

A Study of the Factors Affecting Secondary School Teachers' Job Satisfaction

Abstract

The purpose of this study is to investigate the job satisfaction of the secondary school teachers of Macau. It is hoped that this study can serve as reference for Education Department, principals and school administrators. A careful review of the related theories and literature is done as the first step to this study to establish research framework. Then a self-designed questionnaire is employed as research instrument. 111 secondary school teachers of Macau serve as valid samples. Statistical methods such as means, t-tests, ANOVA are applied to analyse data collected in this study.

The results of this study are as follows:

1. According to the standard set in this study, the overall job satisfaction and satisfactions of all other job dimensions are above medium. The three things that the teachers felt most dissatisfied are:
 - (i) The equipment and facilities needed for the purpose of teaching,
 - (ii) The communication between teachers and administrative departments,
 - (iii) Lack of awards and encouragement by principals for their outstanding performance in their work.
2. "School administration" dimension is the least satisfied and followed by "recognition", "work conditions", "work itself" and "achievement". The teachers are most satisfied with "interpersonal relationship".
3. The following are the relationship between different background attributes of secondary school teachers and job satisfaction:
 - (i) Sex and marital status do not influence the secondary school teachers' job satisfaction.
 - (ii) The overall job satisfaction and satisfactions of all other job dimensions of teachers mainly teaching senior classes are higher than

teachers mainly teaching junior classes, with the difference in “recognition”, “interpersonal relationship”, “school administration” dimensions reaching significant level.

- (iii) Overall job satisfaction is not influenced by age. 50-59 year-old group’s satisfaction with “School administration” dimension is significantly higher than other age groups. In other words, degree of satisfaction of “ School administration” dimension differs for different age groups.
- (iv) Educational qualifications of teachers and overall job satisfaction are in proportion, with the teachers possessing Master Degree and Bachelor Degree in Education more satisfied than teachers of other educational levels.
- (v) Teachers with long years of service are more satisfied with their overall job satisfaction and in job dimensions such as “recognition”, “interpersonal relationship”, “school administration”, “work conditions” than teachers with shorter years of service.

The suggestions of this research are as follow:

1. Interdepartmental communication, communication between different administrative departments and teachers should be strengthened. Principals and school administrators are required to have a broader understanding of the needs of teachers and fulfill their reasonable needs.
2. To boost the morale and sense of recognition of teachers, Principals and school administrators should openly praise and award teachers who are outstanding in their work.
3. Education Department should plan to train all Macau school administrators to ensure high standard of school-based management in Macau schools.

4. Principles should encourage teachers to continue their education in their field of specialization and make necessary adjustment in their work hours and workload.