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### RESEARCH ARTICLE

#### TEACHERS' JOB SATISFACTION

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##### Manuscript History

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#### Abstract

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#### Introduction:-

The purpose of this study is to investigate: a) the level of teachers' job satisfaction and b) differences in the levels of job satisfaction with regard to demographic variables of gender, age and geographical location of school (urban, semi-urban, rural areas).

The survey was conducted from: October 13<sup>th</sup>, 2019 to November 18<sup>th</sup>, 2019, with the participation of one hundred (100) secondary education teachers in the Prefecture of Achaia. The distribution of the sample to school units throughout the Prefecture provided the opportunity to analyze and compare data between teachers serving school units in urban, semi-urban and rural areas. Participants completed the Employee Satisfaction Inventory (ESI) of Koustelios (1991) and Koustelios and Bagiatis (1997), which consists of 24 closed-ended, 5-point Likert-type proposals ranging from 1 "strongly disagree" to 5 "strongly agree".

The purpose of the questionnaire was to explore six factors that measure job satisfaction. These factors were the following: 1. working conditions, 2. salary, 3. promotion, 4. nature of work, 5. immediate supervisor and 6. organization as a whole.

The internal consistency ( $\alpha$ -Cronbach) of the questionnaire for the six factors ranged from 0.68 to 0.89. Teachers were more satisfied with the factors reported mainly within school units, such as the nature of their work, working conditions and the school unit manager. They appeared to be less satisfied among the factors identified by the central administration, the Ministry of Education and the Government, such as organization policy, financial remuneration and the promotion system. There were no statistically significant differences in satisfaction between age groups and school geographical area. Finally, men appeared to be more satisfied than women about their salary.

#### Surveys On Teachers' Professional Satisfaction

Job satisfaction is a research area in organizational-occupational psychology that has attracted the interest of many scholars, as it is related to many aspects of the functioning and effectiveness of organizations and individuals. Countries with strong economies as well as large transnational organizations such as the European Union, are seeking ways to improve productivity and organization of work, output, safety and health of employees and have pushed scientific research to explore concepts such as job satisfaction and burnout (Alexander & Hegarty, 2000; Milner, 2001).

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An employee's level of job satisfaction can influence whether they stay at work or not, their self-image and self-confidence, their physical and mental health, and ultimately their life satisfaction. As an independent variable, job satisfaction, that it determines and shapes other variables, the focus of interest turns to the issues of performance and productivity in the workplace as well as mobility and absenteeism from work (Candace, 1998).

Office workers, company managers and manual workers have mostly been studied in a plethora of studies of employee job satisfaction (Koustelios,1991). In recent years, education has been a field of similar research due to the awareness of the special role that teachers are called upon to play in the modern world (Koustelios,2001- 2005). Through these studies it is highlighted how important for society is the professional satisfaction of teachers and how great is the influence of the level of satisfaction on the work produced by schools (Zigarreli,1996).

In particular, teachers' professional satisfaction affects the academic achievement and students' behavior, the level and effectiveness of school administration and the quality of teaching (Ostroff, 1992). Studies have examined the level of teachers' job satisfaction as a dependent variable, that is, as a result of various demographic variables that refer to either the work environment or job content. Researchers found a positive correlation between years of teaching experience and internal rewards as a result of the importance teachers attached to their contact with students (Plihal, 1982). Another demographic variable examined was the geographical location of the school. It was found that teachers who served in cities were more satisfied (Ruhl-Smith, 1991) than their colleagues who served in rural schools (Haughey & Murphy, 1984).

An important observation that emerges when reviewing research on teacher job satisfaction is the convergence of their results regarding the parameters that lead to satisfaction or dissatisfaction. The nature of the profession as well as the social relationships established within it are the main sources of satisfaction, while financial rewards and promotion are more closely related to job dissatisfaction.

Candace (1992) in a survey of a sample of 269 secondary school teachers showed that teachers had a high level of satisfaction with the nature of the job and the social relationships created within the profession, while the main sources of dissatisfaction were salary and promotion opportunities.

Koustelios (2001) in a survey of 40 public schools (20 primary and 20 secondary) and a sample of 354 teachers found that their satisfaction was derived mainly from the nature of the job and supervision and less from the working conditions. Instead, sources of dissatisfaction were salary and promotion opportunities. It was also found that women expressed greater satisfaction than their male colleagues, and that years of service played a significant role in shaping the level of satisfaction in relation to supervision and promotion.

In a study on teachers' satisfaction (Kaila, Andreadakis & Xanthakou,1997) it was found that teachers derived satisfaction from their contribution as functionaries, their daily relationship with students and their disposition towards the profession.

Another demographic variable examined in a survey of teacher satisfaction and dissatisfaction, by Stempien & Loeb (2002) was the type of school in which they served. The sample consisted of teachers serving in general and special education schools.

The results of the survey showed that general education teachers had a higher level of satisfaction than special education teachers as they experienced less pressure and a greater sense of achievement of their goals in the classroom.

Koustelios and Tsigilis (2005), in a survey of PE teachers' satisfaction, found that they were satisfied with supervision and working conditions but dissatisfied with salary and the organization as a whole. They also found a high level of negative correlation between job satisfaction and burnout, emotional exhaustion and depersonalization, while a positive correlation was found between job satisfaction and personal achievement. In addition, intrinsic satisfaction factors were more correlated with burnout, in contrast to extrinsic satisfaction factors which had little or no correlation.

As shown by other research (Schaufeli & Enzman,1998; Ulriksen,1996), intrinsic motivation has a positive correlation with satisfaction, intensifies interest, improves performance, enhances creativity and helps to stimulate self-confidence and self-esteem (Amabile et al., 1994-Ryan & Deci,2000).

Extrinsic satisfaction factors such as financial rewards, working hours, leadership model are not found to significantly affect teachers' satisfaction (Perie & Baker,1997), but their absence is associated with high levels of dissatisfaction (Johnson & Johnson,1999).