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Universidad Andrés Bello

Facultad de Educación

Pedagogía en Inglés

**CHILEAN EFL TEACHERS' PERCEPTIONS OF THEIR WORKING
CONDITIONS IN THE PRIVATE, SEMI-PRIVATE AND PUBLIC SCHOOL
SYSTEMS**

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ABSTRACT

This study followed a quantitative survey research design. The main purpose of the research was to explore Chilean English teachers' perceptions of their working conditions, and compare the perceptions of teachers from the public, semi-private and private school systems. The data was collected by applying a questionnaire, a technique used in quantitative research. Sixty three teachers from forty six schools of the three educational sectors polled, answered the questionnaire using a 5-point Likert scale in order to express their perceptions regarding their working conditions. In the analysis process, the information collected was presented descriptively. In general, the participants showed positive perceptions concerning school environment and school support from their school authorities, but negative perceptions regarding salary, workload, time for non-instructional activities and society perceptions toward their profession.

RESUMEN

El presente estudio utilizó el diseño de encuesta cuantitativa. El propósito principal de nuestra investigación fue explorar las percepciones de los profesores de inglés chilenos acerca de sus condiciones laborales, y comparar estas percepciones de los profesores del sistema público, subvencionado y privado de la educación. La información fue recopilada a través de la aplicación de un cuestionario; técnica usada en el método cuantitativo de investigación. Sesenta y tres profesores de cuarenta y seis colegios de los tres sectores educacionales: público, subvencionado y privado, contestaron la encuesta usando la escala Likert del 1 al 5, de manera de obtener sus percepciones acerca de sus condiciones laborales. En el proceso de análisis, la información recolectada fue presentada descriptivamente. De manera general, los participantes demostraron percepciones positivas de acuerdo al clima laboral y el apoyo de las autoridades de los colegios; sin embargo, las percepciones fueron negativas acerca de su salario, carga laboral, tiempo para actividades extra curriculares y las percepciones de la sociedad acerca de la profesión docente.

Key words

Perceptions, Survey, Private, Semi-private, Public, Educational sectors.

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1. INTRODUCTION

1.1 An Overview of the Chilean Educational Context

Chilean English teachers face a variety of problems in their daily working routines; problems that are mainly caused by flaws in the educational system of the country. These problems are mostly due to the different educational institutions, in this case, schools, belonging to different educational systems; therefore, this generates varied educational realities.

There are three types of school systems in Chile, which are composed by the public, semi-private and private educational areas. The common reality of Chilean teachers, considering the three systems, is characterized by important issues that were brought to light in 2015 during a one-month teachers' national strike. These problems relate to matters such as their low salaries, the lack of time they have to plan classes, meet parents, evaluate students, support their students with educational needs and to have the opportunity to improve academically as well as professionally. Besides, the social prestige given to teachers is another issue that might affect their performance and development. According to the OECD (Organization for Economic Cooperation and Development, 2013), only 34% of Chilean teachers believe that society values the pedagogical profession. Furthermore, wages are not proportional to workload according to teachers, which creates dissatisfaction and affects applicants to teaching programs. The importance of this topic lies in the fact that teachers have had to struggle with different problems regarding their pedagogical activity throughout their years of service. Since teachers are the mainstay of education, this situation negatively affects people's educational process, which is detrimental to the development of society. In a survey carried out by Elige Educar and GfK Adimark (2014) results yielded that 79% of Chileans between 18 and 24 years old have a positive perspective about teachers being the mainstay of society. However, the survey explains that 78% considered the teaching profession as an improbable option to be chosen as a future career due to the problems the profession

encounters and the low occupational opportunities. All these problems have caused terrible damage to the whole educational system, as people who wanted to enroll in a teaching program have lost interest in the profession. That is why the Chilean government has been providing different types of scholarships to increase society's interest in English and education as an important and stable career. However, various educational entities such as "Colegio de Profesores" do not consider this initiative as a long-term solution for both the educational and professional problems. Hence, the general discontent of teachers toward the educational barriers regarding decision-making between working conditions and life quality, might affect the teacher's role as a major educational member.

1.2 The Scenario for Chilean EFL Teachers

Every year, the number of people who are learning English has been increasing due to one important factor, which is the interconnection among countries. Chile has tried to be part of the globalized world by implementing measures to improve the level of English. For instance, the "English opens doors" program was created by the Ministry of Education in 2004 in order to expose students and teachers to more instances of real communication in English. However, the last study carried out by Education First in 2015 reported in *La Tercera* (González, 2015) that Chile is ranked 41st in a list of 63 countries, which confirms the low levels of proficiency in the language of Chilean citizens. This situation creates an enormous demand for the government to improve the levels of English in the educational system and society; that is why, English teachers have been an important element in schools, companies, and universities.

Due to the above, MINEDUC created a set of competencies that an English teacher must manage, in the document "Estándares Orientadores para Carreras de Pedagogía en Inglés" (2014). Some of these standards set by MINEDUC state that an English teacher has to encourage students to produce language orally, as well as written. Also, teachers should perform the class only in the target language (in this case English) because it is the only instance for students to practice the language with a constant input.

However, these requirements seem at times impossible to achieve in the national context, as several factors might affect teachers' performance, many of which might be connected to their working conditions.

1.2.1. Working hours.

A survey carried out by Elige Educar and Centro UC (2015) stated that 82% of teachers from Public and semi-private institutions believe their salaries should be higher due to the hours spent working at social risk institutions. In addition, teachers believe that their salary should be increased due to the time they spend in professional betterment and because of their years of experience. Consequently, there are plenty of teachers in Chile who take the option of working in more than one institution, because they receive low salaries.

In Chile, teachers are paid less per class hours than in the rest of the countries belonging to the OECD, according to La Tercera (Salazar, 2014). This study showed that the average Chilean teacher earns US\$ 26.195 per year whereas the OECD average is US\$ 42.861. Additionally, Chilean teachers spend more hours (over 1.000 hours annually) in front of the class than their peers from the OECD countries (600 per year). This problem implies that teachers do not have the time to plan their lessons properly leading to another dilemma; teachers face their lessons without the necessary preparation, even though the amount of hours that teachers must have requires a higher level of planning. Nowadays, there are foundations such as "Elige Educar" and "Educación 2020" that are offering proposals to improve the Chilean educational reform. The "Plan Maestro" proposal is a collection of demands that teachers in Chile want to add to Proyecto Educacional Docente, for instance. The main idea of the proposal is to have more administrative hours than teaching hours in front of the class, reaching a percentage of 40 or 50% of the time destined to non-instructional activities. In fact, foundation "Elige Educar" suggests that the salary of a teacher should be between \$750.000 to \$1.100.000 Chilean pesos and teachers should have more pedagogical hours devoted to planning and assessment.

1.2.2. A time-consuming profession.

The scarcity of time is one more of the several issues that teachers of English must deal with throughout their profession. Firstly, being a teacher in Chile requires plenty of time available to correct tests, meet parents, create or adapt material and evaluate among many other activities that a teacher must do. Furthermore, these extra hours of work are not paid by institutions. According to the MINEDUC TALIS survey, conducted in 2013 by the OECD, it was revealed that Chilean teachers are the ones who spend more time teaching in classrooms. The lack of time sometimes prevents teachers the opportunity to improve their academic development. For instance, workshops, lessons and training programs are offered, but as Chilean teachers are busy, these opportunities of improvement are not taken by many. In addition, as we have been able to observe in our teaching practicums, teachers are given the responsibility of children's welfare; this means that teachers must take different roles depending on the situation. In some Chilean classrooms, some students are violent, some who have addiction problems, numerous teen mothers, and many other special needs. Teachers cannot ignore this variety of realities and subjects, therefore, teachers must sometimes act as listeners, helpers and mediators. As a result, in many instances teachers get exhausted psychologically due to the energy spent in the process of guiding and teaching.

1.2.3. Class size.

Class size and student-teacher ratio are also controversial factors in relation to teachers' working conditions. According to "Education at a Glance", a study elaborated by the OECD (2014), Chile is within several countries where the average of students in public institutions largely exceeds the average of pupils in the majority of private schools. On top of that, the study reported that Chile is the second country with the largest amount of students in the classroom, with an average of thirty students. This situation can hinder teachers' work as they may have problems when monitoring diverse learners. Regarding this topic for English teachers, according to the international survey TALIS carried out by

MINEDUC (2013), there is a negative correlation between large class sizes and job satisfaction in Chilean teachers. Therefore, teachers perceive that class size is an important factor when it comes to having a good school environment.

Apart from the above mentioned, realities in other countries where the concept of education is completely different to ours, makes us reflect on such a large gap in terms of realities and teaching-learning conditions.

1.3 Finland: A Distant Model of Education

Another important issue that must be stated is the goal the Chilean Ministry of Education wants to achieve; which is the Finnish educational system as reported in Diario U. Chile (Ojeda, 2014). Minister Eyzaguirre stated that Finland is one of the role models that is characterized by having outstanding teachers, no discrimination based on socioeconomic status, and the fact that education is provided without cost. The Finnish educational system is recognized as one of the best existing models of education, so it has been influencing other countries. According to an article by T13 about teachers in Finland, due to the excellent working conditions and their independence at work and fair pay, teaching is one of the best-regarded professions in the country. Dissimilarly, Chile follows a system entirely different from the one implemented in Finland. While in Finland teachers are the most important profession of the country, Chilean teachers often stop working to initiate strikes in which they demonstrate their discontent with the system.

1.4 The Current Study

Based on the points previously addressed regarding the national scenario, the twofold aim of the present study is to:

- a) Explore Chilean English teachers' perceptions of their working conditions, and
- b) Compare perceptions of teachers from the public, semi-private and private school systems.

By doing this, it will be possible to know if the different school systems may influence teachers' perceptions towards their working conditions, since as reviewed throughout the introduction, what we mainly know is what the public sector expresses; however, information about the other two sectors is scarce or inexistent.

In the following chapter, literature about previous studies related to the topic is revised to explore more details about the different factors behind English teachers' working conditions. At the same time, this thesis will contextualize previous research into the Chilean context.

2. LITERATURE REVIEW

The overall aim of the current chapter is to revise previous studies that have covered the factors related to the research topic of this study. Based on this, international and national literature is reviewed to make comparisons between the national context and contexts that share similar characteristics with ours. Also, the chapter is divided into several sections; such as international studies on teachers' working conditions, and previous research in the Chilean context. Finally, based on the literature and the purpose of the current study, the research questions intended to be answered are stated.

2.1 Teachers' Perceptions about Working Conditions

Several studies, such as the ones carried out by Alberta Teachers Association (2012), Centers of Teachers Quality in North Carolina (2006) and Arizona (2007) on working conditions, have evidenced many factors that shed light on teachers' perceptions. For instance, the amount of workload, salary, relationship with peers and perceptions of society towards the profession that teachers around the world have, are mentioned as factors that might be relevant to understand Chilean English teachers' perceptions about their profession. Therefore, to understand the different factors, international and national literature is analyzed by comparing and contrasting them with the Chilean English teachers' reality.

2.1.1. Workload.

In order to know what teachers face in classrooms and schools, it is essential to refer to the large amount of work that teachers have to fulfill which, based on Chilean teachers' requests posed in 2015 while on strike, might hinder their labor. As stated in Alberta Teachers Association (ATA) by Froese-Germain (2014) "overwork is a universal problem affecting teachers not only in Canada but in such other countries as the United Kingdom, New Zealand, Hong Kong, Sweden and the United States" (p.2). In addition, Naylor and White (2010) state in Froese-Germain (2014) that teachers work 10 to 20

hours a week apart from regular school hours, which generates stress and exhaustion and consequently generates high rates of absenteeism and burnout. Similarly, a study carried out by the Center of Teaching Quality (CTQ, 2007) in Arizona, states that the vast majority of teachers in Arizona reported that they had less than an hour a day available for non-instructional activities. As a consequence, they lack time for planning. Furthermore, the tasks that teachers must fulfill are numerous and might be the reason why some teachers might not do their duties as they should be done; as stated by Froese-Germain (2014), who reports that “The work of teachers is highly complex and involves a broad range of tasks” (p.2). As a result of these numerous distractions during the workday, teachers “lose the aim of focusing on such higher-order activities as planning, engaging in professional development and reflecting on their practice” (Froese-Germain, 2014, p.2).

Everything mentioned above exhibits the difficulty that English teachers have to face when carrying out their duty, as they do not have enough time to efficiently complete all the required tasks. Similarly, the workload of Chilean English teachers is not very distant from the international studies. As per TALIS (2013), Chilean teachers have fewer weekly paid hours (29.2%) than teachers from other countries (38.3%). Said hours are intended to fulfill instructional classes, putting aside administrative work such as planning classes and meeting parents.

Another issue that Chilean teachers have to deal with is the inefficient distribution of the actual teaching hours; Chile, according to TALIS (2013) has one of the lowest ratios of time given to teach compared to time actually teaching in front of the class. The time lost is spent in administrative activities and keeping discipline in the classroom. This fact hinders teachers' production in classes as they cannot take advantage of the time assigned to teach. Also, schools should have proper working conditions leading teachers to increase their productivity and work satisfaction (Emerick & Hirsch, 2006). Furthermore, a report led by CTQ in 2006 in North Carolina, stated that by improving teachers' working conditions, such as time and professional development, teachers would increase students' learning conditions and, at the same time, schools would retain good teachers at schools

(Emerick & Hirsch, 2006). Similarly, teachers who leave schools have a clear domain of what the critical points are that should be tackled while talking about improving students' learning and teachers' performance. As stated in the CTQ report (2006), almost one-third of teachers in North Carolina believed that time is a key element for their professional success with their students in their learning process. Indeed, the substantial correlation between working conditions is relative to the overall performance and academic growth of pupils and teachers' interaction. Hence, teachers in North Carolina identified excessive workload, lack of time and even frustrations as areas of concern in need of improvement (Emerick & Hirsch, 2006).

2.1.2. External stressors.

Apart from the excessive workload, there are several factors (external to the academic instruction), that generate stress in teachers that might have an impact on teachers' perception of their profession. Indeed, some examples of these stressors are "stress related to non-instructional issues like students' behavior, students and family mental health and/or addictions, and poverty. Teachers remarked that students' basic needs must be met before learning takes place" (Froese-Germain, 2014, p.3). This problem is accompanied by the lack of support that teachers have for their professional development. Additionally, these problems mentioned before also create pressure on their personal lives and health (Froese-Germain, 2014).

Continuing with the issue of stressors, "teachers feel strained by large classes, pupils' behavior, high workload, frequent changes in the education system, by their low occupational image, and lack of support from colleagues and school heads" (Bauer, Unterbrink, Hack, Pfeifer, Buhl-Grießhaber, Müller, Wesche, Frommhold, Seibt, Scheuch and Wirsching, 2007, p. 443) These are factors that might influence teachers' perceptions that, at the same time, might alter their performance. Furthermore, Bauer et al. (2007) affirm that the burden teachers have to hold is not only working hours but also the fact that they have had an increment in the levels of stress, experiencing negative

situations with pupils and parents. This author also states that teachers have had to deal with verbal insults, threats of violence, and damage to personal property among others.

Similarly and regarding our national context, a study carried out by Universidad Alberto Hurtado (Vidal, 2011) shows that the stressing factors for teachers in Chile are not the same for everyone. For example, teachers who work in the public sector have lower mental stability as well as professional development. There is evidence that the schools with lower socioeconomic background cause major levels of stress on teachers due to the work pressure; for example, in the national exams, such as SIMCE, which are necessary for the educational position that the school will have (SIMCE results, 2010, 2012). Additionally, the number of teachers with stress in Chile can be seen by the amount of medical leaves that were presented during 2009. According to “Segunda Encuesta Longitudinal Docente”, reported by Vidal (2011), 15.3% of teachers working in public institutions have asked for a leave for mental stress. The percentage in public institutions is the highest considering the semi-private sector where only 12.7% of teachers have presented a license, and the private sector with the lowest percentage of 5.5% medical licenses, which are hardly ever caused by depression or stress.

Taking these factors into account, the Chilean government has been trying to implement important documents through the internet, such as “Reforma Educacional” (2014), which has useful information to help create the appropriate school environment with parents, teacher and students involved actively in the educational system. However, the Ministry of Education does not have any course for the orientation of teachers on their mental health and self-care because most of the problems that are considered priorities in the educational environment are education quality and school implementations, putting aside teachers’ mental health.

Due to all the stressors stated before, and the implementations from the Ministry of Education, teachers might have a low commitment to their profession in conjunction with a decrease in their job satisfaction. Also, as mentioned by Büyükdere and Solmus (2006, in Yilmaz and Altinkurt, 2011, p.647), teachers’ performance is minimized because of these stressors and teachers become overwhelmed, affecting their work

environment as well as their personal health. All these factors have consequences regarding the relationship that teachers develop within their workplace, with their peers, and even with students, a situation which might affect teachers' performance.

2.1.3. Teachers' relationships with peers and work-life balance.

A Canadian Teachers' Federation online survey, applied in 2014 to teachers of primary and elementary school, showed that "Regarding teacher autonomy [defined in the survey as teachers' ability to exercise their professional judgment in their daily work], respondents indicated that they felt they had the most autonomy with respect to pedagogical approaches in their classes, extra-curricular activities, and student assessment and evaluation practices" (Froese-Germain, 2014, p.7). Within the same survey, respondents answered that "enhancing their level of professional autonomy would have a positive impact on their overall work-life balance" (Froese-Germain, 2014, p.7.) The quote mentioned above highlights that the empowerment that teachers can have in their own classes and classrooms is crucial. For instance, good school environment and teachers' liberty to make decisions in their classrooms might provide a sense of strong commitment of teachers with their classes. Additionally, Emerick and Hirsch (2006) state in their report that "Teachers who leave schools cite an opportunity for a better teaching assignment, dissatisfaction with support from administrators and dissatisfaction with workplace conditions are the main reasons why they seek opportunities" (p.7). Teachers even stated that if the conditions mentioned before were solved properly, they would come back to the institutions rather than if the monetary incentives were bigger (Emerick & Hirsch, 2006). Indeed, in Chile, the English teachers' working conditions vary depending on their different social backgrounds; therefore, it is necessary to provide empowerment to teachers as a tool for improvement in their professional development inside the classroom.

Although the interaction among teachers depends mostly on the individual realities; "the competition among teachers results in positive outcomes like teachers developing themselves" (Yilmaz & Altinkurt, 2011, p.3). Nevertheless, it is necessary to

consider that the working conditions are elemental ways to build a sense of trust in schools, which is a critical factor in reforming schools, as well as greater teacher effectiveness (Emerick & Hirsch, 2006). Also, this factor plays an extremely relevant role regarding teachers' intention to stay or not in a school. As reported by Berry, Fuller and Williams in CTQ's report on teachers' working conditions in Arizona (2007), "when teachers sense that there is an atmosphere of trust and respect in their schools, [...] they are more likely to intend to stay" (p.28). That is why, in order to maintain English teachers on the different school systems and enrich their weaknesses, it is necessary to improve working conditions rather than only salaries.

2.1.4. Society perceptions toward the teaching profession.

Oduolowu (2009, in Hyacinth & Mann, 2014) affirms that "[teachers] are also accused of being apathetic and uncommitted to their profession" (p.2). In addition, "recent studies suggest that many Nigerian primary school teachers usually have negative attitudes towards teaching because they reluctantly joined teacher education programs due to their inability to qualify for other preferred courses with higher entry criteria" (Hyacinth & Mann, 2014, p.2). This problem also contributes to a bad reputation that society gives to the profession. The low entry criteria of the teachers' profession are similar to the Chilean reality.

According to Elige Educar (2014), in Chile, students need to take a national exam called PSU, and the teaching programs have minimum scores for entry. The minimum score for Chilean English teachers is 500 points (out of a maximum of 850 approximately); this means, the career has one of the lowest entry criteria in comparison with other professional careers. Therefore, the perception towards the quality of English teachers and teachers in general is negative due to the poor standards that the profession demands future professionals to meet. Also, the educational expert Brunner reported in La Tercera (Salazar, 2014) that the teaching career is not attractive for teenagers in Chile due to the fact that it involves a lot of time teaching and a low salary; even though the government has been implementing scholarships to increase the amount of applicants, the

salary is still low for a professional career (Salazar, 2014), and therefore not an attractive occupational choice.

Furthermore, Afe (2002, in Hyacinth & Mann, 2014) establishes that the teachers' inability to improve educational standards or to control entry into their profession is part of the problem that influences teachers' development since teachers do not consider that their career is as valued as it should be. This quote also reflects the unfortunate position that the teaching profession has in society, which might influence teachers' perceptions due to the lack of positive feedback from society.

2.1.5. Other elements that influence teachers' perceptions.

Other factors that might influence teachers' perceptions of their working conditions, according to Horwitz (1996, in Valmori, 2014), are related to a pursuit of an idealized level of proficiency which intends to attain a native accent model. However, this may increase teachers' levels of anxiety, which could lead to a poor or insufficient proficiency or performance. Medgyes (1994, in Valmori, 2014) suggests that to achieve this before-mentioned goal, teachers have to make linguistic improvements, and it is difficult due to some issues such as lack of time or lack of collaborative support among colleagues. On top of that, Valmori (2014) mentions that teachers named several types of exposure to the first language to improve their proficiency. For instance the Internet, TV and movies, books, summer trips and organizations of activities are good for professional development. The author also suggests that there must be a real and collaborative work environment so that teachers have the willingness to engage in professional development activities. Moreover, "once teachers decide to engage in professional development, it is important that there is the possibility of undertaking it in a collaborative community" (Valmori, 2014, p.24).

In light of the same topic, motivation and commitment to improve can be triggered by the types of relationships that exist between teachers and their school environment as was explained by Kubanyiova (2009, in Valmori, 2014, p.20). Therefore, motivation from teachers toward their professional development should also be a role of the educational

institutions to motivate and engage teachers in improving as professionals because of the benefits that institutions would have with well-trained teachers.

As a summary, every aspect is related to another; the commitment to improve is triggered by factors such as proper working conditions and working environment, less workload for teachers, real opportunities to improve their profession, better salary conditions, and a respectful perception from society towards the teaching profession; all stated by previous research as key factors that teachers assume as necessary to improve teaching and learning.

2.2 The Present Study

Based on the literature reviewed, it is possible to notice potential problems regarding Chilean English teachers' working conditions. National English teachers are conscious about their labor conditions, and that is why they have been involved in strikes in order to put the government under pressure, aiming to improve the different factors that affect their work. Also, it is important to highlight that the Chilean educational system has three educational backgrounds, which creates different conditions that English Teachers have to be involved in. However, even though the national problems regarding teachers are important for the educational systems, there are no conclusive studies that have investigated the English Teachers' perceptions about their working conditions in the three school systems in Chile.

The aforementioned studies tackle the topic of teachers' perceptions about their working conditions; however, they have been conducted either in the USA or Canada, and these were analyzed to understand their national situation more in depth. Nonetheless, the problems might vary from an English-as-a-native language context (USA, Canada, among others) to EFL contexts, such as Chile. That is why; this study seeks to bridge the existing gap in exploring the national context, specifically English teachers' educational problems, and to understand whether there is a correlation between the three educational systems and teachers' perceptions of working conditions. In other words, the study aims to investigate if these contexts share similar views. Hence, it is important to acknowledge

the national diversity that is part of education and at the same time, the people who are involved in the three types of educational systems.

Therefore, the following research questions intend to answer the issues stated before:

- (1) How do Chilean EFL teachers perceive their working conditions?
- (2) How do teachers' perceptions vary from one sector to another, namely public, semi-private and private Chilean school system?
- (3) How do the most critical aspects of Chilean EFL teachers' working conditions relate to the ones exposed by previous research?

3. METHODOLOGY

3.1 Overall Design

In this chapter, the methodological procedures followed in the present study are explained in detail; considering the research design selected, a description of the context and participants, the instruments used, the procedures that took place for the implementation of the study, and the data analysis steps.

3.2 Research Design

The design of this investigation follows the features of quantitative survey design, this means that “[a] quantitative research is essentially about collecting numerical data to explain a particular phenomenon, particular questions seem immediately suited to being answered using quantitative methods” (Muijs, 2004, p.1). The purpose of our research is to get into a particular social phenomenon, which are teachers’ perceptions. We used an instrument to collect numerical data, therefore we decided that the appropriate research design to follow is quantitative. Besides, surveys are the most suitable way to collect participants’ opinions, beliefs, perceptions and or attitudes towards a particular topic or issue, in order to understand trends or tendencies (Creswell, 2012).

Suphat Sukamolson affirms that “[quantitative research] is done by dividing the population into groups whose members are similar to each other and distinct from other groups” (2007, p.9). By paying attention to these characteristics of a quantitative survey design, in comparison to the study, it is appropriate to classify this research within such type of design due to the fact that the cases correspond to a number of Chilean English teachers who work at different schools around Santiago. Indeed, one of the main aims of this study is to get into teachers’ perceptions about working conditions from private, public and semi-private sectors.

In order to select our instrument and make it quantitative without losing the main focus, which is perceptions, it was necessary to search for an adequate instrument. Muijs (2004) explains the benefits of using a Likert scale:

Examples of this [phenomenon] are attitudes and beliefs. We might want to collect data on pupils' attitudes to their school and their teachers. These attitudes obviously do not naturally exist in quantitative form (we don't form our attitudes in the shape of numerical scales!). Yet we can develop a questionnaire that asks pupils to rate a number of statements (for example, 'I think school is boring') as either 'agree strongly', 'agree', 'disagree' or 'disagree strongly', and give the answers a number (e.g. 1 for 'disagree strongly', 4 for agree strongly). Now we have quantitative data on pupil attitudes to school. In the same way, we can collect data on a wide number of phenomena, and make them quantitative through data collection instruments such as questionnaires or tests. (p.2)

Based on the quote above, a questionnaire with a 5-point Likert scale was used in order to collect data about this phenomenon in a quantitative manner.

Similarly, the current study aims to compare the different perceptions of English teachers with a variety of social and educational backgrounds by taking participants' perspectives and their direct connection with education as a basis. Therefore, it is necessary to get access to teachers' views in their profession in order to obtain rich information. Leeuw, Hox & Dillman state that "[a survey] involves identifying a specific group or category of people and collecting information from some of them in order to gain insight into what the entire group does or thinks" (2008, p.1). Therefore, the quantitative survey method is suitable for the characteristics of our thesis.

3.3 Context and Participants

In this section, the contexts in which the study took place are described regarding the types of schools and the general characteristics of 63 Chilean English teachers. The subjects who participated in this research study belong to the private, semi-private and public Chilean educational system of institutions in Santiago.

3.3.1. Context

In Santiago, most of the institutions that belong to the private sector are located in the eastern area, although there are private schools in other sectors of the city. Said institutions consider the English subject as an important element of their curriculum and some of the establishments are bilingual. Moreover, these private schools utilize textbooks provided by international publishers as learning material, as they do not receive the ones supplied by MINEDUC. Besides the access to different tools, private schools in Chile are characterized by having smaller classes than the other sectors, which are not numerous regarding students, in comparison with institutions from the semi-private and public systems. The characteristics aforementioned might vary depending on the social, geographical school background and school policies.

Semi-private schools are established all around the area of Santiago. These schools use textbooks from international publishers or the textbook provided by the Ministry of Education. The number of English hours and the amount of students per classroom vary according to different factors; such as the differences in tuition among semi-private schools.

As well as the semi-private schools, public schools are in diverse areas of Santiago and use textbooks provided by the Ministry of Education, but limited access to resources usually characterizes them. Another characteristic of this type of schools in Chile is that classes are generally large, having from 30 to 45 students per classroom.

All the features stated above are the reason this study takes the three systems into consideration. As they are different, they would provide a wider view of Chilean English education and the features in them that may affect teachers' working conditions.

3.3.2. Participants.

The participants of this study were 63 Chilean English teachers. From these teachers, 22 belonged to the private school sector, 20 to the semi-private, and 21 to the

public sector. In total, these 63 teachers belonged to a number of 46 different schools in Santiago, Chile.

All participants were Chilean English teachers and voluntarily accepted to participate after receiving an email with a consent letter and a link to a questionnaire. This email was originally sent to 125 teachers, having a response rate of 63 (50.4%).

The table below shows the background information of the participants who answered the questionnaire. The information is categorized by number of participants from each sector, average age and average years of working experience.

Sector	Number of participants	Average age	Average years of working experience
Public	21	35	13
Semi-private	20	32	7
Private	22	34	10
Overall information	63	34	10

Table 1. Participants' Background Information.

3.4 Data Collection Instrument

The instrument used for this study was an online questionnaire. The reasons for the usage of this instrument were established due to the purpose of collecting the different perceptions of the participants in relation to the conditions of the English teaching profession. According to McClure (2002), simultaneous administration of questionnaires to multiple cases in different types of locations is one of the positive advantages of this method in the quantitative research. Also, because the study is carried out in various places, it would bring multiple backgrounds to the study. Consequently, the use of

questionnaires provides general and a more real view of the problems encountered in the profession.

The questionnaire was composed of 25 closed-ended questions with different statements about working conditions with a perceptions Likert scale from one (strongly disagree) to five (strongly agree).

3.5 Procedures

The application of the questionnaire was planned to cover a six-week period, during which 63 participants submitted their answers. The questions in the instrument were meant to elicit teachers' perceptions of their working conditions in relation to the school environment, the relationship with their peers, and the perceptions that society has towards teachers' profession.

The questionnaire was submitted in week one to Google Docs and available for those who received the link, for which participants had one month. This platform allowed the researchers to see the frequency of responses and patterns. After the month for gathering all the data, this was analyzed, and this process took two weeks. The information taken from the data was used for comparing the perceptions of the different participants.

3.6 Data Analysis

The analysis of the data revealed by the questionnaire was carried out in two steps. Firstly, the online platform Google Docs retrieved all the information gathered. Then, the information was transferred to Excel in order to perform descriptive statistics analysis.

Measures of central tendency and variability were used to compute Mean, and Standard Deviation based on the 5-point scale used in the questionnaire. The mean corresponds to the average in responses, and the standard deviation explains the distribution of average responses in relation to the distance from the mean.

This analysis helped us understand the trends in participants' answers, as well as their dispersion around the parameters of the same scale.

In the following chapter, the results obtained from this analysis are descriptively represented.

4. RESULTS

In this chapter, the results obtained from the data collection process are analyzed and displayed in graphs and tables in order to deliver a clear exposition of the participants' perceptions of their working conditions in the three Chilean educational sectors.

The results were classified by school sector with the purpose of finding out the most noticeable aspects that the participants from the three educational sectors agreed and disagreed on. The total number of participants was 63 teachers who work in public, semi-private and private institutions, as explained in the previous chapter.

The information presented throughout this chapter includes a general overview of the questionnaire results and the results by sector.

4.1 Questionnaire Results

These tables portray the results of the data collected. First, overall questionnaire results are presented, which comprise the three sectors, and later, each table is categorized by sector including the correspondent mean (*M*) and standard deviation (*SD*).

4.1.1. General results.

Mean (<i>M</i>)	Standard deviation (<i>SD</i>)	Number of participants
3.16	0.48	63

Table 2. Teachers' General Perceptions of Working Conditions.

Considering the total amount of participants of the questionnaire, the table above illustrates the *Mean* and *Standard Deviation* of the overall questionnaire. The *M* of participants' response was 3.16 (*SD*=0.48). In relation to the value of the *SD*, it is possible to say that the participants' average answers were dispersed between 2.68 and 3.64 along the Likert scale.

4.1.2. Public sector results.

Mean (<i>M</i>)	Standard deviation (<i>SD</i>)	Number of participants
3	0.48	21

Table 3. Public Sector Results.

Concerning the Public sector, the table above portrays the *M* and *SD* of the responses from the Public sector. The *M* of participants' response was 3 (*SD*=0.48), which corresponds to the exact neutral point on the Likert scale. For this sector, participants average responses moved from 2.52 to 3.48, as indicated by the *SD*.

4.1.3. Private sector results.

Mean (<i>M</i>)	Standard deviation (<i>SD</i>)	Number of participants
3.24	0.43	22

Table 4. Private Sector Results.

In relation to the Private sector, table 4 above shows the *M* and the *SD* of responses from the Private sector. The *M* of participants' responses was 3.24 (*SD*=0.43). In this case, the *M* was slightly higher than in the Public sector (0.24). Based on the value of the *SD*, participants' average answers were distributed between 2.81 and 3.67 along the scale.

4.1.4. Semi-private sector results.

Mean (<i>M</i>)	Standard deviation (<i>SD</i>)	Number of participants
3.01	0.64	20

Table 5. *Semi-private Sector Results.*

Taking into account the total amount of participants in the Semi-private sector, the table above exemplifies the *M* and *SD* of the Semi-private sector. The *M* of the participants' responses was 3.01 (*SD*=0.64). This sector reflected a similar *M* than the Private sector. However, it scored the highest *SD*, which means that participants' responses were dispersed from 2.37 to 3.65 along the Likert scale.

Despite the high *SD* of the Semi-private sector, the average of the answers from the three areas tended to be close to the neutral point on the scale and did not go over 4 or below 2. Because of this, a deeper analysis is presented in the following section.

4.2 Comparison of School Systems Results

This section displays the answers in graphs, classifying participants' responses by the highest and the lowest scored answers. Also, tables are included for the purpose of exposing in detail the distribution of teachers' responses regarding different statements and their correspondent *M* and *SD*.

4.2.1. Highest and lowest questionnaire results

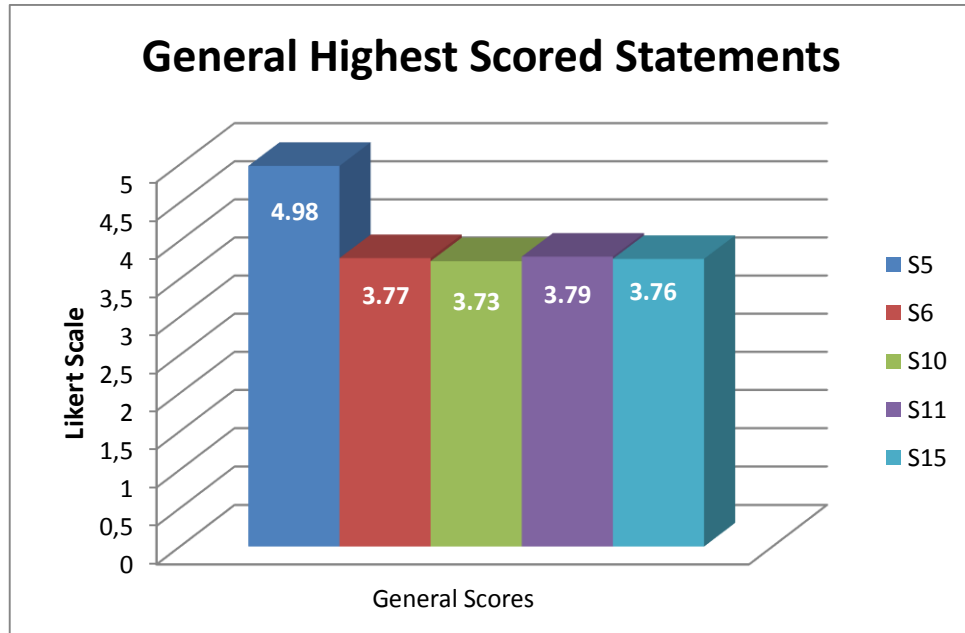


Figure 1. General Highest Scored Statements.

The graph shown above portrays the general highest scored statements answered by the 63 teachers in the survey. The statements 5 (*The relationship among the school community does not hinder my development as a professional*), 6 (*My school provides support in case of problems with the students, parents or tutors in charge of the student*), 10 (*I regard that my salary is equivalent to the work I have to fulfill*), 11, (*There is a trustful environment and mutual respect in relation to the authorities of the school*), and 15 (*My working environment is constructive in relation with my colleagues*) were the highest ranked statements answered by the three school sectors, which correspond to the Private, Semi-private and Public.

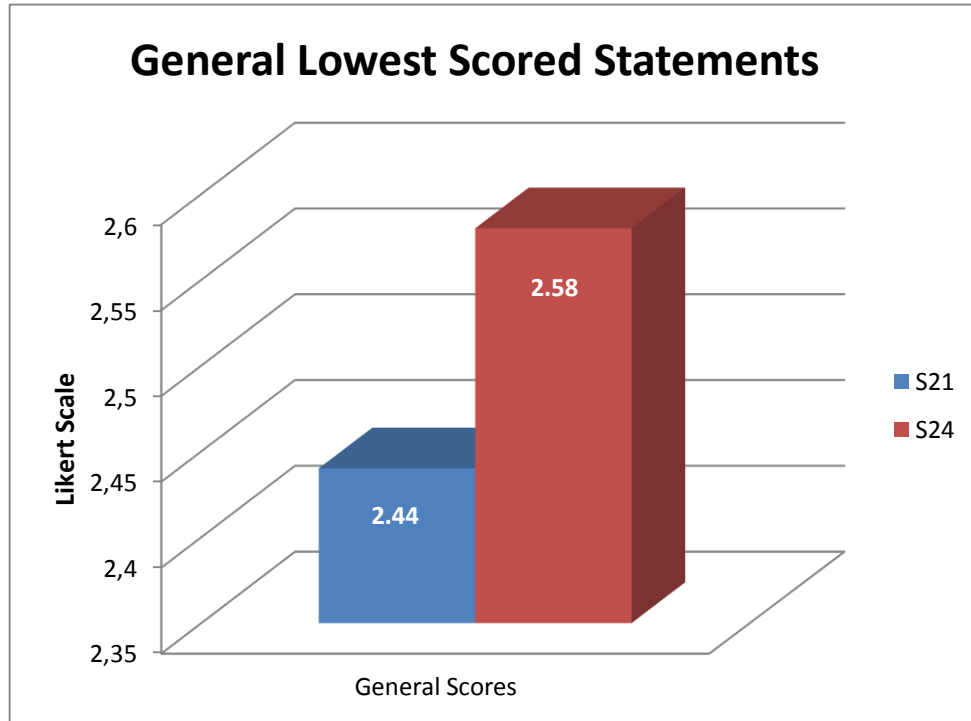


Figure 2. General Lowest Scored Statements.

The graph presented above illustrates the lowest scored statements answered by the three school sectors in the questionnaire. On the left part, the Likert scale shows only values from 1 to 3 which correspond with the agreement-degree scale from the questionnaire, 3 being the maximum value of the answers given. In the lower part of the graph, the statements with the lowest scores are symbolized by colors.

It is possible to identify that statements, 21 (*The increase on planning hours are included in the paid hours by the institution and they are enough to plan successful classes*) and 24 (*The school considers teachers' working conditions providing them with instances to share their experiences and feelings about their profession*) were the lowest ranked by the teachers from the three educational sectors.

4.2.2. Highest scored questionnaire statements by sector.

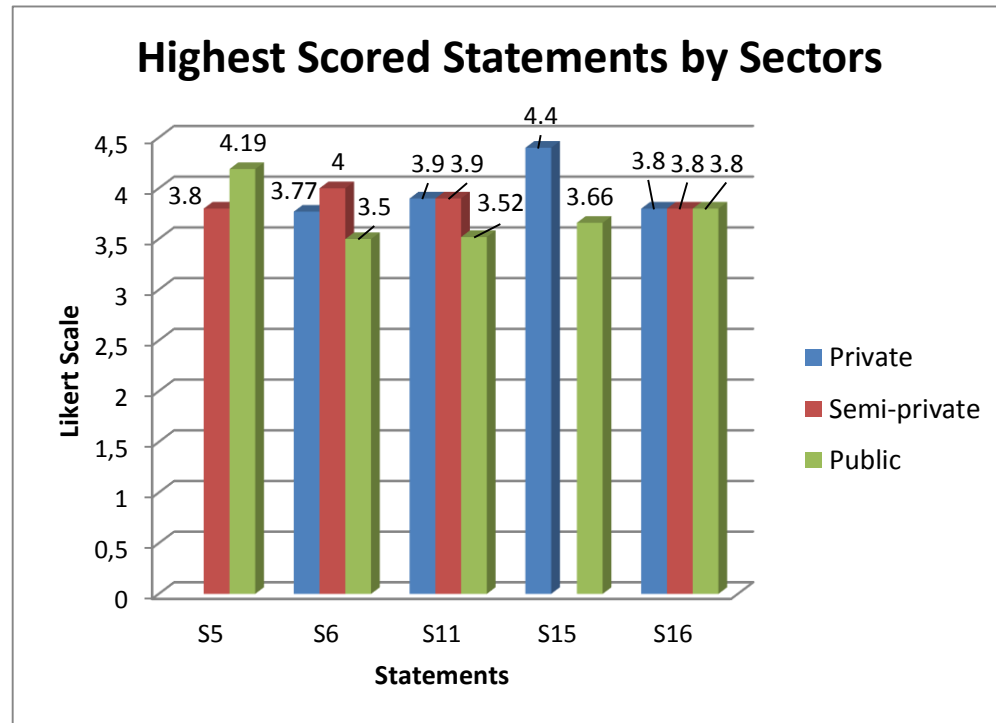


Figure 3. Highest Scored Statement by Sectors.

The graph presented above illustrates the highest scored statements answered by each sector in the survey. On the left part of the graph, the Likert scale shows values from 1 to 4, which correspond to the agreement-degree scale used in the questionnaire. In the lower part of the graph, the statements, which correspond to the highest scored ones, are classified by colors and sectors.

It is possible to observe that statements 6 (*My school provides support in case of problems with the students, parents or tutors in charge of the student*), 11 (*There is a trustful environment and mutual respect in relation to the authorities of the school*), and 16 (*I regard that my school is a good place to work and learn*) were the highest ranked by the teachers from the Private sector. Similarly, the Semi-private sector agreed on the three statements presented above, showing coincidences with both the teachers from the Private and the Public school sectors. Overall, the three sectors provided the highest

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values to the statements mentioned above.

Considering statement number 15 (*My working environment is constructive in relation with my colleagues*), the Private and Public sector shared the highest ranked answers.

As for statement number 5 (*The relationship among the school community does not hinder my development as a professional*) the Semi-private and Public obtained the highest values. The Private sector did not have such coincidence.

Statement	Private mean	Public mean
15. My working environment is constructive in relation with my colleagues.	4.04 (SD=1.32)	3.66 (SD=1.11)

Table 6. Teachers' Perceptions about their Working Environment with Colleagues

Considering the highest scored statement, table 6 illustrates the *M* and *SD* of two school sectors that agreed on statement number 15. The Private sector reflected a *M* of 4.04 (*SD*=1.32). While the Public sector shows a *M* of 3.66 (*SD*=1.11). In this case the *M* from both sectors reflected agreement.

Statement	Semi-private mean	Public mean
5. The relationship among the school community does not hinder my development as a professional ¹	3.8 (SD= 1.4)	4.19 (SD= 1,28)

Table 7. Teachers' Perceptions about Relationship among Peers

Table 7 shows teachers' perception about their working conditions in relation with the school community that hinders their development as professionals. It is observable that the Semi-private *M* was 3.8 which was 0.8 away from the neutral point of the Likert

¹ The original statement was changed in order to evidence the means as high more explicitly: *The relationship among the school community hinders my professional development*

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scale. Similarly, the Public M was 4.19, which was 1.19 away from the neutral point with a higher M from the neutral point in the scale, both sectors reflecting agreement.

Statement	Semi-private	Public	Private
6. My school provides support in case of problems with the students, parents or tutors in charge of the student.	M=4 (SD=0.7)	M=3.5 (SD=1.07)	M=3.77 (SD=1.3)
11. There is a trustful environment and mutual respect in relation to the authorities of the school.	M=3.9 (SD=1)	M=3.52 (SD=1.28)	M=3.9 (SD=1.47)
16. I regard that my school is a good place to work and learn.	M=3.8 (SD=0.9)	M=3.8 (SD=1.07)	M=3.8 (SD=1.25)

Table 8. Teachers' Perceptions about School Environment and Authorities

Table 8 reflects teachers' perceptions about working conditions in relation to the school environment. In question number 6, the Semi-private sector had a M of 4. Whereas, the Public M was 3.5; therefore, both sectors expressed agreement. Similarly, the Private sector had a M of 3.77. All sectors had similar responses that were dispersed between 3.8 and 4 which corresponds to agreement in the scale.

In question number 11, the Semi-private M was 3.9 (agree). Similarly, the Public M was 3.52 with 0.52 above the neutral point in the Likert scale. As well as the Private M , which was 3.9, showing agreement too. All sectors responses were close to 4 but with no more than 0.8 points over the neutral point.

In question number 16, all sectors had a M of 3.8 (agree).

4.2.3. Lowest scored questionnaire statements.

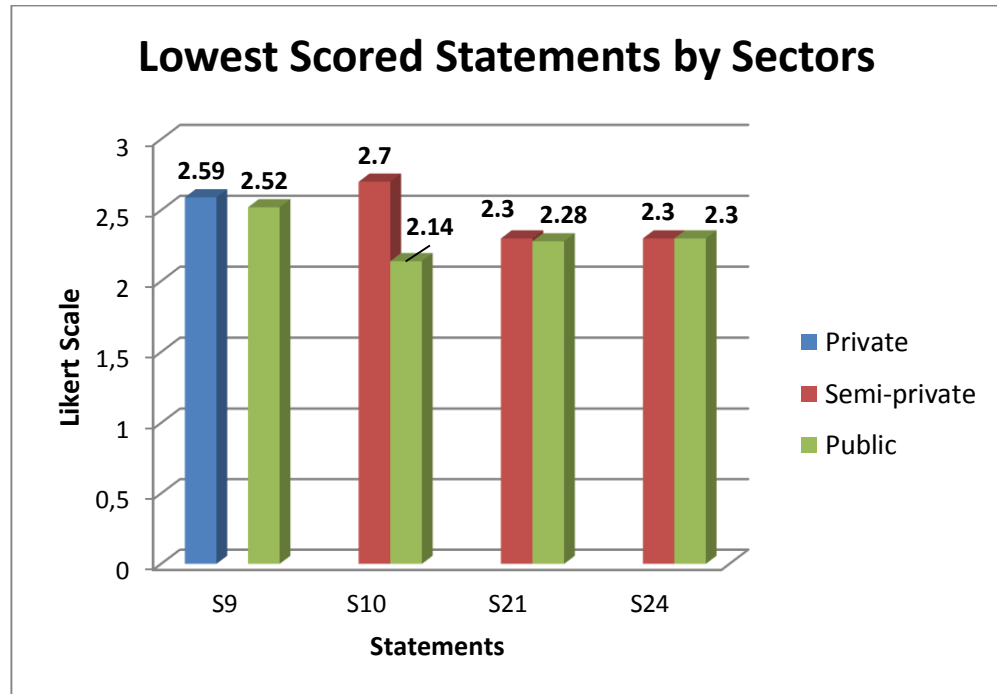


Figure 4. Lowest Scored Statements by Sector

The graph presented above portrays the lowest scored statements answered by each sector in the survey. On the left part of the graph, the Likert scale presents rates from 1 to 5, which corresponds to the same agreement-degree scale used in the questionnaire. In the lower part of the graph, the statements, which correspond to the lowest scores, are classified by colors and sectors.

It is possible to notice that statement 9 (*I feel that my profession is appreciated by most people*), 10 (*I regard that my salary is equivalent to the work I have to fulfill*), 21 (*The increase on planning hours are included in the paid hours by the institution and they are enough to plan successful classes*), and 24 (*The school considers teachers' working conditions providing them with instances to share their experiences and feelings about their profession*) were the lowest ranked by the teachers from the Public sector.

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In the Semi-private sector, statements 10 (*I regard that my salary is equivalent to the work I have to fulfill*), 21 (*The increase on planning hours are included in the paid hours by the institution and they are enough to plan successful classes*), 24 (*The school considers teachers' working conditions providing them with instances to share their experiences and feelings about their profession*) retrieved the lowest scores, all of them matching with the Public sector mentioned before.

However, for the Private sector, statement 9 (*I feel that my profession is appreciated by most people*), was the only statement that agreed with the Public sector lowest values.

Overall, the teachers from the Public sector scored the lowest values in statements 9, 10, 21, 24; showing agreement with the Semi-private- school teachers in statements 10, 21 and 24, and with the Private sector in statement 9.

Statement	Private mean	Public mean
9. I feel that my profession is appreciated by most people.	2.59 (SD=1.22)	2.52 (SD= 1,2)

Table 9. Teachers' Perceptions about Society Appreciation of their Profession.

Table 9 reveals teachers' perceptions from the Private and Public systems in regards to society appreciation of the teaching profession. In this table it is possible to observe that while teachers from the Private sector had a M of 2.59 ($SD=1.22$), they were 0.41 below the neutral point of the Likert scale, expressing negative perceptions toward this topic. Whereas, teachers from the Public sector's M was 2.52 with 0.48 below the neutral point of the Likert scale, showing disagreement as well. As illustrated in this table, both sectors' M were below the neutral point in the scale.

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Statement	Semi-private mean	Public mean
10.I regard that my salary is equivalent to the work I have to fulfil ²	2.7 (SD= 1)	2.14 (SD= 1.23)
21. The increase on planning hours are included in the paid hours by the institution and they are enough to plan successful classes.	2.3 (SD=1)	2.28 (SD= 1)

Table 10. Teachers' Perceptions about Administrative Work.

Table 10 displays teachers' perceptions about salary and their feelings towards the balance between salary and workload. Teachers from the Semi-private M was 2.7 ($SD=1$), being 0.3 below the neutral point of the scale; therefore, reflecting disagreement. In addition, teachers from the Public system M was 2.14 ($SD=1.23$), being 0.86 points inferior to the neutral point of the Likert scale. This means that both sectors' M is inclined to disagreement. In addition, the 21st statement refers to the planning hours being included in the payment. In regards to this, teachers from the Semi-private's M was 2.3 ($SD=1$), thus disagreeing with the statement. On the other hand, the Public M was 2.28 ($SD=1$), being 0.72 below the neutral point of the Likert scale. Finally, as portrayed previously both sectors' M were near 2.3 which corresponds to 'disagree' in the scale.

Statement	Semi-private mean	Public mean
24. The school considers teachers' working conditions providing them with instances to share their experiences and feelings about their profession.	2.3 (SD=1.1)	2.3 (SD= 1.24)

Table 11. Teachers' Perceptions about School Environment.

Table 11 shows the negative correlation between teachers from the Semi-private and Public sectors in relation to their perceptions about their working environment.

² The original statement was changed in order to evidence the means as negatives more explicitly: *I regard that my salary is not equivalent to the work I have to fulfil*

Through this table, it is possible to observe that both, teachers from the Semi-private and Public systems scored the same M (2.3) when asked about their perceptions on the instances schools provide them to share experiences and feelings.

4.2.4 The Influence of School Type on Teachers' Perceptions: contrast among sectors ¹⁰⁰

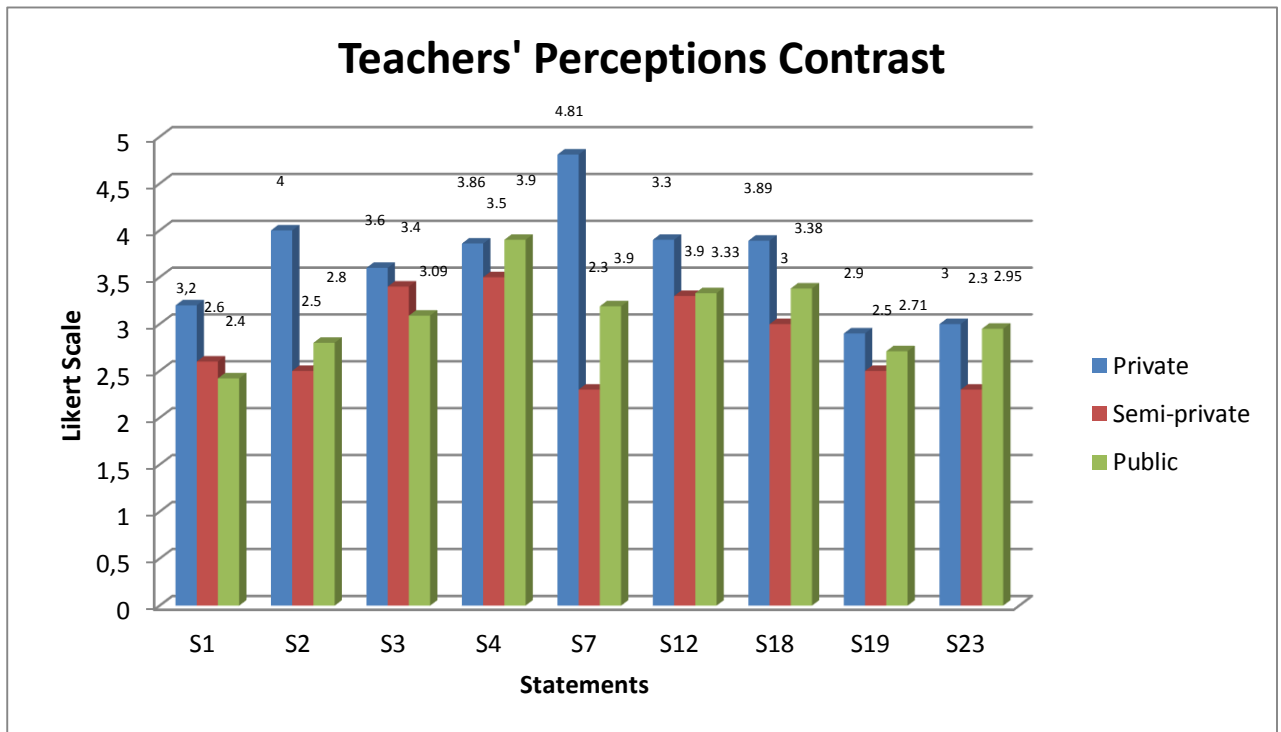


Figure 5. Teachers' Perceptions Contrast

The graph above illustrates teachers' perceptions contrast of each sector in the survey. On the left part of the graph, the Likert scale presents value from 1 to 5, which corresponds to the same agreement-degree scale in the questionnaire. In the lower part of the graph, the statements are presented with the sectors classified by colors.

It is possible to observe that statements number 1 (*I have enough time to plan my classes*), 2 (*The number of students in the classroom is reasonable and the time to monitor each student's needs is enough*), 3 (*The school provides me with the necessary tools for*

the adequate development of the lessons), 4 (*There is a supportive and safe environment in the institution, without having interruptions that could interfere with my performance*), 7 (*My workload is not excessive*), 12 (*I have the necessary access to the materials and educational resources to the appropriate development of the class*), 18 (*The schools supports teachers when referring to health problems*), 19 (*The school provides extra-curricular activities that promotes teachers' spare time*) and 23 (*The school provides me with professional support to include special needs students*) were the highest scored by teachers from the Private sector.

In the Semi- private sector, statement 1 (*I have enough time to plan my classes*), 2 (*The number of students in the classroom is reasonable and the time to monitor each student's needs is enough*), 4 (*There is a supportive and safe environment in the institution, without having interruptions that could interfere with my performance*), 7 (*My workload is not excessive*³), 12 (*I have the necessary access to the materials and educational resources to the appropriate development of the class*), 18 (*The schools supports teachers when referring to health problems*), 19 (*The school provides extra-curricular activities that promotes teachers' spare time*) and 23 (*The school provides me with professional support to include special needs students*) received the lowest scores, all of them contrasting with the Private sector.

In addition, the Private sector, statement 1 (*I have enough time to plan my classes*) and 3 (*The school provides me with the necessary tools for the adequate development of the lessons*) have a negative tendency toward partially disagree.

³ The original statement was changed in order to evidence the means as negatives more explicitly: *My Workload is excessive*.

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Statement	Private mean	Semi-private mean	Public mean
2.- The number of students in the classroom is reasonable and the time to monitor each student's needs is enough.	4 (SD=1.26)	2.5 (SD=1.1)	2.8 (SD=1.2)

Table 12. Influence of School Type on Teachers' Perceptions: Teachers' Class Size

Table 12 shows the contrast between teachers from the Private, Semi-private and Public sectors in relation to their perceptions about class size. Through this table, it is possible to observe that there are differences among all sectors' teachers. While the M of the Public sector was 2.8 with a SD of 1.2, the M of the Semi-private sector was 2.5 with a SD of 1.1. Dissimilarly, the Private sector M was 4 with a SD of 1.26 with a positive tendency toward partially agree when asked about their perceptions on the correlation between number of students and monitoring their needs.

Statement	Private mean	Semi-private	Public mean
3.- The school provides me with the necessary tools for the adequate development of the lessons	3.6 (SD=1.2)	3.4 (SD=1.2)	3.09 (SD=1.33)

Table 13. Influence of School Type on Teachers' Perceptions: School Supplies

Table 13 illustrates the slight contrast between teachers from the Private and Public sectors in relation to their perceptions about tools given by the school to support their classes. Throughout this table, it is possible to observe that the three educational sectors share a neutral tendency due to the fact that they are close to the neutral indicator. While the M of the Private sector was 3.6 with a SD of 1.2 with a positive tendency toward partially agree, the M of the Public sector was 3.09 with a SD of 1.33. Similarly, the M of the Semi-private sector is 3.4 with a SD of 1.2, having all a neutral response when asked about their perceptions on the correlation between tools and appropriate lessons.

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Statement	Private mean	Semi-private mean	Public mean
4.-There is a supportive and safe environment in the institution, without having interruptions that could interfere with my performance	3.86 (SD=1.39)	3.5 (SD= 0.9)	3.9 (SD=1.51)

Table 14. Influence of School Type on Teachers' Perceptions: School Environment

Table 14 portrays the contrast between teachers from the Private and Semi-private sectors in relation to their perceptions about school environment and support when referring to classes' quality. In this table, it is possible to observe that there are not relevant differences among sectors. On the one hand, the M of the Public sector was 3.9 with a SD of 1.51; similarly the Private M was 3.86 with a SD of 1.39 above the neutral point with a positive inclination toward partially agree. While the M of the Semi-private sector was 3.5 with a SD of 0.9 with a neutral response when asked about their perceptions on the support given by schools in order to carry out lessons without interference.

Statement	Private mean	Semi-private mean	Public mean
7.- My workload is not excessive ⁴	4.81 (SD=1.09)	2.3 (SD= 1.3)	3.19 (SD=1.24)

Table 15. Influence of School Type on Teachers' Perception: Workload

The contrast among teachers from the Private, Semi-private and Public sectors in relation to their perceptions about the amount of workload can be seen in table 15. It is possible to observe that there are noticeable differences on the three educational sectors. In regard to this issue the M of the Private sector was 4.81 showing a positive response

⁴ The original statement was changed in order to evidence the means as negatives more explicitly: *My Workload is excessive*.

with a SD of 1.09. While, the Public sector M was 3.19 with a SD of 1.24 showing a neutral response toward this statement. On the contrary the M of the Semi-Private sector was 2.3 with a SD of 1.3 showing the negative response when asked about their perceptions on the amount of workload being excessive or not. Finally, as portrayed previously, three sectors' M were different due to the fact the Private sector M was positive in regards to the Semi-private whose M was negative and the Public with a neutral M.

Statement	Private mean	Semi-private mean	Public mean
18.- The schools supports teachers when referring to health problems	3.89 (SD= 1.62)	3 (SD=1.2)	3.38 (SD=1.46)

Table 16. Influence of School Type on Teachers' Perceptions: School Support

Table 16 above evidences the contrast of teachers from the Private, Semi-private and Public sectors about how they perceive their schools support them when referring to health problems. Teachers from the Private sector M was of 3.89 with a SD of 1.62 having a positive tendency toward partially agree in the Likert scale. While, the Public sector M was 3.38 with a SD of 1.46, the M of the Semi-private sector was 3 with a SD of 1.2 being the neutral point of the Likert Scale when asked about their perceptions on school support when presenting health problems.

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Statement	Private mean	Semi-private mean	Public mean
19.- The school provides extra-curricular activities that promotes teachers' spare time	2.9 (SD= 1.71)	2.5 (SD=1.4)	2.71 (SD=1.61)

Table 17. Influence of School Type on Teachers' Perceptions: School Incentives

Table 17 reveals the differences from the Private, Semi-private and Public sectors about their perceptions on schools providing time for extracurricular activities. Through this table, it is possible to notice that there are differences among all the educational sectors regarding their perceptions. While the M of the Private sector was 2.9 with a SD of 1.71; similarly the Public sector M was 2.71 with a SD of 1.61 being both close to the neutral value of the Likert scale. However, the M of the Semi-private sector was 2.5 with a SD of 1.4 showing a negative inclination to partially disagree when asked about their perceptions about school incentives.

Statement	Private mean	Semi-private mean	Public mean
12 I have the necessary access to the materials and educational resources to the appropriate development of the class	3.9 (SD=1.44)	3.3 (SD=1.3)	3.33 (SD= 1.23)

Table 18. Influence of School Type on Teachers' Perceptions: Teachers Access

As illustrated in Table 18, there is a difference between the perceptions of teachers from the Private, Public and Semi-private sectors on schools providing resources and access to educational material in order to teach classes appropriately. Through this table, it is possible to observe that the M of the Private sector was 3.9 which shows a tendency

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to be a positive perception on this matter, and with a SD of 1.44. While M of the Semi-private sector was 3.3 with a SD of 1.3, the Public mean M was 3.33 with a SD of 1.23 when asked about their perceptions on teachers' access to educational material.

Statement	Private mean	Semi-private mean	Public mean
23 The school provides me with professional support to include special needs students	3 (SD=1.49)	2.3 (SD= 1.4)	2.95 (SD= 1.32)

Table 19. Influence of School Type on Teachers' Perceptions: School Professional Support

Table 19 illustrates the contrast among teachers from the Private, Public and Semi-private sectors about their perceptions on schools supporting them when including students with special needs. With the table above, it is possible to notice that there are among the three sectors' teachers in regard to this issue. While the M of the Private sector was 3 with a SD of 1.49, the M of the Public sector was 2.95 with a SD of 1.32 being close to the neutral point of the Likert Scale. However, the M of the Semi-private sector was 2.3 with a SD of 1.4 showing negative perceptions when asked about their perceptions on professional support.

Statement	Public mean	Private mean	Semi-private mean
1 I have enough time to plan my classes	2.42 (SD=1.43)	3.2(SD= 1.26)	2.6 (SD=1.3)

Table 20. Influence of School Type on Teachers' Perceptions: Time

Table 20 illustrates the comparison between teachers from the Public and Semi-private sectors about their perceptions on time available to plan classes. In fact, there are

differences between both sectors' teachers in regard to this issue. While the M of the Public sector was 2.42 with a SD of 1.43 having a negative response from teachers. Similarly, the M of the Semi-private sector was 2.6 with a SD of 1.3 with a negative tendency toward partially disagree. However, the Private sector M was 3.2 with a SD of 1.26 showing a neutral perception toward the values when asked about their perceptions on the amount of time they have to plan classes

5. DISCUSSION

Throughout this chapter, we discuss the perceptions of Chilean EFL teachers in regards to their working conditions, taking into account the results presented in the previous chapter. Most of the results show that teachers' perceptions moved around the neutral point of the Likert scale. Therefore, it was necessary to analyze these perceptions in a detailed manner by categorizing the different statements by sector. Thus, this chapter is presented from general terms to a more in-depth discussion analyzing each of the sectors. Finally, the general results presented previously are compared with the literature revised in this study.

5.1 Overall Teachers' Perceptions of their Working Conditions

Referring to the general highest scored statements, the answers given to statement 5 (*The relationship among the school community does not hinder my development as a professional*) suggest that teachers have positive working conditions in regard to the relationship among peers. This is totally contradictory with what Bauer (2007) states about teachers feeling distressed because of lack of support from colleagues. Also, teachers seem not to perceive the situations stated by Froese and Germain (2014) as problems. These problems have to do with the fact that teachers feel stressed because of non-instructional issues such as students' behavior and students' and families' mental health. In fact, teachers' responses to statement 6 (*My school provides support in case of problems with students, parents or tutors in charge of students*) were close to the indicator partially agree, showing a positive perception toward school support. Similarly, Emerick and Hirsch (2006) discussed the necessity to construct a sense of trust in schools, as it is a critical factor in reforming schools and greater teacher's effectiveness, all of which is consistent with the positive responses to statement 6 from Chilean teachers.

Among the differences of the results of our study and literature it is possible to identify a contrast between what Medgyes (2010, in Valmori, 2014) suggests that teachers cannot make linguistics improvements due to the lack of collaborative support among

colleagues. Dissimilarly, teachers' answers to statement 15 (*My working environment is constructive in relation with my colleagues*) were close to the partially agree value, which makes one realize that teachers do not have negative perceptions of their relationship with colleagues.

In relation to the working environment, Chilean teachers share positive perceptions on how schools support them with problems regarding parents and students. In fact, teachers working in a trustworthy environment consider their working place as a good place to work and learn. Surprisingly, teachers consider their workplace as a satisfactory place to work, even though the three educational systems in Chile have a large geographical distance regarding locations, and a large gap in socio-economical context and school facilities.

When we consider teachers' most negative perceptions, there is a relation between the results and the literature in regard with statement 21 (*The increase on planning hours are included in the paid hours by the institution and they are enough to plan successful classes*). General results to this statement showed that teachers do not have positive perceptions about their working conditions in regard to the proportion of planning and time. TALIS (2013) reported that Chilean teachers have fewer weekly paid hours than teachers from other countries. Said hours are predetermined for instructional classes putting aside administrative tasks such as planning, which clearly explains teachers' discontent.

It is noteworthy to mention that statement 10 (*I regard that my salary is equivalent to the work I have to fulfill*) in general terms has a positive answer. However, most highly positive-regarded responses were from the private-school teachers, in contrast with the negative perception from the public and semi-private-school teachers. In fact, when we analyzed the answers by sector it was noticeable that the public and semi-private sector had a negative perspective toward the correlation between workload and salary. This emphasizes the bridge between the three educational sectors showing that the private-

school teachers do not have negative perceptions about their working conditions in these domains.

After these findings, it is possible now to answer our third research question, which is: How do the most critical aspects of Chilean EFL teachers' working conditions relate to the ones exposed by previous research? It is not surprising to see teachers discontent toward the time assigned for planning hours. As shown in TALIS (2013) Chile is positioned as one of the countries with the lowest ratios of time given to teach, compared to time actually teaching in front of the class. The time lost is spent in administrative activities and keeping discipline in the classroom, affecting teachers' time to complete their tasks effectively. However, this critical aspect of teachers' perceptions addresses the global, meaning the three educational sectors involved, without making noticeable the differences of each sector. Later, after responding the other two research questions, this question will be reconsidered.

5.2 The Influence of School Type on Teachers' Perceptions: Positive Perceptions

In relation to statement 11 (*There is a trustful environment and mutual respect in relation to the authorities of the school*), all answers were close to the indicator partially agree, which means that teachers from these sectors have a positive perception about their environment in regard to the relationship with school authorities. Therefore, it is possible to say that there is an agreement with what Froese and Germain (2014) presents in their study; teachers felt that they have the most autonomy on decision-making about pedagogical approaches in classes, extra-curricular activities and evaluation processes. This autonomy might be given by the school authorities in teachers' daily work which is connected with the answers given to statement 11.

The working conditions of teachers from the semi-private and public schools about statement 5 (*The relationship among the school community does not hinder my development as a professional*) are positive as their scores were close to the indicator

partially agree. This goes hand in hand with what Valmori (2014) suggests in his study; when teachers are willing to improve their development, they have to do it in a collaborative manner. On top of that Berry, Fuller and Williams (2007) also agree with what teachers from the sectors mentioned before expressed; when teachers feel that there is a trustworthy and respectful atmosphere in school, they are more likely to stay.

Private-school teachers' answers score to statement 6 (*My school provides support in case of problems with the students, parents or tutors in charge of the student*) was close to partially agree. Teachers from the semi-private and public schools gave the same score to this statement, which means that they have good working conditions regarding the support that teachers receive from schools. Bauer et al (2007) state in their study that teachers have incremented levels of stress because they have had to hold with the burden of experiencing negative situations with students and parents. Considering the fact that teachers perceive that they are supported by the school when they have problems with students and their parents or tutors, teachers might feel less stressed. However, there is no evidence in the literature that support a correlation between support given by school authorities and levels of stress.

By analyzing the agreement by sector, teachers from the three educational systems share positive perceptions about the school environment and school support from authorities. Furthermore, there is a positive correlation between the results in general terms as well as by sectors in this area. Therefore, it can be said that teachers from the three educational systems do not have major issues regarding their school environment, sharing positive perceptions about this topic.

5.3 The Influence of School Type on Teachers' Perceptions: Negative Perceptions

In relation to planning time, teachers from the semi-private sector agree with the fact that planning time is enough, which indicates that teachers perceive that they have negative working conditions in regard to planning and the necessary time to do it. Teachers from the public sector share the same perceptions about the lack of planning hours and their correspondent payment. This is consistent with what is said in TALIS (2013); Chile is located as one of the countries with the lowest ratios of time assigned to teach, compared to time actually teaching in front of the class.

As for society perceptions, Oduolowu (2009, in Hyacinth & Mann, 2014) stated that teachers receive a negative perception from society as they are accused of being uncommitted to their profession. Private and public-school teachers' perceptions towards statement 9 (*I feel that my profession is appreciated by most people*), about the vision that society has regarding their profession, is similar to what is said by this author as they disagree on this statement.

The non-instructional time for teachers to express their thoughts matches two of the educational systems, namely, the private and the semi-private. Both sectors agree on statement 24 (*The school considers teachers' working conditions providing them with instances to share their experiences and feelings about their profession*), having the lowest rank. Similarly, the study carried out in Arizona by CTQ (2007), affirms that the vast majority of teachers do not have enough time available for non-instructional activities, which is correspondent with what is reported in TALIS (2013); Chilean teachers are the ones that perform more hours in front of the classes, having the lowest ratios of time giving to teach, compared to time actually teaching in front of the class

Based on the findings previously presented, the second research question is answered: How do teachers' perceptions vary from one sector to another, namely, public, Semi-private and private Chilean school systems? Most of the statements which showed

a negative tendency are enclosed in non-instructional activities such as administrative tasks and planning. Also, it is important to notice that the two educational sectors that agree the most are the public and semi-private teachers, revealing their negative perceptions toward areas such as workload, salary and non-instructional activities. Besides, it is important to highlight that the private-school teachers do not expose negative perceptions toward the statements previously mentioned. However, they do consider that the society has a negative perception concerning their profession as the results to statement 9 were negative (*I feel that my profession is appreciated by most people*). Even though the private-school teachers do not have problems regarding their working conditions, they are still aware of the negative appreciation of society toward their profession.

5.4 The Influence of School Type on Teachers' Perceptions: Contrast among Sectors

Considering statement 2 (*The number of students in the classroom is reasonable and the time to monitor each student's need is enough*) private-teachers' perceptions reflect that they do not have problems regarding class size as they answers were close to the value partially agree. On the contrary, semi-private- teachers' answers were negative, with the indicator partially disagree. Therefore, it is possible to say that Semi- private teachers do have problems with class size which is not revealed in the study carry out by "Education at a Glance", elaborated by the OECD (2014) where Chile is within several countries where the average number of students in public institutions largely exceeds the average number of pupils in private schools. This study puts aside the Semi-private-school teachers who struggle with this problem. According to the international survey TALIS carried out by MINEDUC (2013), there is a negative correlation between large class sizes and job satisfaction in Chilean teachers. This goes hand in hand with what is expressed by the Semi- private teachers.

The Semi-private school teachers have negative perceptions toward statement 7 (*My workload is excessive*) that is close to the indicator partially disagree. The semi-private-school teachers are the only ones who showed a discontent toward this statement, which can be related to the class size in statement 2 (*The amount of students in the classroom is enough and provides me enough time to monitor all students' necessities*) and workload that this sector has to accomplish in their daily work. However, the Private-school teachers are not encountering these problems due to the fact the positive perspectives are in contrast with the negative Semi-private results. Based on this, it is possible to say that the private teachers have a low number of students which facilitates the time to monitor students' necessities and, at the same time, decreases their workload. On the contrary, the semi-private sector teachers do not share the same perspectives with the Private on their working conditions in relation to the students and workload, negatively affecting their perception.

Statement 19 (*The school provides extra-curricular instances that foster teachers' spare time*) the semi-private-school teachers' perceptions tend to be negative toward this statement. This creates a comparison with statement 24 (*The school considers teachers' working conditions providing them with instances to share their experiences and feelings about their profession*), in which semi-private-school teachers perceive they do not have time for non-instructional activities to motivate their professional development as well as time to share their opinions and feelings. This can create several problems to teachers' professional development as they do not receive the motivation from their school. In light of the same topic, motivation and commitment to improve can be triggered by the types of relationships that exist between teachers and their school environment, as explained by Kubanyiova (2009, in Valmori, 2014, p.20) Similarly, in regard to statement 23 (*The school provides me with professional support to include special needs students*) the teachers do not receive enough support for students with special needs who have the urgency to receive special treatment. This is due to resources that teachers use in regular lessons cannot be applicable for these type of students most of times. This generates a problem in teachers when monitoring their students' work since when having a large class;

the time assigned to meet every student's needs in an equal manner is not enough. In addition, having special needs students hinders their pedagogical labor. Based on all the statements scores previously addressed by the Semi-private-school teachers, it is revealing and surprising how this school sector illustrates a more unsatisfactory view about working conditions, even more than the public school sector, which is considered to be the most vulnerable and challenging school sector in Chile.

Regarding the Public-school and Semi-private-school teachers' answers, statement number 1 (*I have enough time to plan my classes*) has low scored answers, affirming that lack of time is one of the problems referring to school administrations since teachers from the Private and Semi-private sector do not have time to plan their lessons. Similarly TALIS (2013) states that Chilean teachers have fewer weekly paid hours (29.2%) than teachers from other countries (38.3%). Those hours are intended to fulfill instructional classes, putting aside planning hours and time to meet parents, which are part of administrative work. Dissimilarly, teachers from the Private sector do not have time as a point of concern.

On the contrary, Private-school teachers show higher rates concerning the help that they receive from the school community as in statement 12 (*I have the necessary access to the materials and educational resources to the appropriate development of the class*) they have a positive perspective on how the school provides the access to educational resources. At the same time, this influences teachers' development in the classroom. Similarly, statement 3 (*The school provides me with the necessary tools for the adequate development of the lessons*) reflects this support that Private-school teachers perceive from their educational institutions, leading teachers to have a tendency of a positive perception regarding school facilities. In fact, statement number 4 (*There is a supportive and safe environment in the institution, without having interruptions that could interfere with my performance*) reveals that Private-school teachers have a sense of trust toward their schools as they do not interfere with their classes with interruptions that affect the classroom atmosphere. Private-school teachers also consider that schools not only help

them in their educational labor but also in sympathising with their health problems as illustrated by their high scored answers in statement 18 (*The schools supports teachers when referring to health problems*). This is connected with what Emerick and Hirsch (2006) state about how important it is to consider working conditions as they are elemental ways to construct a sense of trust in schools, which is a critical factor when reforming schools, as well as for having greater teacher effectiveness.

Overall, it is predictable to say that Private-school teachers have the highest scored answers in relation to the three educational sectors, as their perspective of working conditions seems to be satisfactory. This is due to the fact that they perceive their school supports them in educational, as well as in personal aspects in their daily work. Nonetheless, it is necessary to highlight the noticeable differences between Private and Semi-private-school teachers' perceptions as they reflected how educational environments influence their working conditions perspectives since the Semi-private sector showed the most negative perspectives from the three educational sectors. As for the Public-school teachers, they showed neutrality, which was not expected by the researchers due to the fact that the national literature enhances and emphasizes the importance of improving the conditions of this sector. Besides, the national literature leaves aside the Semi-private-school teachers who revealed more problems regarding their working conditions perceptions.

To sum up, based on the overall findings, the first research question can be answered: How do Chilean EFL teachers perceive their working conditions? On the one hand, teachers from the three school systems share positive perceptions on aspects such as school community, school support from authorities and working environment concerning relationship with colleagues. The Private-school-teachers perceptions were more positive in comparison with the public and semi-private teachers, showing satisfaction with their working environment. On the other hand, the negative perspectives that teachers share are related to the unbalanced correlation between salary and workload, enough time for non-instructional activities and society perceptions toward their

profession. Also, Chilean EFL teachers belonging to the Semi-private sector showed the most negative perceptions in relation with the Public and Private-school teachers, having fewer satisfaction toward their working conditions. The findings mentioned above are especially meaningful for the teaching profession as they tell us what are the points in need of improvements and the points that should be maintained.

Based on the strikes done by teachers during 2015, it is surprising to notice that the results retrieved from the Public-school teachers' answers from the questionnaire show neutrality in aspects such as support from the school about students with special needs, class size, tools given by the school to support classes, amount of workload, school's support when referring to health problems and schools providing time for extracurricular activities.

6. CONCLUSION

This study is based on teachers' perceptions about their working conditions in the three Chilean educational systems. Due to the fact that there is none national literature that encounters teachers' perceptions in our national context, the study was intended to investigate about the bridge that the three Chilean educational systems have. Therefore, we decided to apply an instrument that would provide a deep understanding of the issue addressed.

The current study demonstrated that the three educational systems share positive and negative perceptions about their working condition, being the lack of planning hours, salary and workload the most critical aspects. It can be evidenced that the Private-school teachers did not show any negative perspective regarding their working conditions, demonstrating that this sector does not face the Chilean pedagogical problems that are present in the other two sectors. Regarding the Public and the Semi-private sectors, the teachers from these types of systems are the ones who perceive their working conditions as negative. It is noteworthy to mention that the Public and the Semi-private sector share similarities concerning the dissatisfaction toward the administrative area on their daily work, which makes one think about which areas they differ from each other.

6.1 Pedagogical Implications

This current study is meant to be a guide for future researchers to highlight the problems in the three educational systems in the Chilean context. As it was difficult to find studies in this matter, we hope this study will contribute as a starting point to search the three educational sectors in depth by pointing out the weaknesses and strengths in each one of the sectors.

As a result, we hope this research will contribute in knowing the importance of teachers' perceptions about their profession in the Chilean educational reality. As teachers are the mainstay of education, teachers have a prevailing view concerning the strengths and the

weaknesses of the diverse educational system realities. We noticed in this study that neither teachers' opinions nor teachers' perceptions about their working conditions in school and job satisfaction were adequately received from the Chilean ministry of education, which is the main actor of change in the future of education. For that reason, we believe that this study will contribute to state a precedent in this matter for education, expressing which are the main areas that need to be improved in the Chilean educational context.

6.2 Limitations and Suggestions

Based on the results, it is recommended to have more than one instrument in this area due to the fact that it is a social phenomenon, and it is necessary to go in depth with the investigation. For instance, interviewing more participants about the findings with a wider range can provide a more reliable view of the phenomenon. Also, it is necessary to increase the number of participants aiming to have more patterns to investigate, and consider a broader geographical area taking into account different context of the Chilean population. Taking into account all the limitations aforementioned, it is necessary to consider the time available to avoid future problems with the data collection and analysis processes.

What is advisable for future research, is to become immersed in each one of the sectors for a more contextualized understanding of the area due to the fact Chile has different socio economic backgrounds and it is important to consider each one of them. As a "take-home message", we suggest to go with further research concerning teachers as the mainstay of educational change. Moreover, it is important to go deeper into the psychological area of the teachers, in order to have more information about the relation between working conditions and mental health as the profession is well-known for being demanding.

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Appendix

Documento de consentimiento

Septiembre, 2015

Estimados profesores, en estos momentos estamos realizando nuestro Proyecto de tesis en la Carrera de pedagogía en inglés en la Universidad Andrés Bello. Nuestro grupo solicita su cooperación y apoyo para el desarrollo de esta investigación. El tema de este estudio es "el impacto de las condiciones laborales en el desempeño de los profesores de inglés pertenecientes a los sistemas escolares públicos, privados y subvencionados". El objetivo principal de este proyecto es investigar y comparar cómo las condiciones laborales de los profesores de inglés pertenecientes a los sistemas escolares públicos, privados y subvencionados tienen impacto en su desempeño. Junto con ello, queremos explorar la percepción de los profesores en relación a sus condiciones laborales e introducirnos en los sistemas escolares con la intención de llenar el vacío que existe en el país acerca de la carencia de investigación de las condiciones laborales de profesores de inglés en el sector privado y subvencionado. Por esta razón, hemos decidido elegir profesores de inglés chilenos quienes, actualmente, están inmersos en los tres sistemas educacionales. Esto nos ayudará a reunir los suficientes datos para este proyecto.

Como primer paso para recolectar información para esta investigación, sería de gran ayuda si usted accediera a responder un cuestionario online el cual busca recabar información sobre su contexto laboral y las condiciones en las que se desempeña como docente. Este cuestionario consta de 25 preguntas; las primeras 5 corresponden a información personal relativa a ámbitos tales como nombre, institución, años de experiencia, entre otras. La segunda sección de este cuestionario tiene como objetivo recolectar información y percepciones acerca de su labor como docente y en el ambiente en el cual se debe desenvolver. Para esto se le solicitará su correo personal al cual se le enviará un link que contiene la encuesta señalada. Cabe mencionar que este link es de completa seguridad y no contiene ningún virus o archivo malicioso.

El siguiente paso de esta investigación consiste en una entrevista presencial para la cual los participantes serán seleccionados en base a las respuestas entregadas en la primera etapa de esta investigación con el propósito de ahondar en los datos y de esta manera encontrar respuestas concluyentes a nuestras preguntas de investigación. Es importante mencionar que al momento de ser seleccionado para esta entrevista usted es libre de aceptar como de rechazar esta propuesta.

Es de alta importancia dejar en claro que, por ningún motivo, estos datos serán compartidos con personas ajenas al proyecto. Además, será usado exclusivamente con el propósito de analizar datos. Esto significa que su nombre, cédula de identidad y el lugar donde trabaja permanecerán en el anonimato y no serán publicados en el estudio.

Le agradecemos su cooperación y disponibilidad.

Yo _____, RUT _____, e-mail _____ acepto formar parte de este proyecto.

Firma del profesor (a) _____

Saludos cordiales de los miembros del grupo investigativo

Vanessa González, Ángela Paredes, Francisca Pérez, Alberto Azaharvich

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Cuestionario: Teachers' Working Conditions

I- Introducción: Estimados profesores, el objetivo principal de nuestra investigación es poder analizar y comparar cómo las condiciones laborales de los profesores en inglés impactan su desempeño docente en los diferentes sistemas educativos; los cuales son privado, semi-privado y público. Es por esto que se investigarán las percepciones de los profesores en torno a sus condiciones laborales y desempeño docente por medio de un cuestionario con preguntas generales que nos permitirá recolectar datos acerca de este problema. Es importante destacar que el material recolectado será sólo con el fin de analizar; por lo tanto, ni su identidad ni RUT serán publicados en este estudio.

II- Instrucciones: A continuación se enumeran distintos enunciados los cuales representan diversos pensamientos y percepciones acerca de las condiciones laborales de los profesores de inglés en sus establecimientos. Cada pregunta tiene un número el cual representa los distintos grados de conformidad, siendo 1 el mínimo (totalmente en desacuerdo) y 5 el máximo (totalmente de acuerdo). Por favor lea cuidadosamente cada frase y seleccione el número que represente su nivel de conformidad en relación a los enunciados.

5- Totalmente de acuerdo.

4- Parcialmente de acuerdo.

3- Ni de acuerdo ni en desacuerdo.

2- Parcialmente en desacuerdo.

1- Totalmente en desacuerdo.

Indique su nombre y apellido. *

Indique su edad. *

Indique sus años de experiencia como profesor de inglés. *

Indique el nombre de la institución en que actualmente trabaja. *

(En caso de trabajar en más de un establecimiento, indique en cual trabaja más horas a la semana)

En qué tipo de establecimiento educacional se desempeña como docente. *

EFL CHILEAN TEACHERS' PERCEPTIONS OF WORKING CONDITIONS

Establecimiento privado

Establecimiento subvencionado

Establecimiento público

1. Tengo el tiempo necesario para la planificación de mis clases. *

1 2 3 4 5

2. La cantidad de estudiantes por sala es razonable y me queda tiempo suficiente para monitorear las necesidades de cada uno. *

1 2 3 4 5

3. Mi escuela me otorga las herramientas necesarias para el correcto desarrollo de mis clases. *

1 2 3 4 5

4. El establecimiento cuenta con un ambiente de apoyo y de seguridad, sin interrupciones que interfieran mi desempeño. *

1 2 3 4 5

5. La relación con los miembros de la comunidad escolar influye negativamente mi desarrollo como profesional. *

1 2 3 4 5

6. Mi colegio otorga apoyo en el caso de algún problema con los estudiantes, padres o tutores a cargo de los alumnos. *

1 2 3 4 5

7. La cantidad de trabajo en mi colegio es demasiada. *

1 2 3 4 5

8. La sobrecarga laboral afecta mi salud mental. *

1 2 3 4 5

9. Siento que mi profesión es apreciada por la mayoría de la gente. *

1 2 3 4 5

10. Percibo que mi sueldo no es equivalente al trabajo que desempeño. *

1 2 3 4 5

11. Hay un ambiente de confianza y mutuo respeto con las autoridades del establecimiento. *

1 2 3 4 5

12. Tengo el acceso necesario a materiales y recursos educativos para el desarrollo de la clase. *

1 2 3 4 5

13. El establecimiento motiva mi desarrollo profesional. *

1 2 3 4 5

14. Los profesores de mi escuela están activamente involucrados en las decisiones con relación a problemas educacionales. *

1 2 3 4 5

15. Mi ambiente laboral es constructivo con relación a mis compañeros de trabajo. *

1 2 3 4 5

16. Creo que mi colegio es un buen lugar para trabajar y aprender. *

1 2 3 4 5

17. Mi colegio demanda que los profesores de inglés alcancen un alto estándar en su profesión al exigir exámenes internacionales. *

1 2 3 4 5

18. El colegio apoya a los profesores cuando se trata de problemas de salud. *

1 2 3 4 5

19. El colegio otorga instancias de actividades extra curriculares que promueven el tiempo recreacional docente. *

1 2 3 4 5

20. Creo que el mejoramiento de las condiciones laborales es más importante que el aumento de salario. *

1 2 3 4 5

21. El aumento de horas en las planificaciones de clases están incluidas en las horas pagadas por el establecimiento y es suficiente para planificar clases de calidad. *

1 2 3 4 5

22. Los exámenes nacionales (ej: Inicia, Evaluación Docente, Cambridge examinations proporcionados por PIAP) para los profesores de inglés ayudan a evaluar el desempeño docente y aportar para su desarrollo profesional en mi sector educacional. *

1 2 3 4 5

23. El colegio me otorga apoyo profesional para incluir a los alumnos con necesidades especiales. *

1 2 3 4 5

24. El colegio se preocupa por las condiciones laborales de los profesores otorgándoles instancias para compartir sus experiencias y emociones sobre su profesión. *

1 2 3 4 5

25. Frecuentemente pienso en la posibilidad de cambiar mi lugar de trabajo. *

1 2 3 4 5
