



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

Javier Gil-Flores

Departamento de Métodos de Investigación y Diagnóstico en Educación, Facultad de Ciencias de la Educación, Universidad de Sevilla, Sevilla, Spain

ARTICLE INFO

Article history:
Received 13 December 2015
Accepted 1 June 2016

Keywords:
Teacher job satisfaction
Secondary education
Teacher characteristics
School characteristics

Palabras clave:
Satisfacción laboral del profesorado
Educación secundaria
Características del profesorado
Características de los centros

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.

© 2017 Universidad del País Vasco. Published by Elsevier España, S.L.U. All rights reserved.

Características personales y de los centros educativos en la explicación de la satisfacción laboral del profesorado

RESUMEN

Estudios recientes muestran que la satisfacción laboral del profesorado español disminuyó en la última década, y que resultó significativamente más baja en educación secundaria que en etapas educativas previas. Este trabajo pretende identificar variables que contribuyen a la explicación de la satisfacción del profesorado de educación secundaria. Se utiliza la muestra española (192 centros y 3339 docentes) participante en la edición 2013 del estudio TALIS (Teaching and Learning International Study), promovido por la OECD (Organisation for Economic Co-operation and Development). Mediante modelos lineales jerárquicos, se valora la importancia de variables del profesorado y de los centros como predictores de la satisfacción laboral. La autoeficacia percibida, el control de la disciplina en el aula, la edad, el sexo, la continuidad en el centro y el estatus laboral son factores personales que explican la satisfacción laboral. Entre los factores institucionales, destaca el importante efecto de las relaciones entre profesorado y alumnado.

© 2017 Universidad del País Vasco. Publicado por Elsevier España, S.L.U. Todos los derechos reservados.

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

E-mail address: jflores@us.es

profession entirely, a phenomenon with a worryingly high prevalence in some education systems (Ingersoll, 2001).

The Teaching and Learning International Study (TALIS) conducted in 2013 analysed job satisfaction among secondary school teachers around the world. According to the results of this study, teachers are generally satisfied with their jobs, although the relationship between job satisfaction and other contextual factors varies noticeably among the countries studied (OECD, 2014a). In Spain, studies have been conducted to examine teacher job satisfaction (Torres, 2010) and to link it with demographic or psychosocial characteristics (Briones, Tabernerero, & Arenas, 2010; Ruiz, Moreno, & Vera, 2015). These studies rely on circumscribed data samples in set geographical areas or autonomous communities. The most recent national-level study on teacher job satisfaction is that conducted by Anaya and López (2014), who compare current data to information gathered nearly a decade ago. They conclude that a significant decline in teacher job satisfaction has occurred over this time period. Specifically, they find that secondary school teachers continue to be the least satisfied with their jobs, reporting lower rates of satisfaction than primary school and preschool teachers and that they also express a greater desire to retire or change professions.

The decline in teacher job satisfaction is what motivates this study, which aims to explain job satisfaction among teachers in Spain's system of compulsory secondary education (ESO [Educación Secundaria Obligatoria]) through an analysis of the characteristics of teachers and schools, both of which are considered key factors in job satisfaction.

Although much research has been conducted with regard to the relationship between job satisfaction and other variables, no studies with regard to job satisfaction among Spanish teachers that simultaneously consider broad sets of characteristics regarding teachers and schools have been found.

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 fulfilment 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 re-

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, Shakpa, & 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, Gumus, & Belibas, 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 fluid 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 (Briones 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

متن کامل مقاله

دریافت فوری ←

ISIArticles

مرجع مقالات تخصصی ایران

- ✓ امکان دانلود نسخه تمام متن مقالات انگلیسی
- ✓ امکان دانلود نسخه ترجمه شده مقالات
- ✓ پذیرش سفارش ترجمه تخصصی
- ✓ امکان جستجو در آرشیو جامعی از صدها موضوع و هزاران مقاله
- ✓ امکان دانلود رایگان ۲ صفحه اول هر مقاله
- ✓ امکان پرداخت اینترنتی با کلیه کارت های عضو شتاب
- ✓ دانلود فوری مقاله پس از پرداخت آنلاین
- ✓ پشتیبانی کامل خرید با بهره مندی از سیستم هوشمند رهگیری سفارشات