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Teacher's job satisfaction

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Abstract

The objective of the study is to highlight the degree of professional satisfaction perceived by teachers in the region of Sfax. Indeed, the factors contributing to teacher's professional satisfaction are multiple (Gaziel & Wasserstein, 2005) [6]. An Austrian questionnaire was used. It was translated into French by the Luxembourg Ministry of Education (2004), intended for N = 207 secondary school teachers. Results showed that teachers are satisfied with the teaching activity. Teachers enjoy teaching and find their work interesting. However, the teaching population is dissatisfied with the working environment in terms of material conditions and teaching means which are made available to them. In general, they are happy with their relationship with management, but half want better communication and more support from their line managers. They are satisfied with the collaboration and support between most of their colleagues. Teachers say they are generally proud and satisfied with their profession. The implications and limitations of this research as well as directions for future research are discussed.

Keywords: Professional satisfaction, teachers, secondary school

Introduction

The teaching profession is specified as cellular work in a school form. In this way, each teacher works in his class to accomplish most of his tasks (Maroy, 2005) [16]. Moreover, the teaching profession is a relational profession which can be understood as a set of social relationships between teachers and students, parents, colleagues, management, etc. (Lison & De ketele, 2007) [14]. In fact, within the framework of educational and classroom activities, the teacher produces an incentive work for the students in order to enroll them in the learning project (Hélou & Lantheaume, 2005). Consequently, the teacher plays a big role in the educational process, of which he must assert his qualification in front of all these actors.

The teacher has become primarily responsible for the academic success of the students over time. It is therefore important to satisfy the teacher in the accomplishment of his task (Prolux, 1996) [21]. Overall, according to Pierce *et al.* (2004) [19] job satisfaction is a positive result of an emotional state that an employee feels towards his company. Locke (1976) [15] defines it as a pleasant or positive emotional state resulting from a person's assessment of his job or his work experiences. As the teacher is the most important factor then, any effort to improve the quality of teaching must take his concerns into account.

As well, studies on job satisfaction suggest considering work as a complex good, with different facets, each of which provides a certain level of satisfaction to the individual, but which can also produce dissatisfaction in the professional's entourage and in society (Davoine, 2006) [4]. Consequently, the aspects of work contributing to the professional satisfaction of teachers are multiple (Gaziel & Wasserstein, 2005) [6].

Indeed, teaching profession is influenced by multiple social, demographic, economic, cultural and socio-political changes which contribute to making it more complex and that this complexity generates unfavorable repercussions on the quality of education and the working conditions of teachers (Gilbert, 2012) [8]. Also, it has been observed that the difficulty of the teaching task leads to discouragement (Hélou & Lantheaume, 2008) [10]. Thereafter, it should be ensured that the teacher is psychologically "willing" to engage strategically in the pursuit of educational goals.

Once the teacher is satisfied with his work, he will then be willing to devote more time and energy to his work to offer his students the best training and pedagogical approach, providing the younger generation with the possibility of optimal development (Gaziel & Wasserstein-Warnet, 2005) [6]. So, it is necessary that teachers are satisfied with the various aspects of their work (for example having a good relationship with colleagues, management, etc.) to have a better performance and subsequently a better quality of teaching.

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This study allows to highlight the degree of professional satisfaction perceived by Tunisian teachers of the region of Sfax.

Method

Participants

This study population is made up of 207 secondary school teachers. They were divided into two different groups of teachers: 119 teachers of physical education and 88 teachers of other educational subjects from the region of Sfax. Teachers age varied between 28 years and 60 years (mean=43; SD=8.57).

Dependent Variable Measures

Teachers professional satisfaction served as the dependent variable of this study. It was measured using the Austrian questionnaire "Qualität in Schulen" (Büssing & al., 1999) [2], translated into French by the Luxembourg Ministry of Education (2004). The questionnaire is made up of 37 items which are subdivided into seven dimensions (1-Satisfaction with work environment, 2-Satisfaction with administration,

3-Satisfaction with the relationship with parents, 4-Satisfaction with the relationship with students, 5-Satisfaction with teaching activity, 6-Satisfaction with colleagues, 7-General satisfaction with the teaching profession). The responses to each item are made on a 4-point Likert-type scale ranging from 1 (Strongly disagree) to 4 (Strongly agree).

Procedure

Three hundred and thirty-five (n = 335) questionnaires were sent and two hundred and forty-six (n = 207) questionnaires were received for processing, hence the return rate is 61.79%, which can be considered satisfactory.

Results

Using IBM SPSS 21 software, the professional satisfaction teacher scale has good internal consistency (Alpha = .761) and good temporal stability (r = test and re-test = .608). Teachers items responses were calculated in proceeding to percentage. Results of each item are presented in the next tables.

Satisfaction with work environment

Table 1: Satisfaction with work environment

Item 1: Satisfaction with work environment		Strongly Disagree	Disagree	Agree	Strongly Agree
1	Mon école/institution dispose de bons moyens d'enseignement (moyens didactiques)	41.1	25.1	16.4	17.4
8	Dans mon école/institution, les conditions matérielles sont très bonnes	29	40.6	13	17.4
15	Mon école/institution est bien agencée du point de vue du mobilier (chaises, tables, etc.)	34.3	29.5	23.2	13
22	Dans mon école/institution, les classes/locaux sont individualisés, lumineux et accueillants	26.6	44.9	18.4	10.1
29	Dans mon école, je ne peux pas me plaindre d'un manque d'espace	12.6	12.6	47.8	27.1

More than 60% of teachers consider that the working environment in which they work is insufficient, whether in terms of didactic tools, material conditions (chairs, tables,

etc.) or even in terms of logistics. On the other hand, more than 70% of teachers have a satisfactory spatial environment work (table 1).

Satisfaction with administration

Table 2: Satisfaction with administration

Satisfaction with administration		Strongly Disagree	Disagree	Agree	Strongly agree
2	La communication entre la direction et le personnel fonctionne bien	0.0	42.5	55.1	2.4
9	Mon supérieur hiérarchique respecte mon point de vue	4.8	61.4	33.8	0.0
16	Mon supérieur hiérarchique me laisse beaucoup de responsabilités	16.4	38.2	45.4	0.0
23	Mon supérieur hiérarchique n'apprécie pas que je participe aux prises de décisions	96.6	1.9	1.4	0.0
36	Mon supérieur hiérarchique essaie de me soutenir et d'alléger mon travail	7.7	43.5	35.3	13.5

More than 90% of teachers perceive that their supervisor appreciates their participation in decision-making. Therefore, more than 55% perceive that communication

between administration and the staff works is well. In all, teachers are moderately satisfied with this professional satisfaction aspect (table 2).

Satisfaction with the relationship with parents

Table 3: Satisfaction with the relationship with parents

Satisfaction with the relationship with parents		Strongly Disagree	Disagree	Agree	Strongly Agree
3	Les parents des élèves ne reconnaissent pas suffisamment nos efforts	57	43	0.0	0.0
10	En cas de problème, je suis souvent pris comme bouc émissaire par les parents	93.7	6.3	0.0	0.0
17	Les parents pensent souvent que leurs enfants ne sont pas traités correctement	98.6	1.4	0.0	0.0
24	J'ai le sentiment que l'autorité des enseignants diminue dans l'esprit des parents	22.2	52.7	25.1	0.0

All teachers consider that the parents sufficiently recognize their efforts and are not taken as a scapegoat in the event of a problem (table 3). Indeed, three quarters of teachers

believe that the authority of teachers does not diminish in the minds of parents.

Satisfaction with the relationship with students

Table 4: Satisfaction with the relationship with students

Satisfaction with the relationship with students	Strongly Disagree	Disagree	Agree	Strongly Agree
4- De manière générale, je me sens bien accepté par mes élèves	5.8	25.1	56	13
18- J'ai, avec de nombreux élèves, de bons rapports personnels	40.1	29	19.8	11.1
25- Les relations avec les élèves me procurent beaucoup de plaisir	14.5	33.3	40.6	11.6
30- Dans cette écoles/ institution, il y a beaucoup trop d'élèves difficiles	23.2	39.1	20.3	17.4
33- Mon écoles/ institution comporte plus d'élèves à problème que les autres écoles de la région	37.7	30	21.3	11.1

More than 50% of teachers feel very well accepted by their students who give them pleasure. But, almost the half do not have a good relationship with them (table 4).

Satisfaction with teaching activity

Table 5: Satisfaction with teaching activity

Satisfaction with teaching activity	Strongly Disagree	Disagree	Agree	Strongly Agree
7 Je parviens à faire face aux difficultés liées à mon travail	3.9	53.1	33.3	9.7
11 Je manque de méthodes efficaces pour faire face aux élèves difficiles	73.9	19.8	3.4	2.9
14 Mon travail est très intéressant et varié	1.4	12.1	56.5	30
21 J'enseigne avec plaisir dans mon école	2.9	26.6	54.6	15.9
28 Mon travail ici me procure suffisamment d'opportunités pour développer mes capacités	5.3	66.7	25.1	2.9
37 Je suis satisfait de mon plan de travail et de mon horaire	12.6	34.8	47.3	5.3

More than 60% teach with pleasure. Moreover, more than 50% manage to cope with difficulties related to their work. However, more than 60% find that their work does not give

them enough opportunities to develop their abilities (table 5).

Satisfaction with Colleagues

Table 6: Satisfaction with colleagues

Satisfaction with colleagues	Strongly Disagree	Disagree	Agree	Strongly Agree
5 Je ne suis pas satisfait du soutien entre les collègues de mon établissement	75.8	21.7	2.4	0.0
12 Avec la plupart de mes collègues, je ne souhaite avoir aucun contact privé	64.7	10.1	25.1	0.0
19 Il n'y a que peu de collègue avec lesquels je partage les mêmes opinions	37.2	18.8	0.0	44
26 J'ai plusieurs amis parmi mes collègues	1.9	56.5	27.1	14.5
31 Dans cette école, il manque d'échanges entre spécialistes	68.1	28.5	3.4	0.0
34 J'ai déjà reçu plusieurs bon conseil / suggestions de la part de mes collègues	0.5	73.4	26.1	0.0
35 Régulièrement, je rencontre certains collègues aussi hors du temps d'école	15.5	39.6	20.3	24.6

More than 90% of teachers say they are satisfied with the collaboration and support between colleagues (table 6).

General satisfaction with the teaching profession

Table 7: General satisfaction with the teaching profession

General satisfaction with the teaching profession	Strongly Disagree	Disagree	Agree	Strongly Agree
6 Mes activités libres et mes hobbies me fournissent plus de satisfaction que mon travail	38.2	26.1	19.8	15.9
13 Dans l'ensemble, les avantages et les points positifs dominant	16.4	27.5	20.3	35.7
20 Je me suis déjà souvent demandé si ne serait pas mieux de changer d'école	44.9	22.7	18.8	13.5
27 Je pense que je peux être fier du travail que j'ai accompli dans mon école	11.1	35.3	33.8	19.8
32 En tant qu'intervenant dans cette école je me sens très reconnu par les gens extérieurs	28	34.8	19.8	17.4

Almost half of the teachers say they are sublime of the work accomplished and do not wish to move outside their establishments. However, more than half of teachers want more recognition from people outside (table 7).

Discussion and Conclusion

Teachers are satisfied with the teaching activity. Teachers enjoy teaching and find their work interesting and varied.

These results seem to agree with the results of Berthelot (1991) ^[1] who found a high level of satisfaction on the part of teachers with regard to their profession. On the other hand, Poulgiannopoulou (2013) ^[20] has shown that teachers are dissatisfied with their activity. Thus, according to Gaziel & Wasserstein (2005) ^[6], a teacher will be more satisfied with his teaching activity when he perceives his vocation is valued.

Indeed, the factors influencing job satisfaction are diverse. Regarding the factors directly related to the context of the teaching work, the analysis of the results shows that teachers complain of an insufficiency in the didactic and material means and these results are in the same direction as those obtained in the studies of Khebbab (2006) ^[11], Dyke & Deschenaux (2008) ^[5] and Spruyt & Sawicki (2012) ^[22]. However, these data do not agree with the results of the study by Lanners *et al.* (2009) ^[12], who showed that the didactic means, material and logistical conditions are deemed satisfactory. Similarly, Daniel (2008) ^[3] explained that the lack of material means of any kind can constitute an obstacle for quality training, and contribute to the emergence of teacher dissatisfaction. Moreover, our survey reveals that despite half of teachers wanting more support from their supervisors, communication with administration works well, similar to the study by Payeur & David (1991) ^[18], Dyke & Deschenaux (2008) ^[5] who found that the vast majority of teachers are satisfied with their relationship with management. In this context, Gaziel (1987) ^[6] stated that the job satisfaction of teachers is influenced by the behavior of the supervisor (his style of authority, his flexibility, etc.). Likewise, teachers are generally satisfied with the teaching profession as our research indicates. As the research of Mazulescu (2008) showed a high level of job satisfaction in general. In contrast, the study by Leontari *et al.* (1996) ^[12] shows a low level of teacher satisfaction with their work. This could be explained that the professional satisfaction of teachers depends fundamentally on their perception of the profession (Gaziel & Wasserstein-Warnet, 2005) ^[6].

The teaching population is dissatisfied with the working environment in terms of material conditions and teaching means which are made available to them. In general, they are happy with their relationship with management, but half want better communication and more support from their line managers. In addition, their relationship with parents gives them satisfaction as they sufficiently recognize their efforts. As well, more than 60% of teachers feel well accepted by their students and that this relationship gives them a lot of pleasure. In addition, even the teachers do not manage to cope with the difficulties related to their work, but they are satisfied with their teaching activity. They are satisfied with the collaboration and support between most of their colleagues. Teachers say they are generally proud and satisfied with their profession, except that more than half want more recognition from people outside.

Indeed, this study has helped us enormously to know certain aspects of work contributing to the dissatisfaction of the teacher that must be improved in the future, so that, the teacher feels comfortable in practicing his profession and ensure a better quality of teaching. However, this does not prevent this work from containing certain limits in the choice of our study population which only contains teachers from Sfax region. In addition, the factors contributing to the teacher's job satisfaction are not limited to those used, certainly, there are other factors influencing the satisfaction such as satisfaction with salary and rewards, satisfaction with the relationship with the union, etc. Also, making comparisons of the level of professional satisfaction according to variables such as sex, age, experience, specialty is recommended to be studied for future research.

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