. Higher education institutions are doing a good job of carrying out their mandates and obligations in order to broaden the breadth of research among staff and students in order to improve their efficiency and effectiveness. According to where they are located, universities can be divided into two primary categories: those in advanced and emerging economies. There are significant differences between these two types of universities in terms of their educators, resources, finances, working conditions, overall goals, faculty hiring and selection, leadership and management styles, management of time and discipline, publication systems and forums, compensation packages, staff autonomy, chances for academic growth, and support from the state and estate. Rules, regulations, and laws occupy a paramount place in developed country universities, with the belief and practice that nobody has any power over the law. In developing nations, on the other hand, things work the other way around, with people breaking the law for their own selfish interests. The largest obstacle to these nations' progress is that most of its citizens do not think that there are benefits to all of them.

Higher education institutions are crucial to the growth of any nation, and their faculty members are regarded as academics, scientific experts, and authorities in their fields whose work, particularly in the areas of innovation and invention, transforms departments, organizations, universities, and entire nations. Owing to their significance and labor, it is crucial to investigate perception, attitude, behavior, interest, fulfillment, and inspiration in order to gain an in-depth knowledge of the phenomena of motivation as well as job fulfillment. In order to introduce factors and causes that contribute to inspiration and demotivation, as well as the root causes of pleasure and discontent, through appropriate investigation and the performance of genuine research investigations. Therefore when the root causes and explanations for both positive and negative events are known, the phenomena can be easily comprehended. Whereas poor practices should be avoided and replaced, good practices should be used to produce high-quality output. It is essential to grasp a few fundamental definitions and descriptions of the basic terms associated to the phenomenon before delving deeply into knowledge.

According to J García-Bernal, A Gargallo-Castel, M Marzo-Navarro & P Rivera-Torres, (2005), job satisfaction is a final agreement that revolves around psychological conditions and a process to work in a competitive system for an organizational achievement. It is also directly related to employees' mental and physical well-being (IAN Donald & OL Siu, 2001) and the working environment (E De Croon, J Sluiter, PP Kuijer & M Frings-Dresen - Ergonomics, 2005; KE Charles, KMJ Farley &



GR Newsham, 2007; MM Wells, 2000). According to C. Naylor (2001), job satisfaction demonstrates how intensely employees work. It can also be understood in relation to other important factors like overall wellbeing, quality of life, stress at work, stress related to organizational matters, control over one's surroundings, and work and social life (N Tomažević, J Seljak & A Aristovnik, 2014). The aspects of job fulfillment that have a significant impact on motivation and overall degree of satisfaction (TW Smith, 2007). Teachers are satisfied to generate favorable feelings for their career because they believe that their job satisfaction and motivation are essential to providing high-quality instruction and meeting academic performance criteria (MK Alderman, 2013; EU Inguw & EN Ekefre - Nigeria, 2006; NA James, 2004). (EF Sirin, 2009). Through their inspiration and fulfillment at work, which have an important and beneficial connection (C Bordin, T Bartram & G Casimir, 2006), employees gain empowerment and independence (SA Carless, 2004; MR Haas, 2010).

## OBJECTIVES

- 1) To know the level of job satisfaction among teachers in the developing nations.
- 2) To analyse the factors affecting the job satisfaction of teachers in the developing countries.
- 3) To review the concept of job satisfaction of teachers.
- 4) To focus on the problems and challenges faced by Teachers in the developing countries.
- 5) To find ways to increase the level of job satisfaction among teachers.

## METHODOLOGY

The two primary parts of the study's methodology are its process and its purpose and research synthesis. The two components' details are listed below.

## PURPOSE AND RESEARCH SYNTHESIS

Through a combination of a review of the literature and research synthesis, this study aims to read, investigate, and gain a deeper understanding of the job contentment of teachers and educators in education. The terms "research review," "systematic review," and "research synthesis" are frequently used synonymously, with no agreement on the distinctions between them that would help one comprehend their true meanings. In order to illustrate the intellectual legacy and arrive at study outcomes through recommendations, inventions, and discoveries, investigators and social scientists participate in a systematic review process known as research synthesis. In the research synthesis procedure, studies and subjects are sampled, the material to be used is coded and indexed, the studies are integrated, and the report is written at the end. It is a process that involves organizing around the chosen theme(s) to provide readers with an easier time understanding the phenomenon and to combine overviews of the research papers in an insightful or meaningful way, embellished with the writer's or researcher's unique views and thoughts. In order to compare, contrast, and analyze the sources that the researcher uses for its research, the writer and researcher must engage in a higher level of cognitive labor.

Prewriting, Writing, and Conclusion are the three phases that make up the research synthesis. The engaged reading exercises that begin the pre-writing process involve reading numerous articles to gain knowledge about the authors, titles, and subject matter; reading and annotating each article, underlining key terms and concepts in each section; and summarizing the goals and claims made by the authors regarding the title and research. The thesis, or research statement, which establishes the relationship between each article and synthesis, comes first in the introduction. The body paragraph should contain concluded summaries that are given and related to one another. These summaries should emphasize the major ideas and how they support and relate to one another through concluding remarks. The four elements of the synthesis process are as follows: combining ideas and viewpoints; creating links between sources; drawing conclusions from sources; and developing concepts in a way that makes them easy to comprehend and relies on consensus or disagreement, addition, and classification. Phases of research synthesis, including problem conceptualization, publication search, evaluation of data, statistical analysis, results interpretation, and public dissemination of results, support this entire process (H Cooper, LV Hedges, JC Valentine, 2019). According to DN Caulley (1992), a literature review is an approach that involves researching any topic in a field and includes comparing and contrasting the opinions and points of view of various authors; highlighting areas of disagreement among authors in the same field; criticizing methodological aspects; focusing on and highlighting exemplary studies and research gaps; relating the current study to earlier studies and the general literature; and, finally, concluding and summarizing what the literature declares about the phenomenon that is under study.

## PROCESS OF THE STUDY

Using keywords like "teachers' job satisfaction," "teachers' job satisfaction," "teachers' job satisfaction and motivation," and "teachers' job satisfaction and motivation across developing countries," a hunt was conducted on Google, Google Scholar, and the websites. The reports, theses, and publications were located by using various search methods. Without any sort of intervention, the doctoral dissertations and reports were eliminated, but the written works were arranged according to the nation in which the study was done as well as the year it was conducted and published, starting in 2010 and going forward. The work fulfillment, its levels, parameters, and factors; satisfaction with work and inspiration; job satisfaction, performance at work and academic achievement of students; job satisfaction, both financial and non-financial remuneration job satisfaction, psychological wellness and behavioral intelligence; job fulfillment, self-efficacy, happiness, and well-being; and job satisfaction, innovation, leadership, and organizational commitment are just a few of the thirty selected studies that identified the four main themes.

## REVIEW OF LITRATURE

**NP Ololube, (2006)** His research will serve as a roadmap and a means of resolving instructors' unfavorable attitudes toward their jobs and their discontent with them. It is therefore strongly advised to adopt a fresh viewpoint on job fulfillment and dissatisfaction as well as the motivating elements that influence



them. This perspective should not only take into account the special qualities of the variables employed in this study, but also their societal and environmental origins.

**MM Abdullah, J Uli & B Parasuraman, (2009)** Their research conclude that the majority of the secondary school instructors that were part of their study are happy with their jobs as teachers. Their results do not support the widespread interpretation of this survey, which holds that teachers in our nation are not happy in their line of work. The secondary school teachers' dissatisfaction with their remuneration and working circumstances was also discovered by their study.

**Z Demirtas, (2010)** According to his study, teachers who have twenty years of professional experience nevertheless feel unsatisfied with their jobs, just as they did when they first started. Giving the instructors the expert support they require could improve their job happiness.

**GR Baluyos, HL Rivera & EL Baluyos, (2019)** According to their research, school administrators should focus more on their teachers' welfare and less on monitoring their performance as teachers. at order to guarantee job security at public primary schools, officers in charge of the school human resources department must incorporate into their retention tactics the supply of basic comforts, welfare packages for teachers, and timely salary payments.

**Z Sahito & P Vaisanen, (2020)** It was discovered in their research that incentives, support, conditions, success and performance, self-realization, prestige and respect, and connections were the key factors influencing teachers' job happiness.

## THE ASPECTS, REASONS, AND LEVELS OF JOB SATISFACTION

Since teachers are a vital component of educational opportunities, structure, and success, their job happiness is key to the global education system's continued expansion. Teachers' job satisfaction was shown to be mostly influenced by their improved working conditions and pleasant working environment (LCN Sirima & MW Poipoi, 2010). There was variation in the job satisfaction of instructors in the public sector. The degree of job satisfaction was significantly influenced by socioeconomic and demographic parameters. For example, the level of job satisfaction among female and young instructors was shown to be statistically significant. Since the hygiene elements and motivators have a significant impact on teachers' job happiness, our findings support Herzberg's (1959) two-factor theory (OW Msuya, 2016). The study revealed no noteworthy correlation between the job satisfaction of educators and their demographic characteristics, including age, gender, marital status, level of education, and professional grade. On the other hand, it was discovered that the best indicators of a teacher's job happiness were age and teaching experience, which had a strong correlation with job satisfaction levels (WS Murage & WL Kibera, 2014). In order to maximize job satisfaction, demographic variables including age and place of employment were shown to be the elements that affect job burnout. Since the detrimental effects of job exhaustion are too expensive for organizations to bear, teachers' job satisfaction levels and educational standards are immediately impacted (M Goswami, 2013).

A clearly established individual assessment system, possibilities for career development, workplace friendships, cooperative colleagues, and the community's respect for its members, students' success and cooperation, a sense of obligation and accountability, and monetary and non-monetary incentives were all found to be satisfactory among teachers. These all examined elements related to the three primary themes of the community and its customs, education and the workplace, and satisfaction with financial incentives (GJ Nyamubi, 2017). It was discovered that aspects such as labor safety, human relations, administrative assistance, pay, and professional development were closely linked to teachers' job satisfaction. The key to raising work performance and preventing the risk associated with teacher burnout is to improve teachers' motivation and job satisfaction (LW Wang & TT Tran, 2015). According to Sahito, Z., & Vaisanen, P. (2016), more than half of teacher educators ranked financial and fringe benefits, work and sympathetic connections, work, assignments, and workload as the most important aspects of their job satisfaction. According to S Parveen, Z Sahito, AS Gopang & MA Khamboh (2015), the primary positive factors of teachers' job satisfaction were high job security, attractive market-based salaries, professional growth, development, and training, as well as fringe and other benefits. These factors contributed to the 55% of high school teachers who were found to be extremely satisfied with their jobs. The main components of teachers' job satisfaction were flexible curricula, moderate working hours, involvement in decision-making, stable employment, interpersonal and intrapersonal relationships, and a strong network of communication (C Nganzi, 2014). Through the use of questionnaires, the relationship between institutional endeavors and teacher job satisfaction in Karachi, Pakistan's public and private educational institutions was investigated. Teachers' job satisfaction was found to be strongly and positively correlated with their working conditions, the principal's leadership style, their collegial support system, financial rewards, and career progress (N Rahim & S Razzak, 2013).

Across the globe, teaching is one of among the most stressful occupations. Because there was a strong positive link between senior teachers' job satisfaction as well as their duration of service - a finding shared by both male and female instructors - the teachers were found to be content with their jobs (M Shafi, 2016). Because education is essential to the healthy growth and development of society, teachers have a responsibility to utilize their influence to mold the future generations of the children in their country. For this reason, it is the duty of teachers to provide their students with a high-quality education. Due to the fact that effective instruction and the growth of education as a whole are closely related to teachers' attitudes toward their work, which should always be high and constructive in order to produce positive outcomes. The degree of job satisfaction among teachers was shown to be positively connected with success, and there was a substantial correlation between their pleasure with the teaching profession and teaching success. Teachers' job satisfaction was found to be primarily influenced by the teaching profession, working environment, authority, and the educational organization itself (R Sharma, 2013).





## JOB DISSATISFACTION

The primary causes of teachers' job discontent were determined to be workplace conditions, teachers' lives, the learning environment, a lack of instructional materials, a lack of laboratory supplies, non-competitive remuneration, delayed promotions, and no career advancement (GJ Nyamubi, 2017). Teachers' job unhappiness was significantly influenced by socio-demographic factors such as age, sex, marital status, and work experience (OW Msuya, 2016). The poor pay, absence of various facilities, lack of accommodation, delay in promotion, work-life imbalance, and bad planning for teacher recruitment and posting were the main reasons why nearly half of the educators was found to be unsatisfied with their jobs (M Shafi, 2016). Teachers' primary grievances were with inappropriate policy creation and its opaque implementation (LW Wang & TT Tran, 2015). The most important dimensions and reasons of job discontent among teacher educators were determined to be support from managers, permission and free hand, accessible amenities and working settings, and possibilities for growth and development (Sahito, Z., & Vaisanen, P, 2016). Positive, diligent, sincere, committed, and dedicated teachers' job dissatisfaction was found to be caused by a variety of factors, including workload, scheduling, attendance, consistency, reliability, connections and adherence with teacher unions, political parties, and other pressure groups (S Parveen, Z Sahito, AS Gopang & MA Khamboh 2015). Teachers' job unhappiness was found to be significantly influenced by characteristics such as career satisfaction, income augmentation, and working circumstances (WS Murage & WL Kibera, 2014). The primary causes of teachers' job discontent were found to be a rigid school schedule, a lack of ancillary benefits, a lack of independence to carry out their own responsibilities without intervention, and teacher transfers by school administrators (C Nganzi, 2014). Non-government teachers' job discontent was shown to be mostly caused by unpredictability and uncertainty in their line of work (R Sharma, 2013). According to N Rahim & S Razzak, (2013), the primary causes of teachers' job unhappiness at Karachi's schools were determined to be their workload and level of autonomy. Teachers' job burnout has a detrimental impact on their job satisfaction, which in turn raises their level of dissatisfaction (M Goswami, 2013). Job discontent was found to be caused by a lack of resources, professional training, and promotional approaches and techniques (LCN Sirima & MW Poipoi, 2010).

## SUGGESTIONS AND RESOLUTIONS

In order to keep teachers happy and motivated to stay in their jobs, private as well as public educational institutions should guarantee competitive salaries for their faculty. Additionally, work atmospheres should be improved and timely promotions and advancement in their careers should be handled in a transparent and priority manner (GJ Nyamubi, 2017) since it was discovered that job happiness was not uniform. Consequently, in order to ensure that their teachers are content and motivated, department heads, managers, and other leaders in educational institutions must employ practical measures including diverse management philosophies and motivating techniques (OW Msuya, 2016). Teachers should be given accommodations with enough facilities to motivate them to

work with extreme attention, dedication, hard work, and commitment in the best interests of academic quality and high-quality education. The salary and advancement policy should be reviewed and improved. Contemporary workshops ought to take place to improve and expand the academic and educational expertise and abilities of teachers (M Shafi, 2016). In order to boost job satisfaction at work and encourage teachers who love their careers to enhance the quality of their instruction, it was also recommended that policymakers take the facts into consideration before creating and enacting new policies in a transparent manner (LW Wang & TT Tran, 2015).

It was recommended that all relevant parties, including heads of departments, decision-makers, educational administrators, managers, teacher educators, and government officials, thoroughly comprehend this phenomenon and provide teachers and teacher educators with the tools they need to deal with their issues and become contented workers who can implement policies, rules, regulations, and procedures in a way that will lead to radical reforms (Sahito, Z., & Vaisanen, P, 2016). In order to stop illegal, unethical, and unsocial activities and improve the teaching-learning system of high-quality education, it is necessary to create employee-friendly policies regarding the amount of work, timing and attendance, regularity and reliability, relationship and connection with teacher unions, political parties, and other pressure groups (S Parveen, Z Sahito, AS Gopang & MA Khamboh 2015). In order to satisfy the materialistic needs of highly qualified and experienced teachers to improve their public image and self-esteem and stay in schools to maximize revenue and minimize burnout, it was suggested that the government, educators, institutions, and leaders in education ensure an elevated degree of career satisfaction, enhance earnings and working conditions, and so on (WS Murage & WL Kibera, 2014). To boost, improve, and enhance teachers' satisfaction with their work and inspiration as they develop an interest in their chosen field for better required results, the government and the Ministry of Education, Science, and Technology should provide adequate funding, human resources, and enable heads to do so (C Nganzi, 2014). To ensure teachers' job security and stability, the government should establish appropriate and stable regulations for dealing with nongovernmental educational organizations (R Sharma, 2013). In order to help teachers feel more satisfied with their work and to help them develop organizational citizenship behaviors toward the school, students, and their success, N Rahim & S Razzak (2013) proposed policy recommendations for schools to address the factors that have a positive and negative impact on job satisfaction. To improve teachers' satisfaction with their work life and performance, appropriate plans must be developed to lessen the effects of job fatigue in order to measure and regulate this problem (M Goswami, 2013). To provide teachers with up-to-date knowledge, in-service teacher training should be offered, and the Ministry of Education should be given additional funding for innovative and cutting-edge interventions to close the achievement gap and enhance promotion strategies (LCN Sirima & MW Poipoi, 2010).



## JOB SATISFACTION AND MOTIVATION

The main determinants of teachers' satisfaction with their jobs were extrinsic factors like students' interest, the working environment, their boss's recognition, adequate favorable evaluations, and appropriate pay/salary, as opposed to intrinsic factors like responsibility and positive relationships with coworkers (P Ghenghesh, 2013). JA Seniwoliba (2013) did a study in Ghana and discovered that the most significant elements influencing teachers' motivation were their compensation, workplace conditions, incentives, healthcare allowance, safety, recognition, accomplishment, growth, students' behavior, school policies, and their position. Additional research indicates that work motivation and job satisfaction have a significant impact on teachers' performance (MT Iaffaldano & PM Muchinsky, 1985; D Van Knippenberg, 2000). The study revealed a statistically significant positive correlation among job satisfaction, reward, recognition, supervision, and intrinsic motivation. It was discovered that job satisfaction leads to intrinsic motivation (MJ Shah, G Akhtar, H Zafar & A Riaz, 2012).

## JOB DISSATISFACTION AND DEMOTIVATION

The key causes of teachers' job discontent and demotivation were determined to be market-based remuneration, college policies and administration, a lack of a favorable evaluation system, a lack of personal time for home and family life, and job insecurity (P Ghenghesh, 2013). According to Adams' equity theory of motivation, teachers are generally dissatisfied with their remuneration in relation to their inputs, such as skills, ability, and workload, and they believe they are mistreated as professionals when compared to their colleagues in non-teaching organizations (JA Seniwoliba, 2013). However, it was discovered that a major contributing cause to teachers' job dissatisfaction and demotivation was their work itself (MJ Shah, G Akhtar, H Zafar & A Riaz, 2012).

## SUGGESTIONS AND RESOLUTIONS

If both intrinsic and extrinsic aspects were integrated into their work routines, teachers would feel content and motivated (P Ghenghesh, 2013). The upper management of the establishments should address concerns pertaining to intrinsic de-motivating causes by implementing collaborative decision-making processes (JA Seniwoliba, 2013). Engaging educators in decision-making, rewarding their efforts, and allocating tasks based on their areas of competence can foster greater courage and enthusiasm among them to work at their institution. To improve teachers' motivation and job satisfaction, management should concentrate on developing a transparent, equitable, and competitive remuneration plan (MJ Shah, G Akhtar, H Zafar & A Riaz, 2012).

## ACADEMIC ACHIEVEMENT OF PUPILS, WORK HAPPINESS, AND JOB PERFORMANCE

According to B Bozeman & M Gaughan (2011), satisfaction with work can be inferred from one's impression of compensation, as it is a significant factor in shaping an employee's motivation and job satisfaction. According to MM Muguongo, AT Muguna & DK Muriithi (2015), the primary factors that have a significant impact on teachers' job

satisfaction and incentive to improve their performance are their basic wage, allowances, and work environment. When compared to teachers in private schools, government school teachers were found to be more flexible and generally happier with their schedules and working conditions (FD Chughati & U Perveen, 2013). Teachers' satisfaction with work and inspiration are greatly impacted by pay because, as a result of unemployment and economic instability, people in developing nations tend to think with their stomachs rather than their brains (ME Malik, RQ Danish & Y Munir, 2012).

## ACADEMIC ACHIEVEMENT OF PUPILS, WORK PERFORMANCE, AND JOB UNHAPPINESS

Teachers expressed extreme dissatisfaction with every facet of the pay they are now receiving (MM Muguongo, AT Muguna & DK Muriithi, 2015). Every teacher should have a manageable workload because it has a direct and detrimental impact on their motivation, job satisfaction, and the standard of instruction (FD Chughati & U Perveen, 2013). According to ME Malik, RQ Danish & Y Munir (2012), promotions had less of an impact on Pakistani faculty members' inspiration and happiness at work.

## SUGGESTIONS AND RESOLUTIONS

In order to encourage teachers to provide their services with happiness, the government should immediately evaluate the teacher compensation plan and provide adequate allowances. Education planners could use these recommendations to assist creates employee-friendly remuneration practices (MM Muguongo, AT Muguna & DK Muriithi, 2015). Administrators, educators, and researchers can use the study results to further their careers in their specialized fields. Heads of Departments should push their instructors to perform better since accomplished educators produce high-achieving students who merit rewards to sustain their motivation and job satisfaction (FD Chughati & U Perveen, 2013). Aside from compensation and advancement, additional elements that affect university instructors' job satisfaction, motivation, and performance include work atmosphere, supervision, benefits, and job security. Thus, a larger sample and population of instructors from other universities may be used in future study on these aspects (ME Malik, RQ Danish & Y Munir, 2012).

## ACADEMIC ACHIEVEMENT OF PUPILS, WORK HAPPINESS, AND JOB PERFORMANCE

The degree of job satisfaction based on students' and teachers' self-evaluations of their job performance may be the cause of the important t-test score difference between dissatisfied and satisfied teachers in regards to their job performance (HS Afshar & M Doosti, 2016). Students' achievement test scores showed strong positive and substantial correlations, and these correlations were directly and significantly correlated with teachers' higher performance and work satisfaction. All components of job satisfaction, however, showed strong positive relationships with one another. For example, work had a somewhat favorable link with coworkers, promotion, working circumstances, and monitoring (A Iqbal, A Fakhra, TK Farooqi & ALI Shabbir, 2016). The study conducted by MAB Pilarta (2015) revealed that the factors that influence teachers' job satisfaction include their position of employment and



interpersonal relationships, financial resources, employment, responsibility, achievement, upward mobility, physical resources, their professional development and growth, students' academic achievement, and the positive evaluations of their teachers by their peers at their respective educational institutions. The job satisfaction and performance of central board school instructors was shown to be much higher than those of graduation and state-certified school educators. Their job satisfaction was shown to be most influenced by improved facilities, friendlier relationships, and a better working atmosphere (S Chamundeswari, 2013).

### ACADEMIC ACHIEVEMENT OF PUPILS, WORK PERFORMANCE, AND JOB UNHAPPINESS

The primary causes of job unhappiness were determined to be inadequate subject or subject matter pedagogical expertise, uneven attention to individual pupils, a lack of professional dedication, issues with interpersonal relationships, and demotivation (HS Afshar & M Doosti, 2016). Teachers' unhappiness was shown to be influenced by factors such as pay and supervision, which did not significantly correlate with most aspects of job achievement and satisfaction with work (A Iqbal, A Fakhra, TK Farooqi & ALI Shabbir, 2016). The main reasons behind teachers' dissatisfaction with their jobs were their salary, recognition, and supervision. On the other hand, MAB Pilarta (2015) found no evidence of a substantial association between instructors' performance, students' accomplishment, or job satisfaction and work success. Teachers' job dissatisfaction was found to be primarily caused by a lack of control over their place of employment, minimum period contracts, employment conditions, organizational policies, and organizational functioning. These factors had a negative impact on teachers' performance, organizational functioning, output, and productivity (S Chamundeswari, 2013).

### SUGGESTIONS AND RESOLUTIONS

Making employee-friendly rules motivating for teachers was proposed (HS Afshar & M Doosti, 2016). To maximize job performance and satisfaction and to retain instructors, schools should create recruitment and selection criteria as well as host and organize refresher courses (A Iqbal, A Fakhra, TK Farooqi & ALI Shabbir, 2016). The administration ought to establish policies that offer tenure and job security, recognition, and more possibilities for professional growth. Additionally, it ought to investigate additional elements that may impact teachers' and students' job satisfaction and performance (MAB Pilarta, 2015). Authorities, decision-makers, and members of the public are responsible for ensuring that the other elements that maximize and improve teaching effectiveness to the highest degree are also contributing to teachers' job satisfaction (S Chamundeswari, 2013).

### DISCUSSION AND SUGGESTIONS

This study's analysis of the literature on job fulfillment in developing nations revealed deficiencies in the body of knowledge. The majority of investigations were carried out using quantitative research methods, and the results were analyzed using conventional procedures. The largest weakness in research on the developing world is that none of the authors of the twenty-two quantitative studies employed contemporary

methods for quantitative data processing. Two of the six studies used qualitative research methods, while the other five used mixed research methods. All of the studies produced results that were somewhat appropriate, and the instruments, procedures, and techniques for gathering data to discover reality and truth appeared to be well-executed. But, in order to gather data and handle sample participants, researchers in poor nations must pay closer attention to how to use research methodology and be mindful of research ethics. The majority of the sample studies concluded on the good and negative aspects of job satisfaction as well as other relevant indicators and variables, and they offered recommendations to various relevant stakeholders. This is a positive aspect of all the studies.

The following were the main keywords that were used to select a sample for this study: the government or public-sector organizations, universities or schools, private sector organizations or schools, the government or public sector teachers, private sector teachers, administration, departments as well as departments, higher educational institutions, secondary schools, and teachers in secondary schools. Job satisfaction, inspiration, the teaching profession, burnout, compensation, job stress, pay and promotion, teachers' performance, teachers' mental health, teachers' emotional intelligence, teachers' self-efficacy, religious sense of wellbeing, happiness, commitment to the organization, leadership style, innovation, executive leadership style, teachers' self-efficacy, teachers' mental wellness, teachers' self-efficacy, teachers' self-efficacy, teachers' self-efficacy, teachers' self-efficacy, teachers' self-efficacy, teachers' self-efficacy, teachers' mental well-being, and students' academic performance.

### CONCLUSION

It is determined that the majority of developing nations share similar working conditions, human and material resources, and the mentalities of those involved in and connected to educational institutions - politicians, bureaucrats, educational administrators and officers, legislators, curriculum designers, regulations implementers, and teachers. The main source of intervention and input for major reforms will come from politicians. Nonetheless, they operate under the divide and conquer theory, which is why they have never adopted any kind of forward-thinking, realistic, or progressive action to update their nation's educational system. By breaking all the regulations, they typically meddle in the hiring, selection, and administration processes of colleges, universities, and schools in order to install their own individuals. Similar to Pakistan, political considerations play a role in the appointment of district managers and leaders of all educational organizations, encouraging corruption of all kinds.

Excellent educators, chosen via a competency-based selection process, consistently put in a great deal of effort to meet the needs of both their pupils and themselves—not the administration. Because of this, they were rejected from all progressive roles and prevented from applying for department head positions. Consequently, incompetent individuals who never say "no boss" will be appointed, regardless of whether the directives are lawful or not. Since most people in poor nations lack access to essential amenities like health care, clean water,





language proficiency, and sanitary facilities, corruption is the main cause of these problems. In many countries, poverty is also the biggest issue. For those who do have jobs, however, job happiness is their main concern, which makes it difficult for them to work toward improving both their personal and professional lives. It would not be incorrect to conclude that in developing nations, corruption is the main and most prevalent activity of politicians, bureaucrats, and educational managers. This has a detrimental impact on the systems, the capacity of human resources, and the motivation of teachers to put in long hours and provide high-quality education.

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