

Lalagka, Styliani

## Job satisfaction among Greek secondary teachers and the role of school

*Journal of Contemporary Education, Theory & Research 1 (2017) 1, S. 23-32*



Empfohlene Zitierung/ Suggested Citation:

Lalagka, Styliani: Job satisfaction among Greek secondary teachers and the role of school - In: Journal of Contemporary Education, Theory & Research 1 (2017) 1, S. 23-32 - URN: urn:nbn:de:0111-pedocs-190979 - DOI: 10.5281/zenodo.3598032

<http://nbn-resolving.org/urn:nbn:de:0111-pedocs-190979>

<http://dx.doi.org/10.5281/zenodo.3598032>

### Nutzungsbedingungen

Dieses Dokument steht unter folgender Creative Commons-Lizenz: <http://creativecommons.org/licenses/by-nc-nd/4.0/deed.de> - Sie dürfen das Werk bzw. den Inhalt unter folgenden Bedingungen vervielfältigen, verbreiten und öffentlich zugänglich machen: Sie müssen den Namen des Autors/Rechteinhabers in der von ihm festgelegten Weise nennen. Dieses Werk bzw. dieser Inhalt darf nicht für kommerzielle Zwecke verwendet werden und es darf nicht bearbeitet, abgewandelt oder in anderer Weise verändert werden.

Mit der Verwendung dieses Dokuments erkennen Sie die Nutzungsbedingungen an.

### Terms of use

This document is published under following Creative Commons-License:

<http://creativecommons.org/licenses/by-nc-nd/4.0/deed.en> - You may copy, distribute and transmit, adapt or exhibit the work in the public as long as you attribute the work in the manner specified by the author or licensor. You are not allowed to make commercial use of the work or its contents. You are not allowed to alter, transform, or change this work in any other way.

By using this particular document, you accept the above-stated conditions of use.



### Kontakt / Contact:

peDOCS  
DIPF | Leibniz-Institut für Bildungsforschung und Bildungsinformation  
Informationszentrum (IZ) Bildung  
E-Mail: [pedocs@dipf.de](mailto:pedocs@dipf.de)  
Internet: [www.pedocs.de](http://www.pedocs.de)

Mitglied der

  
Leibniz-Gemeinschaft

# Job satisfaction among Greek secondary teachers and the role of school

**Styliani Lalagka**

Hellenic Ministry of Education, Greece

**Abstract:** *It appears that during financial crisis, Greek school teachers are not influenced by external factors for their job satisfaction other than the significant influence of their school principals. Since satisfied teachers consist the most important factor for effective schools, the aim of the present study was to investigate within the context of secondary education, the level of job satisfaction concerning school principals' performance, impact and managerial abilities. Variables such as "school premises", "provision of logistics and teaching materials", "job relationships", "teachers' personal development", "school planning", "administrative issues" and "principals' praise, criticism and behaviour" were investigated through a quantitative method with 139 participants. The results revealed that gender did not affect their level of job satisfaction concerning the first three variables whereas age and marital status made significant difference in terms of their satisfaction concerning principals' impact on teachers' personal development. The variable of age affected their satisfaction regarding school principals' contribution on administrative issues. Positive associations were found between the examined variables. Although most of the teachers felt satisfied being at school, they indicated that "partiality" was the weakest personal trait of many school principals and stated that "Fairness" was the best qualification a school principal should have.*

**Keywords:** *Teachers' job satisfaction, School principals' contribution, Fairness*

**JEL Classification:** *I20, I24*

**Biographical note:** Styliani Lalagka is a teacher of physical education and music and works for the Hellenic Ministry of Education. Corresponding author: Styliani Lalagka (liana.lalaga@gmail.com).

## 1 INTRODUCTION

What makes some teachers dissatisfied with their job, while others are so pleased with it?

Job occupies a great part of daily time fulfilling people's needs for security, satisfaction and emotional well-being (Saari & Judge, 2004; Dugguh & Dennis, 2014). Job satisfaction has been studied for decades following the advance of sociology and psychology in order to describe employees' positive feelings, like contentment and happiness, as well as the accomplishment of their needs and desires in their working place (Locke, 1976).

## 2 THEORETICAL FRAMEWORK

### Theories on job satisfaction

As the researchers' interest about the causes of job satisfaction was increasing, a lot of theories were formed on this issue:

□ The Hygiene-Motivation Theory, also known as Two factor Theory (Hezberg, 1959). On the one hand, aspects of working conditions and policies, payment, supervision, job status, security, and interpersonal relationships frame the hygiene factor. On the other, motivation consist the employees' inner boost on accomplishing personal goals in relation to their talents, recognition of their job achievement, opportunities for professional development and thus job satisfaction improvement.

□ The bipolar theory "X" & "Y" (McGregor, 1960). According to the "Theory X", most employees prefer to be led by a manager who fulfills their need for safety, belonging, acceptance, self-confidence, independence, recognition, self-development, and creativity. "Theory Y" assumes that people are not born passive and suggests that management must

trigger the employees' activity by arranging all working conditions and methods so that employees will achieve their own goals and direct their efforts towards organizational objectives.

□ The equity Theory (Adam, 1963) which focuses on employees' experience concerning "fairness" in their working places.

□ The Effort-Reward Imbalance Model (Siegrist, 1996) which emphasizes that job stress and in turn, job dissatisfaction, are formed when there is imbalance between employees' efforts and rewards.

□ The Self-Determination Theory (Ryan & Deci, 2000) claims that when working conditions fulfill the employees' psychological needs such as human relationships, autonomy, and competence, then, their personal growth and well-being are promoted. This leads to job satisfaction and commitment.

### Teachers' job satisfaction

It is very important for the school community to have satisfied teachers whose role is their students' achievements, emotional development, social and professional progress. Consequently, teachers shape the future citizens' behaviour and attitude in a developed society. According to Ololude (2006), effectiveness and wellness of the school society depend on the teachers' satisfaction.

Their satisfaction is influenced by external and internal factors. External factors include salaries, promotions, political pressure and national perception of public education whereas teachers' and students' achievements, students' attitudes, school culture and climate, school leadership and management and teachers' participation on decision making are backlisted as internal factors (Ololude, 2006; Valachis et al., 2008; Tek, 2014). As stated by Hongying (2007) & Halpert (2011) teachers' job satisfaction is related to their overall attitude and views about their profession, working conditions and school administration.

During the last few years, people in Greece are experiencing a severe financial crisis. The Greek government proceeded to severe cuts of school funding and teachers' salaries up to almost 30%, followed by merging of schools, increase of students' number in classrooms, increase of working hours and freezing of promotions (ETUCE, 2014). Consequently, every external factor that could have an impact on teachers' job satisfaction, is minimized. Now, more than ever, the role of a school principal is critical.

Numerous studies focusing on school principals' role established that they can:

□ Provide appropriate working conditions and necessary teaching materials (Christou & Sigala, 2002, 2003; Eartman & Lemasters, 2009; Grammatikou, 2016)

□ Influence school members' relationships by displaying communicativeness, fairness and appraisal skills (Årlestig, 2008; Hajar, 2016)

□ Enhance teachers' personal and professional development (Bredeson, 2000; Papanoum, 2003; Melekidou, Mpampis, Tampakis & Tsakalos, 2010; TALIS, 2013)

□ Coordinate and organize school procedures and administration (Ryan & Deci, 2000; Dugguh & Dennis, 2014)

□ Shape teachers' behavior and attitude (Hume, 2008; Mehdinezhad & Sardarzahi, 2016)

□ Form the school climate and culture (Fullan, 2007; Habegger, 2008; Louis & Wahlstrom, 2011; Tsapatari, 2013; Maliven & Savolainen, 2016)

Therefore, in the middle of a financial crisis, the role of school principals is the only element which can improve the level of Greek teachers' job satisfaction and effectiveness. It should be mentioned, that during the last five years, the Greek government has altered twice the school principals' assignment system.

## 3 RESEARCH METHODOLOGY

### Purpose and research questions

The purpose of the present study was to have an insight about the role of school principals concerning the level of teachers' job satisfaction during the present financial crisis regarding the accepted fact that the role of a school principal is not limited in administrative issues only, but it includes empirical knowledge as well.

Considering the above, the aim was to investigate the level of job satisfaction among Greek, general, public, secondary teachers in Thessaloniki, in connection to their school principals' contribution, influence, and impact on the following eight areas of their responsibilities and accountabilities.

Therefore, variables such as "school premises", "provision of logistics and teaching materials", "job relationships", "personal development", "praise and criticism", "school planning", "administrative issues" as well as principals' behaviour were examined to predict relationships between them, to discover these relationships and to determine their influence.

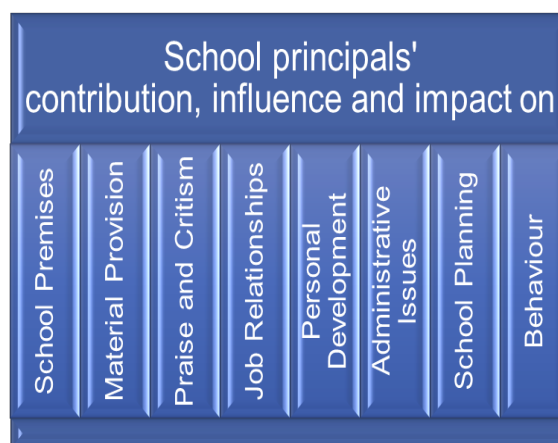


Figure 1: School principals' contribution.

### Hypotheses

Hypothesis 1: Male and female teachers differ, in terms of their level of job satisfaction with their school principals' contribution, influence and impact on:

- School premises conditions
- Provision of logistics and teaching material
- Job relationships

Hypothesis 2: Teachers belonging to different age groups exhibit different levels of job satisfaction concerning school principals' contribution, influence and impact on:

- a. administrative issues
- b. personal development

Hypothesis 3: Married teachers with children exhibited different levels of job satisfaction concerning school principals' contribution, influence and impact on teachers' personal development in comparison to the unmarried ones.

Hypothesis 4: Teachers' personal development is related to their satisfaction level deriving from school principals' contribution, influence and impact on:

- a. school premises
- b. provision of logistics and teaching materials
- c. school relationships
- d. praise and criticism skills
- e. efficacy

Hypothesis 5: Teachers indicated "fairness" as a top school principal virtue.

### Research tool

The design of the present study was based on quality, integrity and robustness, respecting all participants' rights (BERA, 2011), pointing out that their contribution played a significant role in the progress of this study.

Reviewing on relative research tools in combination with the school principals' responsibilities and accountabilities according to the Greek law, a new questionnaire was diligently designed. The rationale and the purpose of the present study was made unambiguously clear to the participants by an information sheet which accompanied the questionnaire followed by a consent form ensuring participants' anonymity and confidentiality of the collected data. Their right to refuse to participate, to leave or withdraw from the present study without experiencing any personal or professional harm was emphasized.

Initially, a pilot study was conducted in order to examine comprehension, structure and adjustment of the questionnaire. The final product was separated in four parts using the Likert-type scale and YES or NO answers. However, aiming to gain more insight about the subjects' views, some qualitative questions were included in the last part of the questionnaire in order to depict the participants' perspectives about both effective and non-effective traits of their school principals' personality. The questionnaire was translated into the Greek language so that all participants would be able to read and comprehend the concept of the questions.

### Data collection-Method of analysis

The present study was conducted in the city and suburbs of Thessaloniki, Northern Greece, between February and March 2017. After official permission, the 15 school and 139 participants were visited by the present researcher who arranged a meeting after teaching hours to distribute and collect back the questionnaires. The completion and collection procedures were carried out without any further explanation or problems. During data analysis neither

withdrawal nor complication occurred while through the SPSS statistical program Frequencies, Cronbach's Alpha (A) reliability test, Independent T-tests Samples, One-way Anova tests and Colorations were conducted. Thus, frequencies, colorations and differences among variables and one variable among demographic characteristics were explored and the answers given were compared to these demographic characteristics in order to examine whether the hypotheses made are verified or not. Finally, the results of the present study were cross-examined with similar researches on this topic conducted in Greece and many different parts of the world

### Study sample

The type of sampling falls into the category of systematic sampling which was constructed by selecting every subject and giving equal chances. In general, 139 secondary, public school teachers participated. Out of the total number, 76 fulfilled duties in general urban schools and 63 in rural ones. The sample (66 male and 73 female teachers) ranged from 30 to over 50 years old. As regards their marital status, 23 out of the total were unmarried, married 15, 88 were married with children, and 13 were single parents. All participants were classified into three groups according to the length of their service. Based on this grouping, 15 had 2-10 years of working experience, 81 had 10-20 years and 43 had more than 20 years of working experience. Given that academic degree is compulsory for all educators in the Greek public, general secondary education, all participants held a bachelor's degree whereas 70 of them had higher academic qualifications. Teachers who worked in more than two school units were excluded from the present study because their opinion would be limited and not objective as they had few hours in each school.

---

## 4 RESULTS AND DISCUSSION

---

### Hypothesis 1.

a. Regarding school premises conditions, the participants were asked to assess their principals' initiatives and contribution on buildings maintenance (damages restoration, safety, tidiness, decoration). Their answers revealed that gender made no significant difference in connection to their opinion about principals' contribution, thus hypothesis 1.a. was not verified.

b. Concerning the provision of logistics and teaching materials, participants were called to evaluate efficiency of supplies, electronic devices and speed of Internet connection. Once again, there was no significant difference between male and female teachers, thus hypothesis 1.b. was not confirmed. Although in the present study school premises and provision of teaching materials were separately assessed, they were examined as one like in most studies conducted so far. Following this path, the outcomes of the present study were in accordance with the outcomes of Dugguh & Dennis (2014) and Wangai (2015) who stated that a friendly, warm school environment has tremendously positive effect on both male and female teachers' self-pride, job prestige and their level of job satisfaction while Earthman & Lemasters (2009) and Theodorakoglou & Theodorakoglou (2014) agreed that

teachers, regardless of gender, need an attractive, motivational and supportive school environment in order to be satisfied, stimulated and effective. Moreover, Koustelios' (2001) and Şahin & Sak's (2016) more profound surveys found that female teachers were more satisfied than their male counterparts, when they focused on different items of the school environment perhaps because female teachers showed greater satisfaction than males concerning issues of decoration or safety while male teachers were probably more dissatisfied in terms of lack of laboratory equipment or low speed internet connection.

c. Regarding job relationships, participants were asked to evaluate their school principals' contribution, influence and impact among colleagues, students, and parents, the support they might have received from both school principals and colleagues as well as the level of trust, reliance and mutual respect. The results indicated that there was no significant difference among male and female teachers. Consequently, hypothesis 1.c. was not proved, and the results were in accordance with those of Otaga & Mange (2014) and Oikonomou (2014). However, Oikonomou focused only on the relationships between school principals and teaching staff. He did not investigate the complicated mosaic of interrelationships of all school members (students, parents' association, central administration). On the contrary, Mpoutskou (2011) concluded that there was a statistically significant difference perhaps because her survey was conducted in a rural area, in Amyntaio, North-West Greece, where in most cases, perceptions about male and female relationships are based on stereotypes or on disagreement as far as men and women socializing skills are concerned. In the same wavelength, Sairis (2014), indicated that female teachers strongly complained about school principals' level of understanding thus, affecting negatively their relationship. This may have happened because in many cases women are allocated with too many responsibilities at home and when they are overloaded with extra school duties, they feel stressed and dissatisfied. This may not be understood by some school principals especially if they are male or single women. However, in general, differences among male and female teachers concerning satisfaction from job relationships, may result due to personality and mentality differences, upbringing, level of education, family status, and sociocultural background.

### **Hypothesis 2.**

a. Regarding administrative issues, participants were asked to assess school principals' contribution, influence and impact on issues of school planning and infrastructure, school running, compliance of school members with the school rules, teachers' participation in decision making and problem solving, parental and guardian involvement, coping with class problems, spreading rumors and staff conflicts. Findings showed that there was a significant difference among the age groups (b. 30-39, c. 40-49, d. 50+) thus, verifying hypothesis 2.a. These results were in accordance with the findings of Yucel & Bektas (2012), Usop, Askndar, Langguyuan-Kadtong & Usop (2013), Anastasiou & Papakonstantinou (2014) and Liakou (2015) who revealed that younger teachers expressed higher stress level and lower level of job satisfaction concerning administration issues and

that's probably because younger teachers needed more support from their school principals when coping with the weekly school program and class problems as they are not experienced and not aware of stereotype pitfalls (Fry, 2016) in public education. What is more, in Greek secondary schools most young teachers have to face personal and professional issues because of their placing faraway, away from their families, with financial crisis problems. Furthermore, they are frequently obliged to work in more than two school units in order to complete the required teaching hours. Under these circumstances, younger teachers feel stressed and experience a sense of not belonging (Mc Gregor's, 1960; Eaton & Christou, 2000). On the other hand, older teachers are already used to the way Greek schools are run, and since they have more school working experience, knowledge and insight, they can cope with almost any school problem.

b. Regarding personal development, the participants were asked to assess their school principals' contribution, influence and impact on teachers' development in relation to the information they get about their specialty, facilitation of innovative programs, cooperation with their principals and colleagues in order to improve teaching methods, training on class management, addressing migrants and students with special needs. The results showed that there was a significant difference among the three age groups thus verifying hypothesis 2.b. These results were in accordance with those of Abdullah, Uli & Salahudin, (2007) who found that older teachers were more satisfied with their teaching competences than the younger counterparts. In the same path, Valmas & Vergidis (2011) revealed that younger teachers were dissatisfied concerning their personal development as they experienced lack of their principals' and colleagues' support, although this is prescribed by the Greek law. Furthermore, in some cases, younger teachers practicing fresh teaching methods, may face difficulties in managing and cooperating with their school principals or older colleagues who are usually more resistant to contemporary teaching practices (Waddel & Sohal, 1998; Howard, 2013).

### **Hypothesis 3.**

Findings indicated that there was a statistically significant difference between married teachers with children and unmarried ones. This finding verified hypothesis 3 and was in accordance with those of Odanga, Aloka & Raburu (2015) and Kamtsios & Lolis (2016). By experiencing parental roles, married teachers with children were more tolerant and emotionally stable towards their students while they found it easier to cope with classroom difficulties, conflicts and behavioural problems (Cole, Selahadin, Shannon, Scott, & Eyles, 2002). However, these findings contrasted with those of Tarasiadou & Platsidou (2009) who found that singles appeared more satisfied concerning their personal development as they had plenty of time for studying and preparation, while their married counterparts experienced time pressure due to family obligations (Vanagas, Bihari-Axelsson & Vanagiene, 2004).

### **Hypothesis 4.**

a & b. Teachers' job satisfaction concerning principals' contribution, influence and impact on their personal

development, has been associated with the level of teachers' job satisfaction concerning school principals' contribution, influence and impact on school premises and the provision of logistics and teaching materials and vice versa. Thus, hypotheses 4.a. and 4.b. were verified. These results were in accordance with the findings of Melekidou et al. (2010) and Kedraka's (2010) study. Teachers who experience lack of laboratory equipment, electronic devices of the older type, as well as inappropriate school operating conditions, feel they cannot make progress both professionally and personally because they cannot exercise contemporary practices in teaching. Thus, disappointment and dissatisfaction were activated along with feelings of apathy and pointlessness (Hume, 2008; Pinter, 2008).

c. Teachers' job satisfaction concerning school principals' contribution, influence and impact on teachers' personal development was positively associated with the level of teachers' satisfaction concerning their principals' contribution, influence and impact on teachers' professional relationships and vice versa. Hypothesis 4.c. was verified. These results agreed with Rowland's study (2008), who showed that school principals' practices could enhance teachers' morale and in turn, their personal development was followed by increased levels of job satisfaction (Abdul, Moh & Ying-Leh, 2016). Justifying these results, it can be said, that the level of teachers' morality determines the level of their professional relationships because moral people accept the diversity of others, create bonds based on respect, trust, support and cooperation in order to achieve common professional goals (Leithwood, Day, Sammons, Harris & Hopkings, 2006). When school principals fostered positive interactions among school members then teachers' personal development was improved (Wubbels, Brok, Tarttewijk & Levy, 2012; Graham et al., 2014). Furthermore, teachers' social relationships with colleagues or school principals reinforced them to exchange experiences of improving practices (Bogler & Nir's, 2010). Moreover, positive relationships with students and parents encouraged teachers and school principals to address successfully any problem.

d. In the present study, school principals' appraisal skills focused on work recognition and the way praise and criticism were expressed. Teachers' job satisfaction concerning school principals' contribution, influence and impact on their personal development, was positively associated with the level of teachers' job satisfaction with principals' praise and criticism skills and vice versa, therefore hypothesis 4 d. was reinforced. These findings were supported by Katsarou & Dedouli (2008) as well as by Ntourou (2014). However, these findings partly agreed and partly disagreed with those of TALIS in England (2013), because although England is known for its strong appraisal system, only half of the English teachers admitted that feedback and appraisal had positive impact on their self-confidence, teaching and learning practices and job satisfaction, whereas the other half did not believe so. In England, feedback and appraisal are perceived as typical administrative procedures, however, sanctions for poor teaching performances do occur. Moreover, according to Mpakopoulos & Lavidas (2013), almost 75% of their survey participants, stated that appraisal was a kind of reformative procedure in order to improve teachers' work. Similarly,

more than half of them believed that an appraisal system functioned as a motive for their work recognition and rewarding, and only 25% perceived appraisal as a pressure which inflamed arguments very often. However, when appraisal is followed by constructive criticism, when it is intended for fair assessment and improvement of their work, it certainly has a positive impact on teachers' job satisfaction (Deneire, Vanhoof, Faddar, Gijbels and Petegem, 2014). The above results were almost in line with Papageorgiou & Papatzika's (2011) results which showed that 74% of the participants were not satisfied with their personal development due to lack of official appraisal.

e. Teachers' job satisfaction concerning school principals' contribution, influence, and impact on their personal development was positively associated with the level of their satisfaction with the school principals' efficacy, therefore, hypothesis 4.e. was verified. These outcomes were in accordance with those of Solangi, Qaisrani & Mughal's (2015). According to their research, although secondary school teachers had little chances for professional development due to lack of funds as well as science and computes laboratories, their personal development was enhanced by school administrative support and efficacy and consequently their level of job satisfaction was high. In the same line, teachers' job satisfaction was increased by their principals' guidance and exhibited efficacy (Ilgan, Parylo & Sungu, 2015; Lewandowski's, 2005). On the other hand, Sairis (2014) found some controversial results in his study conducted in Evros, Northern East Greece. Although, teachers were very satisfied with their school principals' practices and efficacy, they were not satisfied with the provided opportunities for personal and professional development. The specific study was conducted in a distant region which explains why it was probably not easy to invite teacher trainers or organize and fund seminars and educational programs for further development.

**Hypothesis 5.**

As far as school principals' personal characteristics were concerned, participants were called to answer the following question: "If a school principal should have only one qualification, which one do you believe would be the best, according to your opinion?" The top three listed qualifications were:

1. Fairness (30,2%)
2. Leadership Culture (12,2%)
3. Emotional Intelligence (10,8%)

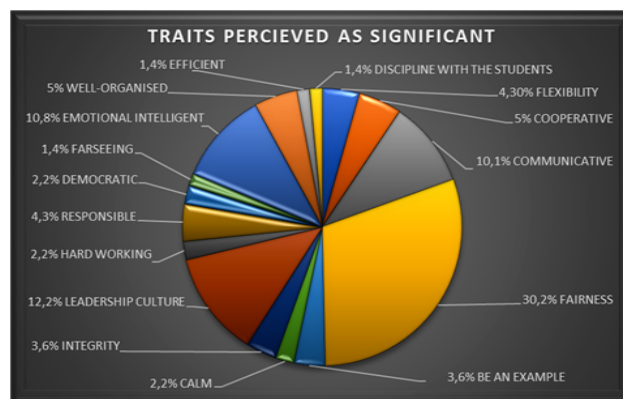


Figure 2: School principals' traits perceived as significant

Hypothesis 5 was further supported by the participants' answers on the last item of the questionnaire. They were requested to indicate the two least effective personal characteristics of their school principal. The results showed that according to 23% of the participants, "partiality" was the most common non-effective characteristic along with soft with students (22,3%). This answer did not differ significantly from those in the third part of the questionnaire which focused on the exhibited behaviour of the school principals. The answers showed that a total number of 86 participants (61,9%), noted a favourable school principal over certain teachers, while 86 participants (61,9%), agreed that some groups of teachers took advantage of their school principal. These findings definitely supported the belief that a great percentage of Greek school principals exhibited partial or unfair behaviour, verified hypothesis 5 and were in line with Lallas & Morgan (2006) who examined a wider field of social and educational justice focusing on virtues of fairness, equity, respect, care and compassion for all school members regardless gender, race, socioeconomic status or any other background characteristics. In addition, Lam & Yan (2011) and Tesfaw (2014) revealed that some teachers were disappointed and dissatisfied with the unequal allocation of work and unfair treatment. According to the equity theory, there is a social comparison process among employees. Employees look around and observe other employees' efforts and the gained rewards from these efforts, the fair and equal or unequal delegation of duties, their relationships with other employees as well as the degree of trust in their working environment (Lindahl, 2014). All these are factors which determine the level of their job dissatisfaction. An unfair and partial school principal causes dissatisfaction and teachers wondering what the point is of being part of the school community. When a teacher receives rewards, either ethical or material in the presence of other teachers who are equally or more deserving and do not receive any, then a sense of unfairness is created. Consequently, most teachers try to typically fulfill their job and leave as soon as possible. They do not want to commit to extracurricular activities or stay longer hours than necessary. Thus, the school community suffers, because teachers treat their workplace as a strangers' gathering (Hershovis, Reich & Niven, 2015). Similar, a partial or favourable behaviour brings disagreement and conflicts among teachers. Negative behaviour arouses negative emotions which in turn, shape negative attitudes (Thies & Travers, 2006). These findings agreed with those of Sancar (2009) whose study revealed that the behaviour of governmental school principals in Northern Cyprus, significantly correlated with teachers' level of job satisfaction.

It could be easily concluded that Greek teachers' level of job satisfaction concerning school principals, was low due to unfair attitudes and favourable or partial behaviour. However, in the present study, findings revealed that 124 participants (89,2%), were satisfied being at school and 71 participants (51,1%) were satisfied spending more hours at school. In turn, only 38 participants (27,3%), were rushing to leave school whereas the majority (72,7%), were not. In agreement with these results, a great number of Greek

teachers were feeling pleased being at school, probably because they were satisfied with the nature of their job, the mutual positive feelings they shared with their students, their commitment to the teaching profession as well as with their vital role on their students' achievements, emotional development, social and professional progress.

Consequently, most Greek teachers were self-motivated, they had the sense that they offered service rather than practice a profession and continued being updated in order to improve their teaching and pedagogical practices.

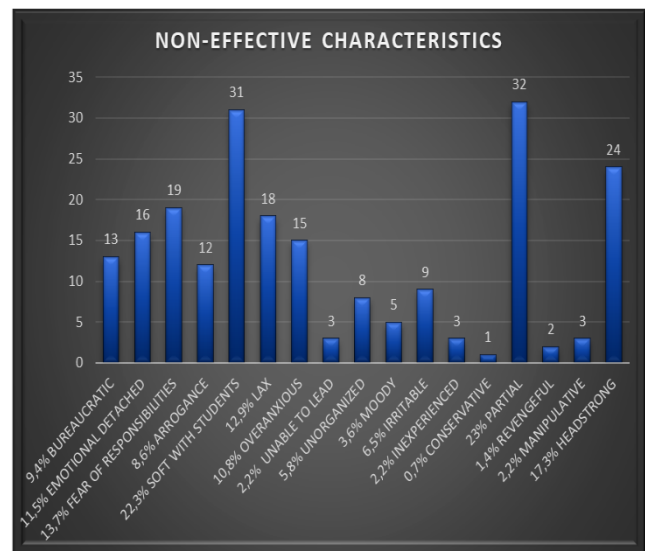


Figure 3: Non-Effective school principals' characteristics

## 5 CONCLUSIONS

### Limitations of the study

There were some limitations which confined the generalization of the findings of the present study. Firstly, the investigation was limited to public, general, secondary teachers in the city and the suburbs of Thessaloniki. Therefore, the findings may not be relevant to teachers who work in private schools or live and work in other parts of the country, especially in the highlands or the islands where access is not easy and the local communities react differently than urban areas (Sairis, 2014). Secondly, the number of the participants, compared to the actual number of teachers in Greek general secondary education, was quite small. Thirdly, teachers were called to assess their school principal by completing a questionnaire, dealing with a very sensitive aspect of the Greek mentality, as the criterion of teachers' satisfaction was based on their school principals' contribution, influence and impact as well as their exhibited behaviour. Many teachers who faced personal issues with their school principal, were probably reserved thus, the results were limited.

### Conclusions

In conclusion, findings of the present study indicated male and female teachers did not differ, in terms of their level of job satisfaction with their school principals' contribution, influence and impact on school premises conditions, provision of logistics and teaching materials and job

relationships. However, differences of age and marital status affected their level of job satisfaction as far as their principals' contribution, influence and impact on their personal development was concerned. Additionally, it seems that age affected their level of satisfaction regarding the principals' contribution on administrative issues. Moreover, findings revealed significantly positive associations between teachers' job satisfaction concerning school principals' contribution on their personal development and teachers' level of job satisfaction regarding school principals' contribution to school premises conditions and provision of logistic materials, influence and impact on job relationships as well as school principals' appraisal skills and efficacy. Furthermore, one point that a great number of the participants of the present study seemed to have agreed on, was that although partiality was obvious, they felt satisfied being at school. "Partiality" and "Favourable behaviour" were considered highly negative whereas "Fairness" was rated as the best qualification a school principal should have. The usefulness of the philosophy behind the present study and the results of the research could trigger off incentive for governmental action to introduce new practices for the selection of school principals and critical thinking for the principals themselves.

### Recommendations

World is changing rapidly, followed by global technological and socioeconomic changes which influence all school members, teaching procedures and in turn, teachers' satisfaction. Based on all the above, some recommendations are suggested:

1. The Greek government ought to promote teachers who have the potential and skills to lead schools effectively, just like the way sport teams focus on hiring the best coaches and trainers in order to lead teams to success.
2. An objective and transparent system of assigning school principals in secondary education, could be their assessment and selection by both teaching staff and ministerial authorities to achieve balance and meritocracy.
3. Each school principal should assess the job satisfaction of their staff in order to promote positive changes.

### Further Research

As teachers' job satisfaction plays a crucial role on school effectiveness, it is important for the survey to be continued in order to sensitize and enlighten people and governments on this subject aiming to remodel contemporary education considering new theories, technological and socioeconomic changes and new teaching and pedagogical approaches. However, some questions for further research aroused through the present study. Which are the consequences on school community of school principal's exhibited behaviour of being soft with students and whether school principals realize the need to investigate their teachers' job satisfaction and make changes in order to be improved.

### REFERENCES

- Abdul, G.K.A., Moh, H.Y. & Ying-Leh, L. (2016). Teachers' Morale and school effectiveness in Secondary Schools of Sibuluan, Sarawak. *International Journal of Education, Culture and Society*, 1(2), pp. 52-57.
- Abdullah, M.M., Uli, J. & Salahudin, S.N. (2007). Job Satisfaction of Secondary school teachers in Tawau, Sabah. Unpublished Paper presented at the 5th ASEAN Symposium on Educational Management and Leadership (ASEMAL 5) Legend Hotel, Kuala: 18-19 August 2007
- Adams, J S. (1963). Toward an understanding of inequity. *Journal of Abnormal Psychology*, 67(5), pp. 422-436.
- Anastasiou, S. & Papakonstantinou, G. (2014). Factors affecting Job Satisfaction, Stress and Work Performance of secondary Education Teachers in Epirus, NW Greece. *International Journal of Management in Education*, 8(1), 37-53.
- Ärlestig, H. (2008). Communication between Principals and Teachers in Successful Schools. <http://www.diva-portal.org/smash/get/diva2:142460/fulltext03>. Accessed the 2nd of July 2017, at 16:26.
- Azhar, M., Nudrat, S., Asdaque, M.M., Nawaz, A. & Haider, N. (2011). Job Satisfaction of Secondary School Teachers: A Comparative Analysis of Gender, Urban and Rural Schools. *Asian Social Science*, 7(8), pp. 203-208.
- Bogler, R. & Nir, A. E. (2010). The importance of teachers perceived organizational support to job satisfaction. What's empowerment got to do with it? *Journal of Educational Administration*, 50(3), pp. 287-306.
- Bredeson, P.V. & Johansson, O. (2000). The school principal's role in Teacher Professional Development. *Journal of In-Service Education*, 26(2), pp. 385-401.
- BERA, (2011). Ethical Guidelines for Educational Research. British Educational Research Association, <https://www.bera.ac.uk>. Accessed the 5th of July 2016, at 17:55.
- Christou, E. and Sigala, M. (2002). Innovation in hospitality and tourism education. *International Journal of Tourism Research*, 4(1), 65-67.
- Christou, E., & Sigala, M. (2003). Internationalization of the tourism & hospitality curriculum: A comparative study in Greece and Great Britain. *The Proceedings of 2003 EuroCHRIE Congress*, pp. 20-23.
- Cole, D, Ibrahim, S, Shannon, H., Scott, F. & Eyles, J. (2002). Work and Life Stressors and Psychological distress in the Canada working population: A structural equation modelling approach to analysis of the 1994 National Population Health Survey. *Chronic Diseases and Injuries in Canada*, 23(3), pp.91-99.
- Deneire, A., Vanhoof, J., Faddar, J., Gijbels, D. & Petegem, P. (2014). Characteristics of Appraisal Systems that Promote Job Satisfaction of Teachers. *Education Research and Perspectives: An International Journal*, 41/2014, pp. 94-114.
- Dugguh, S. & Dennis, A. (2014). Job satisfaction theories: Traceability to employee performance in organizations. *Journal and Business and Management*, 16(5), pp.11-18.



- Earthman, G. & Lemasters, L. (2009). Teachers attitudes about classroom conditions. *Journal of Educational Administration*, 47(3), pp. 323-335.
- Eaton, J. & Christou, E. (2000). Management competencies for graduate trainees. *Annals of Tourism Research*, 27(4), 1058-1062. [https://doi.org/10.1016/S0160-7383\(99\)00129-2](https://doi.org/10.1016/S0160-7383(99)00129-2).
- ETUCE, (2014). The crisis and its drawn-outs effects on education since 2008: the views of the teachers in Europe. <https://www.csee-etu.org/en/actions/campaigns/education-in-crisis/271-impact-of-the-crisis-on-teachers>. Accessed the 8th of January 2015, at 19:22.
- Fry, W. (2016). Age in the Workplace. Employment report 2016.
- Fullan, M. (2007). *The new meaning of educational change*. (4th Ed.). New York: Teacher College Press.
- Graham, K., Hudson, P. & Willis, J. (2014). How can Principals enhance Teachers Job Satisfaction and Work Commitment? Paper Presented at the Australian association of Research in Education Conference, Brisbane, Australia December 2014.
- Grammatikou, K. (2016). Teachers' Job Satisfaction of Elementary Education concerning School Premises. <https://eproceedings.epublishing.ekt.gr/index.php/inoek/article/viewFile/782/812>. Accessed the 12nd of June, at 22:24. (in Greek)
- Habegger, S. (2008). The principal's role in Successful Schools: Creating a Positive School Culture. [https://www.naesp.org/resources/1/Principal/2008/S-O\\_p42.pdf](https://www.naesp.org/resources/1/Principal/2008/S-O_p42.pdf). Accessed the 24th of June 2017, at 14:44.
- Hajar, R.K. (2016). The Effectiveness of School Principal Communication on Teacher Job Satisfaction. [http://scholarworks.uaeu.ac.ae/cgi/viewcontent.cgi?article=1459&context=all\\_theses](http://scholarworks.uaeu.ac.ae/cgi/viewcontent.cgi?article=1459&context=all_theses). Accessed the 7th of June 2017, at 10:58.
- Halpert, M. (2011). Factors Affecting Teacher Satisfaction in an Urban School District. Unpublished Phd Thesis. Arizona, USA: Arizona State University.
- Hershcovis, M.S., Reich, T.C. & Niven, K. (2015). Workplace Bullying: Causes, Consequences, and Intervention Strategies. [http://eprints.lse.ac.uk/66031/1/\\_lse.ac.uk\\_storage\\_LIBRARY\\_Secondary\\_libfile\\_shared\\_repository\\_Content\\_Reich%2C%20T\\_Workplace%20Bullying\\_Reich\\_Workplace\\_Bullying.pdf](http://eprints.lse.ac.uk/66031/1/_lse.ac.uk_storage_LIBRARY_Secondary_libfile_shared_repository_Content_Reich%2C%20T_Workplace%20Bullying_Reich_Workplace_Bullying.pdf). Accessed the 12th of June 2017, at 10:21.
- Herzberg, F. (1959). *The Motivation to work*. (2nd Ed.). New York: John Willey & Sons.
- Hongying, S. (2007). Literature Review of Teacher Job Satisfaction. *Chinese Education & Society*, 40(5), pp. 11-16.
- Howard, S. (2013). Risk-aversion: Understanding teachers' resistance to technology integration. *Technology, Pedagogy and Education*, 22(3), pp. 357-372.
- Hume, D. (2008). Emotions and Moods. <http://catalogue.pearsoned.co.uk/samplechapter/0132431564.pdf>. Accessed the 5th of July 2017, at 11:11.
- Ilgan, A., Parylo, O. & Sungu, H. (2015). Predicting teacher job satisfaction based on principals' instructional supervision behaviours: a study of Turkish teachers. *Irish Educational Studies*, 34(1), pp. 69-88.
- Kamtsios, S. & Lolis, T. (2016). Do Greek teachers experience professional burnout? The role of Demographic Characteristics and daily stressful events. <https://ejournals.epublishing.ekt.gr/index.php/jret/article/view/10277>. Accessed the 3rd of July 2017, at 2:24. (in Greek).
- Karavas, E. (2010). How Satisfied are Greek EFL Teachers with their Work? Investigating the Motivation and Job Satisfaction Levels of Greek EFL Teachers. *Porta Linguarium*, 14/2010, pp.59-78.
- Katsarou, E. & Dedouli, M. (2008). Training and Evaluation in Education. Athens: Pedagogical Institute of Greece. (in Greek).
- Kedra, A. (2010). Investigation of Professional Development of Elementary Teachers in municipality of Xanthi. Democritus University of Thrace <http://83.212.168.214/jspui/bitstream/123456789/1249/1/EA88-1.PDF>. Accessed the 3rd of July 2017, at 00:39. (in Greek).
- Konstantinidis, C. (2017). Investigation of Job Satisfaction of Secondary School Teachers. University of West Macedonia, <http://dspace.uowm.gr/xmlui/bitstream/handle/123456789/462/Konstantinidis%20Xristos.pdf?sequence=1&isAllowed=y> Accessed the 28th of May 2017, at 20:21. (in Greek).
- Koustelios, A. (2001). Personal characteristics and job satisfaction of Greek teachers. *International Journal of Educational Management*, 15(7), pp.354-358.
- Lalas, J.W. & Morgan, R.D. (2006). Training School Leaders who will Promote Educational Justice: What, Why, and Who? *Educational Leadership and Administration*, 18/ Fall 2006, pp.21-34.
- Lam, B. & Yan, H. (2011). Beginning Teachers' Job Satisfaction: the impact of school-based factors. *Teachers Development an international journal of teachers' professional development*, 15(3), pp. 333-348.
- Leithwood, K., Day, C., Sammons, P., Harris, A. & Hopkins, D. (2006). Successful School Leadership What it is and How it Influences Pupil Learning. University of Nottingham, <http://www.nysed.gov/common/nysed/files/principal-project-file-55-successful-school-leadership-what-it-is-and-how-it-influences-pupil-learning.pdf>. Access the 24th of June 2017, at 2:44.
- Lewandowski, K.H. (2005). A study of the Relationship of Teachers' Self-efficacy and the impact of Leadership and Professional Development. Unpublished PHD, Pennsylvania, USA: Indiana University of Pennsylvania.
- Liakou, G. (2015). Teachers' Personality and Job Satisfaction of Elementary Education. University of Thessaly, <http://www.pre.uth.gr/new/el/content/1624-prosopikotita-kai-epaggelmatiki-ikanopoiisi>. Accessed the 28th of June 2017, at 17:49. (in Greek).
- Lindahl, C. (2014). School Leadership, Trust and Teacher Job Satisfaction. Is it a Potential Strategy for Raising Students Achievement? Unpublished Thesis, Florida, USA: Florida State University.

- Locke, E.A. (1976) The Nature and Causes of Job Satisfaction (pp. 1297-1349) in Dunette, M.D. (1st Ed.) Handbook of Industrial and Organizational Psychology, Chicago, IL: Rang McNally.
- Louis, K.S. & Wahlstrom, K. (2011). Principals as Cultural Leaders: principals shape the culture in positive ways when they share leadership and take responsibility for shaping classroom improvements. *Phi Delta Kappan*, 92(5), pp. 52-56.
- Maliven, O. & Savolainen, H. (2016). The effect of perceived school climate and teacher efficacy in behavior management on job satisfaction and burnout: A longitudinal study. *Teaching and Teacher Education*, 60, pp. 144-152.
- McGregor, D. (1960). *The Human side of Enterprise*. New York: McGraw-Hill.
- Mehdinezhad, V. & Sardarzahi, Z. (2016). Leadership Behavior and its Relationship with Principals Management Experience. *New Approaches in Educational Research*, 5(1), pp.11-16.
- Melekidou, E., Mpampi, C., Tampakis, T. & Tsakalos D. (2010). Views on primary school teachers about their professional development in the prefecture of Xanthi. Democritus University of Thrace. <http://83.212.168.214/jspui/bitstream/123456789/1249/1/EA88-1.PDF>. Accessed the 20th of May 2017, at 14:34. (in Greek).
- Mpakopoulos, N. & Lavidas, K. (2013). Primary and Secondary Teachers' views of the prefecture of Achaia on the implementation of the Total Quality Management in Education settings. <https://www.slideshare.net/nmpako/eisigisimpakopoyl-o-s>. Accessed the 3rd of July 2017, at 00:50. (in Greek).
- Mpoutskou, L. (2011). Teachers' Job Satisfaction. University of Patras – Intercultural Education Centre [https://www.lemonboutskou.gr/data/pdf/ergasies\\_revniki.pdf](https://www.lemonboutskou.gr/data/pdf/ergasies_revniki.pdf). Accessed the 20th of May 2017, at 13:13. (in Greek)
- Ntourou, E. (2014). The professional development and the support of a recently appointed teacher in Greek school during the economic crisis <https://docplayer.gr/1032579-I-epaggelmatiki-anaptyxi-kai-i-ypostirixi-toy-neodiorizomenoy-ekpaideytikoy-sto-elliniko-sholeio-se-periodo-oikonomikis-krisis.html>. Accessed the 26th of June 2017, at 15:45. (in Greek).
- Odanga, S., Aloka, P. & Raburu, P. (2015). Influence of Marital Status on Teachers' Self-Efficacy in Secondary Schools of Kisumu County, Kenya. *Academic Journal of Interdisciplinary Studies*, 4(3), pp. 115-124.
- Oikonomou, K. (2014). Age, gender, years in service, size of school unit, group cohesion, relation between head and employee and emotional intelligence: their role regarding teachers' feeling and satisfaction at work. <Http://www.educircle.gr/periodiko/images/teuxos/2014/teuxos2/6.pdf>. Accessed the 12th of June 2017, at 10:45. (in Greek).
- Ololude, N. (2006). Teachers Job Satisfaction and Motivation for School Effectiveness: An Assessment. <https://files.eric.ed.gov/fulltext/ED496539.pdf> Accessed the 24th of November 2016, at 11:23.
- Otanga, H. & Mange, D. (2014). Contribution of Personal Characteristics and School-Context Factors to Job Satisfaction among Primary school teachers in Coast province, Kenya. *International Journal of Education and Research*, 2(7), pp. 469-480.
- Papageorgiou, M. & Papatzika, L. (2011). Job Satisfaction of teachers of Technical Education. School of Pedagogical and Technological Education (ASPETE) Branch of Thessaloniki, <https://oiko.files.wordpress.com/2010/01/2011-cf80cf84cf85cf87ceb9ceb1cebaceae-cf80ceb1cf80ceb1ceb3ceb5cf89cf81ceb3ceafcebf85cf80ceb1cf80ceb1cf84ceb6ceacebaceb1-ceb7.pdf>. Accessed the 30th of June 2017, at 21:06. (in Greek).
- Papanaoum, Z. (2003). *Teacher's job*. Athens: Typothito (in Greek).
- Pinter, C. (2008). *Work motivation in organizational behavior* (2ndEd.) New York: Psychology Press.
- Rowland, K.A. (2008). *The Relationship of Principal Leadership and Teacher Morale*. Unpublished PhD Dissertation Virginia, USA: Liberty University
- Ryan, R. & Deci, E. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-being. University of Rochester. [https://selfdeterminationtheory.org/SDT/documents/2000\\_RyanDeci\\_SDT.pdf](https://selfdeterminationtheory.org/SDT/documents/2000_RyanDeci_SDT.pdf). Accessed the 7th of July 2017, at 22:50.
- Saari, L.M. & Judge, T.A. (2004). Employee Attitude and Job Satisfaction. *Human Resource Management*, 43(4), pp. 395-407.
- Şahin, F. T. & Şak, R. (2016). A Comparative Study of Male and Female Early Childhood Teachers' Job Satisfaction in Turkey. *Early Childhood Education Journal*, 44(5), pp. 473-481.
- Sairis, C. (2014). The School Teacher's Satisfaction through his work. Teachers of the Rodopi and Evros prefecture speculation. Democritus University of Thrace. <http://83.212.168.214/jspui/bitstream/123456789/1084/1/EA886.PDF>. Accessed the 30th of June 2017, at 21:59. (in Greek).
- Sancar, M. (2009). Leadership Behaviors of School Principals in relation to Teachers Job Satisfaction in north Cyprus. *Procedia-Social and Behavioral Sciences*, 1(1), pp. 2855-2864.
- Siegrist, J. (1996). Adverse Health Effects of High-Effort/Low-Reward Conditions. *Journal of Occupational Health Psychology*, 1(1), pp. 27-41.
- Sigala, M. & Christou, E. (2007). Exploiting Web 2.0 in open and distance education: Developing personalised and collaborative learning environments. In A. Lionarakis (ed.), *Proceedings of the 4th International Conference on Open and Distance Learning-ICODL 2007* (pp.181-195). Athens: Propombos.
- Solangi, G.M., Qaisrani, N. & Mughal, S. (2015). A study of Factors Influencing Public Sector Secondary School Teachers' Job Satisfaction. *International Journal of Academic Research in Business and Social Sciences*, 5(5), pp. 262-275.
- Takahara, R. (2014). Age-job satisfaction relationship for Japanese public-school teachers: a comparison of teachers' labor union members and professional and

- technical employee members of private company labor unions. *Journal of Occupation Health*, 56(4), pp. 91-101.
- TALIS (2013). *Teacher in England's Secondary Schools: Evidence from TALIS 2013*. Department for Education <https://www.oecd.org/edu/school/UK-TALIS-2013-national-report.pdf>. Accessed the 17th of June 2017, at 12:59.
- Tarasiadou, A. & Platsidou, M. (2009). *Preschool teachers' Job Satisfaction: Personal differences and Predictive Factors*. <http://users.uom.gr/~platsidu/%C5%F0%E1%E3%E3%E5%EB%EC%E1%F4%E9%EA%DE%20%E9%EA%E1%ED%EF%F0%EF%DF%E7%F3%E7%20%ED%E7%F0%E9%E1%E3%F9%E3%FE%ED.pdf>. Accessed the 27th of June 2017, at 23:15. (in Greek).
- Tek, B.A. (2014). *An investigation of the Relationship between school leadership, teacher job satisfaction, and students' achievement*. Open access Dissertation Rhodes, Greece: University of Rhodes Island.
- Tesfaw, T.A. (2014). *The relationship between transformational leadership and job satisfaction: the case of government secondary school teachers in Ethiopia*. *Educational Management Administration & Leadership*, 42(6), pp. 903-918.
- Theodorakoglou, E. & Theodorakoglou, C. (2014). *Human Resources Management in Education: Satisfaction, Motivation and the role of leadership*. Eastern Macedonia and Thrace Institute of Technology. <http://digilib.teiemt.gr/jspui/bitstream/123456789/3407/1/0204Z01Z0021.pdf>. Accessed the 19th of June 2017, at 18:51. (in Greek).
- Thies, M.K. & Travers, J.F. (2006). *Handbook of Human Development for Health care Professionals*. London: Jones and Bartlett Publishers.
- Tsapataris, P. (2013). *Leadership in Education*. <https://xenesglosses.eu/2015/05/igesia-stin-ekpaideusitou-panagiotti-tsapatsari-pe011>. Accessed the 28th of June 2017, at 17:43. (in Greek).
- Usop, A.M., Askandar, K., Langguyuan-Kadtong, M. & Usop, D.A.S.O. (2013). *Work Performance and Job Satisfaction among Teachers*. *International Journal of Humanities and Social Science*, 3(5), pp.245-252.
- Valachis, I., Christou, E., Maroudas, L., & Sigala, M. (2008). *Assessment of training quality in hospitality industry: an exploratory model*. In 26th EUROCHRIE Congress "Building a Legacy, Living the Dream".
- Valmas, T. & Vergidis, D. (2011). *The educational needs of the new entryteachers*. [http://www.adulteduc.gr/images/vergidis\\_2.pdf](http://www.adulteduc.gr/images/vergidis_2.pdf). Access the 28th of June 2017, at 17:52 (in Greek).
- Vanagas, G. Bihali-Axelsson, S. & Vanagiene, V. (2004). *Do age, gender and marital status influence job strain development for general practitioner? Medicina (kaunas)* 40(10), pp 1014-1018.
- Waddell, D. & Sohal, A. (1998). *Resistance: a constructive tool for change management*. *Management Decision*, 36(8), pp. 543-548.
- Wangai, N. W. (2015). *Principals' Leadership Behaviours and Teachers' Job Satisfaction in Public Secondary School, Nairobi county, Kenya*, Unpublished PhD Nairobi, Kenya: Kenyatta University.
- Wubbels, T., Brok, P., Tarrant, J. & Levy, J. (2012). *Interpersonal Relationships in Education: An Overview of Contemporary Research*. Dordrecht: Springer.
- Yucel, I. & Bektas, C. (2012). *Job satisfaction, organizational commitment and demographic characteristics among teachers in Turkey: Younger is better?* *Procedia- Social and Behavioral Sciences*, 46, pp. 1598-1608.

*SUBMITTED: JANUARY 2017*

*REVISION SUBMITTED: APRIL 2017*

*ACCEPTED: AUGUST 2017*

*REFEREED ANONYMOUSLY*

*PUBLISHED ONLINE: 14 OCTOBER 2017*