Teachers’ Job Satisfaction in Developing Countries: A Literature Review

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Abstract
This study determines, explores and examines the factors affecting the job satisfaction of teachers and teacher educators in developing countries of the world. The literature review was employed to collect and select papers for this study. The quantitative, qualitative and mixed research papers were included in this study. Most of the factors of job satisfaction of teachers were found similar such as demographic and socio-economic factors, promotional opportunities, fair remuneration, good working environment, community support, colleagues and friendships. Management and administration, mistrust, non-transparent system, work life imbalance, ineffective teaching-learning environment, unavailability of resources and interference of political parties and pressure groups were found the main factors of job dissatisfaction.

Keywords: Job satisfaction; Teacher educators; Life imbalance; Mistrust and non-transparent system

Introduction
Twenty first century is known as the century of literacy improvement and quality education, development of science and technology through higher education, commercialization of research and technology in order to get a maximum benefits for the existence of the humanity throughout the world. In this regards, many countries of the world tried their level best to open calls for doctoral studies, especially China, USA, Australia, Germany, France, Italy, Sweden, Finland, Denmark, Norway, New Zealand, UK, Canada, Netherlands, Malaysia, etc. in order to bring the intellectual minds together to produce new items through innovations and invention. For this purpose, universities are working well to fulfill their duties and responsibilities properly to increase the scope of research among faculty members and students for better achievement and success. There are main two types of universities as per their location, such as universities in developed and developing countries. There is big difference between these both types of universities, such as faculty, resources, budgets, working environments, over all vision, selection and recruitment of faculty, management style and leadership, discipline and time management, publication system and forums, pay packages, staff freedom to work, opportunities for professional growth and development, and support of government and estate. In the universities of developed countries, rules, regulation and laws have prime top
position, which make it as a supreme, believing and practicing that no one is above the law. However, in developing countries the situation and condition is vice versa, where rules are made to break for the personal and individual benefits. That is why, the majority of the people of these countries do not believe in collective benefits, which is the biggest hurdle in their development.

The universities play a pivotal role to have the greatest value in the development of any country and their teachers considered as the researchers, scientists, experts and authorities of their field, who change the shape of the departments, institutions, universities and the countries through their work especially the innovation and invention. Due to their importance and work, the perception, attitude, behaviour, interest, satisfaction and motivation are very much important to study in order to get good understanding about the job satisfaction and motivation phenomenon. As to bring reasons and causes of satisfaction and dissatisfaction, motivation and demotivation through the proper exploration and the conduction of authentic research studies. Because, the phenomenon can be understood well when the reasons and causes of positive and negative situations are available. Where the good practices can be to implement for quality work and the bad practices to be avoided and replaced respectively. Before going in to deep understanding, it is necessary to learn some basic definitions and description of the basic term related to the phenomena.

Job satisfaction is a final agreement that revolves around a psychological conditions and process to work in a competitive system for an organisational achievement (Garcia – Bernal, Gargallo – Castel, Marzo – Navarro & Rivera – Torres, 2005), directly concerned with mental and physical well-being of employees (Donald & Siu, 2001), concerned with working environment (Decroon, Sluiter, Kuijjer & Frings – Dresen, 2005; Veitch, Charles, Farley & Newsham, 2007; Wells, 2000). Job satisfaction shows the work intensification of employees (Naylor, 2001), which can be understood through its relationship with other key factors such as general wellbeing, quality of life, stress at work, stress at organisational matters, control of things, work and social life (Tomazevic, Seljak & Aristovnik, 2014). The facets of job satisfaction are important factors that affect the level of satisfaction and motivation (Smith, 2007). As teachers’ job satisfaction and motivation is considered a master key to the quality teaching and high standards of academic performance (Alderman, 2004; Ingwu & Ekefre, 2006; Ngada, 2003), which make them satisfy to develop their positive feelings for their profession (Sirin, 2009). The employees get freedom and acquire empowerment (Carless, 2004; Haas, 2010) through their job satisfaction and motivation, which has a positive and significant relationship (Bordin, Bartram & Gian, 2007) to each other.

Method

The method of the study consists of two main components such as the Purpose and Research Synthesis and Process of the study. The details of the both components is as under.
Purpose and Research Synthesis

The purpose of this study is to read, explore, and acquire a greater understanding about the job satisfaction of teachers and teacher educators (TEs) through the lenses of literature review (LR) and research synthesis (RS). The terms research review; systematic review (SR) and research synthesis are often used interchangeably with no consensus that there are any differences available to understand the real meaning of these three terms. As, the RS is a process of systematic review to integrate the activities in which the researchers and social scientists engage themselves to demonstrate the intellectual heritage to reach the results of studies through conclusions, innovations and inventions. RS process consists of sampling of the topics and studies, coding and indexing the material to use, integrate the studies, and finally writing the report. It is a process to summarize the articles or combine summaries of the articles in a thoughtful or meaningful way with the decoration of personal opinions and thoughts of writer or researcher to organize around the identified theme(s) for better understanding of the phenomenon and easiness for the readers. This is a higher level of skills activity that requires more in-depth thinking by researcher and writer to compare, contrast and analyses the sources, which the researcher use for its research work.

The RS consists of three steps such as pre-writing, writing and conclusion. Where pre-writing process starts with the active reading activities to read many articles to know about the authors, titles and subject matter; read and annotate all the articles, highlight the key words and important ideas in all different sections; outline the authors’ purpose and claims about the title and research. Introduction starts with the thesis or research statement that connects all articles and synthesis to each other. Concluded summaries are to be presented and connected to each other in the body paragraph, highlight the main points and their relationship of supporting and linking to each other with conclusion remarks. Synthesis process consists of four steps such as mash-up of ideas and perspectives, establishment of connections between sources, create inferences from sources, and develop ideas in an easy manner to understand well, which depends on agreement or disagreement, addition and categorization. This whole process is supported by stages of research synthesis such as problems formulation, literature search, data evaluation, data analysis, interpretation of results, and public presentation of results (Cooper & Hedges, 1994). While, Caulley (1992) defined the literature review is a process of studying any topic of the field that contains the comparison and contrast between the views and issues of different authors; similar conclusions drawn by different members of same group of authors; criticise the methodological aspects; areas of disagreement of different authors in same field; focus and highlight the exemplary studies and the research gaps; relationship of present study with previous studies and general literature; and finally conclude and summarise that what literature says about the researched phenomenon.
**Process of the study**

The search was done by the keywords such as job satisfaction of teachers, teachers’ job satisfaction, job satisfaction and motivation of teachers, teachers’ job satisfaction and motivation, and teachers’ job satisfaction and motivation in developing countries on google, google scholar and on the web pages of ERIC. The 69 articles and 19 theses and reports were found through searching the different techniques. The theses and reports were excluded without having any intervention but the articles were sorted out based on the country where the study is conducted and the year of conduction and publication of the study from 2010 to date. Finally, total thirty studies were selected for this review such as one study was conducted in 2017, nine in 2016, six in 2015, three in 2014, seven in 2013, three in 2012, and one in 2010. The number of respondents in all selected empirical studies ranged from seven (7) to seventeen hundred and seventy four (1774), with an average of 304 per study such as the total number of participants was 9103 divided by 30 studies equal to average number of participants per study. The seven themes were identified from all thirty selected studies such as job satisfaction, its levels, dimensions and factors; job satisfaction and motivation; job satisfaction, job performance and students’ academic performance; job satisfaction, financial and non-financial compensation; job satisfaction, mental health and emotional intelligence; job satisfaction, self-efficacy, happiness and well-being; job satisfaction, innovation, leadership and organisational commitment (see Table 1).

<table>
<thead>
<tr>
<th>S#</th>
<th>Theme or Area of study</th>
<th>Articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Job satisfaction, its levels, dimensions and factors.</td>
<td>12</td>
</tr>
<tr>
<td>2</td>
<td>Job satisfaction and motivation</td>
<td>03</td>
</tr>
<tr>
<td>3</td>
<td>Job satisfaction, job performance and students’ Academic performance</td>
<td>03</td>
</tr>
<tr>
<td>4</td>
<td>Job satisfaction, financial and non-financial compensation</td>
<td>04</td>
</tr>
<tr>
<td>5</td>
<td>Job satisfaction, mental health and emotional Intelligence</td>
<td>02</td>
</tr>
<tr>
<td>6</td>
<td>Job satisfaction, self-efficacy, happiness and well-being</td>
<td>02</td>
</tr>
<tr>
<td>7</td>
<td>Job satisfaction, innovation, leadership and organisational commitment</td>
<td>04</td>
</tr>
<tr>
<td></td>
<td><strong>Total articles</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

**Results and Discussion**

The seven themes were identified through rigorous study of the thirty research studies, which were selected as the sample of study through internet search. The detailed description of the themes is as under, which were reviewed and settled down in to three main areas such as the positive (satisfaction) factors, negative (dissatisfaction) factors and suggestions or recommendations (solutions). For the analysis and detailed description of first theme in this study, the twelve research studies were selected, which were conducted in different developing countries such as two in Tanzania, four in Pakistan, one in Vietnam, three in Kenya and two in India (see Table 2).

Two research studies were followed by qualitative, six by quantitative and four by mixed research methods, which providing a very comprehensive, real and practical results of the studies with suitable recommendations. Semi structured,
structure and indepth interviews, focus group discussions, documentary review, predesigned questionnaire, self-designed and adopted questionnaire were used to collect the data for the studies. The range of the sample for qualitative studies was twelve (12) to forty (40), for quantitative studies was forty-nine (49) to five hundred (500) and for mixed research studies was eight (8) to two thirty one (231) participants.

Table. 2 - Job satisfaction, its levels, dimensions and factors

<table>
<thead>
<tr>
<th>Author(s) and Year</th>
<th>Design &amp; Method</th>
<th>Tool(s)</th>
<th>Sample</th>
<th>Variable(s)</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gilman Jackson Nyamubi (2017)</td>
<td>Qualitative</td>
<td>Focus group discussion</td>
<td>12 teachers</td>
<td>Job satisfaction</td>
<td>Tanzania</td>
</tr>
<tr>
<td>Ombeni William Msuya (2016)</td>
<td>Mixed research method, Case study design</td>
<td>Questionnaire, semi-structured, structured interviews, and documentary review</td>
<td>86 female teachers</td>
<td>Job satisfaction and its level</td>
<td>Tanzania</td>
</tr>
<tr>
<td>Shafi M (2016)</td>
<td>Mixed research method, descriptive type</td>
<td>Questionnaire, face-to-face interviews</td>
<td>231 teachers</td>
<td>Job Satisfaction</td>
<td>Pakistan</td>
</tr>
<tr>
<td>Lai Wang Wang and Thanh Tuyen Tran (2016)</td>
<td>Quantitative, case study survey method</td>
<td>Questionnaire</td>
<td>500 teachers</td>
<td>Job Satisfaction</td>
<td>Vietnam</td>
</tr>
<tr>
<td>Zafarullah Sahito and Pertti Vaisanen (2016)</td>
<td>Qualitative</td>
<td>Interview protocol</td>
<td>40 teacher educator</td>
<td>Dimensions of job satisfaction</td>
<td>Pakistan</td>
</tr>
<tr>
<td>Saleha Parveen, Zafarullah Sahito, AS Gopang and MA Khamboh (2015)</td>
<td>Quantitative, descriptive Survey method</td>
<td>Questionnaire</td>
<td>140 teachers</td>
<td>Job Satisfaction</td>
<td>Pakistan</td>
</tr>
<tr>
<td>Nganzi Christopher (2014)</td>
<td>Mixed research method</td>
<td>Questionnaire and interviews</td>
<td>80 &amp; 8 teachers principals</td>
<td>Job Satisfaction</td>
<td>Kenya</td>
</tr>
<tr>
<td>Rashmi Sharma (2013)</td>
<td>Quantitative, descriptive survey research design method</td>
<td>Questionnaire</td>
<td>49 teachers</td>
<td>Job Satisfaction</td>
<td>India</td>
</tr>
<tr>
<td>Nadia Rahim and Shazia Razzak (2013)</td>
<td>Quantitative, descriptive survey design</td>
<td>Questionnaire</td>
<td>345 teachers</td>
<td>Job Satisfaction</td>
<td>Pakistan</td>
</tr>
<tr>
<td>Dr. Marami Goswami (2013)</td>
<td>Quantitative, descriptive survey</td>
<td>Questionnaire</td>
<td>300 teachers</td>
<td>Job Satisfaction</td>
<td>India</td>
</tr>
</tbody>
</table>
Job satisfaction, its levels, dimensions and factors

Job satisfaction of teachers is essential for continuing growth of education system around the world, in which teachers are crucial element of educational opportunity, structure and success. Good working environment and its improved conditions were found the main factors of the job satisfaction of the teachers (Sirima & Poipoi, 2010). Job satisfaction of public sector teachers was not found homogeneous. Socio-economic and demographic factors had a great effect on job satisfaction level such as female and young teachers’ job satisfaction level was found statistically significant. These findings complement the Herzberg’s (1959) two-factor theory, as the motivators and hygiene factors have great contribution and effect on the job satisfaction of teachers (Msuya, 2016). No significant relationship was found between teachers’ job satisfaction and their demographic variables such as gender, age, marital status, academic qualification and professional grade. Whereas, the significant relationship was found between job satisfaction levels and variables such as the age and teaching experience, which were found the best predictors of teacher's job satisfaction (Murage & Kibera, 2014). The demographic variables such as age and work place were found the factors that affect the job burnout in order to maximise the job satisfaction. Because, the negative consequences of job burnout are too costly for organisations, which directly and negatively affect the job satisfaction level of teachers and the quality of education (Goswami, 2013).

Teachers were found satisfied by monetary, nonmonetary incentives, community support, fair remuneration packages, opportunities for career development, a well-defined individual appraisal system, timely promotion, workplace conditions, friendship, colleagues cooperation, the respect of community to its members, students’ success and cooperation, sense of duty and responsibility. These all explored factors revolving around main three themes such as satisfaction with monetary incentives, school and the work environment, and the society and its rituals (Nyamubi, 2017). Administrative support, compensation, human relation, professional development and labour safety factors were found directly associated with the job satisfaction of teachers. Enhancing the job satisfaction and motivation of teachers is the main solution to increase work performance in order to prevent the risk factors of teacher burnout (Wang & Tran, 2015). Working and sympathetic relationships; work, assignments and workload; financial and fringe benefits were found the top most dimensions and factors of job satisfaction of the majority of teacher educators (Sahito & Vaisanen, 2016). The 55% high school teachers were found highly satisfied with their job due to high job security, attractive market based salaries, professional growth, development and training, and fringe and other benefits were found the main positive factors of teachers’ job satisfaction (Parveen, Sahito, Gopang, & Khamboh, 2015). Job security, interpersonal and intrapersonal relations, involvement of teachers in decision-making, moderate working hours, flexible curriculum and good communication network were the prime factors of job

| Lornah C. Nakera Sirima and Moses Wesang’ula Poipoi (2010) | Mixed research method, descriptive survey design | Questionnaire and in-depth interview | 129 teachers | Job Satisfaction and its perceived factors | Kenya |
satisfaction of teachers (Christopher, 2014). The relationship between teacher job satisfaction and institutional undertakings in the context of public and private schools of Karachi, Pakistan was explored through questionnaire. Working conditions, principal’s leadership style, collegial support, monetary rewards and career advancement were found significantly and positively related to teachers' job satisfaction (Rahim & Razzak, 2013).

Teaching profession is one of the most stressful professions all over the world. The senior teachers were found satisfied with their job, because a high degree of positive correlation was found between job satisfaction and their length of service among both male and female teachers (Shafi, 2016). Teachers are responsible to shape the future of the children of their nation through education because education plays a vital role for healthy progress and development of the society. That is why; the teachers are given this responsibility to impart the quality education to their students. Because, the successful teaching and overall advancement of education is directly connected with the teachers’ attitude towards teaching, which should be always high and positive for fruitful results. Teachers’ level of job satisfaction was positive and has a strong relation with success and their satisfaction with teaching profession was found significantly correlated with teaching success. Teaching profession itself, working conditions, authority and institution itself were found the main factors of teachers’ job satisfaction (Sharma, 2013).

**Job dissatisfaction**

Workplace conditions, teachers’ lives, teaching environment, unavailability of teaching materials, absence of laboratory equipment, non-competitive salaries, non-timely promotion and no career advancement were found the main factors of job dissatisfaction of teachers (Nyamubi, 2017). The socio-demographic variables such as sex, age, marital status and working experience had a great progressive contribution towards teachers’ job dissatisfaction (Msuya, 2016). Almost half of the teaching staff was found dissatisfied with their job because of low salary, lack of various facilities, delay in promotion, non-availability of accommodation, work life imbalance, improper planning for appointment and posting of teachers (Shafi, 2016). Inappropriate policy-making and improper implementation without transparency were the main areas of dissatisfaction of teachers (Wang & Tran, 2015). Supervisor support, Permission and free hand; available facilities and working environments; and opportunities for advancement, growth and development were found the top most dimensions and factors of job dissatisfaction of teacher educators (Sahito & Vaisanen, 2016). Workload, timing, attendance, regularity, punctuality, relationship and attachment with teacher unions, political parties and other pressure groups were the factors found the reasons of job dissatisfaction of positive, hardworking, sincere, committed and dedicated teachers (Parveen, Sahito, Gopang, & Khamboh, 2015). Career satisfaction, enhancement of salary and working conditions were found the important factors of job dissatisfaction of the teachers (Murage & Kibera, 2014). Non-flexible school timetable, lack of fringe benefits, lack of autonomy to perform own duties with no interference and transfers of teachers by school managers...
were found the main factors of job dissatisfaction of teachers (Christopher, 2014). Instability and insecurity in the profession were found the main factors of job dissatisfaction of non-government teachers (Sharma, 2013). Workload and teacher autonomy were found the main factors of teachers’ job dissatisfaction among the schools of Karachi (Rahim & Razzak, 2013). The job burnout of teachers negatively effects and decreases the job satisfaction, which increases their dissatisfaction (Goswami, 2013). Lack of finances, lack of professional trainings and promotional methods and techniques were the factors found of job dissatisfaction (Sirima & Poipoi, 2010).

Recommendations and Solutions

Both public and private schools should ensure the competitive salaries of teachers, which make teachers satisfied and motivate them to retain in their profession; timely promotions and career advancement should be addressed and done on priority basis transparently; and workplace conditions should be enhanced (Nyamubi, 2017). As the job satisfaction was found not homogeneous. Therefore, the practical implications such as different styles of management and motivational strategies are to be used by various types of the departmental heads, managers and leaders of educational institutions in order to make their teachers satisfied and motivated (Msuya, 2016). The pay and promotion policy should be reviewed and enhanced; modern trainings should be conducted to increase and enhance the content and pedagogical knowledge and skills of teachers; accommodation with sufficient facilities should be provided to teachers for motivation, to work with high attention, dedication, hard work and commitment in the best academic interest and quality education (Shafi, 2016). It was also suggested that the policy-makers recognize the facts, before making and implementing the new policy on transparent basis in order to increase the job satisfaction at their workplace, which means to support the motivation of teachers, who love teaching career to improve their teaching and learning quality (Wang & Tran, 2015).

All stakeholders such as departmental heads, policy makers, educational leaders, managers, TEs and government officials were suggested to understand this phenomenon properly, wisely and seriously, to make the necessary resources available to teacher and teacher educators to cope with their problems in order to become job satisfied employee to bring radical reforms through proper implementation of policies, rules, regulations and procedures (Sahito & Vaisanen, 2016). To make employee friendly policies regarding the workload, timing and attendance, regularity and punctuality, relationship and attachment with teacher unions, political parties and other pressure groups in order to stop the illegal, unethical and unsocial activities to improve the teaching learning system of quality education (Parveen, Sahito, Gopang, & Khamboh, 2015). Government, teachers, institutions and educational leaders were suggested to ensure a high level of career satisfaction, enhancement of salary and working conditions, for highly qualified and experienced teachers, to satisfy their materialistic needs to improve their public image and self-esteem in order to retain them in schools to maximize their turnover and minimize their burnout (Murage & Kibera, 2014). The government and Ministry of education, science and technology should provide sufficient funds, human resources and enable heads to increase, improve and
enhance the job satisfaction and motivation of teachers as they build their interest in their profession for better-required results (Christopher, 2014). The government should make suitable and stable policies to deal with non-governmental educational organisations in order to insure the job security and stability of teachers (Sharma, 2013). The policy recommendations were suggested for schools to work around the factors that positively and negatively affect the job satisfaction in order to allow teachers to have more satisfaction with their profession and work in order to develop the organisational citizenship behavior towards school, students and their achievement and success (Rahim & Razzak, 2013). To devise proper plans to decrease the consequences of job burnout in order to measures and control this phenomenon, to improve the teachers' quality of work life and performance (Goswami, 2013). The in-service teacher courses should be conducted for teachers in order to equip them with current knowledge, allocate more funds to the Ministry of Education for new and latest interventions to cater the deficit and improve the methods of promotion (Sirima & Poipoi, 2010).

For the analysis and detailed description of second theme (see Table 3), only three (3) research studies were selected (see Table 3), which were conducted in different developing countries such as one in each country like Egypt, Ghana and Pakistan. Two research studies were followed by quantitative and one by mixed research methods, providing the comprehensive, real and practical results of the studies with suitable recommendations. Unstructured interviews and questionnaire were used to collect the data from the participants. The range of the participants sample for quantitative studies was one hundred and three (103) to three hundred (300) and for mixed research studies was seven (7) to one seventy eight (178) participants.

Table. 3 - Job satisfaction and motivation

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Design &amp; Method</th>
<th>Tool(s)</th>
<th>Sample</th>
<th>Variable(s)</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pauline Ghenghesh (2013)</td>
<td></td>
<td>Quantitative, descriptive survey</td>
<td>Questionnaire</td>
<td>103 teachers</td>
<td>Job Satisfaction and Motivation</td>
<td>Egypt</td>
</tr>
<tr>
<td>Seniwoliba A. J. (2013)</td>
<td></td>
<td>Mixed method with cross sectional survey</td>
<td>questionnaire and unstructured interviews</td>
<td>178 teachers / 7 principals</td>
<td>Job Satisfaction Motivation</td>
<td>Ghana</td>
</tr>
<tr>
<td>Shah, at. el (2012)</td>
<td></td>
<td>Quantitative, descriptive design</td>
<td>Questionnaire</td>
<td>300 teachers / employees</td>
<td>Job Satisfaction and Motivation</td>
<td>Pakistan</td>
</tr>
</tbody>
</table>

**Job satisfaction and motivation**

Intrinsic factors such as good relationship with colleagues and responsibility within the job; while extrinsic factors such as students’ interest, working environment, recognition by one’s boss, sufficient positive feedback and suitable pay/salary were the prime factors of job satisfaction of teachers (Ghenghesh, 2013). The study conducted by Seniwoliba (2013) in Ghana added that the salary, working conditions, incentives, medical allowance, security, recognition,
achievement, growth, students’ discipline, school policy and teachers’ status were found the most important factors of motivation of teachers. This study is supported by some other findings such as job satisfaction and work motivation have strong effect on the performance (Iaffaldano and Muchinsky, 1985; Van-Knippenberg, 2000) of the teachers. The positive significant relationship was found between the reward, recognition, supervision, job satisfaction and intrinsic motivation. The intrinsic motivation was found as the outcome of job satisfaction (Shah, Rehman, Akhtar, Zafar & Riaz, 2012).

**Job dissatisfaction and demotivation**

Market based salary, university policy and administration, lack of positive feedback and lack of time for family and home, and job insecurity were found the important factors of job dissatisfaction and demotivation of teachers (Ghenghesh, 2013). While, the general perception of inequity in comparison with colleagues working in other nonteaching organisations, teachers’ feel unfairly treated as professionals, which make them dissatisfied with their pay as compared to their inputs such as skills, ability and workload, as adopted by Adams’ equity theory of motivation (Seniwoliba, 2013). Whereas, the work itself was found the important factor of job dissatisfied and demotivation of teachers (Shah, Rehman, Akhtar, Zafar & Riaz, 2012).

**Recommendations and Solutions**

Teachers would be satisfied and motivated if the intrinsic and extrinsic factors would be included and present in their job routines (Ghenghesh, 2013). The participatory management decision-making processes should be adopted to resolve the issues related with the intrinsic de-motivating factors, addressed by the top management of the institutions (Seniwoliba, 2013). Participation of teachers in the decision-making process, performance recognition and assigning task as per their expertise may make them more courageous and enthusiastic to work in their Institution. Management may focus on transparent, equitable and competitive compensation system to increase and enhance the job satisfaction and motivation of teachers (Shah, Rehman, Akhtar, Zafar & Riaz, 2012).

For the analysis and detailed description of third theme (see Table 4), only three (3) research studies were selected, which were conducted in two different developing countries such as one in Kenya and two in Pakistan. All three (3), research studies were followed by quantitative research methods, which provide comprehensive, real and practical results of the studies with suitable recommendations. The questionnaires were used to collect the data from the recruited samples of the studies. The range of the sample for quantitative studies was one hundred (100) to two hundred and fourteen (214) participants.
Table 4 - Job satisfaction, financial and non-financial compensation

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Design &amp; Method</th>
<th>Tool(s)</th>
<th>Sample</th>
<th>Variable(s)</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mary Makena Muguongo, Andrew T. Muguna and Dennis K. Muriithi (2015)</td>
<td></td>
<td>Quantitative, Descriptive survey research design</td>
<td>Questionnaire</td>
<td>214 teachers</td>
<td>Job Satisfaction, financial and nonfinancial compensation</td>
<td>Kenya</td>
</tr>
<tr>
<td>Farah Deeba Chughati and Uzma Perveen (2013)</td>
<td></td>
<td>Quantitative, descriptive survey research design</td>
<td>Questionnaire</td>
<td>100 teachers</td>
<td>Job Satisfaction and workload</td>
<td>Pakistan</td>
</tr>
<tr>
<td>Muhammad Ehsan Malik, Rizwan Qaiser Danish and Yasin Munir (2012)</td>
<td></td>
<td>Quantitative, descriptive research design</td>
<td>Questionnaire</td>
<td>200 teachers</td>
<td>Job Satisfaction, Pay and Promotion</td>
<td>Pakistan</td>
</tr>
</tbody>
</table>

Job satisfaction, job performance and students’ Academic performance

Job satisfaction can be predicted from the perception of being paid (Bozeman & Gaughan, 2011), because compensation plays an important role in determining employees’ job satisfaction and motivation. The basic pay, allowances and work environment were found the prime factors, which effect to great extent on the job satisfaction and motivation of teachers to increase their performance (Muguongo, Muguna & Muriithi, 2015). Government school-teachers (GSTs) were found overall satisfied and more flexible with their working hours and working conditions in comparison of private school teachers (Chughati & Perveen, 2013). Pay has a significant influence on the job satisfaction and motivation of teachers, because the people of developing countries do not think with their brains but they think from their stomach point of view due to unemployment and destabilization of economy (Malik, Danish & Munir, 2012).

Job dissatisfaction, job performance and students’ Academic performance

Teachers were highly dissatisfied with all aspects of compensation, which they are receiving presently (Muguongo, Muguna & Muriithi, 2015). Workload should be reasonable for every teacher, which effects negatively and directly on the job satisfaction and motivation of teachers and quality of education (Chughati & Perveen, 2013). Promotion has a less effect on job satisfaction and motivation of faculty members in Pakistan (Malik, Danish & Munir, 2012).

Recommendations and Solutions

The government should review the teachers’ compensation system on immediate basis to motivate them through providing the appropriate compensation allowances system to render their services happily. These suggestions would be helpful for education planners to formulate the
compensation policies known as employees friendly policies (Muguongo, Muguna & Muriithi, 2015). The findings of the studies are useful for administrators, teachers and researchers to work professionally in their respective departments. Teachers should be encouraged by their head of departments (HoDs) for better performance, because the successful teachers bring good results of their students in their subjects, which deserve the incentives to maintain their job satisfaction and motivation (Chughati & Perveen, 2013). Except pay and promotion, the other factors such as job security, work environment, fringe benefits and supervision have also influence upon job satisfaction, motivation and performance of university teachers. Therefore, these factors may be researched with widening of the sample and population of teachers of other universities (Malik, Danish & Munir, 2012).

For the analysis and detailed description of fourth theme (see Table 5), the only four (4) research studies were selected for this theme, which were conducted in four different developing countries such as one each in Iran, Pakistan, Philippines, and India. All four (4), research studies were followed by quantitative research methods with the usage of questionnaire as the tool of data collection. The quantitative analysis providing comprehensive, real and practical results of the studies with suitable recommendations. The range of the sample for quantitative studies was started from sixty four (64) to one thousand, seven hundred and seventy four (1774) participants.

Table. 5 - Job satisfaction, job performance and students' Academic performance

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Design &amp; Method</th>
<th>Tool(s)</th>
<th>Sample</th>
<th>Variable(s)</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hassan Soodmand Afshar and Mehdi Doosti (2016)</td>
<td>Quantitative - Survey</td>
<td>Questionnaire</td>
<td>64 teachers 1774 students</td>
<td>Job Satisfaction Job Performance</td>
<td>Iran</td>
<td></td>
</tr>
<tr>
<td>Asif Iqbal, Fakhra Aziz, Tahir Khan Farooqi and Shabbir Ali (2016)</td>
<td>Quantitative, correlational survey study</td>
<td>Questionnaire and board results of students</td>
<td>322 teachers</td>
<td>Job Satisfaction Students' Academic Performance</td>
<td>Pakistan</td>
<td></td>
</tr>
<tr>
<td>Mae Amalia B. Pilarta (2015)</td>
<td>Quantitative, Descriptive - correlation method</td>
<td>Questionnaire Report on Promotion of students</td>
<td>80 teachers 1500 students</td>
<td>Job Satisfaction, Teachers Performance and students' performance</td>
<td>Philippines</td>
<td></td>
</tr>
<tr>
<td>Dr. S. Chamundeswari (2013)</td>
<td>Quantitative, descriptive survey research design</td>
<td>Questionnaire</td>
<td>587 teachers</td>
<td>Job Satisfaction and Performance</td>
<td>Chennai (India)</td>
<td></td>
</tr>
</tbody>
</table>

Job satisfaction, job performance and students’ Academic performance

The significant t-test score difference was found between satisfied and dissatisfied teachers in terms of their job performance, which might be caused by the degree of satisfaction to their profession depending on teachers’ job performance evaluation done by students’ and the teachers’ self-evaluation.
Strong positive and significant correlations were found between both achievement test scores of students, which had a direct and significant correlation with teachers’ better performance and job satisfaction. However, all aspects of job satisfaction demonstrated significant positive correlations to each other such as work had a positive and moderate correlation with promotion, colleagues, working conditions and supervision (Iqbal, Aziz, Farooqi & Ali, 2016). Teachers’ job satisfaction was found related to their job status and interpersonal relationship, financial resources, work, responsibility, achievement, promotion, physical resources, professional growth and development, students’ achievement and satisfactory rating of teachers, done by their students at their educational institutions (Pilarta, 2015). The central board school-teachers were found significantly better satisfied with their job and performance compared to matriculation and state board school-teachers. The better infrastructure, facilities, friendly relations and working environment were found the main factors of their job satisfaction (Chamundeswari, 2013).

**Job dissatisfaction, job performance and students' Academic performance**

Insufficient subject or content and pedagogical knowledge, unequal attention to individual students, lack of professional commitment, problems of interpersonal relations, and demotivation were found the main factors of job dissatisfaction (Afshar & Doosti, 2016). Pay and supervision were found the factors of teachers’ dissatisfaction, which had no significant correlation with most of the factors of job performance and job satisfaction (Iqbal, Aziz, Farooqi & Ali, 2016). Salary, recognition and supervision were the topmost factors of teachers’ job dissatisfaction. Whereas, no significant relationship was found between job satisfaction, work success, students’ achievement and teachers' performance (Pilarta, 2015). Less control over their employment status, contract of minimum period, employment conditions, organisational policies and functioning were found the prime factors of teachers’ job dissatisfaction, which negatively affect on teachers’ performance, organisational functioning, output and production (Chamundeswari, 2013).

**Recommendations and Solutions**

It was suggested that to make employees’ friendly policies for teachers motivated (Afshar & Doosti, 2016). The selection and recruitment criteria for teachers should be developed and schools should host and conduct refresher courses for teachers in order to retain them and maximise their job performance and satisfaction (Iqbal, Aziz, Farooqi & Ali, 2016). The administration should make a policy, which provide the job security and tenure, recognition, more opportunities for professional development and try to find out some other factors, which influence the job satisfaction, and performance of teachers and students (Pilarta, 2015). The authorities, policy makers and the members of society ensure the other factors contributing to teachers’ job satisfaction, which maximise and enhance the teaching performance to its best (Chamundeswari, 2013).
For the analysis and detailed description of fifth theme (see Table 6), the only two (2) research studies were selected, which were conducted in Iran. All two (2), research studies were followed by quantitative research methods with the usage of questionnaire as the tool of data collection. The quantitative analysis providing comprehensive, real and practical results of the studies with suitable recommendations. The range of the participants sample for quantitative studies was starts from one hundred and seventy seven (177) to three hundred and thirty two (332) participants.

Table. 6 - Job satisfaction, mental health and emotional Intelligence

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Design &amp; Method</th>
<th>Tool(s)</th>
<th>Sample</th>
<th>Variable(s)</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ali Aliakbari (2015)</td>
<td></td>
<td>Quantitative, descriptive-explanatory</td>
<td>Questionnaire</td>
<td>332 teachers</td>
<td>Job Satisfaction, mental health</td>
<td>Iran</td>
</tr>
<tr>
<td>Soleiman Yahyazadeh-Jeloudar and Fatemeh Lotfi-Goodarzi (2012)</td>
<td></td>
<td>Quantitative, descriptive correlational design</td>
<td>Questionnaires - Emotional Intelligence Scale (ECI), and Job Descriptive Index</td>
<td>177 teachers</td>
<td>Job satisfaction and Emotional Intelligence</td>
<td>Iran</td>
</tr>
</tbody>
</table>

**Job satisfaction, mental health and emotional Intelligence**

A meaningful relationship between job satisfaction and mental health was found, which has a positive correlation between job satisfaction and mental health variables. Job satisfaction and mental health level was found medium among women and poor among men (Aliakbari, 2015). The positive significant relationship was found between teachers' emotional intelligence and job satisfaction and their academic degrees. The strong significant relationship was found between teachers’ emotional intelligence and five factors of job satisfaction such as nature of the work or work itself, attitudes towards supervisors, co-workers’ relationship, promotional opportunities and work conditions (Yahyazadeh-Jeloudar & Lotfi-Goodarzi, 2012).

**Job dissatisfaction, mental health and emotional Intelligence**

It is impossible to make a conducive teaching learning environment without mental health of teachers (Aliakbari, 2015). No significant relationship was found with the salary and benefits, which minimised the job satisfaction level of the teachers (Yahyazadeh-Jeloudar & Lotfi-Goodarzi, 2012).

**Recommendations and Solutions**

It was suggested that to make suitable policies and implement them transparently to blossom the talent of young people in order to produce the healthy teachers to teach effectively to their students in order to maintain the social and welfare environment for all people of the society (Aliakbari, 2015). The Ministry of Education (MoE) could arrange some new teacher training programs, which enhance, assist and provide the proper instructions to teachers in order to improve the teaching and management skills, emotional intelligence and job satisfaction and motivation of the teachers. Furthermore, to replicate this study
with other variables and methods to get much more factors and evidences to understand the phenomenon properly and accurately (Yahyazadeh-Jeloudar & Lotﬁ-Goodarzi, 2012).

For the analysis and detailed description of sixth theme (see Table 7), the only two (2) research studies were selected, which were conducted in two different developing countries such as Iran and India. All two (2), research studies were followed by quantitative research methods through questionnaire, teacher self-efficacy scale, spiritual well-being scale and happiness scale as the tools of data collection. The quantitative analysis providing comprehensive, real and practical results of the studies with suitable recommendations. The range of the participants sample for quantitative studies was started from forty six (46) to two hundred and eighty one (281) participants.

Table 7 - Job satisfaction, self-efficacy, happiness and well-being

<table>
<thead>
<tr>
<th>Author(s) Year</th>
<th>Design &amp; Method</th>
<th>Tool(s)</th>
<th>Sample</th>
<th>Variable(s)</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mina Rastegar and Sholeh Moradi (2016)</td>
<td>Quantitative and descriptive type</td>
<td>Survey questionnaire, teacher self-efficacy Scale and spiritual well-being scale</td>
<td>46 teachers</td>
<td>Job Satisfaction, self-efficacy and well-being</td>
<td>Iran</td>
</tr>
<tr>
<td>Pranjal Buragohain and Mukut Hazarika (2015)</td>
<td>Quantitative, Normative Survey method</td>
<td>Questionnaire - Happiness scale</td>
<td>281 teachers</td>
<td>Job Satisfaction and happiness</td>
<td>India</td>
</tr>
</tbody>
</table>

Job satisfaction, self-efficacy, happiness and well-being

The significant negative relationship was revealed from the data between job satisfaction and spiritual well-being of teachers. The data was collected through job satisfaction survey (JSS) of Spector (1994), teacher self-efficacy Scale (TSES) of Tschannen-Moran & Woolfolk Hoy (2001), and spiritual well-being scale (SWS) of Paloutzian & Ellison (1982), the authentic, different and widely used data collection tools in order to get a variety of responses (Rastegar & Moradi, 2016). The study revealed that the happiness is closely associated with job satisfaction and vice versa, such as a happy teacher possesses high job satisfaction and a teacher having high job satisfaction is happier employee in the organisation (Buragohain & Hazarika, 2015).

Job dissatisfaction, self-efficacy, happiness and well-being

No relationship was found between job satisfaction and self-efficacy; while no any significant relationship was revealed between sense of efficacy and spiritual well-being, which may increase the job dissatisfaction level among teachers (Rastegar & Moradi, 2016). Whereas, no significant difference was found in the happiness between the rural and urban, male and female, government and non-provincialised school teachers, where the management style and the nature of appointment play a vital role in maintaining the happiness of teachers and vice versa (Buragohain & Hazarika, 2015).
Recommendations and Solutions

It was recommended that this study might be replicate with huge number of participants with special focus on the factors such as teachers’ age, gender, and teaching experience in order to understand well this phenomenon (Rastegar & Moradi, 2016). Many positive variables of job satisfaction and happiness were found directly related to organisation. Therefore, organisational management is responsible to make sure and think how to increase the level of happiness among teachers (Buragohain & Hazarika, 2015).

For the analysis and detailed description of seventh theme (see Table 8), the only four (4) research studies were selected, which were conducted in four different developing countries such as Ethiopia, Tanzania, Iran and Kenya. All four (4), research studies were followed by quantitative research methods with the usage of questionnaire as the tools of data collection. The quantitative analysis providing comprehensive, real and practical results of the studies with suitable recommendations and the range of the participants’ sample, which was started from one hundred and eighteen (118) to two hundred and eighty (280) participants.

Table. 8 - Job satisfaction, Innovation, leadership and organisational commitment

<table>
<thead>
<tr>
<th>Author(s)</th>
<th>Year</th>
<th>Design &amp; Method</th>
<th>Tool(s)</th>
<th>Sample</th>
<th>Variable(s)</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teferi Getahun, Bekalu Ferede Tefera and Abebe Hunde Burichew (2016)</td>
<td></td>
<td>Quantitative correlation research design</td>
<td>Questionnaire</td>
<td>118 teachers</td>
<td>Job Satisfaction and Organisational Commitment</td>
<td>Ethiopia</td>
</tr>
<tr>
<td>Fabian W. Nyenyembe, Ralf Maslowski, Beatrice S. Nimrod, and Levina Peter (2016)</td>
<td></td>
<td>Quantitative survey</td>
<td>Questionnaire</td>
<td>180 teachers</td>
<td>Job Satisfaction and Leadership Styles</td>
<td>Tanzania</td>
</tr>
<tr>
<td>Dazdari Mahnaz, Keikha Zahra and Bahmei Somayeh (2015)</td>
<td></td>
<td>Quantitative Survey</td>
<td>Questionnaire</td>
<td>147 teachers</td>
<td>Job Satisfaction &amp; Innovation</td>
<td>Iran</td>
</tr>
</tbody>
</table>

Job satisfaction, Innovation, leadership and organizational commitment

The analysis of data revealed that the gender had a significant positive relationship with job satisfaction among the teachers of primary schools in Ethiopia, which was collected through adopted job satisfaction survey (JSS) of Spector (1997) and organisational commitment questionnaire (OCQ) of Meyer and Allen’s (1990), the authentic and widely used data collection tools (Getahun, Tefera & Burichew, 2016). Support of heads, closely working of heads with teachers as mentor, and paying attention to personal well-being were found the
prime factors of teachers' job satisfaction (Nyenyembe, Maslowski, Nimrod & Peter, 2016). Job satisfaction is one of the major causes of success, organisational effectiveness and arousing glorious feelings among employees of any organisation, while innovation is a critical component for development and success. A significantly positive relationship was revealed between the job satisfaction and flexibility of innovation among teachers (Mahnaz, Zahra & Somayeh, 2015). The majority of teachers were found satisfied in the schools of Nandi South District of Kenya because of democratic leadership, which was found the dominant leadership style used by the majority of principals and it has a great impact on the working atmosphere of school and subsequently on the job satisfaction and commitment of teachers (Ki boss & Jemiryott, 2014).

**Job dissatisfaction, Innovation, leadership and organizational commitment**

The demographic variables such as age, marital status and level of education did not show any significant relationship with teachers' job satisfaction and they may become the reasons of dissatisfaction of teachers in sampled schools (Getahun, Tefera & Burichew, 2016). The transformational and transactional leadership was available alone not together in majority of schools of Tanzania, which were found the important factor of job dissatisfaction of teachers (Nyenyembe, Maslowski, Nimrod & Peter, 2016). There was no positive significant relationship between job satisfaction and creative dimension of innovation, job satisfaction and level of education of teacher, which create dissatisfaction among them (Mahnaz, Zahra & Somayeh, 2015). Few principals practice in the transactional leadership style, which has serious limitations for knowledge based or creative work and it has no statistical relationship with teachers' job satisfaction (Kiboss & Jemiryott, 2014).

**Recommendations and Solutions**

It was recommended that schools enhance the level of organisational commitment of teachers by creating the effective and conducive working environment. There is also a need to conduct some more studies in order to understand the phenomenon, the nature of the relationship and the demographic variables related to of job satisfaction and organisational commitment in the context of developing countries betterly (Getahun, Tefera & Burichew, 2016). Good leadership should be adopted and implemented, which encompasses the both transformational and transactional styles (Nyenyembe, Maslowski, Nimrod & Peter, 2016). It would support to develop and conduct different programs and activities to encourage and motivate the teachers for innovation from the first day of their job, which can be improved through some awards and rewards to increase and enhance the respect, hour and commitment of the teachers (Mahnaz, Zahra & Somayeh, 2015). The transactional leadership style should be avoided and democratic leadership style should be adopted for better results in order to increase the job satisfaction and commitment of teachers (Kiboss & Jemiryott, 2014).
Discussion

The gaps in the literature were found through this study of literature review of job satisfaction in developing countries. The most of the studies were conducted through quantitative research methods and the traditional techniques were used to analyse the data. Among twenty-two quantitative studies, no author(s) used the modern techniques of quantitative data analysis, which is biggest weak area of the studies of developing world. The six studies were conducted through mixed research methods and two through qualitative research methods, which provided suitable results to some extent and seemed well executed the data collection methods, tools and protocols to find reality and truth. However, the researchers of the developing world need more attention to work hard to learn the research methods to use and take care about the research ethics to collect data and deal with the sample participants. The positive side of the all sample studies is that most of them concluded the positive and negative factors of job satisfaction and other related indicators and variables with suggestions to different related stakeholders.

Job satisfaction, motivation, teaching profession, burn out, compensation, workload, pay and promotion, teachers’ performance, teachers’ mental health, teachers’ emotional intelligence, teachers’ self-efficacy, spiritual sense of well-being, happiness, organisational commitment, leadership style, innovation, principal leadership style, students' academic performance, government or public sector institutions, colleges or schools, private sector institutions or schools, government or public sector school teachers, private sector school teachers, administration, departments and faculties, higher education institutions, secondary schools, and secondary school teachers were the prime key words used in twenty-two (22) quantitative, six (6) mixed, and two (2) qualitative research methods studies, which were selected as sample for this study.

Self-questionnaires were developed by some authors through getting support from Cohen et al. 2007; Muijs, 2004 and Peterson, 1994; suggestions with the reliability value 0.6; help and adoption of two sources such as Rodgers-Jenkinson and Chapman, (1990) and Kloep and Tarifa, (1994); five items taken from the study of Camp (1993), which were actually developed by Miller & Medalia (1955) were used respectively for their studies. While, Teaching Satisfaction Survey (TSS) developed by Ho & Au, (2006) and Revised School-Level Environment Questionnaire (SLEQ) developed by Johnson & Joseph, (2001); teacher job satisfaction questionnaire of Pramod Kumar and D. N. Mutha (1976); the Dixit job satisfaction scale (DJSS) developed by Dr. Meera Dixit, (1993); teachers’ job satisfaction and motivation questionnaire (TEJOSAMOQ) by Ololube, (2006); Minnesota Satisfaction Questionnaire of Weiss and others, (1967) and Effective Performance Appraisals of Maddux, (2004); Emotional Competencies Inventory (ECI) designed by Boyatzis, Goleman and Rhee, (2000); the job Descriptive Index (JDI) was officially introduced by Smith, Kendall, and Hulin, (1969); Job Satisfaction Survey of Spector, (1994); Teacher Self-Efficacy Scale of Tschannen-Moran & Woolfolk Hoy, (2001); Spiritual Well-being Scale of Paloutzian & Ellison, (1982); Job Satisfaction Scale developed and standardized by Anju Mehrotra (2005); job satisfaction survey (JSS) of Spector's (1997);
Normative commitment questionnaire adopted from organisational commitment questionnaire (OCQ) of Meyer & Allen, (1990); Elementary Teachers Perception of Job Satisfaction and Retention questionnaire developed by Perrachione, Petersen & Rosser, (2008); Job satisfaction questionnaire (JDL) designed by Smith, Kendall, and Halyn (1985) were the main quantitative tools, which have been used for data collection by the authors of sample studies. The mixed research and qualitative method studies were made their own tools and protocols, which highlight their own cultural phenomenon and related issues to explore. The five point likert scale such as strongly agree, agree, not decided, disagree and strongly disagree was found the scale used by the most of the studies. Whereas, few studies use three point likert scale such as satisfied, undecided, not satisfied and yes and no options. While, the authors of sixteen studies did not design any theoretical framework for their studies and even they did not describe well about the results of their studies supporting to any theories. The out of remaining fourteen studies, eight studies used are supported by Two-factor theory of Herzberg (1959), four by Maslow's hierarchy of needs theory, one by Expectancy theory and one by Path-Goal Theory of leadership of job satisfaction.

The details of the studies is available in table (9), which presents the details of different authors and their studies with time slot used by sample studies used for this review, whose authors names were cited and the terms were defined with their quotations. Total one hundred and sixteen (116) studies have been used and quoted for different definitions by all thirty (30) studies. No studies were quoted from the time slot of 2013 to 2017, while all authors of the sample studies quoted twenty (20) studies from 2008 to 2012; thirty-three (33) from 2003 to 2007; fifteen (15) from 1992 to 1997; eleven (11) from 1980 to 1990 and fourteen (14) studies from 1935 to 1979. This condition and analysis shows that the majority of the authors of the developing countries used to quote old studies for their researches, which make their studies weak and substandard and make them unable not to be published in reputable journals of the world. However, some authors make their papers in good order and used different studies well in the context of their organisational culture, as they observe and experience about their job satisfaction.

Table 9 – Details of different authors and their studies with time slot used by sample studies

<table>
<thead>
<tr>
<th>Year</th>
<th>Details of studies</th>
<th>Total</th>
</tr>
</thead>
</table>
In the light of selected sample studies, the definition of job satisfaction was perceived and defined differently by different researchers in the field of human resource and management (Evans, 2001; 1997). Job satisfaction is considered a desired commodity (Green & Heywood, 2008), a process and pleasurable (Locke, 1976) and emotional (Lambrou, Kontodimopoulos & Niakas, 2010) condition or state that how people experience their job (Spector, 1997). It consists of enthusiasm and happiness that leads employees to recognition, income, promotion, achievement and feelings to fulfill the predetermined goals (Kaliski, 2007). It depends on a positive and favourable attitudes, beliefs and feelings (Armstrong, 2006) about the job (work and its kinds), co-workers, supervisors, subordinates and pay (George & Jones, 2008) that is complexed and multifaceted. It means the different thing to different people (Mullins & Lineham, 2006) to meet the person's material and psychological needs (Aziri, 2011, 2008), in order to satisfy them (Olulobe, 2005) to form the fundamental reason for work. Job satisfaction is a result of employees' perception about their job and the provisions of the important and necessary things to them (Luthans, 2005, 1994) in order to help them to work well and enjoy, which contented them with their job (Okoye, 2011). It focuses on the feelings about their job (Robbins, 2005) as favourable and unfavourable attachments to their work (Newstrom, 2007, 1997) consists of a final agreement of a psychological process to work for higher competitive level and organisational success.

Demographic factors (age, experience, qualification, length of service); economic factors (financial and fringe benefits, monetary and nonmonetary incentives, attractive market based salaries and fair remuneration packages, timely promotion, compensation); career growth and developmental factors
(opportunities for career development, work, assignments and workload; professional growth, development and training); sociological and psychological factors (good working environment and its improved conditions, working and sympathetic relationships, human relation, high job security, interpersonal and intrapersonal relations, involvement of teachers in decision-making, teaching success, teaching profession itself) were the common and similar factors found in all developing countries. While, community support, a well-defined individual appraisal system, friendship and colleagues cooperation, the respect of community to its members, students’ success and cooperation, sense of duty and responsibility, principal’s leadership style, collegial support, administrative and labour safety, moderate working hours, flexible curriculum, good communication network, authority and institution itself were found the common factors of teachers’ job satisfaction in Egypt, Ethiopia, Ghana, India, Iran, Kenya, Pakistan, Philippines, Tanzania and Vietnam.

Unavailability of teaching materials, absence of laboratory equipment, non-competitive salaries, non-timely promotion, no career advancement, inappropriate policy making and improper implementation with transparency, improper planning for appointment and posting of teachers, less supervisory support, unavailability of accommodation, unavailability of physical facilities, non-conducive working environments, less opportunities for advancement, growth and development, lack of professional trainings, methods and techniques, workload, timing, relationship and attachment with teacher unions, political parties and other pressure groups, non-flexible school timetable, lack of finances, job burnout, instability and insecurity in the profession, work life imbalance, no permission and free hand; lack of autonomy to perform own duties with no interference and transfers of teachers by school managers were the factors of job dissatisfaction of teachers found in Egypt, Ethiopia, Ghana, India, Iran, Kenya, Pakistan, Philippines, Tanzania and Vietnam.

**Conclusion**

It is concluded that most of the developing countries have same conditions of having working environment, human and material resources, psyche of politicians, bureaucrats, educational managers and officers, policy makers, curriculum designers, policy implementers and teachers, who are directly concerned and connected with the educational institutions. The politician will is the primary intervention and input to bring radical reforms. However, they work on the philosophy of divide and rule that is why they never ever took any type of practical, advance and progressive steps to modernize the education system in their country. They most of the time interfere in the administration, recruitment and selection systems of schools, colleges and universities to appoint their own people through violations of all rules. As in Pakistan, the heads of all educational organisations and district management are appointed on political basis as to do every type of corruption.

Meritorious teachers who have been selected through merit and competency based system, always do work hard to satisfy their self and their students not the administration. That is why they considered as not fit for any
progressive position and kept them away from where the positions of head of department. As a result, some incompetent type of people are to be appointed who never ever say “no boss” even the instructions are legal or illegal. Therefore, the corruption is the prime factor of developing countries, which affect the majority of the public through lacking basic facilities such as health, water, education, communication, and sanitation facilities. Unemployment is also the greatest problem in these countries if some have the jobs then the satisfaction is their top priority problem, which disturb their peace of mind to work for the betterment of their professional and personal life. It could not be wrong if we conclude that the corruption is the prime and heartiest activity and monopoly of politicians, bureaucrats and educational managers in developing countries, which negatively affect the systems, capabilities of human resources and their satisfaction to become motivated employee (teacher) to work hard for quality education.

References


Received: 10 May 2017
Accepted: 5 February 2019