

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 TT2.12 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 (93%), were enthusiastic about their job (90%), and were inspired by their work (97%).

A high proportion of students had teachers who were also proud of their jobs (97%) with similar proportions (94%) wanting to continue in the profession.

A noticeably lower proportion was, however, observed for teachers’ salary. Only 79% of students had teachers who were ‘Sometimes’ or ‘Often’ content with their salary. This may cause some dissatisfaction in the profession.

Table TT2.12

Percentage of students whose teachers expressed satisfaction in their jobs

Statements	Students
I am content with my profession	 95 % (1.8)
I am content with my salary	 79 % (3.5)
I find my work full of meaning and purpose	 93 % (2.3)
I am enthusiastic about my job	 90 % (3.3)
My work inspires me	 97 % (1.5)
I am proud of the work that I do	 97 % (1.5)
I am going to continue teaching for as long as I can	 94 % (1.7)

Percentage of students whose teachers expressed satisfaction in their job, Tonga, PILNA 2021

() Standard errors appear in parentheses.

Teacher satisfaction and teacher characteristics

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). This scale was formed from statistical analysis of answers to all seven questions teachers were asked about their job satisfaction.

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).

In Tonga, 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.