The Role of Personal Characteristics and School Characteristics in Explaining Teacher Job Satisfaction

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ABSTRACT
Recent studies show that teacher job satisfaction declined in Spain over the last decade. Also, it is significantly lower in secondary education than in previous educational levels. In this paper we identify variables that contribute to the explanation of teacher job satisfaction in secondary education. We use the Spanish sample (192 schools and 3339 teachers) participating in the 2013 edition of TALIS (Teaching and Learning International Study), sponsored by the OECD (Organisation for Economic Co-operation and Development). Employing hierarchical linear models, we assess the importance of teacher variables and schools variables as predictors of job satisfaction. Self-efficacy, control of classroom discipline, age, sex, years of work experience at the current school and employment status are personal factors explaining the teacher job satisfaction. Among institutional factors, the important effect of teacher-students relations stands out.

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Introduction
There is a broad consensus regarding the idea that teachers are the main factor that contributes to learning among students. Student achievement largely depends on their competence and professional performance. This proposal is reflected in the literature, which emphasises teacher quality as the variable that is most strongly cor-

related with educational results, above contextual factors (Darling-Hammond, 2000; Hattie, 2008). Simultaneously, student performance is linked to job satisfaction among teachers (Judge, Thoresen, Bono, & Patton, 2001). High teacher job satisfaction contributes to positive attitudes and higher levels of motivation, enthusiasm, effort, and commitment to teaching, which translates into benefits for schools, improving the quality of the teaching staff, favouring organisational development, and producing students who perform better and have higher rates of school satisfaction (Bogler, 2002). By contrast, teachers with low job satisfaction display lower levels of motivation and commitment (Evans, 2001). Low job satisfaction can lead educators to change schools or abandon the teaching
Teacher satisfaction and associated variables

In the broadest sense, job satisfaction refers to the positive or negative appraisals by individuals of their jobs, generating favourable or unfavourable views of them (Weiss, 2002). For Evans (1997), job satisfaction is the extent to which an individual feels that his or her needs in relation to work are satisfied. From an emotional perspective, teacher job satisfaction has been defined as the gratification derived from satisfying higher-order needs through work (Ronald & Hutchinson, 1985). Dinham and Scott (1998) identify these needs as related to core aspects of teaching such as working with students and observing them achieve. Several studies confirm that these elements themselves are sources of satisfaction for teachers (Crossman & Harris, 2006; Skaalvik & Skaalvik, 2015; Watt & Richardson, 2006). Although the intrinsic appeal of teaching can be a reason for choosing the teaching profession, its capacity to generate satisfaction among teachers currently working in the field is conditioned by perceptions of teaching performance. Teachers feel satisfied when they perform their work efficiently, with high rates of concentration and effort. Thus, the perception that teachers have of their own efficiency affects their job satisfaction (Caprara, Barbaranelli, Steca, & Malone, 2006; Skaalvik & Skaalvik, 2014).

Evans (1997) distinguishes between satisfaction with the fulfillment of work duties and satisfaction with work conditions, which leads to a consideration of contextual factors. Together with the intrinsic rewards of teaching, Dinham and Scott (1998) include factors based on schools themselves and external to schools as sources of satisfaction.

In terms of school factors or characteristics, some are related to their size (the number of students and teachers), the size of classes, the professional resources and materials available, or certain characteristics of the students enrolled. In general, higher levels of teacher satisfaction are found at smaller schools that lack problems of resource sources (Shen, Leslie, Spybrook, & Ma, 2012; Skaalvik & Skaalvik, 2009) or, for example, in schools that serve a low percentage of students from socioeconomically disadvantaged homes. Teachers at schools with students of lower socioeconomic status show lower rates of satisfaction (Matsuoka, 2015) and a greater predisposition to transferring to schools that serve families with higher socioeconomic status (Hanushek, Kain, & Rivkin, 2004).

Factors that relate to internal processes at schools have received even more attention (Skaalvik & Skaalvik, 2011); these include the climate of the school, student conduct, support from families for the work that is performed by teachers, collaboration among teachers, leadership by management, teacher autonomy, and teacher participation in decision making (Guarino, Santibáñez, & Daley, 2006; Scheopner, 2010; Skaalvik & Skaalvik, 2009). The satisfaction of teachers is associated with the relationships that they establish with students and also with colleagues at work and the families of students. Empirical studies demonstrate that teacher-student relations comprise the main source of satisfaction (Shann, 1998). In studying the effect of school climate on teacher satisfaction, Collie, Shapka, & Perry (2012) rate teachers' perceptions of the motivation and behaviour of students as the most important factors. A lack of motivation among students, negative attitudes, a lack of discipline in the classroom, or a climate of conflict in the school generates a lack of satisfaction.

In terms of professional collaboration, important predictors of job satisfaction include the establishment of positive work relationships among teachers and the perception that teachers are recognised by their colleagues (Duyar, Gümüş, & Belibaş, 2013). The attitudes and behaviour of school management has also been a source of interest (Griffith, 2004; Heller, 1993; Shen et al., 2012). Bogler (2001) analyses the relationship between teacher satisfaction and leadership styles, finding that teacher satisfaction is higher when school management acts democratically, establishes flow channels for communication and makes teachers and other members of the educational community participants in decision making (distributed leadership) compared to schools in which leadership is exercised in an authoritarian and centralised manner.

The factors affecting teacher job satisfaction that are extrinsic to schools involve social contexts and educational policies. Here, the educational administration and its prescriptions, the support provided, supervision and external evaluations, salary conditions, or the social prestige of the teaching profession come into play (Dinham & Scott, 1998). Teachers generally demonstrate low satisfaction with these factors. However, a recent study has confirmed the positive impact of external evaluations on teacher satisfaction when these are perceived as fair and oriented towards professional development (Deneire, Vanhoof, Faddar, Gijbels, & Van Petegem, 2014).

Finally, analyses of the relationship between the demographic characteristics of teachers and job satisfaction have produced inconsistent results. Some studies find no significant link between teacher satisfaction and the variables of gender, age, or years of experience (Brones et al., 2010; Saiti & Papadopoulos, 2015). By contrast, in other studies, younger teachers report higher satisfaction than older teachers, and female teachers are more satisfied than male teachers (Ma & McMillan, 1999). Skaalvik and Skaalvik (2009) find a slight negative correlation between the number of years of experience and job satisfaction, whereas Ferguson, Frost, and Hall (2012) identified a positive correlation between these variables.

Although not exhaustive, the review performed in this section shows the broad range of factors that can be associated with teacher satisfaction. This study focuses on a set of variables regarding the characteristics of teachers such as demographic traits, professional traits, and teaching performance, together with variables related to the characteristics of schools and the processes developed in schools. Taking into account that studies of educational realities often find greater variation among individuals
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