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Teachers' job satisfaction levels

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Abstract

Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience. The purpose of this research was identified the primary school teachers' job satisfaction levels. The research has been designed with the survey model. In accordance with this approach, the primary school teachers' job satisfaction levels have been measured. In the research, Teaching Satisfaction Survey (TSS) was used. According to results, teachers' job satisfaction levels are pretty high. In terms of age difference there is a meaningful difference in averages. The of group 36-40 age have the highest averages. On the other hand, the group of 41 and above age has the lowest averages. There are no meaningful differences in terms of the professional seniority and the branch of teaching variables. That the level of job satisfaction of teachers is very high affects positively the educational aims come true. It is expected that a school which has teachers with high level of job satisfaction gives qualified education and brings up successful students.

Keywords: Teaching, job satisfaction, teaching job satisfaction, primary education teachers;

1. INTRODUCTION

As is often the case, in attempting to define a construct belonging to the social sciences, there is no universally accepted definition of job satisfaction. Locke (1976), defined job satisfaction as a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience. Locke's definition appears to be the most referenced and generally accepted description, characterizing the necessary component needed to depict what is meant by the broad construct of job satisfaction (Miller et al., 2009). The conceptual domain of job satisfaction is broad, because it includes all characteristics of the job itself and the work environment, which employees find rewarding, fulfilling, and satisfying, or frustrating or unsatisfying (Churchill, Ford & Walker, 1974 ; Snipes, Oswald, LaTour & Armenakis, 2005). According to Locke's definition, the evaluation of teaching satisfaction involves a cognitive, judgmental process as well. Solely measuring the affective state of teachers cannot fully address teaching satisfaction (Ho & Au, 2008).

Blegan (1993) identified 13 predictors of satisfaction which are the personal attribute variables or personality traits such as age, education, years of experience and locus of control, and organisational variables such as supervisor communication, commitment, stress, autonomy, recognition, routinization, peer communication, fairness and professionalism (Cited: Güteryüz, Güney, Aydın & Aşan, 2008). Snipes et al. (2005) stated that job satisfaction consists of several facets, including satisfaction with the supervisor, work, pay, advancement opportunities, coworkers, and customers.

There is a relationship between job satisfaction and very different variables. There is a relationship between job satisfaction and life satisfaction (Ho & Au, 2008), service quality (Hartline & Ferrell, 1996; Schneider and Bowen,

1985), performance (Luthans, 1995: 129), demographic, job, and personality characteristics (Miller et al., 2009). Job satisfaction is found to be a mediator between emotional intelligence and organisational commitment (Güteryüz et al., 2008).

For effort, one of the main factors of production input, to be of high quality and effective, this input must be qualified. Thus, the importance of teachers and managers' roles cannot be ignored in high quality education of manpower. Satisfaction and dissatisfaction in teachers and managers' works affect their performance. In this regard, identification of teachers' job satisfaction level is important.

1.1. Purpose

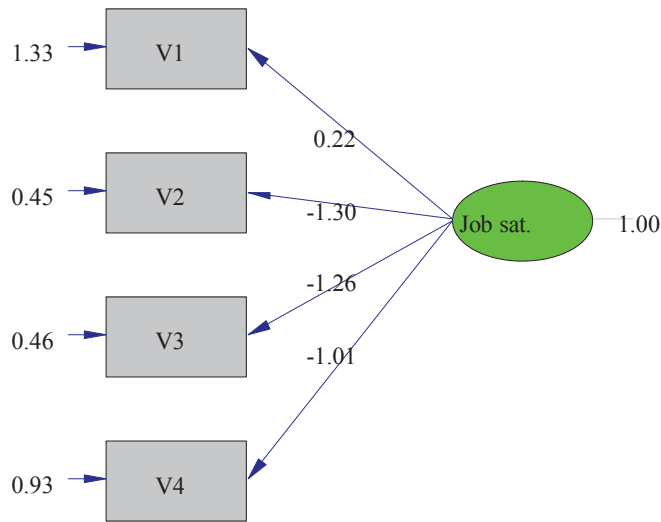
The purpose of this research was identified the primary school teachers' job satisfaction levels. In line with this purpose, it has been researched whether job satisfaction levels show any differences in terms of gender, age, branch and professional seniority variables.

2. METHOD

This research has been designed with the survey model, which aims to describe events and facts as they used to be or exist (Karasar, 2008). In accordance with this approach, the primary school teachers' job satisfaction levels have been measured.

Target population of the research consists of primary schools in Elazığ city center in 2009-2010 scholar year. Sample of the study consists of 10 primary schools chosen with random group sampling method. The measurement tool was distributed to all teachers in these schools. As a result of this implementation, 289 evaluable scales were obtained.

In this research, Teaching Satisfaction Survey (TSS) developed by Ho and Au (2002) was used. The original survey consist five items. This scale was translated to Turkish by the researcher. The English and Turkish versions of the scale were reviewed and approved by three language experts. Confirmative factor analysis was performed on the scale consisting of four items. The findings obtained as a result of this analysis verified the structure. analysis is Confirmative factor analysis is given in Figure 1.



Chi-Square=5.25, df=2, P-value=0.07252, RMSEA=0.061

Figure 1. Confirmative factor analysis for TSS

3. FINDINGS

In this section, the t test and one way ANOVA findings showing whether there are meaningful differences between job satisfaction levels with respect to independent variables and grand averages of the items and scale included in TSS.

3.1. Means

The findings showing the grand mean of items and scales included in the TSS consisting of five items are given in Table 1.

Table 1. Means of items and scale

Item	Mean	Std. Deviation
1. In most ways, being a teacher is close to my ideal.	3,56	1,15
2. My conditions of being a teacher are excellent.	3,27	1,16
3. I am satisfied with being a teacher.	3,76	1,08
4. So far I have gotten the important things I want to be a teacher.	3,57	1,08
Total	3,54	1,12

The findings given in Table 1 show that teachers' level of agreement with the statements involved in TSS items is high.

3.2. 3.2. Statistical Differences Between the Independent Variables

Differences between opinions in terms of independent variables t test results with regards to whether there are meaningful differences between averages in terms of gender variable are given in Table 2.

Table 2. The “t” test results according to gender

Gender	N	\bar{X}	SD	t	DF	Sig.
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Female	119	3,54	,897	1,680	287	,094
Male	17	3,39	,909			

*P<,05

According to Table 2, there is no meaningful difference between female and male averages in terms of gender. However, averages of females are slightly higher than males. Results of one way ANOVA that was implemented with the purpose of testing whether there are meaningful differences between averages in terms of age, branch and professional seniority variables are given in Table 3.

Table 3. The one way ANOVA results according to age variable.

	Source of Variance	Sum of Squares	df	Mean Square	F	Sig.	Tukey HSD
Age	Between Groups	195,356	4	48,839	2,434*	,048	41 and above < 36-40
	Within Groups	5699,357	284	20,068			
	Total	5894,713	288				
Branch	Between Groups	50,613	4	12,653	,615	,652	
	Within Groups	5844,100	284	20,578			
	Total	5894,713	288				
Kıdem	Between Groups	105,984	4	26,496	1,300	,270	
	Within Groups	5788,729	284	20,383			
	Total	5894,713	288				

*P<,05

According to Table 3, there is no meaningful difference between averages in terms of branch and professional seniority variables. There is a meaningful difference of ,05 level between averages in terms of age variable.

4. DISCUSSION AND CONCLUSION

The results acquired from the TSS applied for the purposes of determining the job satisfaction level of the teachers teaching in primary schools illustrate that the job satisfaction level of the teachers is pretty high. The scale average was “I agree” with a ratio of 3,54. When the averages were compared by items, it can be seen that the averages of item 2 were “I’m undecided” whereas the averages for 1, 3 and 4 were “I agree”.

Teaching satisfaction is a function of the perceived relation between what one wants from one’s job and what one perceives teaching as offering or entailing. This is the product resulting from attitudinal and affective responses of teachers (Ho, Au, 2006). That the level of job satisfaction of teachers is very high affects positively the educational aims come true. It is expected that a school which has teachers with high level of job satisfaction gives qualified education and brings up successful students. Teachers with high job satisfaction can obtain very important gains by means of balanced works in a triangle in which are administrators, students and parents.

Low teaching satisfaction is expected to correlate with the outcomes of work stress, that is, psychological distress and low self-esteem. (Ho & Au, 2006). The after-effect of chronic stress is burnout (Cunningham, 1983). Teachers under stress experience feelings of exhaustion, irritability, tension, and headache frequently (Dunham, 1984).

In terms of age difference there is a meaningful difference in averages. This difference is to be derived from the age groups above 41 and between 36-40. The group of 36-40 age have the highest averages. This group is followed by the group 31-35. The job satisfaction average of the age group 31-35 is higher than any other group except for 36-40. The age group having the least job satisfaction is 41 and above. The average of this group is less than any other group. The group having scored the second least job satisfaction level is 26-30. The average job satisfaction level of the age group 26-30 is less than any other group except for 41 and above. These findings provide no evidence whatsoever for the job satisfaction level to be increasing or decreasing parallel to age. Nevertheless, the results illustrate, that the job satisfaction level, which is low in the inception phase of five years (26-30 years of age) tends to increase in the forthcoming phases. After the age of 40, a remarkable decrease in terms of job satisfaction can be seen. For the school boards to take measures, which could increase the job satisfaction level of the teachers above a

certain age, can be helpful in these terms. For example: Incorporating the teachers above the age of 40 to the decision making processes (both for decisions regarding their own and the school) and employing them as “coach” or “mentor” for the coaching of their younger colleagues.

There are no meaningful differences in terms of the professional seniority and the branch of teaching variables. Branch variable has no real effect on the teachers to have more or less job satisfaction levels. The job satisfaction level, which is pretty high for teaching demonstrates similarities with all branches.

Whilst the job satisfaction levels are expected to demonstrate meaningful differences depending on age variable along with professional seniority, the results show that this is not the case. The highest job satisfaction level is seen in teachers having a professional seniority of 6-10 years. This group is followed by those having a professional seniority of 16-20 years. The group having the least job satisfaction level is the teachers having served for more than 21 years. This group is followed by the group having a seniority of 1-5 years. Teachers considering themselves to be not sufficient enough professionally in the first years of their teaching career get less satisfaction from their jobs. The seniority level of 6-20 years is the phase when the teachers have the most professional seniority. In this phase, teachers seem to have overcome the professional insufficiencies. In addition to this, their Professional exhaustion is also not very high, thus their job satisfaction levels are pretty high. Professional experience acquired after 20 years causes the teachers to have a low level of job satisfaction, just like in the beginning of their Professional career. Providing the teachers the necessary Professional assistance may increase their levels of job satisfaction.

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