

## **Job satisfaction**

All around the world, teaching is considered to be one of the most demanding jobs, usually underpaid as well as unappreciated. Young graduates often refuse to begin their career as teachers since they perceive having a job of a teacher as one that lacks prospects and merits. The teacher's performance is significantly influenced by his or her level of satisfaction gained from their job. Therefore, teachers' perception of satisfaction from their job is kept monitoring in order to keep teachers motivated to work hard and to make them offer their best to their audience – children and students. Surprisingly enough, teaching occupies the sixth rank in "Top Occupations in Job Satisfaction" (Smith, 2007). Teachers seem to feel satisfied and seem to feel a sense of achievement while carrying out their work, moreover, they appear to find "the why" this job is worth doing.

For the purpose of this essay I used two highly qualitative research papers which examined the topic thoroughly using sophisticated statistical methods. The first resource, a diploma thesis by Radka Murcková (2007), provides a basic insight into the area of work motivation and a job satisfaction among teachers, with a special focus on comparison between classical and alternative basic school teachers. This research takes into consideration the Czech environment and its specifics. On the basis of a questionnaire research, the results show that there is no difference in the level of total job satisfaction among these two groups of teachers. Undoubtedly, some discrepancies in job satisfaction with working conditions were observed as alternative basic school teachers have usually better conditions and background for their performance (for instance smaller number of pupils in the classroom, higher degree of freedom in everyday decision-making, more intensive cooperation with parents, etc). The explanation Murcková (2007) offers is the following. Generally, the factors which determine the level of job satisfaction are numerous: the age of the teacher, gender, length of the service, age of the students, family background and degree of support from the family members, salary, job expectations, school environment, personal character, whether the teacher teaches in a town or in the country, etc. Although these factors are fundamental, factors that fulfill the higher-order needs are those considered decisive. No matter where, under which circumstances and in which environment the teachers perform their job, it is the job itself that

makes them happy. Self-realization, social status (esteem), actualization, influence, and relative freedom are the cardinal resources of high job satisfaction.

Using both conventional questionnaires and Experience Sampling Method (ESM)<sup>1</sup>, the American study examined an average sample of teachers. The results surprisingly correspond with Murcková's conclusions. It is the gratification of higher-level needs that determines the level of job satisfaction. Undergrad (1996) also points out that teachers reach a state of happiness so often because they often work at the peak of their abilities, which brings a person a sense of strength, control, high level of concentration, and, therefore, satisfaction. Let me introduce some of the interesting answers from the conventional survey results: the majority of teachers responded that they simply love to teach, they would be pleased if their children became teachers, moreover, if they could choose their career all over again, they would become teachers. The ESM results offered roughly the same conclusions but from a completely different point of view. Based on the mood rating, the most frequently used adjectives teachers noted down during the everyday activities were sociable, helpful, involved, and stimulated. This evidence perfectly supplements the conventional results and enriches the overall conclusions.

Educating the new generations, teachers are a very important component of each society. It is mostly their performance in the classroom that shapes children's attitudes, opinions and expectations. Hence, it is great news to hear that teachers seem satisfied while performing their job.

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<sup>1</sup> "The Experience Sampling Method (ESM) makes use of an electronic device to page the subject several times a day. When beeped, the subject completes a short survey about what they are doing, who they are with, and how they are feeling. ESM thus provides a more richly detailed picture of the day-to-day lives and emotions of participants than conventional surveys" (Undergrad, 1996).

## References

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