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PREDICTORS OF JOB SATISFACTION AMONG TEACHERS IN RELIGIOUS SCHOOLS

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ABSTRACT

A review of the professional literature shows that job satisfaction among teachers is a complex and multi-dimensional phenomenon where individual as well as organizational and contextual factors play an important role. The literature also shows that approximately all correlates relating to teachers' job satisfaction were studied, while the religiosity factor was neglected. The purpose of the present study is twofold: (a) to look for the specific aspects of job satisfaction among teachers in primary and secondary religious schools, (b) to look for the weights of individual organizational and contextual factors in teachers' job satisfaction at religious schools. For that purpose 466 teachers from primary and secondary religious schools in Israel were asked to fill two Likert-type questionnaires. The Teacher Perception of the Teaching Profession and School Community adopted from Talbert and McLaughlin (1994) and the Teachers' Job Satisfaction constructed particularly for the present study.

Results reveal that the best predictors of job satisfaction among the teachers in primary schools are the following : teachers' sense of community at school, self efficacy, school culture, general satisfaction, personal security. While in the secondary school teachers the best predictors of job satisfaction are: one's general satisfaction, sense of community at school, high expectations for achievement from students, technical culture, students leaning habits.

Introduction

There has been considerable disagreement among theorists concerning the mechanisms by which workers form attitudes about their jobs and the organization in which they work (Staw and Ross, 1985). The early needs-satisfaction models, which posit relatively straight forward relationships between job characteristics that satisfy needs and positive worker attitudes, have been eroded from at least two sides (Herzberg, 1966). Subsequent models have identified as a source of variation in attitudes either the characteristics of the individual worker (O'Reilly and Roberts, 1975; Dinham, 1994), or the job task as performed by the worker (Roberts and Glick, 1981; Pearson, 1995) or the characteristic of