

Teacher pride and job satisfaction

Teachers were asked to indicate how often they were satisfied with the various aspects of their job. The question that was asked was ‘How often do you feel the following ways about being a teacher?’. Teachers were asked to respond on a four-point scale with the options: ‘Never’, ‘Rarely’, ‘Sometimes’, or ‘Often’.

The responses shown in the sections below are from teachers who reported experiencing feeling these ways either ‘Sometimes’ or ‘Often’.

Teacher responses by proportion of students

Table 8 show the percentage of students with a teacher who is either ‘Sometimes’ or ‘Often’ experiencing satisfaction in these areas of their role.








Across the subscales, a very high proportion of students (more than nine out of ten) had teachers who ‘Sometimes’ or ‘Often’ were content with their profession (95%), found their work meaningful and purposeful (97%), were enthusiastic about their job (96%), and were inspired by their work (96%).

A high proportion of students had teachers who were also overwhelmingly proud of their jobs (97%) with similar proportions (95%) wanting to continue in the profession.

A noticeably lower proportion was, however, observed for teacher’s salary. Only 75% of students had teachers who were ‘Sometimes’ or ‘Often’ content with their salary. This is a work hygiene factor which may drive some dissatisfaction in the profession.

Table RCTT#8

Percentage of students whose teachers expressed satisfaction in their jobs

Statements	Students
I am content with my profession	 95 % (0.6)
I am content with my salary	 75 % (1.2)
I find my work full of meaning and purpose	 97 % (0.4)
I am enthusiastic about my job	 96 % (0.5)
My work inspires me	 96 % (0.5)
I am proud of the work that I do	 97 % (0.5)
I am going to continue teaching for as long as I can	 95 % (0.6)

() Standard errors appear in parentheses.

From the responses to the seven statements about teachers' satisfaction and pride in their work, a regional scale was formed for *teacher job satisfaction*. Higher scores on this scale mean higher levels of teacher job satisfaction.

The PILNA scale for teacher job satisfaction has an average of 200 and a standard deviation of 40. Most scores are expected to be within 40 points of 200 (160-240). It was formed from all seven questions that teachers were asked about their job satisfaction using statistical analysis.

Each teacher's scores on this scale were analysed against several demographic factors, including: gender (male or female), age group (either 20–35 or over 35 years old), teaching experience (either less than 10 years' experience or more than 10 years' experience), and highest qualification (either below degree level or degree level and higher). Across the region, teachers who were over 35 years old had higher job satisfaction scores than teachers below 35 years old.

No differences in teachers' job satisfaction scores were found between female and male teachers, teachers with more than ten years teaching experience and teachers with less, or teachers with degree level or above qualifications and teachers with below degree level qualifications.

What does this mean?

High proportions of students had teachers who were satisfied with and proud of their jobs. A lower proportion of students had teachers who were content with their salaries – salary levels had the lowest satisfaction rating out of all the job satisfaction items.



There may be an association between teachers' age and their job satisfaction. The findings suggest that teachers over 35 years of age tended to have higher levels of job satisfaction than teachers below 35 years of age.