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FACTORS THAT AFFECT TEACHERS'
QUALITY OF PROFESSIONAL LIFE

FACTORS THAT AFFECT TEACHERS'
QUALITY OF PROFESSIONAL LIFE

by
Lina Osseiran

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A thesis
submitted in partial fulfillment of the requirements
for the degree of Masters of Arts
to the Department of Education
of the Faculty of Arts and Sciences
at the Haigazian University

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Beirut, Lebanon
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Date of thesis defense: June 23, 2000

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Lina Osseiran

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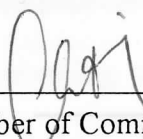
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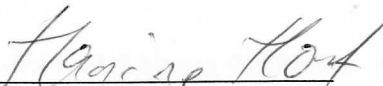
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AN ABSTRACT OF THE THESIS OF

Lina Osseiran for Master of Education
Major: Educational Administration and Supervision

Title: Factors that Affect Teachers' Quality of Professional Life.

Increasingly, national and international initiatives are directed toward finding ways to improve the quality of the teaching profession for all teachers. One step in developing a high-quality staff would be in understanding the factors (work conditions, roles and responsibilities, and classroom practices) associated with teachers' perceptions regarding their teaching career (overall job satisfaction, work centrality, and occupational stress). The schools were randomly selected from a list of private schools in Beirut, Lebanon whose language of instruction is English. The list was available from the Center of Education Research and Development. Permission to involve the teachers was obtained from the principals of schools. 90 teachers out of one hundred-ten responded to the questionnaire that inquired about teachers' perceptions regarding the teaching career in terms of the factors that affect satisfaction on the job. The frequencies of the teachers' perceptions were measured through the selection of one of the following indicators: "a great deal, to some extent, not much". These indicators were represented consecutively by the numbers 3, 2, and 1. The questionnaire consisted of 31 questions. Frequency counts were calculated to detect the range required for the teachers' responses. In addition, Pearson product moment correlation coefficient was calculated to determine the level of the teachers' satisfaction on the job. Positive results were obtained by correlating classroom practices with overall job satisfaction ($r = .355$; $p < 0.001$). Another positive correlation was found between work centrality and classroom practices ($r = .311$; $p < 0.001$). Almost 98% of the teachers considered success on the job as important. In the case of roles and responsibilities with overall job satisfaction, there was a significant positive correlation between them ($r = .316$; $p < 0.001$). Another significant positive correlation was obtained between work conditions and overall job satisfaction ($r = .387$, $p < 0.001$). All subjects appear to place high value regarding classroom practices. They were all in favor of building warm relationships with their pupils. Further, only 17% of the subjects considered that job satisfaction is not good "most of the time." Finally, results showed that 16% of the subjects experienced stress in their present job.

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CHAPTER I

INTRODUCTION

Context of the problem:

Over the years many factors have been investigated to understand teacher's self-perception in understanding educational practices in different settings (Broadfoot, 1990; Pennington, 1995). However, lack of sufficient statistical information has urged numerous educators to investigate the sources of satisfaction and dissatisfaction of teachers in schools by looking at educational systems (Chapman, 1982; Kremer-Hayon & Goldestein, 1990; Ninomiya & Okato, 1990; Pennington, 1995; Poppleton, 1990, Poppleton & Riseborough, 1990; Sim, 1990). According to Perie and Baker (1997), a high-quality teaching staff is the cornerstone of any successful educational system. It follows that daily interaction between teachers and students is at the center of the educational process.

One step in developing a high-quality staff would be in understanding the factors associated with the teaching profession as a career. Some of the major factors are related to organizational practices at school such as job satisfaction that has been studied by organizational researchers and has been linked to organizational commitment (Mathieu, 1991; Ostroff, 1992; Perie & Baker, 1997).

Teachers' job satisfaction was also investigated by the Consortium for Cross-cultural Research in Education. The consortium was constituted in 1988 and its explicit purpose was "to generate basic behavioral and social science knowledge, applied knowledge about the nature of teaching and schooling and policy and practice

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implications for the improvement of education within and across the national settings involved.” (Menlo and Poppleton, 1990, p.173). Based on this purpose and out of their research, the consortium investigated several variables that affect the teacher’s career. According to Menlo and Poppleton, teaching career involves major factors, mainly, job satisfaction, work centrality (commitment), and stress. These factors are in turn affected by work conditions, roles and responsibilities, and classroom practices. Dworkin (1994) states that career satisfaction is affected by an intrinsic value regarding the teaching profession that makes many people decide to become teachers. Guleilmi and Tatrow (1998) maintain that most teachers enter the profession because they enjoy teaching and want to work with young people.

On parallel lines, Lee, Dedrick, and Smith (1991) argue that intrinsic factors also play a major role in retaining the teacher in the teaching profession. They state that intrinsic factors are also derived from classroom practices. Lee et al. (1991) claim that through daily interactions with the students, teachers can tell whether their students have gained or achieved something as a consequence of their teaching. Thus, they maintain that the teacher’s satisfaction or dissatisfaction in the job is reflected through his or her control over the classroom environment that is an intrinsic variable. As a result, intrinsic factors play a major role in motivating teachers to enter the teaching profession, and in retaining these teachers in their jobs.

However, Lee et al. (1991) state that not only intrinsic factors, but also extrinsic factors affect a teacher’s satisfaction on the job. While intrinsic factors usually motivate people to become teachers, a variety of extrinsic factors have been associated with teachers’ satisfaction. Extrinsic variables can influence teachers’ satisfaction in their desire to remain in teaching throughout their careers. These factors include salary,

expected support from administrators, and availability of resources as examples (Kremer-Hayon & Goldestein, 1990; Broadfoot, 1990; Lee et al., 1991). Further, Gulielmi and Tatrow (1998) state that by identifying the sources of satisfaction and dissatisfaction in the teaching profession, one is able to know why some teachers decide to stay in their profession, experience stress, or leave their job and seek another career. According to Broadfoot (1990):

Even though,

Being a teacher has never been an easy job. Even in those times and places where teachers have enjoyed the special respect of the community for the key role that they perform, this has rarely, if ever, been reflected in the conventional benefits of good pay and conditions. Whilst teaching is a job for some, for many it is a vocation that that they embrace for the satisfaction inherent in the importance of the task in teaching their specialist subject and in the pleasure, that working with pupils for the most part affords. (p. 165).

On the other hand, according to Pennington (1995) work dissatisfaction is a serious matter that may contribute to ineffectiveness, unproductivity, and psychological distress in employees which is usually reflected in teachers' attitudes on the job. It appears that those intrinsic and extrinsic factors lead to teacher's satisfaction when they are present whereas, these same factors contribute to teacher's dissatisfaction when they are absent. They are those factors identified by Herzberg (1959) as 'motivators' and are associated with the higher level needs of recognition and self-actualization elaborated by Maslow (1970).

Further, it follows that the above factors that lead to teachers' satisfaction are related to the jobs they hold, and in turn depend on the following variables: work conditions, roles and responsibilities, and classroom practices (Poppleton, 1990).

Hence, overall job satisfaction is manifested in the achievement of an adequate balance between the satisfaction of psychological needs such as (a belief in one's own ability to perform, and the satisfaction of concrete needs like a safe, secure environment, good pay, good job benefits, recognition and the like) (Pennington, 1995). However, when such a balance is disturbed or not achieved, teachers are then neither motivated nor able to do their best (Perie and Baker, 1997).

The first variable that affects teachers' satisfaction positively or negatively would be the working conditions (Firestone & Pennell, 1993; Menlo & Poppleton, 1990; Miller, 1981; Perie & Baker, 1997; Rosenholtz & Simpson, 1990). Miller (1981) conducted a survey to test the effects of staff moral, and school climate on teachers' educational productivity. He concluded on basis of obtained results that high staff moral is displayed in teachers looking forward to going to school in the morning and are not in a hurry to leave in the afternoon. These teachers actively participate in committees, and are willing to perform various school tasks that go beyond their stated duties.

The presence or absence of the second variable, namely, roles and responsibilities, assigned to teachers contribute predominantly to teachers' satisfaction or dissatisfaction (Johnston, 1995; Maeroff, 1988). When teachers are involved in shaping the school's policy, in holding administrative responsibilities like initiating parental contacts, evaluating pupil progress, and working with colleagues on curriculum development, they are then reflecting some of the examples of positive overall job satisfaction (Poppleton & Riseborough, 1990; Sim, 1990).

Good teachers have standards in mind when they set their lessons up. Standard represents a specific idea of what the teacher expects a student to understand, or demonstrate at some point. Conley and Levinson (1993) pointed to the presence of a significant level of relation between teacher job satisfaction level and student achievement level. Thus, classroom practices, as a third variable, plays a major role in reflecting teachers' satisfaction or dissatisfaction. According to Rosenholtz and Simpson (1990), teachers derive their greatest rewards from positive and successful relations with students' success. Thus, problems in the classroom may likewise be both a cause and effect of teacher stress (Blasé, 1981; Litt & Turk, 1985).

Statement of the Problem:

The aim of this study in general is to investigate teachers' perceptions in terms of work conditions, roles and responsibilities, and classroom practices.

Poppleton (1990) in the 'Survey Data' stated that the Consortium for Cross-cultural Research in Education (CCCRE) is a group of 10 research teams located in West Germany, U.S.A, England, Canada, Poland, Israel, The Soviet Union, China, and Singapore. Menlo and Poppleton (1990) maintain that the general aim of their research is to study the teacher's perceptions about the factors (working conditions, roles and responsibilities, and classroom practices) at the secondary level related to their career satisfaction. And hence to examine the relationship between these factors and teachers' characteristics and demographics.

Further, the CCCRE states that the presence of these factors produces a change in teachers' quality of professional life (teaching career). Teaching career comprises overall job satisfaction, work centrality (commitment), and occupational stress.

For more clarification of the problem studied, it is important to bear in mind that the foregoing hypotheses were limited to private schools in Beirut, Lebanon.

Specifically, the following hypotheses will be tested:

1. There is a positive relationship between classroom practices and overall job satisfaction.
2. There is a positive relationship between classroom practices and work centrality.
3. As roles and responsibilities become more meaningful to elementary teachers, the quality of their professional life improves.
4. When all factors of work conditions that make an orderly environment are present, the teachers' level of satisfaction increases.
5. There is a relationship between work conditions, roles and responsibilities and classroom practices on the one hand, and occupational stress on the other hand.
6. The presence of good classroom practices, roles and responsibilities and positive work conditions added together improve the teachers' quality of professional life to the maximum.

Significance of the Problem:

Teaching has long been a profession noted for its inherent satisfaction than for its satisfaction of material demands and needs. From this standpoint, this study has special significance for the expected impact anticipated at two levels:

- 1- Given the global nature of the teaching profession, it is reasonable to assume that many factors influence and shape the elementary teachers' professional quality of life. The results of the study may provide rough guidelines for principals of

schools as to what factors to emphasize in order to help teachers improve their professional quality of life.

2- While there is considerable research in the United States on overall job satisfaction, much of which may be generalizable or suggestive to the Lebanese situation, a number of cultural differences between the Western countries and Lebanon limit their generalizability, and suggest that their findings cannot be taken for granted. Further, this study is based on the findings of the Consortium (Poppleton, 1990) to see whether similar findings are obtained in Lebanon.

3- This study is an attempt to discover the relationships between classroom practices, work conditions, and roles and responsibilities on the one hand, and overall job satisfaction, work centrality, and occupational stress on the other hand.

Limitations:

The results and conclusions of the present study are to be interpreted with the following limitations in mind:

1. The schools selected randomly for the study were private English schools of Beirut. Thus, the results obtained cannot be generalized to the whole of Lebanon. The results are to be restricted to populations of similar characteristics.
2. Another limitation is a product of the nature of the study itself. Any questionnaire regarding information from teachers is likely to be met with suspicion on their part. For this reason the questionnaire did not include questions about teachers' names or the schools they were in.

3. The questionnaire used by the Consortium for Cross- cultural Research in Education is not validated in Lebanon, and therefore, the results obtained are to be interpreted with this limitation in mind.

Definition of Terms:

For the purpose of the study, the following terms were defined.

1. **The Teacher:** Good and satisfied teachers are those who have been identified as successful by the way they connect what they know with how they teach. They are those who understand children and know how to assist their learning. However, there is no single answer to the question ‘ what qualifications and practices characterize high-quality teachers’.

2. **Overall Job Satisfaction:** Job satisfaction is an affective reaction to an individual’s work situation. It can be defined as an overall feeling about one’s job or career or in terms of specific facets of the job or career (work conditions, roles and responsibilities, and classroom practices).

3. **Work Centrality:** It is defined here as teachers’ commitment. Commitment explained in this context as the degree of positive and affective bond between the teacher and the school. It does not refer to a passive type of loyalty where teachers stay with their jobs, yet are not really involved in the school or their work. Rather, it reflects an active type of loyalty manifested in the teacher’s involvement in the school, and the degree of motivation in work.

4. **Occupational Stress:** Stress is a compound resultant response incorporating different features of the teacher’s encounter with the excessive demands of the job from her point of view. This response includes the physiological (such as

physical fatigue), cognitive (such as burnout), and behavioral systems (example, teacher's classroom practices) of the individual. However, the sources of stress for any individual teacher or school staff vary greatly. Individuals react differently to environmental stress. Furthermore, How a person reacts to stress depends upon the nature of the stress encountered and his or her individuality.

5. **Work Conditions:** Both intrinsic and extrinsic factors are the organizational factors related to teachers' satisfaction that makes up the work place conditions. Intrinsic factors for example involve students' behavior; parental support; staff recognition; control in the classroom; and management and morale. Whereas the extrinsic factors involve administrative support; decision-making roles; amount of paperwork, and routine and duties, availability of resources, communication with the principal, cooperation among the staff; influence over school policy, salaries, benefits, class size, workload, collegial support.

6. **Roles and Responsibilities:** They are those factors that involve administrative responsibility (inducting new teachers, initiating parental contacts, supervising student teaching), pupil progress responsibility (counseling individual pupils, working with colleagues on curriculum development, and evaluating pupil progress).

7. **Classroom Practices:** They involve issues concerning lesson control, individualized teaching, and the development of warm, personal relationships with students.

8. **Demographics:** They are these personal and school context that show how different people feel about the issues related to the variables that might affect overall job satisfaction.

CHAPTER II

REVIEW OF LITERATURE

The evolvement of research:

Increasingly, national and international initiatives are directed toward finding ways to improve the quality of the teaching profession for all teachers (Gulielmi and Tatrow, 1998; Kremer-Hayon and Goldestein, 1990; Menlo and Poppleton, 1990; Pennington, 1995; Perie and Baker, 1997; Poppleton, 1990; Sim, 1990). More specifically, in Lebanon school reforms incorporate a multitude of activities. Because of a multitude of reasons, one of which is war, Lebanon has not attempted reform since 1948. Recently however, the ministry of education is instilling a new curriculum for its schools.

An important component that should have been considered in educational reform in Lebanon would have involved promoting a higher level of teachers' satisfaction in order to achieve the goals being set by the government in Lebanon. And in order to promote a higher level of teachers' satisfaction, research needs to be conducted in this area to identify the causes of teachers' satisfaction specifically for Lebanon. This study will attempt to address the many dimensions of the teaching profession which may have direct effects on the educational process as such. These dimensions comprise work conditions, roles and responsibilities, and classroom practices such as productivity. (Rice, Gentile, and McFarlin, 1991).

This productivity may be interpreted in teachers' case as related to students' learning and achievement. Teachers' career satisfaction may influence the quality and consistency of instruction given to students.

Among the many researchers, Ostroff (1992) maintains that satisfied teachers are those who are pledged to their schools, enthusiastic and motivated to do their best in order to promote a high standard of students' achievement (Mitra, Jenkins, and Gupta, 1992). Nevertheless, it has been found that most competent teachers who are not satisfied are in danger of providing less instructions to their students or of being demotivated to do their best in the classrooms. This then causes a sacrificial shift of valuable educational resources away from the classrooms towards replacing them with new teachers (Firestone and Pennell, 1993; Kremer-Hayon and Goldestein, 1990; Ostroff, 1992; Pennington, 1995; Poppleton, 1990; Rosenholtz, Simpson, and Poppleton, 1990; Sim, 1990). Further, it is assumed that the government of Lebanon was unable to find research in this area specifically research conducted for the Lebanese case.

Therefore, in order to anticipate the appearance of problems that lead to dissatisfaction among teachers, this study investigates on the one hand, some factors that influence teachers' satisfaction and commitment; and, on the other hand, occupational stress resulting from dissatisfaction. Thus, the review of literature addresses the major concepts related to teachers' overall career satisfaction as was postulated by Menlo and Poppleton (1990) namely job satisfaction, work centrality, and occupational stress. Secondly, the approach for measuring overall job satisfaction as was carried out by the Consortium for Cross-cultural Research in Education will be

reviewed. And finally, the factors that influence overall job satisfaction (work conditions, roles and responsibilities, and classroom practices) will be discussed.

Major Concepts:

Job Satisfaction:

The relation between job satisfaction and job attitudes such as commitment and stress on the one hand, and job performance on the other has its roots in various settings in the organizational research (Ingersoll, 1994; Lee et al., 1991; Mathieu, 1991; Mitra et al., 1992; Ostroff, 1992). Ostroff (1992) conducted an investigation of the relationship between employee satisfaction, commitment, psychological stress, and organizational performance (academic achievement, student behavior, student satisfaction, teacher turnover, and administrative performance). Organizational performance data were collected for 298 schools; employee satisfaction and attitude data (commitment and stress) were collected from 13,808 teachers within these schools. Findings revealed that satisfied teachers were more likely to work hard toward the school's objectives. School objectives that normally require teachers to be able to understand their subject matter and relate it to students, adopt teaching strategies that are responsive to different student abilities, and engage in continued curriculum evaluation, and the like; and therefore, promoting school's efficiency and effectiveness. On the other hand, dissatisfied teachers were found to perform less than their potential, and were unwilling to provide their services to the school.

Evertson (1985) confirmed in his research that dissatisfied teachers usually asked for a transfer, or filed a grievance. Following the same line of argument, Ostroff

(1992) suggests that teachers' satisfaction could be achieved when some items related to work conditions and roles and responsibilities such as good communication, autonomy, and participation in decisions are provided in the school.

i) Overall Job Satisfaction:

Factors that relate to satisfaction in work have been presented in two theoretical orientations are reviewed by Menlo and Poppleton (1990) and Pennington (1995).

1. The "General Relationship Model" postulates that job satisfaction comprises a comprehensive outcome variable that relates to a number of other variables. These other variables are work conditions, roles and responsibilities, classroom practices, and demographics.

"The General Relationship Model" by Grunberg in 1979. Menlo and Poppleton (1990) maintain that this model is based on Herzberg et al. (1959) model of job satisfaction. As described by Hoy and Miskel (1996), Herzberg differentiated in his two-factor model between:

- i. Internal needs such as professional growth, recognition, achievement, work itself, and responsibility; and
- ii. External imposed work conditions such as salary, administration's policy, and supervision.

Internal needs incorporate intrinsic motivators, whereas external needs are considered hygiene factors, that is negative attitudes that produce job dissatisfaction, and are extrinsic to the work of a particular job. According to Herzberg et al. (1959), the internal needs tended to affect job attitudes in only a positive direction. The absence of

these factors that comprise the internal needs neither ensure increased motivation nor result in job dissatisfaction. However, the absence of factors found in the environment of work (salary, possibility of growth, job security, interpersonal relations (with superiors and peers)) led to employee dissatisfaction. Herzberg observed that job factors that resulted in satisfaction were directly related to the work itself. Job factors that resulted in dissatisfaction tended to be related to the environment of work.

2. The “Discrepancy Model” (Wannous and Lawler, 1972) holds that “the fit between the perceived reality and the worker’s goals determines the level of satisfaction.” (Popperton, 1990; p.176). In other words, the degree of job satisfaction that a person experiences is dependent on the way a worker comprehends the relationship between what s/he wishes from a job and that which he views the job is offering. Thus, people will be more satisfied in their work when their expectations match the actual experience in the job. Furthermore, when viewed in terms of the “Discrepancy Model”, teachers’ satisfaction reflect the individuals’ judgement of work satisfaction. The individual judgement involves the values they adhere to. Therefore, the estimation of the discrepancy between the ideal and the actual situation will be determined by a variety of factors that interact with the demographics or personality characteristics of the person making the judgment and with the characteristics of the work itself.

Following the same lines, the CCCRE has measured teachers’ work satisfaction. They aimed at assessing the extent to which teachers feel their needs being fulfilled by their work in a particular job (job satisfaction). This measurement has provided an explanatory picture of the nature of work satisfaction, and its relationship to other factors affecting it.

The questionnaire instrument has been developed to acquire different types of information about teachers' characteristics and work perceptions. It includes items inquiring about the subject's demographic and school context, overall job satisfaction, work centrality (commitment), occupational stress, work conditions, roles and responsibilities, and classroom practices.

ii) Work centrality

An important element of both 'The General Relationship Model', and the 'Discrepancy Model' for describing and assessing work-related attitudes is the concept of work centrality. According to Mannheim, 1975(cited in Pennington, 1995), "work centrality is the measure of a person's commitment of psychological energy and time to work"(p.65). It is a component of work satisfaction as it reflects devotion to a job or career, and it is related to work values, roles, status, rewards, and efficacy as being a measure of commitment toward teaching (Kremer-Hayon and Goldestein, 1990; p.287). Menlo and Poppleton (1990) maintain that one is able to measure work centrality by knowing the degree of interaction between teachers and organizational environments. This interaction is reflected in the teacher identifying herself with the job she is holding. Thus, commitment as Firestone and Pennell (1993) state is "...an attachment that goes beyond calculative involvement__ an affectively neutral exchange of services for money__ to moral involvement". (p. 490). They stress that personal commitment to an occupation produces high levels of job satisfaction. This personal commitment which reflects individual's identification and involvement in a particular organization (Ostroff, 1992) is enhanced by the positive attitudes of an organization provided that this organization maintains positive relations. Mathieu (1991) found in his study of

organizational commitment and satisfaction of employees that these two variables were reciprocally related but the influence of satisfaction on commitment was stronger.

Other factors must be considered when looking at the teachers attitudes towards their work in relation to others'. Long term commitment or career satisfaction is based on the teachers' views about the profession and where it stands in relation to other professions. Korman (1970) states that one of the reasons that teachers become dissatisfied with their pay and with their job is when they start comparing their own situation to that of others who have similar education but different jobs in terms of equity of rewards. However, long term commitment was considered from another angle by Sim(1990). In his study of a sample 930 secondary school teachers in Singapore, it was found that teachers who were members of professional organizations were better in terms of work centrality.

In a study carried out by the National Center for Education Statistics (1997), to answer the question of whether professionalism had a positive impact on the commitment of elementary and secondary teachers to their teaching careers.

Professionalism being defined as "the degree to which occupations exhibit the structural attributes, characteristics and criteria identified with the professional model"(p.3). It should be noted that the "professional model" involves aspects of in-service training in the required subject matter, real authority within the classroom and a relatively high compensation at the end of the teachers' career. Obtained results tended to confirm the proposition that professionalism has a major influence on teachers' satisfaction. In addition, the findings showed four distinct characteristics of professionalism that were linked to commitment: the presence of teacher class autonomy; the influence over faculty policymaking; the effectiveness of assistance to novice teachers, and teachers'

high compensation. Schools with higher levels of each of these characteristics had higher levels of teacher commitment. The study supported the idea that commitment of teachers is positively correlated with satisfaction, and that professionalism increases teacher's commitment, which in turn, improves her performance in the classroom; and consequently student's learning and achievement in this regard.

Further, Kremer-Hayon and Goldestein (1990) used the first part of the questionnaire that was used by the CCCRE to study the effect of work centrality on teachers' satisfaction. They claimed that the 325 teachers who answered the questionnaire items had a relatively high score for work centrality. Kremer-Hayon and Goldestein stated that two items stood out to be very important with respect to teachers' satisfaction: (a) importance of success in teaching; and (b) those after school teaching matters that preoccupy them after working hours. The desire to succeed in teaching is related to teachers' perceptions regarding work values and attitudes.

Furthermore, work centrality (commitment) was found to be linked negatively with the absence of some workplace conditions within the school context. Rosenholtz and Simpson (1990) found in their study on the effect of some organizational practices on 1,213 teachers from 78 elementary schools throughout Tennessee that the prone support from a principal, and the absence of recognition for example affect commitment negatively and result in absenteeism and attrition. They stated that schools facilitate professional growth when feedback that is relevant to teachers' performance provides the information necessary for corrective teacher's behavior. They further suggested that a supportive feedback system that is not dominated by subjective judgments from superiors would assist teachers in achieving professional development.

which, in turn, would be manifested in illness, absenteeism, turnover, withdrawal and

An interesting finding in Rosenholtz and Simpson's study reported the decline of teacher's commitment after five years of beginning teaching and then regaining their commitment towards teaching. They also indicated that novice elementary teachers tended to concentrate mainly on getting the job done but were not able to connect what they teach to the larger view of students' learning. However, experienced teachers seemed to focus on the "core tasks", that is, continuous interaction and intervention in students' daily lives, and hence shaping and molding their individual growth.

Rosenholtz and Simpson concluded that the presence of organizational support will have a great impact on novice teachers commitment towards the teaching profession. This finding is reported to increase their intrinsic motivation and sense of efficacy. On the other hand, sense of commitment in experienced teachers would be sustained when organizational aspects of the school are obtained. These organizational aspects, Rosenholtz states, would include participation in policymaking of the school; evaluation of curriculum; induction of new teachers, and the like.

iii) Occupational stress:

Another major element that relates to overall job satisfaction and work centrality is occupational stress. The concept of occupational stress as related to teachers' stress is defined by Kyriacous, 1989(cited in Menlo and Poppleton, 1990, p.177) as ".... An unpleasant emotional state." Schwab (1994) defined teacher's stress as "an integrated, multidimensional response that occurs when people perceive that the demands of a situation exceed their ability to meet or cope with those demands." Negative affect resulting from the environment of work can result in dissatisfaction which, in turn, would be manifested in illness, absenteeism, turnover, withdrawal and

eventually burnout (Litt and Turk, 1985). However, individuals react differently to environmental stress. How a person reacts to stress depends upon the nature of the stress encountered and his or her own individuality (Poppleton, 1990).

In their research on five countries (England, United States, Japan, Singapore, and West Germany) regarding the work perceptions of secondary school teachers, Menlo and Poppleton (1990) stated that there was some variation in stress level across schools and societies. Results showed that only 10 percent of the teachers in England, the United States, Japan, and Singapore reported low levels or no stress, while 21 percent of the West German teachers reported the relative absence of stress. Clearly, in all of the countries, high levels of stress were found among teachers. Causes were attributed to class sizes, student behavior, the extra workloads associated with educational cuts, and the introduction of curriculum reforms as in our study.

In many of the aforementioned studies, researchers considered organizational practices related to work environments as major contributors of stress (Ostroff, 1992; Rosenholtz and Simpson, 1990; Perie and Baker, 1997). Two organizational practices proved to be contributors to teachers' dissatisfaction at work, and ultimately leading to stress and burnout. These practices were role conflict, and role ambiguity (Pithers and Soden, 1999; Ninomiya and Okata, 1990). Role conflict prevails when the teacher is required to perform two conflicting but at the same time expected role behaviors.

Role ambiguity was found to occur when the teacher faces inconsistent information regarding responsibilities and practices and inconsistencies on how to perform them properly. For example, the immediate superior sometimes decides on one way of teaching that is against what has been decided in meetings with the principal. Further, in the absence of collegial support teachers' stress and burnout is increased

(poppleton, 1990). This collegial support appeared to be more important than administrative support (Hart, 1992).

Added to the above organizational practices, another issue was identified as a vital determinant in teacher's stress and burnout, namely, student attitudes and behavior. (Lee et al., 1991; Lissman and Gigrich, 1990, Dinham, 1995). Teachers indicated that students' lack of motivation, carelessness, and low enthusiasm regarding the importance of learning constituted the most stressful issues being experienced daily (Lee et al., 1991). Similar findings have been reported in separate studies with teachers from Japan (Ninomiya and Okata, 1990) and the United Kingdom (Kyriacou, 1987).

The presence of occupational stress in the teacher's life creates a negative force that can have serious consequences for teachers and the profession at large. (Ninomiya and Okata, 1990; Ostroff, 1992; Perie and Baker, 1997). In this context, Stenlund (1995) maintained that low morale was one of the resultants of stress. He stated that not only did stress affect the teacher physically (physical fatigue, and strain) but more so it affected teacher's sense of purpose and self-realization which in turn embodied lack of enthusiasm, motivation and consequently lack of self-satisfaction.

Concerning the relationship of stress and morale as important determining factors of teacher's satisfaction, Hart (1992) conducted a study to test the hypothesis that stress and morale were different outcomes of negative (in the case of stress) and positive (in case of morale) experiences. Results indicated that high morale does not increase if negative experiences related to stress in fact decreased. Further, it was found that positive experiences do not necessarily reduce stress. He concluded on basis of such results that stress and morale are affected by different and independent experiences.

The Consortium for Cross-cultural Research in Education:

The Consortium studied the effect of teacher's satisfaction on the educational process as whole and prompted behavioral researchers and practitioners to consider the underlying assumptions behind the basic causes of teachers' satisfaction or dissatisfaction involved in the teaching profession. As a result, a theoretical model evolved which could measure the factors that affect teacher's satisfaction. The model required the consideration of the important components involved in the teaching profession and those which may as well have an effect on the level of teacher's satisfaction. These components are the working conditions, roles and responsibilities, and classroom practices.

Menlo and Poppleton drew the variable "overall job satisfaction" from four different though correlated concepts. The first pertains to satisfaction with the profession itself as an "occupation", focusing on the reasons for having chosen this particular job. The second idea relates to satisfaction with the kind of activities in which teachers engage, and it measures the "sort of work" wanted. The third taps the possibility of "entering the profession or occupation" again. Finally, the fourth idea involves the teachers' satisfaction with the "present job" in the school s/he is currently employed.

Menlo and Poppleton state that these four ideas comprise what is called "facet-free satisfaction", that is, satisfaction that is not related to any specific classroom practice, role and responsibility, or work condition. They are supposed to be general and global, whereas "facet-specific satisfaction", they argue, are derived by "mathematically correlating the presence of a specific aspect of the work to the importance of its presence (value) for job satisfaction"(p.168).

The Consortium findings revealed facts about the way teachers view their teaching career. The first being the teachers' high value regarding work centrality, that is, commitment to their work. They found that "the mean score for work centrality are higher than those of satisfaction and stress in all countries compared" (Kremer and Hayon-Goldestein, 1990; p. 294). The second general finding showed that teachers were not satisfied with their status at school. According to Poppleton and Riseborough (1990), "teachers in all countries are unhappy with their status as professionals as defined by their standing in the community" (p. 224).

Thus, drawing on these findings, some of the results of the Consortium's Cross-cultural Research on teachers will furnish useful results for our present study. The presence of a certain degree of association between 'facet-free satisfaction' and 'facet-specific satisfaction' will provide us with thoughtful insights regarding the quality of teachers' professional life in Lebanon.

Factors That Influence Overall Job Satisfaction:

Following the above framework of the Consortium and in accord with figure 1 (see Appendix A), the individual effects of a number of factors on overall job satisfaction will be examined below:

1-Work Conditions:

Firestone & Pennell (1993) have observed that many "resources are directly tied to the successful accomplishment of work, especially, an orderly environment, administrative support, adequate physical conditions, instructional resources, and reasonable work loads" (p. 508). They reported that a significant difference was obtained

between those who were satisfied with their job and those who were not. Furthermore, according to Fullan and Stiegelbauer, 1991(cited in NCES, 1999) that in order 'to promote high-quality teaching that will in turn produce high-quality learning, teachers must have work conditions that would be rewarding intrinsically as well as extrinsically' (p. 15).

However, Lissmann & Gigrich (1990) pointed out that each country has its own working conditions that are different from those of others. They claim that these differences in work conditions to the different meanings being attached to the profession and job satisfaction in each culture. For example, they posit in their study that the German teachers need to be present in their school only when they are teaching. Ninomiya and Okata (1990) indicate that forty-five percent of the Japanese teachers believe that they are overloaded. Japanese teachers claim that they do not have enough non-teaching periods during the school week. As for the Canadian teachers, low pay and benefits were expressed as factors leading to job dissatisfaction (Ball and Stenlund, 1990).

Similarly, Choy et al. (1993) considered that several teacher and school characteristics as factors related to teacher's satisfaction or dissatisfaction. For instance, the 'National Center for Education Statistics (NCES), (1997) in their report on job satisfaction among American teachers identified four important elements as being associated with higher teacher satisfaction. These elements were "more administrative support and leadership, good student behavior, positive school atmosphere, and teacher autonomy".

Another element that emerges as having a strong stimulus value amongst satisfied teachers was for those teachers who received a great parental support (NCES,

1997). Firestone and Pennell (1993) noted that good working conditions were associated with high level of teachers satisfaction regardless of the place they were employed whether in the private or public sector, elementary or secondary school.

Similar findings regarding the effect of favorable work conditions or the lack of them on the level of teacher's satisfaction were observed in a study by Travers and Cooper (1991). They reported that 1,800 teachers in the United Kingdom including Scotland, Wales, and Northern Ireland were not satisfied in terms of work conditions. Sources of dissatisfaction were attributed to "the number of work hours, physical working conditions, relations between teachers and administrators, recognition for work, school management, opportunities for promotion, and pay"(Travers and Cooper, 1991, p.1).

Firestone and Pennell (1993) suggest that all of the above work conditions that may lead to job dissatisfaction in teachers could be changed. They suggest that schools should use a 'work conditions' framework that enhances teachers' commitment. The 'work conditions' framework is represented by four directions: (a) when the administration increases teachers' participation in making decisions, (b) delegates responsibilities to individual teachers that have been already assigned to the central office staff, (c) looks for more effective strategies to encourage collaboration and learning opportunities among teachers, and finally (d) increases feedback that helps teachers improve. Firestone and Pennell believe that if the administration gives equal importance to the four directions, then the level of work conditions would change, thus increasing the level of job satisfaction.

Another aspect related to the above discussion is the issue of 'pay' which affects the lives of all people around the globe. Money does matter, particularly to

teachers whose pay falls short of basic needs (Pennington, 1995). Thus, Sim (1990) confirms in his of factors that are associated with job satisfaction and work centrality among Singapore teachers that extrinsic rewards such as pay motivates teachers to a great extent. It follows that intrinsic rewards are as important as extrinsic rewards. Sim concludes: "to say that teachers are motivated primarily by intrinsic factors does not necessarily mean that they are motivated solely by them" (p.273).

In his investigation of high job satisfaction of Polish teachers, Wisniewski's (1990) found that intrinsic rewards are important adding however, that substantial pay raise gives the teacher the desire to remain with her current employer.

Theories of motivation whether intrinsic or extrinsic (Ball and Stenlund, 1990; Dinham, 1995; Firestone and Pennell, 1993; Wisniewski, 1990) recognize the importance of effective motivational practices for retaining high-quality teachers in their present job. They maintain that good managers are those who support their teachers and make the teachers' job easier by motivating them and working with them towards the organizational goals, namely the achievement of a high standard of education in the school. Ball and Stenlund (1990) maintained that the Canadian teachers' complaints were issues regarding teacher- administrator relationships and aspects of promotion. Wisniewski (1990) concluded that the presence of positive relations with administrators allows teachers to concentrate on aspects related to improving the teaching-quality in the classrooms.

Another aspect of extrinsic motivation is in the area of feedback. The absence of professional feedback that gives estimates of how well a teacher is performing in the classroom contributes to dissatisfaction. According to Dinham (1995), teachers usually complain that they receive negative feedback in case of low performance in teaching for

example, but do not receive anything at all in case of good performance. Hence, teachers would never have the chance to congratulate themselves on the good job they are performing.

2- Classroom Practices:

Among the many studies (Dinham, 1995; Pennington, 1995) on classroom practices, the relations investigated were in one way or another related to the improvement and development of students' learning rather than the effect of teaching practices on the quality of the professional life of the teacher.

The aforementioned studies pointed to the importance of organizational practices in the school as they affect the lives of all its constituents, namely, students, teachers, and administrators (NCES, 1997; Johnston, 1995; Imber, Neidt, Reyes, 1990; Maerof, 1988). Related to our study is the professional life of the teacher since satisfaction in work enhances good classroom practice (which is a primary goal of Education). Some of the good classroom practices could be achieved when the teacher caters for her students needs, and tailors her teaching methods to suit her student abilities (Lee et al., 1991).

Further, teacher's efficacy in these areas appear to be based on teacher's perception of her ability to introduce a change in the student's behavior regarding learning (Poppleton, 1990, Sim, 1990; Pennington, 1995). It follows that the major structure of the school that influences the teacher's efficacy would be the classroom. Rosenholtz and Simpson (1991) stated in their study on the factors that affect teachers' motivation and commitment that the internal characteristics of students affect teacher's motivation and satisfaction. They maintain that student's behavior and attitudes, and

teacher's perception of his/ her control over the classroom environment would compose the intrinsic factors affecting her satisfaction in the job. Thus, if student's behavior is positive and teachers are satisfied, then teacher's efficacy within the classroom would be obtained.

Furthermore, Rosenholtz and Simpson (1991) state that this efficacy includes "teachers' rejection of fatalism_ the belief that students' learning rate is not entirely dictated by their IQ's and home environments_ and acceptance of his or her ability as a teacher in a particular school to influence the students' learning." (p. 243).

Dinham (1995) examined the sources of satisfaction of the Australian teachers and found that teachers' practices have a positive effect on their job satisfaction that in turn is dependent on students' achievement. He postulates that the greatest source of satisfaction is mainly the students' achievement and ultimately teachers' accomplishment. Such achievement ranges from mastering a single task for the first time to the one achieving major results later. Therefore, in changing a student's attitude and behavior, teachers are provided with a significant source of satisfaction.

Lissman and Gigrich (1990) address this source of satisfaction by comparing American and British teachers on the one hand, and German teachers on the other. American and British teachers concentrate all their activities toward improving the learning and living conditions of their students in schools and classrooms. They seem to individualize the learning process according to students' abilities (Poppleton and Risebourough, 1990). The German teachers tend to view schooling and education as a set of activities that should be carried out as planned. German teachers find difficulty in planning lessons that are based on the different abilities of their students', giving opportunity for individualized student work, or giving special attention to developing

students' thinking skills. Similar findings were found in the Japanese context. The reason provided for the difficulty in planning lessons that are based on different student abilities was class size. Further, Japanese teachers claim that they are not given the opportunity to test new teaching practices. Both these factors reduced job satisfaction.

The relationship between higher job satisfaction with classroom practices is viewed from a different angle in Evertson's (1985) study of training teachers in classroom management. He states that teachers who improve in the teaching practices and are able to develop well-organized, smoothly functioning classrooms have a high level of job satisfaction when their students' performance also improve. This fact has also been supported in Sim's (1990) study of secondary teachers in Singapore. Sim maintains that "competent teachers enjoy higher levels of job satisfaction"(p. 273). Thus, classroom practices seem to have a great effect on teachers' attitudes and perceptions regarding the profession.

In a comparative study by Menlo et al. (1990), it was found that the practice of developing warm and personal relationships with students received the highest score and value for the quality of professional life for teachers across the five countries (England, the United States, Japan, Singapore, and West Germany). The second practice that reflected a positive or negative feeling of satisfaction was the communication of clear rules and expectations for student behavior. Beyond these two practices, the study showed similar results in the five countries. First, teachers who gave prompt attention when issues of student behavior arose proved to be committed to their schools. Second, teachers who used a variety of approaches to gain students' interest, make learning experiences relevant to students' lives and concerns, and seek feedback from students.

As can be observed, the presence of a significant level of association between teacher job satisfaction and student achievement level improves the quality of the teacher's quality of professional life. Therefore, it seems from the above studies that it is natural to investigate the effects of the three dimensions of the quality of the teaching profession, namely, job satisfaction, work centrality, and job stress.

3- Roles and Responsibilities:

The environment in schools and classrooms maybe affected by the extent to which teachers participate in decisions about important school policies and issues and the autonomy teachers have in the classroom. According to Poppleton & Riseborough (1990) “--- To an extent, a teachers' roles and responsibilities reflect the degree of differentiation that a system provides, a school's policy on specialization, the exercise of choice and the adaptability of the teacher concerned.” (p.21). Johnston (1995) observed that when teachers have an influence over the policy that controls their classroom, then an aspect of professionalism related to work centrality and commitment towards the schools in which they work is achieved.

Poppleton and Riseborough (1990) found similarities in voiced complaints among teachers of America, England, and West Germany where the encroachment of administrative functions on classroom teaching was high. Ninomiya and Okata (1990) documented an expansion of roles and responsibilities regarding the Japanese teachers. In his research, he reported that the roles and responsibilities incorporated into the Japanese teachers' work were great. Part of their job was to teach students how to clean their teeth, how to wash their hands, how to behave well, and so on. Moreover, teachers had to deal with students who had behavioral problems: they were asked to visit police

stations, children's counseling centers, or family courts. They were also asked to participate and be cooperative in community events like festivals.

However, English, American, and German teachers did not get involved in all of the above activities (Poppleton and Riseborough, 1990). Instead, these activities were usually handled by specialists. With respect to the teachers' own personal and professional development, the English were not enthusiastic about improving themselves, whereas the Japanese felt too busy and sometimes too tired to work on their own development (Ninomiya and Okata, 1990). The German teachers' sole interest, as stated in Lissman and Gigrich's study (1990) was more in attending teacher union meetings than to engage in research activities or attend conferences for curriculum development.

Sim (1990) conducted a study to see whether the factors of the Consortium for Cross-cultural Research in Education affect teachers' overall job satisfaction. Findings reported were in accord with the claim that positive roles and responsibilities enhance teachers' satisfaction at work. He concluded that "positive professional development, pupil progress responsibility, and administrative responsibility" (Sim, 1990, p. 273) improve teachers' satisfaction on the job.

Thus, since professionalism characterizes work centrality, it follows that the administration of the school should send teachers to attend professional conferences related to learning in general. Furthermore, administrative responsibility should entail allowing teachers to share in management. According to Firestone and Pennell (1993), a number of studies (Johnston, 1995; Imber, Neidt, Reyes, 1990; Maeroff, 1988) view teacher participation in school decision making as a way to improve schools. Maeroff (1988) argues that to professionalize teaching and improve its status, teachers need

more authority over decisions that directly affect their classrooms and work, which denotes a high degree of autonomy, dignity and collegiality. When teachers participate in school decision making, they become committed to the decisions that emerge.

Johnston (1995) found that the involvement of teachers in decision making at the school level allows them to bring their expertise with them and to share their knowledge of classrooms in a meaningful way, to learn from each other and reach decisions enriched by collaborative efforts. However, Weiss et al. (1992) reported that when teachers spend their time in committees deliberating, or arguing, classroom teaching then becomes to be a less significant part of teachers' daily work. "No one is yet sure whether the net effect of teacher empowerment will improve student performance, on whatever measure one chooses to use. Student performance is, after all, the gauge of all efforts at school reform."

In conclusion, the quality of the teachers' professional (overall job satisfaction, work centrality, and stress) life is determined by several factors. These factors involve work conditions, roles and responsibilities, and classroom practices. Overall job satisfaction will reflect positively on classroom practices which in turn will promote a higher level of students' achievement. Likewise, the results of these studies suggest that as long as teachers observe positive change in their students' achievement, higher level of job satisfaction and commitment to the school will be obtained. Further, teachers' participation in the decisions that directly affect their classrooms will improve their overall job satisfaction. In addition to the above factors, an orderly environment is affected positively in the presence of good working conditions.

CHAPTER III

Sources of the teacher's questionnaire METHOD

In using the teacher's questionnaire, the investigator adhered to two sources:

I. A pilot study using the same questionnaire

Subjects:

II. The Consortium for Cross-cultural Research in Education

The subjects of this study consisted of 110 teachers selected from among all the teachers of private elementary school teachers in Beirut whose language of instruction was English. The teachers were selected according to availability and knowledge of the English language. However, only 90 teachers responded to the questionnaire given to them (see Appendix B).

The schools were selected using a list of private schools available from the Center of Education Research and Development. Using this list, the investigator selected every fifth school on the list to make it as random as possible. Permission to involve elementary teachers in the study was obtained from the principals in the schools (see Appendix C).

Treatment:

The subjects were given a general written statement about the study in the questionnaire. That is, how teachers feel about the issues concerning their satisfaction on the job. However, the purpose of the questionnaire was not clarified in detail because the investigator did not wish to lead them unintentionally to specific responses. The focus of the investigation was on the teacher's personal views regarding the teaching profession without any interference from the investigator.

Questionnaire: comments?

Sources of the teacher's questionnaire:

In using the teacher's questionnaire, the investigator adhered to two sources:

- I. A pilot study using the same questionnaire.
- II. The Consortium for Cross-cultural Research in Education.

I. Piloting the study:

A pilot study was conducted using the items shown in appendix B. The purpose of this pilot study was to:

1. Establish clarity of items.
2. Study the difficulty faced by the teachers in answering the items.
3. Determine the amount of time needed to complete the questionnaire.

The researcher distributed the questionnaire to 10 teachers at the elementary level in two private schools different from the schools used for administering the final version of the questionnaire. Teachers were asked to answer 7 questions after having filled out the questionnaire that was used in this study:

1. How long did it take you to complete the questionnaire?
2. Were the instructions clear?
3. Was any of the questions unclear or ambiguous? If so, would you say which one and why?
4. Did you object to answering any of the questions?
5. In your opinion, has any of the major topics been omitted?
6. Was the layout of the questionnaire clear?

7. Any comments?

(Bell, 1987, p: 65)

Four respondents to these questions said that it took them 20 minutes to answer the questionnaire, while it took 6 of them 30 minutes. All 10 respondents agreed that the instructions were clear and no one objected to answering any of the questions. All respondents agreed that the lay-out of the questionnaire was clear and that no major topic was omitted. The ten respondents agreed that the questions were clear.

II. What the literature suggests:

This tool used to obtain teacher's perception of the quality of professional life for the purpose of this study was adapted from the questionnaire of the "Consortium for Cross-cultural Research in Education". The questionnaire was designed by the American team at the 'University of Sheffield' in Michigan (see Appendix B). Attached to the questionnaire was a sheet that asked for the following personal information about the respondent: age, sex, position occupied at school (teacher or head of a department), length of service at present school, total number of faculty members employed at the respondent's school, job applications made in previous years). It should be noted that the original questionnaire included two aspects of each of the facet-specific and facet-free: the presence, and the importance of each element for work satisfaction, whereas, in the case of the present study, only the presence or use was applied in order to see whether there was a degree of association or correlation between facet-free elements and facet-specific elements. According to Menlo and Poppleton (1990), the facet-free element is "an expression of satisfaction at a higher level of abstraction than satisfaction

related to any specific aspects of the job, e.g. a particular practice, role or responsibility, or work condition.” (p. 176).

Thus, the variables being identified in Fig. 1: Facet-free (overall job satisfaction, work centrality, and occupational stress) located in the first part of the questionnaire (Teaching Career); and Facet-specific (work conditions, roles and responsibilities, and classroom practices) constituted the questionnaire carried out by the investigator.

The items in the questionnaire were derived from three major sources (Menlo and Poppleton, 1990). The first source consisted of studies based on good “teaching practices” in the university of Sheffield. The second was based on the literature review done by Manheim (1975) on job satisfaction, work centrality, and occupational stress. Finally, the third source was derived from “the survey instrument on the personal and situational interaction within classrooms and schools in the United States” (Menlo and Poppleton, 1990, p.178). The adapted version that was constructed for this study eliminated two items from the part that asked about demographics. One of the questions inquired about the location of the school (whether in the city or elsewhere). Since this study was limited Beirut, then this question seemed to be irrelevant. Further, another question asked about the student’s age range. Since the answer was known because in Lebanon teachers of elementary schools teach students with ages ranging between 6 and 12 years old, this question was eliminated.

The final version of this questionnaire consisted of 31 items taken exactly as they were from the Consortium’s study and the ‘Survey Data’ conducted on teachers in more than eight countries (USA, England, Japan, West Germany, Poland, Singapore...).

The teacher's questionnaire in this study was adapted from the CCCR questionnaire (Poppleton, 1990). It consisted of 31 items divided into four parts and a set of provided responses supplied for the respondents to choose from. Attached to it was a sheet of paper that inquired about personal and demographic information. The first part consists of 9 items that aim at identifying teacher's perception of her teaching career. It included three variables: overall job satisfaction (four items), and it inquired about teaching as a profession chosen willingly; kind of work wanted; the probability of 'entering the profession of teaching' all over again; and the satisfaction with one's present job. Work centrality (also 4 items), and these are items that tap on the commitment aspect by the teacher; and the importance of success in the profession; the degree of job involvement. The third variable in the 'teaching career' concerns occupational stress (only one straightforward question on the overall feeling of stress in the present job). The frequencies of such perception are measured through selecting one of the following indicators: a great deal, to some extent, not much. These indicators are represented consecutively by the numbers 3, 2, and 1.

Part two was about "work conditions" and involved 7 categories comprising 9 working conditions. The scales are the collegial support, and it included 1 item; reasonable workloads with 1 item; management and morale with 2 items; school and community relations with 1 item; material rewards with 1 item; career advancement with 2 items; and job scope with 1 item. Teacher's attitudes in this variable were assessed by a 3 points rating scale ranging from most of the time to a little.

Part three consisted of 7 items on the variable of 'roles and responsibilities'. Again, this variable involved 3 categories: administrative responsibility with 2 items; personal and professional development with 3 items; and pupil progress responsibility

with 2 items. The teacher's perception was assessed by a 3 point rating scale ranging from a lot to a little.

The fourth part was concerned with the 'classroom practices' that affect teacher's satisfaction in the profession, and this variable included 3 categories: the first consisted of individualized teaching with 1 item; the second category involved lesson control with 2 items; and the third was about teacher-pupil relationships with 3 items. The presence of these classroom practices were assessed by a 3 point rating scale ranging from most of the time to a little of the time.

Finally, part five of the questionnaire aimed at obtaining biographical information about the teachers. Therefore, the final version of this part comprised 17 items that would be helpful in deciding on the characteristics of teachers that were satisfied; the age of such teachers; and their gender.

Limitation:

There are several limitations of the method being used and was discussed in the introduction. Another limitation is that the size of the sample limits the generalizability of the results of this study. Next, all the subjects were chosen from the same area. Thus, generalizing from these teachers to others from different areas and different school experiences may be difficult.

Further, it should be noted that the questionnaire is a good means that serves the purpose of asking teachers about what satisfies them in the teaching profession. However, teachers might fill a slot simply because they found the sentence agreeable. Moreover, subjects may not be able to report all the problems they encounter because of a lack of an open-ended question.

Open-ended questions usually clarify some of the circumstances that lead to certain behaviors or attitudes. As a result, the frequency count may not represent the reasons that lead the teachers to feel that way.

Finally, due to these reasons and previous limitations mentioned before, further investigation is needed to address these issues more thoroughly.

Hypothesis 2

Procedure:

The questionnaires were given at different times throughout the months of April and May to all the subjects of every school in the study. The materials consisted of a questionnaire (see Appendix B). The subjects were asked to respond to the questionnaire by a check to the one they agree most with. Finally, the subjects were given a questionnaire to fill out in order to determine their level of overall job satisfaction. The copies of the questionnaire were returned by the end of May and beginning of June with complete responses (90 questionnaires) and were scored by the investigator. On the basis of their responses on the given questionnaire, the subjects whose level of overall job satisfaction was positive were considered satisfied, and those whose responses were negative were considered dissatisfied.

Hypothesis 6

Data Analysis:

In analyzing the data, different methods have been used. The frequencies and percentages of the respondents to the teacher's questionnaire have been calculated and tabulated together with the items to which the teachers have responded. The 'Pearson Product Moment' formula for correlating relationships between facet-free and facet-specific items was applied.

To test the hypotheses stated in Chapter I, they were first changed into null hypotheses as follow:

Hypothesis 1

Results There was no significant correlation between classroom practices and overall job satisfaction.

Hypothesis 2

There was no significant correlation between classroom practices and work centrality.

Hypothesis 3

There was no significant correlation between roles and responsibilities on one hand and overall job satisfaction on the other hand.

Hypothesis 4

There was no significant correlation between work conditions and overall job satisfaction.

Hypothesis 5

There was no correlation between occupational stress on one hand, and classroom practices, roles and responsibilities, and work conditions on the other hand.

Hypothesis 6

There was no significant correlation between overall job satisfaction on one hand, and classroom practices, roles and responsibilities, and work conditions when added together.

CHAPTER IV

Results:

This chapter reports the results and summarizes the statistical procedures used in analyzing the data and testing the hypotheses, in order to answer the questions of the study. The results are presented in the following sections: The sampling, descriptive statistics, and the hypotheses testing.

The Sample:

The Lebanese teachers comprised a random sample from the population of private school teachers in Beirut. The schools were selected using an exhaustive list of private schools available from the Center of Education Research and Development. The investigator used systematic sampling by selecting every fifth school on the list to make it as random as possible. Permission to involve only elementary teachers in the study was obtained from the principals in the schools.

Descriptive Statistics:

The teachers in the selected schools ranged in number from 380 to 430 teachers. Further, 90 teachers out of 110 in these schools responded to the questionnaire; 94% females and 6% percent males constituted the sample which ranged in age from twenty-two to fifty-five years. They were all in the area of education at the elementary level. It should be noted that 63% of these teachers had an average of 8 years of experience in teaching. However, the results show that 71% of are not members

of the teachers' union, and that 73.3% are not members of any professional organization, whether local or international.

The purpose of this research was to study the relationship between teacher job satisfaction on the one hand, and work conditions, roles and responsibilities, and classroom practices on the other. Each one was viewed separately, and then added all together. Also, a study of the relationship between work centrality (commitment) and classroom practices was also investigated. Another relationship between stress on the one hand, and work conditions, roles and responsibilities, and classroom practices on the other hand was studied.

The first hypothesis investigated the presence of a correlation between Job satisfaction on the one hand, and classroom practices on the other hand. Overall job satisfaction reflected the teacher's overall feelings towards his or her own career; whether the profession was chosen willingly or not. If the job was the kind of work wanted, the satisfaction with one's present job, and whether teaching measures up to the sort of work the teacher wanted when she entered the profession or not. Classroom practices reflected the presence of individualized teaching, lesson control, and teacher pupil relationship.

The second hypothesis investigated the correlation between work centrality on the one hand and classroom practices on the other hand. Work centrality showed the teacher's commitment to the job, the degree of involvement, and the importance of success related to classroom practices.

The third hypothesis studied the correlation between roles and responsibilities and overall job satisfaction. Roles and responsibilities tapped on the effect of

administrative responsibility, personal and professional development, and pupil progress in relation to teacher's overall job satisfaction.

The fourth hypothesis inquired about the correlation between work conditions and overall job satisfaction. Work conditions involved the factors related to collegial support, management and morale, material rewards, career advancement, and job scope.

The fifth hypothesis investigated the correlation between occupational stress, on one hand, and work conditions, roles and responsibilities, and classroom practices on the other hand. Occupational stress inquired about the overall feeling of stress and burnout in the present job in relation with work conditions, roles and responsibilities, and classroom practices.

Finally, the sixth hypothesis studied the correlation between overall job satisfaction on one hand, and classroom practices, roles and responsibilities and work conditions added together on the other hand.

In addressing the problem related to teachers' satisfaction, the questionnaire was limited to 31 questions that investigated the above factors involved in each hypothesis. For further information about the excluded questions (see Appendix E).

Therefore, the first variable contained 4 questions. These questions were as follow:

1. How much do you enjoy teaching as an occupation?
2. How well would you say that teaching measures up to the sort of work you wanted when you entered the profession?
3. Knowing what you know, if you had to decide all over again whether to enter teaching, how likely is it that you would do so?

7. School policies are carried out in a consistent way.

4. Considering all things, and thinking about the teaching post you presently hold, how well would you say you are satisfied with your present job?

The second variable (work centrality) involved 4 questions that were as follow:

1. To what extent is success at your work important to you?
2. To what extent is success at your work important to you compared with success in other things you do?
3. To what extent do matters connected with your work occupy your thoughts outside what is happening in school outside your own classroom?
4. To what extent do you want to know what is happening outside your own classroom?

In the case of the third variable “stress”, only one straightforward question. It was:

1. All in all, how much stress do you experience in your present job?

The ‘Work conditions’ variable involved nine questions. They were as follow:

1. I have the opportunity to help develop the policies in my school.
2. I have freedom to decide how I do my work.
3. I have enough non-teaching periods during the school work.
4. I can easily get advice and consultation when I need help.
5. I have enough recognition for the work I do.
6. My immediate superior is helpful to me in my work.
7. School policies are carried out in a consistent way.

8. Job security is good.

9. Promotions are fairly handled.

Roles and responsibilities involved seven questions.

1. Share responsibility for administration in subject development.

2. Share responsibility for administration in the pastoral/guidance system.

3. Involved in counseling individual pupils.

4. Work with colleagues on evaluating pupil progress.

5. Study for professional development.

6. Participate in research activities

7. Read professional periodicals.

	Minimum Score	Reported Minimum Score	Required Maximum Score	Reported Maximum Score
Overall Job Satisfaction	4	4	12	12
Classroom practices incorporated six questions:				
Work Centrality	4	7	12	12
1. Plan lessons that are based on the differing abilities of pupils.				
Stress	1	1	3	3
2. Develop a warm personal relationship with pupils.				
Work Conditions	9	10	27	26
3. Build positive relationships between pupils.				
Roles and Responsibilities	7	7	21	21
4. Communicate clear rules and expectations for pupil behavior.				
Classroom Practices	6	10	18	18
5. Clearly acknowledge the good work of individual pupils.				

6. Be accessible to pupils outside the classroom.

Thus, it is clear from the above table that there was a variation between the minimum and maximum scores regarding work centrality, classroom practices, and a slight variation in the work conditions scores. For this reason, a further description of (range) composed of the highest and lowest values of the selected variables was applied. The range of the selected variables showed the required minimum and maximum differences. A frequency distribution was applied to allow the investigator to organize

possible scores for each one of the selected variables of the questionnaire, and the reported minimum and maximum scores for each one of the selected variables of the questionnaire (see Table 1). However, the results showed that some variables embodied some variation from the minimum and maximum scores. For further information of the frequencies for each class of the variables (see Appendix D).

Table 1:
The Required Maximum and the Minimum Scores, and the Reported Maximum and Minimum Scores for Each One of the Selected Variables of the Questionnaire.

	Required Minimum Score	Reported Minimum Score	Required Maximum Score	Reported Maximum Score
Overall Job Satisfaction	4	4	12	12
Work Centrality	4	7	12	12
Stress	1	1	3	3
Work Conditions	9	10	27	26
Roles and Responsibilities	7	7	21	21
Classroom Practices	6	10	18	18

N = 90

Thus, it is clear from the above table that there was a variation between the minimum and maximum scores regarding work centrality, classroom practices, and a slight variation in the work conditions scores. For this reason, a further description of the scores was necessary to measure the variability, or the extent of individual differences. A frequency distribution was applied to allow the investigator to organize

the data in a meaningful way; and to enable the reader to determine the shape or the nature of the distribution.

Results regarding “Work Centrality” showed that the proportion of teachers expressing ‘a great deal’ of importance to the question that inquired about job success was 97.8%, against 2.2% scored ‘to some extent’. This high value allocated to job success reflects how the Lebanese teachers associate success at work as a measure of commitment to the job.

Further, regarding ‘Classroom Practices’, the surprising difference between the minimum and the maximum scores required was analyzed in the frequency table. It was found that teachers’ responses to classroom practices were on the ‘most of the time’ thus showing the Lebanese strong agreement on these items in their work (see Table 2).

- 3. Build positive relationships between pupils
- 4. Communicate clear rules and expectations for pupil behavior
- 5. Clearly acknowledge the work of individual pupils
- 6. Be accessible to pupils outside the classroom

Clearly, ‘Human Relations’ is the cornerstone among the Lebanese teachers. These teachers view the class environment as crucial to their job satisfaction. This pedagogy of individualized learning, and the existence of warm and personal relationship with the students believed by the Lebanese teachers is a reflection of the educational system being improved in Lebanon, and which advocates the presence of such an environment in the classroom.

Table 2: the Hypotheses:

Frequency of Teachers' Responses to Classroom Practices sub-scales.

Question number	Most of the time	Some of the time	A Little
1	65.6%	25.6%	8.9%
2	80%	17.8%	2.2%
3	87.8%	11.1%	1.1%
4	84.4%	15.6%	0%
5	88.9%	10%	1.1%
6	34.4%	54.4%	11.1%

1. Plane lessons that are based on the differing abilities of pupils.
2. Develop a warm personal relationship with pupils.
3. Build positive relationships between pupils.
4. Communicate clear rules and expectations for pupil behavior.
5. Clearly acknowledge the work of individual pupils.
6. Be accessible to pupils outside the classroom.

Clearly, 'Human Relations' is the cornerstone among the Lebanese teachers. These teachers view the class environment as crucial to their job satisfaction. This pedagogy of individualized learning, and the existence of warm and personal relationship with the students believed by the Lebanese teachers is a reflection of the educational system being improved in Lebanon, and which advocates the presence of such an environment in the classroom.

Testing the Hypotheses:

For testing hypotheses Pearson Correlation Coefficient was calculated.

1. For hypothesis 1, there was a positive relationship ($r = .355$; $p < 0.001$) between classroom practices and overall job satisfaction (see Table 3). The results obtained here are in accord with our initial expectation. Teacher's positive perception of her control over the classroom environment would compose the intrinsic factors affecting her satisfaction on the job.

Table 3:
Pearson Correlation Coefficient for Classroom Practices with Overall Job Satisfaction.

	Classroom Practices
Overall Job Satisfaction	0.355
P<0.001	

2. For hypothesis 2, there was a significant positive relationship between work centrality and classroom practices($r = .311$; $p < 0.001$) (see Table 4). This finding shows that commitment to a career affects classroom practices greatly. Teacher's commitment, as stated in the literature, reflects a devotion to the job itself and is related to work values, roles and rewards.

Table 4:

Pearson Correlation Coefficient for Classroom Practices with Work Centrality.

	Classroom Practices
Work Centrality	0.311
P<0.001	

3. For hypothesis 3, there was a positive relationship between overall job satisfaction and roles and responsibilities ($r = .316$; $p<0$) (see Table 5). Positive roles and responsibilities held by the teachers enhance overall job satisfaction. When teachers have an influence over the policy that controls their classroom, then an aspect of professionalization is obtained.

Table 5:

Pearson Correlation Coefficient for Roles and Responsibilities with Overall

Job Satisfaction.

	Roles and Responsibilities
Overall Job Satisfaction	0.316
P<0.001	

4. There was a positive relationship between overall job satisfaction and work conditions($r = .387$; $p< .001$) (see Table 6). The findings here are in line with our expectations. The presence of an orderly environment, adequate physical conditions, instructional resources, and reasonable workloads for example, produce a high level of overall job satisfaction.

Table 6:

Pearson Correlation Coefficient for Work Conditions With Overall Job Satisfaction.

	Work Conditions
Overall Job Satisfaction	0.387
P<0.01	

5. There was no significant relationship between stress and the three variables (classroom practices, work conditions, and roles and responsibilities) added together. These three variables added together were given the name ‘sixthhypo’ ($r = -.021$) (see Table 7). Stress on the job could be a positive or negative force. How a person reacts to stress depends on his own individuality and on the nature of the stress encountered.

Table 7:

Pearson Correlation Coefficient for the Sixthhypo with Stress.

	Sixthhypo
Stress	-0.021

6. For Hypothesis 6, there was a significant positive relationship between overall job satisfaction and the sixthhypo ($r = .484$; $p < 0.01$) (see Table 8). The finding regarding the presence of good classroom practices, roles and responsibilities, and positive work conditions added together reflected a high quality of teachers’ professional life.

Table 8:

Pearson product moment Correlation Coefficient for Overall Job Satisfaction with Sixthhypo.

	Sixthhypo
Overall Job Satisfaction	0.484
P<0.001	

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

The study showed that there is a significant level of teacher's satisfaction at the elementary level. More specifically, they indicated that the classroom practices, roles and responsibilities, and work conditions are major determinants of teacher's satisfaction.

In the case of the first hypothesis, classroom practices were significantly correlated with overall job satisfaction. The correlation here shows the teacher's perception of the relation between overall job satisfaction and classroom practices. Eighty-seven percent of the teachers consider "building positive relationships between pupils" as important to them. Further, results showed that 89% of the teachers "acknowledge the good work of pupils". Another illustration of classroom practices in relation to overall job satisfaction is the great emphasis given to the statement "develop warm and personal relationship with pupils". Previous research confirmed the importance of such an environment in the classroom in relation to overall job satisfaction (Pennington, 1995; Poppleton, 1990). Also, in that same study, 65% of the teachers claimed to enjoy teaching as a profession. The students' behavior and the teacher's perception of her/his ability to control the classroom environment reflect teacher's level of satisfaction on the job. Approximately, 66% of the Lebanese teachers planned lessons that were based on the differing abilities of pupils. They claimed that a great deal of the time was provided to individualized learning.

Teachers' satisfaction with their jobs through their attitudes and ways of behavior was revealed by their answers to the questionnaire. The teachers' control over their classroom environment enabled them to accept the demands of their job. For example, teachers made independent decisions concerning individualized teaching.

Closely related to this issue is the fact that due to teachers' relative isolation from adult feedback regarding classroom practices, teachers have little opportunity to congratulate themselves for their successes in the classroom. This results in greater reliance on students' attitudes and positive behaviors for teachers' professional satisfaction.

In this sense, the literature describes two sources of motivation – intrinsic and extrinsic – upon which teachers judge their own satisfaction and efficacy. These two sources of clues are classroom practices and work conditions respectively. It follows that our results show that by far the major source of satisfaction is intrinsic, and that the presence of classroom control contributes to overall job satisfaction.

The implication behind our first hypothesis is clear: the more the overall job satisfaction, the better the teacher's classroom practices. Furthermore, the pedagogy of individualized learning reflects a particular educational ideology that requires massive resources in terms of materials and personnel.

Therefore, this information can be utilized in an educational setting. Administrators and principals, as leaders, should be aware of the causes of the teacher's dissatisfaction in order to maintain positive classroom practices that ultimately reflect on student's achievement. By being aware of such, administrators can opt to improve work conditions and provide some leeway in the classroom.

Classroom practices were also observed to be measures of work centrality (commitment) in the second hypothesis. Results indicated that 98% of the Lebanese teachers consider “success at work” as important. The significant value allocated to work centrality in relation to classroom practices is attributed to the concept of intrinsic motivation of the job itself (such as self-respect, sense of accomplishment, and personal growth). Work centrality here is related to work values, roles and attitudes. For as long as teachers involve themselves in classroom practices, they feel more committed and invested in their work. When teachers’ commitment to their teaching job is high, academic performance and achievement, both their own and the students’, are affected positively. When teachers are committed to the students, and to the teaching job, they are then consciously helping in achieving the goals being set by the government regarding the educational reform.

Thus, from the perspective of the students, the classroom, and the school, it would seem important to gain a teacher’s commitment in all three dimensions. This way committed teachers always attempt to create original lessons, and adjust the lessons to meet students’ needs and abilities.

In addition, it is observed by Firestone and Pennell (1993) that when teachers are provided with in-service education in their subject matter and with opportunities for professional development, then teachers’ commitment increases. According to Firestone and Pennell (1993):

Learning opportunities can contribute to commitment by expanding teachers’ knowledge. They provide opportunities to learn subject content and instructional approaches that can increase classroom effectiveness and intrinsically rewarding student feedback while providing a sense of

competence. They can increase skill variety by allowing the teachers to use new techniques or approaches and address new goals or content. (p.506)

The implication here is that the presence of positive classroom practices increases the commitment towards the school.

If we turn now to the third hypothesis, namely, the correlation between roles and responsibilities and overall job satisfaction, we find that the results are in line with the studies discussed in the literature. The aforementioned studies were in accord with the need to involve the teachers in the school decision making. This allows them to bring their expertise and knowledge of classrooms and use it in a meaningful way. Many of the responsibilities regarding counseling individual pupils (44.4% to some extent), or responsibility for administration in the pastoral/guidance system (34% to some extent) seem to be held by specialists.

The implication here is that in order for teachers to become more professional, they should be given the opportunity of sharing responsibilities in the administration. When teachers are provided with more authority over the decisions that directly affect their classrooms; when they are given the responsibility to execute the decisions they perceive appropriate for their classrooms, then a high degree of autonomy and dignity is achieved. Consequently, a higher level of job satisfaction will be obtained.

Only forty-eight percent of the Lebanese teachers work on their professional development by attending workshops and in-service training, 26% read professional periodicals, and 13% hold the 'Masters Degree' at the elementary level. An explanation for the moderate percentage regarding professional development is related to the fact that the Lebanese teachers do not get an increase in pay or job security at the elementary

level through advanced training. However, with the pressure generated from the administrations of the schools, teacher's perceptions will be affected. Presently, administrators demand better qualifications and teaching standards from the teachers. For this reason the percentage of teachers studying for development is expected to increase dramatically throughout the coming years.

However, to achieve their goals, it is suggested that the administrators or principals provide their teachers with the followings: in-service training programs, school-based research that exposes them to the latest in educational development, and other issues related to schools. Principals should provide their teachers with opportunities to learn how to face the demands of the age of technology that requires massive preparation for learning that is based on computer- assisted programs.

In the case of the fourth hypothesis, work conditions was positively associated with overall job satisfaction. Results show that even though work centrality and overall job satisfaction are crucial aspects of the teacher's quality of professional life, one can not deny the obvious. Since Lebanon is a developing country and economic problems are manifested in every aspect of daily living; where pay and job security shape the individual's life; one can only predict a low level of satisfaction with work conditions. However, only 17% of the Lebanese teachers at the elementary level considered that job satisfaction as not being good 'most of the time'. This may be due to the fact that people need their jobs, and are content to have any job no matter what.

Further, it should be noted that 58% of the teachers think that their immediate superiors are helpful to them in their work, whereas 46% think that they 'get enough recognition for the work they do'. These percentages are considered high if we turn to

the teachers' responses to the question 'school policies are carried out in a consistent way'. Only 21% of the teachers said 'yes' to this question.

The implication here maybe that since teachers are not involved in decision making policies of the school, they are not able to share their expertise regarding the classrooms and other issues related to the school. Should this ever be realized, it would by far achieve an ideal situation within the school context.

In turning to our fifth hypothesis, we find that there is no relationship between work conditions, classroom practices, and roles and responsibilities on the one hand and stress on the other. Only 16% of the teachers experienced stress in their present job.

This fact is in line with some of the research that was stated in the literature. According to Poppleton (1990) only 10% of the teachers in England, the United States, Japan, and Singapore reported low levels or no stress.

This negative correlation means that teachers who experience high job satisfaction also experience low levels of stress. The most likely explanation of the results relating to our fifth hypothesis could, perhaps, be found in considering the general situation in Lebanon at the time that this study took place. Since the data for this research were collected in May and June 1999, it is deemed necessary to dwell on the conditions prevalent then during that time in Lebanon.

During that year, threatening perils escalated in Lebanon. An Israeli attack on the South of Lebanon, and Beirut occurred. The threat of an Israeli invasion was also feared. In addition to this general state of turmoil where the Lebanese dreaded the future and expected major political events to occur, there was the economic problem. This problem was so grave that it made people experience stress in every aspect of their life.

affect teacher's satisfaction or dissatisfaction in Lebanon.

It was under these circumstances that the Lebanese teachers lived at the time that this study took place. Therefore, it was only natural that teachers, like all other people, were experiencing generalized stress, tension, and insecurity, and that school was not the major locus of stress for them. So perhaps what accounts for the non-significant results found in this study (the relation of stress with classroom practices, roles and responsibilities, and work conditions) is the fact that when basic needs- safety and economic well-being here- are not satisfied, everything else becomes secondary.

It should be noted that the Israeli teachers (Kremer-Hayon and Goldstein, 1990) were the only group who reported lower stress than among any of the other groups discussed in the literature (United States, England, Singapore, Japan, Germany, The Soviet Union,...). Kremer-Hayon and Goldstein (1990, p.294) speculate that lower stress may be a result of the high stress conditions in which Israelis live. " They are used to living in stressful conditions and, consequently job related stress becomes secondary" (pp. 294-295).

In conclusion, it can be said regarding this hypothesis that a replication of this study would yield different results when the country returns to its peaceful conditions.

Finally, the results of the sixth hypothesis indicate the high level of satisfaction when the three variables (work conditions, roles and responsibilities, and classroom practices) are added together. This result may be a natural outcome for the already correlated variables with overall job satisfaction.

This investigation has implications both for research and for pedagogical practice. The study extended the scope of previous research by utilizing aspects of work conditions, roles and responsibilities, and classroom practices to identify the factors that affect teacher's satisfaction or dissatisfaction in Lebanon.

Finally, increasing teachers' job satisfaction and decreasing the sources of dissatisfaction will result in beneficial outcomes for education and for society in general. The results will improve teachers' performance in the classroom, and consequently students' achievement.

Further research needs to address all the items excluded in the above variables. In other words, research should detect whether the excluded items could have an effect on the level of the teacher's professional life positively or negatively.

Appendix A

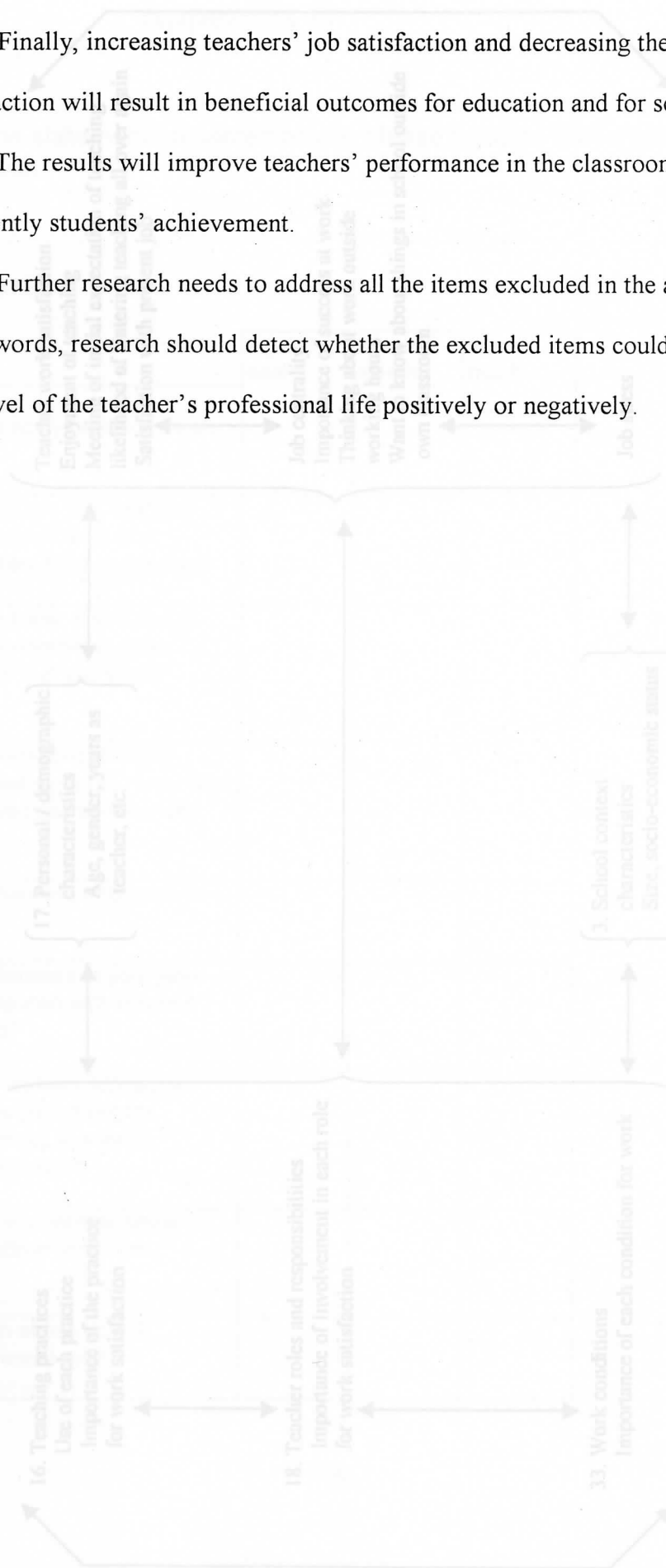


Fig. 1 Framework For the Causal Factors Influencing Overall Teaching Career
(Adapted from Mento Pappalton, 1990)

Appendix A

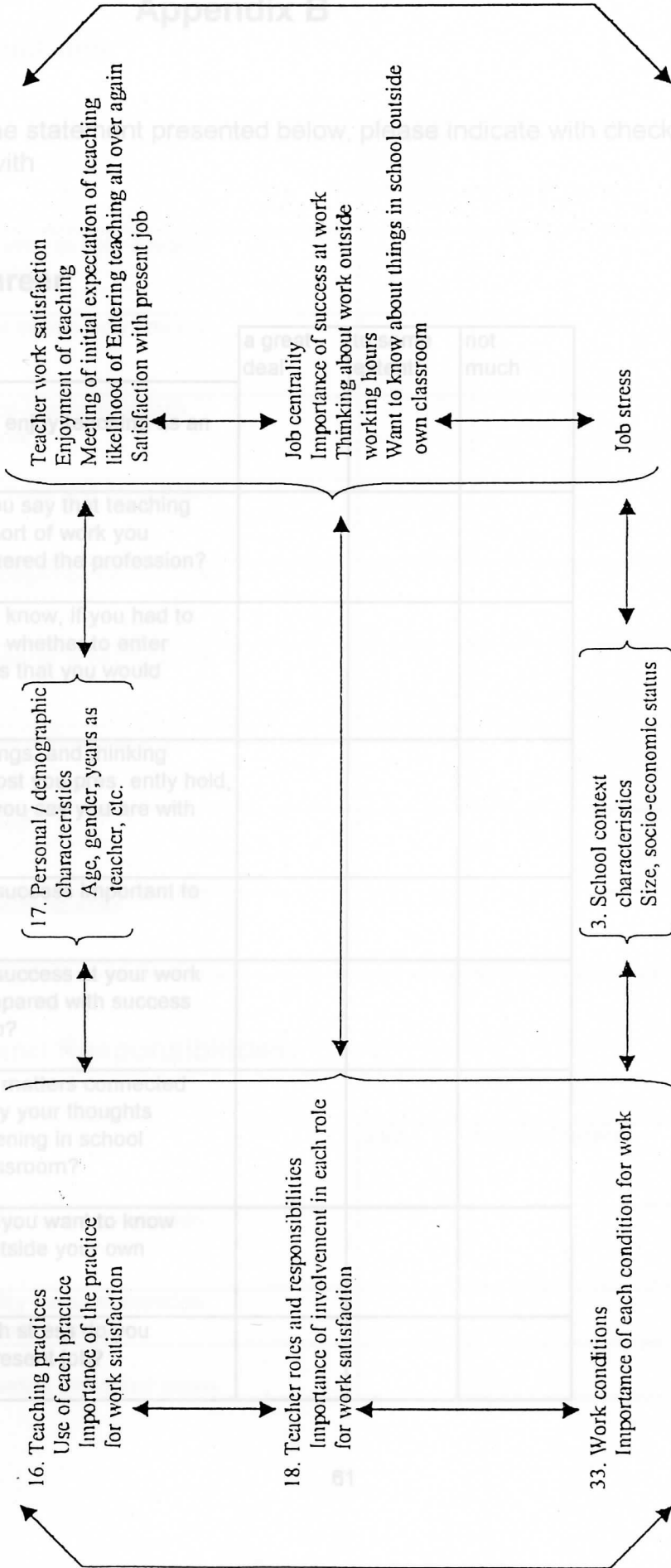


Fig. 1. Framework For the Causal Factors Influencing Overall Teaching Career
(Adapted from Menlo Poppelton, 1990)

Appendix B

Beside each of the statement presented below, please indicate with check the one you agree most with

I) Teaching Career:

	a great deal	to some extent	not much
1- How much do you enjoy teaching as an occupation?			
2- How well would you say that teaching measures up to the sort of work you wanted when you entered the profession?			
3- Knowing what you know, if you had to decide all over again whether to enter teaching, how likely is that you would do so?			
4- Considering all things, and thinking about the teaching post you presently hold, how satisfied would you say you are with your present job?			
5- To what extent is success important to you?			
6- To what extent is success at your work important to you compared with success in other things you do?			
7- To what extent do matters connected with your work occupy your thoughts outside what is happening in school outside your own classroom?			
8- To what extent do you want to know what is happening outside your own classroom?			
9- All in all, how much stress do you experience in your present job?			

II) Work Conditions:

	most of the time	some of the time	a little
1- I have the opportunity to help develop the policies in my school.			
2- I have freedom to decide how I do my work.			
3- I have enough non-teaching periods during the school work.			
4- I can easily get advice and consultation when I need help.			
5- I have enough recognition for the work I do.			
6- My immediate superior is helpful to me in my work.			
7- School policies are carried out in a consistent way.			
8- Job security is good.			
9- Promotions are fairly handled.			

III) My Roles and Responsibilities:

	a lot	to some extent	a little
1- Share responsibility for administration in subject department.			
2- Share responsibility for administration in the pastoral/guidance system.			
3- Involved in counseling individual pupils.			

4- Work with colleagues on curriculum development.			
5- Study for professional development.			
6- Participate in research activities.			
7- Read professional periodicals.			

IV) My Classroom Practices:

4- Occupational Status?	most of the time	some of the time	a little
1- Plan lessons that are based on the differing abilities of pupils.			
2- Develop a warm personal relationship with pupils.			
3- Build positive relationships between pupils.			
4- Communicate clear rules and expectations for pupil behavior.			
5- Clearly acknowledge the good work of individual pupils.			
6- Be accessible to pupils outside the classroom.			

Finally, we would like to know a little about you so we can see how different types of people feel about the issues we have been examining.

V) Demographic, Personal, and School Context:

1- Are you... ☐ Male ☐ Female

2- In what year were you born? 19

3- Highest level of qualification?

☐ Certified in Education

☐ Bachelor plus

☐ Bachelor

☐ Masters

4- Occupational Status?

☐ Teacher

☐ Department Head

☐ Director

5- Marital Status?

☐ Single

☐ Married

☐ Divorced

☐ Widowed

6- Non-teaching jobs before becoming a full-time teacher

☐ None

☐ 1

☐ 2

☐ 3+

7- Years full-time teaching:

8- Years in present school:

9- Number of changes of school:

10 Number of different subjects taught during career:

11- Membership of professional organizations:

☐ Local

☐ National

☐ None

12- Are you a member of teachers' union?

☐ Yes

☐ No

13- Anticipated job change in five years:

☐ Same

☐ Different

☐ Retired

14- Nature of job if different:

_____ Administration _____ Guidance _____ Business _____ Do not Know

15- Job applications made in previous year (in education):

_____ 0 _____ 1 _____ 2 _____ 3+

16- Number of teachers in your school: _____

17- Subject Taught:

_____ Language Arts _____ Math _____ Science
 _____ Social Studies _____ Computer _____ Fine Arts/Music
 _____ Physical Education

Thank you for your cooperation and participation in this study.

Respectfully yours,

Lina Osseiran

Appendix C

Dear Sir or Madam:

I am currently a Master student at Haigazian University, majoring in Educational Administration and Supervision. For my thesis, I am administering a questionnaire on 'Teachers Overall Job Satisfaction' in Beirut. Further, the results obtained from this study will help principals of schools in developing policies that enhance teachers' overall job satisfaction which will, in turn, reflect positively on students' achievement as well as on schools' climate.

Thank you for your cooperation and participation in this study.

Respectfully yours,

Lina Osseiran

Appendix D

Classroom

Correlations

Correlations

		classroom practices	overall satisfaction
Pearson Correlation	classroom practices	1.000	.355**
	overall satisfaction	.355**	1.000
Sig. (2-tailed)	classroom practices	.	.001
	overall satisfaction	.001	.
N	classroom practices	90	90
	overall satisfaction	90	90

** . Correlation is significant at the 0.01 level
(2-tailed).

Correlations

Correlations

		classroom practices	work centrality
Pearson Correlation	classroom practices	1.000	.311**
	work centrality	.311**	1.000
Sig. (2-tailed)	classroom practices	.	.003
	work centrality	.003	.
N	classroom practices	90	90
	work centrality	90	90

** . Correlation is significant at the 0.01 level
(2-tailed).

Correlations

		roles and responsibilities	overall satisfaction
Pearson Correlation	roles and responsibilities	1.000	.316**
	overall satisfaction	.316**	1.000
Sig. (2-tailed)	roles and responsibilities	.	.002
	overall satisfaction	.002	.
N	roles and responsibilities	90	90
	overall satisfaction	90	90

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		overall satisfaction	work conditions
Pearson Correlation	overall satisfaction	1.000	.387**
	work conditions	.387**	1.000
Sig. (2-tailed)	overall satisfaction	.	.000
	work conditions	.000	.
N	overall satisfaction	90	90
	work conditions	90	90

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

Correlations

		stress	TARGET
Pearson Correlation	stress	1.000	-.021
	TARGET	-.021	1.000
Sig. (2-tailed)	stress	.	.841
	TARGET	.841	.
N	stress	90	90
	TARGET	90	90

ACESPUP

Correlations

	Frequency	Percent	overall satisfaction	Cumulative Percent
Valid 1.00	30	33.3	11.1	
Missing 2.00	52	57.8	54.4	65.5
3.00	15	16.5	34.4	100.0
Total	90	98.9	100.0	
Missing System Missing	1	1.1		
Total	1	1.1		
Total	91	100.0		

** . Correlation is significant at the 0.01 level (2-tailed).

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	23	25.3	25.6	25.6
Missing 2.00	52	57.1	57.8	83.3
3.00	15	16.5	16.7	100.0
Total	90	98.9	100.0	
Missing System Missing	1	1.1		
Total	1	1.1		
Total	91	100.0		

AKGOWORP

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	1	1.1	1.1	1.1
Missing 2.00	9	9.9	10.0	11.1
3.00	80	87.9	88.9	100.0
Total	90	98.9	100.0	
Missing System Missing	1	1.1		
Total	1	1.1		
Total	91	100.0		

ASSOC

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.00	30	33.0	33.3	33.3
Missing 2.00	37	40.7	41.1	74.4
3.00	23	25.3	25.6	100.0
Total	90	98.9	100.0	
Missing System Missing	1	1.1		
Total	1	1.1		
Total	91	100.0		

Frequencies

		ACESPUP		Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	1.00	10	11.0	11.1	11.1
	2.00	49	53.8	54.4	65.6
	3.00	31	34.1	34.4	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
	Missing				
	Total	1	1.1		
Total		91	100.0		

		ADSERV		Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	1.00	23	25.3	25.6	25.6
	2.00	52	57.1	57.8	83.3
	3.00	15	16.5	16.7	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
	Missing				
	Total	1	1.1		
Total		91	100.0		

		AKGOWORP		Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	1.00	1	1.1	1.1	1.1
	2.00	9	9.9	10.0	11.1
	3.00	80	87.9	88.9	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
	Missing				
	Total	1	1.1		
Total		91	100.0		

		ASSOC		Valid	Cumulative
		Frequency	Percent	Percent	Percent
Valid	1.00	30	33.0	33.3	33.3
	2.00	37	40.7	41.1	74.4
	3.00	23	25.3	25.6	100.0
	Total	90	98.9	100.0	
Missing	System	1	1.1		
	Missing				
	Total	1	1.1		
Total		91	100.0		

CF

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	5.5	5.6	5.6
	2.00	37	40.7	41.1	46.7
	3.00	48	52.7	53.3	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

CLEARULE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	2.00	14	15.4	15.6	15.6
	3.00	76	83.5	84.4	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

COUNSPUP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	26	28.6	28.9	28.9
	2.00	40	44.0	44.4	73.3
	3.00	24	26.4	26.7	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

DIFABILI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	8.8	8.9	8.9
	2.00	23	25.3	25.6	34.4
	3.00	59	64.8	65.6	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

FAIR EM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	30	33.0	33.3	33.3
	2.00	39	42.9	43.3	76.7
	3.00	21	23.1	23.3	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

ES

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	15	16.5	16.7	16.7
	2.00	48	52.7	53.3	70.0
	3.00	27	29.7	30.0	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

HELTYPE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	3	3.3	3.3	3.3
	2.00	28	30.8	31.1	34.4
	3.00	59	64.8	65.6	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

EVALPUP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	8.8	8.9	8.9
	2.00	32	35.2	35.6	44.4
	3.00	50	54.9	55.6	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

FAIRPROM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	42	46.2	46.7	46.7
	2.00	34	37.4	37.8	84.4
	3.00	14	15.4	15.6	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

GA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	8.8	8.9	8.9
	2.00	36	39.6	40.0	48.9
	3.00	46	50.5	51.1	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

HELPSUPE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	11	12.1	12.2	12.2
	2.00	26	28.6	28.9	41.1
	3.00	53	58.2	58.9	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

JOBSECUR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	16	17.6	17.8	17.8
	2.00	40	44.0	44.4	62.2
	3.00	34	37.4	37.8	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0	-	

PRO MW

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	8	8.8	8.9	8.9
	2.00	50	54.9	55.6	64.4
	3.00	32	35.2	35.6	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
	Total	91	100.0		

NONT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	38	41.8	42.2	42.2
	2.00	33	36.3	36.7	78.9
	3.00	19	20.9	21.1	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
	Total	91	100.0		

REACH OP

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	22	24.2	24.4	24.4
	2.00	42	46.2	46.7	71.1
	3.00	26	28.6	28.9	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
	Total	91	100.0		

POLCONSI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	19	20.9	21.1	21.1
	2.00	40	44.0	44.4	65.6
	3.00	31	34.1	34.4	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
	Total	91	100.0		

PROFDEVE

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	23	25.3	25.6	25.6
	2.00	43	47.3	47.8	73.3
	3.00	24	26.4	26.7	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

RECOG

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	15	16.5	16.7	16.7
	2.00	33	36.3	36.7	53.3
	3.00	42	46.2	46.7	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

RESEARCH

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	41	45.1	45.6	45.6
	2.00	29	31.9	32.2	77.8
	3.00	20	22.0	22.2	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

SHARGUID

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	46	50.5	51.1	51.1
	2.00	31	34.1	34.4	85.6
	3.00	13	14.3	14.4	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
Total		91	100.0		

SHARSUBJ

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	27	29.7	30.0	30.0
	2.00	42	46.2	46.7	76.7
	3.00	21	23.1	23.3	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
	Total	91	100.0		

stress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	15	16.5	16.7	16.7
	2.00	48	52.7	53.3	70.0
	3.00	27	29.7	30.0	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
	Total	91	100.0		

TEACHUNI

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	2.2	2.2	2.2
	no	63	69.2	69.2	71.4
	yes	26	28.6	28.6	100.0
	Total	91	100.0	100.0	
Total		91	100.0		

TM

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	5	5.5	5.6	5.6
	2.00	50	54.9	55.6	61.1
	3.00	35	38.5	38.9	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
	Total	91	100.0		

WARMRELA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	2	2.2	2.2	2.2
	2.00	16	17.6	17.8	20.0
	3.00	71	78.0	78.9	98.9
	32.00	1	1.1	1.1	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
	Total	91	100.0		

work centrality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	7.00	2	2.2	2.2	2.2
	8.00	9	9.9	10.0	12.2
	9.00	19	20.9	21.1	33.3
	10.00	30	33.0	33.3	66.7
	11.00	21	23.1	23.3	90.0
	12.00	9	9.9	10.0	100.0
	Total	90	98.9	100.0	
	Total	91	100.0		
Missing	System Missing	1	1.1		
	Total	1	1.1		
	Total	91	100.0		

WORKCURR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.00	26	28.6	28.9	28.9
	2.00	31	34.1	34.4	63.3
	3.00	33	36.3	36.7	100.0
	Total	90	98.9	100.0	
Missing	System Missing	1	1.1		
	Total	1	1.1		
	Total	91	100.0		

APPENDIX E

II) Work Conditions:

	most of the time	some of the time	a little
1- I feel encouraged to experiment with different teaching strategies and ideas.			
2- The size of my class is reasonable.			
3- My classroom teaching is free from outside interruption.			
4- The amount of after-school work is reasonable.			
5- I have enough materials/equipment for my work.			
6- The physical surroundings of my work are pleasant.			
7- The amount of clerical/administration work I have to do is reasonable for me.			
8- New programs and practice are given enough opportunity to develop.			
9- Opportunities for in-service work are adequate.			
10- I have responsive students in my class.			
11- I have the support and co-operation of colleagues.			
12- I have adequate help from support staff (e.g. technical, clerical).			
13- I have sufficient opportunity for personal interaction with other colleagues.			
14- Meetings with colleagues are valuable.			
15- My principal is successful in getting people to work together.			
16- In my school, staff morale is generally good.			

17- The parents of my pupils are supportive.			
18- Teachers in this community are regarded with respect.			
19- There is good contact between the school and local groups(e.g. industry).			
20- School-community problems are constructively handled(e.g. vandalism).			
21- The pay is good.	most of the time	some of the time	a little
22- Job benefits, in addition to my salary, are good.			
23- Promotion opportunities are adequate.			

3- Plan lessons with concern for sequence and timing.

III) My Roles and Responsibilities:

pupil interest and participation.

	a lot	to some extent	a little
1- Share responsibility for administration in school management.			
2- Involved in the supervision of student teaching.			
3- Involved in initiating parental contacts.			
4- Involved in the induction of new teachers.			
5- Involved in work on school/community relationships.			
6- Work with colleagues on evaluating pupil progress.			
7- Work with colleagues on the welfare of pupils.			
8- Run clubs, sports, drama, trips,...			
9- Attend national/regional conferences.			

10- Attend teaching subject associations.			
11- Attend teacher union meetings.			

IV) My Classroom Practices:

	most of the time	some of the time	a little
1- Make learning experiences relevant to pupils' lives and concerns.			
2- Plan lessons with concern for sequence and timing.			
3- Use a variety of approaches to gain pupil interest and participation.			
4- Give prompt attention when issues of pupil behavior arise.			
5- Inform pupils of clear learning objectives.			
6- Return pupils' work promptly.			
7- Give special attention to developing pupils thinking skills.			
8- Give plenty of opportunity for individualized pupil work.			
9- Seek feedback from pupils.			
10- Give pupils feedback about their efforts to learn.			

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