

Job Satisfaction of Teachers according to their Academic Degrees: A case study of the secondary school teachers in the Iranian province of Mazandaran

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Abstract

The more trainers are satisfied with their work, the more, on the one hand, they are encouraged to work harder and the more the efficiency of schools rises. And on the other hand, dissatisfaction and low performance levels of teachers derive from their lack of satisfaction. As researches that have already been conducted show, dissatisfied employees give up their jobs and leave the organization. On this basis, this study aims to examine the relationship between the levels of teachers' job satisfaction and the impact it has on the teachers' mental health. The method used in this research is a descriptive, explanatory one. The sample of the research consists of 332 teachers working in the Iranian province of Mazandaran. The research involves collecting data from distributed questionnaires. The results show that there is a meaningful relationship between academic degrees and job satisfaction.

Keywords: job satisfaction, academic degree, teacher

1. Introduction

Each country's future is at the hands of its teachers. The performances of teachers in any society are affected by various factors which one of them is the teacher job satisfaction. In today's world, public education is one of the main pillars of sustainable development, and each country allocates a significant deal of its national income to education. In fact, education is located at the core of human society, and one of its major goals is to train proficient young children and adolescents. Therefore, teachers establish the basis of a successful educational system, and the first stage to have an effective educational staff can be reached through diagnosing the factors, which affect the performances of school teachers. There is a direct relationship between people's satisfaction with their jobs and their performances, and in turn that could have an effect on the performance of the human society in general. On the other hand, dissatisfaction and lower performance level of the teachers in a society is related to lack of job satisfaction.

Given recent evidence that teacher quality is very important for student achievement but unrelated to most observable teacher characteristics, motivating teachers to perform well and attracting a pool of high-performing teacher applicants are promising policies to improve student outcomes (Woessmann, 2010). When the teachers provide high quality performance this will lead to high quality students, then qualified health care professionals working to promote health care system. There are several influences affect the performance of teachers as other professions and job satisfaction considered as one of them. Job satisfaction or dissatisfaction depends on a large number of factors ranging from where employees have to eat their lunch to the sense of self-fulfillment they may receive from doing their jobs (Newby 1999). Previous studies had shown that present of positively correlated between job satisfaction and job performance (Pugno, 2009).

Human resources are a great capital which can be invested to reach organizational goals. Every organization should be concerned about its personnel's job satisfaction, which in turn can increase the efficiency of it. The main purpose of the educational system is to have well educated students, which teachers carry the duty of their training on their shoulders. Many previous researches have shown that in countries who respect teachers, educational systems perform better. Hence, the main question of this research is as following:

What is the relationship between teachers' job satisfaction according to their academic degrees and their performances?

2. Theoretical approaches

Job life is one of the important parts of our daily lives which cause a great deal of stress. Due to the competitive nature of the job environment most of the people in the world are spending their time for job related work purposes resulting ignore the stressor those are influencing their work and life (Ahsan et al., 2009). Usually people are more worry about their outcome of their work that can even affect the way they treat other people and how they communicate with their peers and customers (Ahsan et al., 2009). For example, people with a higher percentage of occupational stress may not be satisfied with their job and therefore they will not feel happy

working in the organization (Ahsan et al., 2009). They may feel frustrated or “burned out” when they are having problems with peers or customers (Ahsan et al., 2009). This may leave a negative impact to the organization itself. Therefore, it is very important for employer and employees to realize the stress and the stressor that cause all the negative effects (Ahsan et al., 2009).

Job satisfaction is one of the most widely discussed and enthusiastically studied constructs in such related disciplines as industrial-organizational psychology, organizational behavior, personnel and human resource management and organizational management (Tasnim 2006). It is a generalized affective orientation to all aspects of the job. In simple terms, it is the extent to which one feels good about the job. These feelings were based on the individual’s perceptions of the differences between what was expected as a fair return and what was actually experienced (Newby 1999). The source of job satisfaction is not only the job; it also creates from working environment, supervision style, interpersonal relationship, and organizational culture also (Tasnim 2006).

The main theories relating to job satisfaction are as follows:

- A- Theories of human needs: These theories define satisfaction as the extent of success in satisfying the needs of the individuals, including physical, mental and psychological needs.
- B- Theories of hope and expectation: satisfaction is defined as how an individual’s successes correspond with his/her hopes and expectations, while dissatisfaction is resulted from failure to meet those expectations.
- C- Value theory: This theory states that job satisfaction is resulted from the question whether the job has preserved the personal values or not.

Research Hypothesis

High academic degrees affect the level of teachers’ job satisfaction.

Research Methodology

In order to reach its goals and answer the question(s), this research uses the method of social survey, and the data are collected using questionnaires with close and open questions.

The statistical population and sample size

Our population consists of 332 male/female secondary teachers in Mazandaran province of Iran who worked at least 12 hours weekly, and they were selected randomly. The sample size was determined by using Krejcie and Morgan method, which was assessed a number of 332 teachers.

3. Descriptive Findings

3.1. Distribution of respondents according to their gender

Table 1- Frequency and percentage of the participants according to their sex

	Frequency	Confidence Percentage
Male	142	42.8
Female	190	57.2
Total	332	100

Table 1 shows the frequency and percentage of the respondents according to their gender. As it can be seen a number of 142 people (%42.8) were female teachers and 190(%57.2) were male.

3.2. Distribution of respondents according to their gender and age

Table 2- Frequency and percentage of the participants according to their age and gender

	Indexes of age	Frequency	Confidence Percentage
Female	<30	8	5.6
	31-40	80	56.3
	41-50	50	35.2
	51-60	4	2.8
	Total	142	100
Male	<30	12	6.3
	31-40	58	30.8
	41-50	108	57.1
	51-60	11	5.8
	Total	189	100

According to Table 2, of the female participants 8 people(%5.6) were under 30 years old, 80(%56.3) were between 31-40, 50(%35.2) were between 41-50, 4(%2.8) were between the ages of 51-60. Of the studied men, 12(%6.3) were below 30, 58(%30.7) were between 31-40 years old, 108(%57.1) 41-50, and finally, 11(%5.8) were between the ages of 51-60.

3.3. Frequency and percentage of respondents according to their academic degrees and sex

Table 3- - Frequency and percentage of the participants according to their gender and academic degrees

	Indexes of education degree	Frequency	Confidence Percentage
Female	Diploma	7	4.9
	Associate	28	19.7
	Bachelor	93	65.5
	Master	14	9.9
	Total	142	100
Male	Diploma	6	3.2
	Associate	28	14.7
	Bachelor	138	72.6
	Master	18	9.5
	Total	190	100

As table 3 shows, of the studied female teachers, 7 people (%4.9) had diploma qualifications, 28(%19.9) had associate degrees, 93(%65.5) had bachelor's degrees, 14(%9.9) had master's degrees. Of the men, 6(%3.2) had diploma qualifications, 28(%14.7) had associate degrees, 138(%72.6) bachelor's degrees and 18(%9.5) had master's degrees.

4. The explanatory findings

In order to test the research hypothesis, "the level of job satisfaction among teachers differs according to their academic degrees, ", first the means and standard deviations of the variable job satisfaction of the teachers were assessed according to teachers' academic degrees.

Table 4- Means and standard deviations of the teachers' job satisfaction according to their degrees

		Frequency	Average	Standard deviation
Job satisfaction	Diploma	10	3.12	0.27
	Associate	46	3.55	0.55
	Bachelor	212	3.15	0.30
	Master	28	3.17	0.29

As table 4 suggests, the job satisfaction mean of the associate degree group was the highest by (X-3.557), and the mean of bachelor's degree was least by (x-3.152). Though the means of these variables differ, the significance of these differences should be considered, as well. Therefore, in order to analyze the differences between group means, analysis of variance model (ANOVA) can be useful here. Along with purpose, first by using homogeneity of variance, one must see whether the variances of different groups are equal or not. The results from the homogeneity of variance test are presented as sig-.131 which is larger than .05 shows, job satisfaction variances among different groups are equal and, therefore, F test condition is established.

Table 5- Results from homogeneity of variance test on the job satisfaction variable among groups with different academic degrees

Variable	Lon Statistic	d.f 1	d.f 2	Prob
Job satisfaction	1.89	3	292	0.131

Table 6- Summary of the results from ANOVA test to analyze the significance of differences between job satisfactions according to academic degrees

Indexes	Sum of Squared	Degree of freedom (d.f)	Mean squared	F statistics	Prob
Between group variance	6.25	3	2.085	16.675	0.000
Within group variance	36.51	292	0.125		
Total	42.76	295			

Table 7- Data from multiple comparisons of job satisfaction according to academic degrees using HSD method

		Mean deviation	Standard deviation	Prob
Diploma	Associate	-0.34	0.123	0.00
	Bachelor	0.06	0.114	0.60
	Master	0.03	0.130	0.76
Associate	Diploma	0.34	0.123	0.00
	Bachelor	0.40	0.057	0.00
	Master	0.38	0.084	0.00
Bachelor	Diploma	-0.06	0.114	0.60
	Associate	-0.40	0.057	0.00
	Master	-0.02	0.071	0.77
Master	Diploma	-0.03	0.130	0.76
	Associate	-0.38	0.084	0.00
	Bachelor	0.02	0.071	0.77

F-value of the job satisfaction variable is presented in tables above. P-value is 0.000 and is presented at the column of significance level. According to these results, it can be inferred that the level of job satisfaction among teachers differs according to their academic degrees. Now, in order to know these differences in satisfaction levels is related to which academic degree(s), Post Hoc test must be carried out. According to Hsd Hoc Test we can say:

There is a meaningful relationship between job satisfaction levels of teachers with diploma degrees and associate degrees, associate degrees and diploma, bachelor's degree and master's degrees, also between bachelor's degrees and associate degrees, and between master's degrees and associate degrees at %51.

5. Conclusion and discussion

Since the purpose of every educational system is to blossom talents and to provide the individuals of a society with social welfare and a healthy life, so to know how much the teachers in the Iranian province of Mazandaran (as the case study of this research) are satisfied with their jobs matters. The purposes of the research were: Examining the level of teachers' job satisfaction and the impact of holding academic degrees on job satisfaction of teachers in Mazandaran province, Iran. In line with this purpose, a population of secondary and guidance school teachers who were teaching at least for 12 hours weekly were selected using Krejcie and Morgan method, which our 332 sample included 140 women and 192 men. In this research we used a descriptive method, and data were collected through questionnaires to assess the levels of job satisfaction among teachers, which were produced by Sayadyan. The reliability of the test was %88. In order to analyze the data, we used descriptive and inferential statistics methods like frequency, percentage, background, standard deviation, and Pearson, Spearman correlation coefficients, independent T-test and analysis of variance (ANOVA). Findings show that there is a meaningful relationship between different academic degrees and job satisfaction among teachers of Mazandaran province in Iran. Also the study found positive correlation between education degree and job satisfaction of teachers.

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