I cannot think of any excuse not to dream of becoming rich. Who would not desire to live in affluence and be able to provide not only the needs but also the desires of your loved ones? Who, in the right mind, would forbid himself from getting rid of the several financial worries and from being free to live in contentment? It will only be deceitful to say that one has no such desire.

Yet, I became a teacher and from the looks of it, and based on what others have experienced, a teacher is not bound to become rich. The teaching profession, as many have said, is bound toward many sacrifices but not richness.

Locke (1976) defined satisfaction as a pleasant emotional state from appreciation of one’s job or experience. This definition characterizes the components necessary to depict what is meant by the broad construct of job satisfaction (Miller, Mire & Kim, 2009).

Considering this definition, satisfaction can only be achieved if the outcome of the experience is a pleasant emotional state. When a student says ‘thank you teacher’ or ‘I learned so much today’ or ‘you are my inspiration teacher’, those definitely result to satisfying emotions. In fact, those are considered the greatest rewards of becoming a teacher. However, satisfaction does not only pertain to the affective part of a teacher’s life. There are more components that need to be measured and addressed in order to assure continuous satisfaction among teachers.

Among the many components is the cognitive component of satisfaction. Teaching should provide mental rewards to teachers and it should not be the cause of intellectual
stagnancy. Another is the financial aspect of the profession. Financial freedom and stability have always been the common outcries to date. Third is on the social context as teaching should be able to provide a healthy and rewarding social circle.

There are many more components that make up job satisfaction among teachers. Yet, one thing that should always be remembered is that in order to achieve quality and effectiveness within the system, the input must be qualified. In other words, the importance of teachers should not be ignored in the quest for high quality education. In this regard, teachers’ job satisfaction must be checked and maintained. Of course, it would take the collaborative efforts of both teachers and the administration in order to keep satisfaction among teachers at a good level.

The satisfied teacher works at his or her full potential contributing to overall development of his or her learners, and of the school. A satisfied teacher leaves home with no worries confident that he has the financial stability to overcome financial challenges. He continues to search for more knowledge which he can contribute to his students as he finds this intellectually stimulating. The satisfied teacher considers the bulk of works as tokens of the battle against ignorance.

The satisfied teacher is a happy and productive teacher.

References:

