

Predictors of Job Satisfaction in Irish Based Teachers.

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Table of Contents

Acknowledgements	2
Abstract	3
1. Introduction	4
1.1 Job Satisfaction	4
1.2 Motivation	6
1.3 Teachers' sense of efficacy	8
1.4 Perceived Stress	9
1.5 Years of experience	12
1.6 Rationale and Hypotheses	13
2. Method	17
2.1 Participants	17
2.2 Design	17
2.3 Materials	18
2.4 Procedure	20
2.5 Ethics	21
3. Results	22
3.1 Descriptive Statistics	22
3.2 Inferential Statistics	23
3.3 Qualitative Results	31
4. Discussion	37
4.1 Interpretation of results	41
4.2 Strengths and Limitations	41
4.3 Future implications of research	44
5. References	46
6. Appendices	53
6.1 Appendix 1 – Cover sheet for questionnaire	53
6.2 Appendix 2 – Demographic & Qualitative questions	54
6.3 Appendix 3 – Job Satisfaction Scale	55
6.4 Appendix 4 - Perceived Stress Scale	57
6.5 Appendix 5 - Teachers' Sense of Efficacy Survey	58
6.6 Appendix 6 – Multidimensional Motivation Work Scale	60
6.7 Appendix 7 – Support services provided	61

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Abstract

This research reflects on job satisfaction among teachers in Ireland today. A contemporary study which explores the job satisfaction of teachers and its predictors. Self-efficacy, motivation, perceived stress and years of service were hypothesised as predictors of the criterion, job satisfaction. The study aimed to see the correlation of the aforementioned predictors to job satisfaction in Irish based primary and post-primary teachers. Recent changes in pay scales, proposed curriculum reform and imposed professional obligations and requirements, was the rationale that led to the question of whether there are significant differences within groups of teachers and across teachers paid on different pay scales. An online cross-sectional, correlational study was used to collect data, using non-probability and snowball sampling. Results showed significant levels of perceived stress experienced by teachers, with post-primary school teachers reported as having significantly more stress. Perceived stress, amotivation and intrinsic motivation were significant predictors of job satisfaction.

Predictors of Job Satisfaction in Irish Based Teachers

1. Introduction

The following literature examines job satisfaction and factors which may predict it, such as motivation, sense of efficacy, years of service and perceived stress. The main area of research focuses on teachers in primary and post-primary education and their job satisfaction, as well as contributing factors. An investigation into the relationship between years of service in teaching and job satisfaction is conducted. Additionally, there is an analysis to explore if there is any significant relationship between presumed pay scale and job satisfaction across Irish based teachers.

1.1 Job Satisfaction

Riggio (p. 218, 2013) defines job satisfaction as consisting of “the feelings and attitudes one has about one’s job” and “all aspects of a particular job, good and bad, positive and negative, are likely to contribute to the development of feelings of satisfaction (or dissatisfaction)”. When employees are satisfied in their roles, then their productivity and commitment is commonly greater, which is important for educational administration and institutes (Epps and Foor, 2015). Maslow’s Hierarchy of Needs (1965, 1970) proposes that physiological needs, safety needs and social needs or deficiency needs, are important for satisfaction and growth of motivation (Riggio, p. 190 – 191, 2013). However, novice teachers, receiving lower wages, would arguably be under more financial strain and less job security, compared to more experienced teachers with six or more years of experience, who fall into the pre 2011 pay scale. Although the Maslow’s Hierarchy of needs (1965, 1970 as cited in Riggio, 2013) is limited as it has not led to the development of work strategies to

improve work motivation (Miner, 1983, as cited in Riggio, 2013). Locke and Henne (1986, as cited in Spector, 2012) state that it is too vague a theory, nevertheless the theory has continued to be promoted in organisational fields due to the positivity in its humanistic approach (Spector, 2012). Herzberg designed the Two-Factor theory which argues that in order to determine job satisfaction and motivation, factors of motivators and hygiene hold a central importance (Riggio, 2013). Motivators are recognition, achievement and responsibility and hygiene are interpersonal relations and salary but, while, hygiene factors cannot lead to satisfaction according to Herzberg, they can lead to dissatisfaction when they are absent (Spector, 2012). While the Two-Factor theory, lacks empirical support, for many work places, (Riggio, 2013), the setting of the classroom is multifaceted, through factors such as classroom management, number of pupils, learning needs, staffroom dynamics and so on. Teachers have motivators such as responsibility and recognition, but recognition by the Department of Education and Skills has been thwarted through the introduction of different pay scales as teachers receive, therefore, there is rationale to believe that there are significant differences in job satisfaction between teachers paid at a different rate.

Generally, across schools, there tends to be consistency in policies, protocols and school practices, whereas the practice of teaching has many changeable variables on a daily basis. Over the past few years, the profession and pay scales of teaching have been under review by the Department of Education and Skills in Ireland. It is from the changes made by the DES, that has led to job satisfaction in Irish based teachers as the principle topic of research and if there have been any impacts to how satisfied teachers are in their jobs.

1.2 Motivation

Riggio (2013) outlines that there are different theories of motivation but to define motivation, it can be said that motivation is a force with three different functions. Motivation “energizes, or causes people to act; it directs behaviour toward the attainment of specific goals; and it sustains the effort expended in reaching those goals” (Riggio, p. 189, 2013). Motivation is hard to measure (Riggio, 2013). Motivation can often be simply divided into extrinsic and intrinsic motivation. Extrinsic motivation allows persons such as employees to obtain separable outcomes from their work, such as a bonus, however, in contrast, intrinsic motivation is said to provide internal rewards such as a sense of achievement or autonomy (Deci and Ryan, 1985 as cited in Riggio, p. 197, 2013). Developing the Multidimensional Work Motivation Scale as used in the current study, Gagné et al. (2014) build upon Deci and Ryan’s Self Determination Theory which is said to dominate the subject of motivation. Describing components of motivation in further detail, which are measured in the research include amotivation which is a lack of motivation towards something, intrinsic motivation, engaging in an activity for enjoyment and lastly extrinsic motivation, doing something for instrumental reasons (Gagné et al., 2014). Extrinsic motivation is subcategorised into external regulation, introjected regulation, identified regulation. Engaging in an activity to avoid punishment or obtain rewards is referred to as external regulation; adapting behaviour due to internal pressures such as shame or guilt is introjected regulation; engaging in an activity for one’s own values, and the “instrumental value it represents” rather than “inherent satisfaction,” is described as identified regulation (Gagné et al., p. 2, 2014).

Teacher motivation needs to be more of a focus in Psychology due to the close link between teachers and their pupils and the significant impact that teachers have in classroom (Öztürk, 2015). Trainor (2014, p. 1) outlines that the essence of education is “to inspire young people to learn and aspire to achieve, both in their school careers and for the rest of

their lives”. This should come from the top-down, educational leaders to staff according to Trainor (2014, p. 1), who highlights the value of “the simplest interaction between teacher and student”. Further support on the integral relationship between teacher and pupils is given by Hattie (2009), who expresses that pupils’ learning and motivation is linked to teachers, their practices and methodologies.

Motivation levels of teachers holds importance in not only job satisfaction but organisational commitment as well: A study by Çınar and Saraçlı (2015) supported that levels of organisation commitment increase as intrinsic and extrinsic motivation increases. Can (2015) argues that by increasing teacher motivation, levels of efficiency will increase which will impact their pupils “accordingly”. Can (2015) maintains that raised levels of efficiency will benefit the goals of the educational organisation overall. Motivation was investigated in relation to several variables by Can (2015) and no significance was evident in motivation levels of teachers between types of schools (elementary, secondary, high school), however, motivation levels vary depending on job satisfaction. By arguing that secondary school teachers have higher levels of perceived stress (Bolin, 2007) due to exam related stress and Klassen and Chiu (2010) indicate teachers of younger teachers have a higher sense of efficacy, it can be argued that Can (2015)’s research regarding significance between Irish based primary and post-primary school teachers may not apply. Nevertheless, it is believed that a greater focus by school directors to attend to teacher motivation and improve intrinsic motivation should be emphasised (Can, 2015).

Öztürk (2015) conducted qualitative research on EFL teachers at state universities to investigate teacher perspectives of factors that impact motivation. Some responses are “enthusiasm for participation”, “instructional policies (testing, curriculum etc.)”, “attitudes towards teachers”, “financial issues” and “support for professional development”. In addition

to the aforementioned research, Öztürk (2015) coded participants' suggestions to increase teacher motivation, which contain "better attitudes towards teachers", "asking teachers' ideas in decision-making", "better instructional policies and targets", "rewards and celebration for good job", "better salaries", "support for professional development" and "less workload and more space for private life". Zeb, Jamal and Ali (2015) provide support that job satisfaction and employees' motivation have been shown to be significantly correlated with pay across universities' teachers. Thus, applying the same concept to a similar demographic, there may be similar beliefs held by Irish based teachers.

1.3 Teachers' Sense of Efficacy

Albert Bandura's (1977) theory of self-efficacy is an individual's belief and confidence about their ability to perform a set task. Bandura (1977) argues that self-efficacy allows individuals to perform well in tasks where they believe they are capable, but, on the other hand, failure to perform a task can stem from a person not believing it is in their range of capabilities. During an interview with Shaughnessy (2004), Woolfolk, one of the researchers who developed the Teachers' Sense of Efficacy scale used in the current study, highlighted the importance of a teacher having high self-efficacy and the positive impact it has in the classroom. As when a teacher is confident in their capabilities, and has strong self-efficacy, this will correlate to their job satisfaction (Yidirim, 2015). High levels of self-efficacy can be linked with motivation and job performance (Van Der Roest, Kleiner and Kleiner, 2015). Teachers with stronger efficacy appear more likely to have more enthusiasm for their job, invest further in their work aspirations and be organised (Woolfolk Hoy and Burke-Spero, 2005). Some teachers have higher self-efficacy than others, and many factors can attribute to differences among teachers. Components of teacher efficacy include instructional strategies, classroom management, and student engagement (Tschannen-Moran and Woolfolk Hoy,

2001). Yidirim (2015) provides recent supporting the relationship between teacher efficacy and job satisfaction, while those who had a higher level of satisfaction reported having important duties and responsibilities. This holds similarities to Herzberg's Two-Factor theory which argues motivators are interconnected with increased job satisfaction (Riggio, 2013).

Klassen and Chiu (2010) conducted research to examine the relationships among teachers' years of experience, teacher characteristics and the three subscales of teacher efficacy, work stress and job satisfaction. Relationships were found, some not pertinent to the current research, with regards characteristics. But, Klassen and Chiu (2010) found a relationship between teachers with greater classroom stress showing lower self-efficacy and in addition, having lower job satisfaction levels. Teachers of younger children were reported as having greater self-efficacy for both classroom management and student engagement (Klassen and Chiu, 2010). Schwarzer and Hallum (2008) linked younger teachers to job stress and lower self-efficacy. Teachers that were reported to have greater instructional strategies self-efficacy or greater classroom management self-efficacy, were shown to have greater levels of job satisfaction (Klassen and Chiu, 2010). Applying the reviewed research to an Irish context, there is rationale to believe that teachers have different levels of self-efficacy depending on what type of teacher there are. Furthermore, high levels of self-efficacy appear correlated to high levels of job satisfaction.

1.4 Perceived Stress

Stress is a reaction that can come from internal or external stressors. Taylor (2012, p.139) defined stress as "a negative emotional experience accompanied by predictable biochemical, physiological, cognitive, and behavioral changes that are directed either toward altering the stressful event or accommodating to its effects." Wintroub and Kleiner (2015) hold the belief that some stress like eustress may have beneficial and motivational effects,

however, on the other hand, constantly experiencing too much stress or distress, has been proven to have caused detrimental effects to the human body and mind.

Different people experience different reactions to stressors and stressors are not the same for each person. Rieg, Paquette and Chen (2007) investigated stressors of novice teachers and reported that these teachers identified the following stressors: time management, relationships with co-operating teachers, standardised testing, lesson planning and the basic needs of the students. Stressors not only have the potential to cause young teachers to feel psychological discomfort but may result in them leaving the profession early in their careers (Rojo and Minier, 2015). “Classroom management and discipline”, “determining appropriate expectations for students”, “keeping up with paperwork”, “grading/evaluating student work”, “dealing with stress” were all examples of self-reported causes of anxiety by teachers in their first year of teacher (Brock & Grady, 1998, p. 179 as cited in Coronado 2011).

Bradley (2007) discusses how over time the stressors for novice teachers change as they adapt and form coping strategies. Their stressors are different to those of experienced teachers. Although, there is research suggesting that stress levels appear reduced in novice teachers who report high levels of self-efficacy, however, the experience of receiving support was reported as the differential factor in these teachers (Woolfolk Hoy and Burke-Spero, 2005). Tschannen-Moran and Woolfolk Hoy (2001, p. 803) advocated that by providing student teachers with less of a “sink or swim” style of professional training, novice teachers will experience higher levels of self-efficacy at the beginning of their careers. On the other hand, regardless of their experience, teachers are not immune to experiencing stress. As research correlates work stress and burnout, Kokkinos (2007) suggests that teachers should be guided to have a greater awareness of work stress characteristics and burn out, in order to avoid or replace maladaptive coping strategies. Likewise, McCarthy, Lambert, and Reiser (2014) highlighted the positive influence of coping strategies on job satisfaction, occupational

commitment and stress. Moreover, the engagement of continuous professional development courses by teachers is proposed by Kokkinos (2007) so as to improve organisation skills and advise on effective classroom management techniques. Although, it must be noted that the research by Kokkinos (2007) holds a focus on personality, in addition to work stress and burnout, which is not a contributing factor for the current research, but influences the results and discussion offered.

In the Irish context, if levels of perceived stress are high in teachers, the relevant bodies should work towards promoting positive coping strategies to stress amongst teachers. Roeser, Schonert-Reichl, Jha, Cullen, Wallace, et al. (2013) support the use of coping strategies for stress such as Mindfulness Training in teachers. Furthermore, research by Hölzel, Carmody, Vangel, Congleton, Yerramsetti, et al (2011) displayed increases in gray matter in areas of the brain, using the intervention of Mindfulness-Based Stress Reduction. The areas that had increases in gray matter are associated with “learning and memory processes, emotion regulation, self-referential processing, and perspective taking”, participants in the intervention reported lower levels of stress (Hölzel et al., p.1, 2011).

Bolin (2007)’s Chinese based study, supported the hypothesis that when teachers have an increase in exam pressure, they feel less satisfied in their job. Moreover, post-primary school teachers may thus feel lower levels of job satisfaction as a result. Applying the rationale to post-primary school teachers in Ireland may show significantly different levels in perceived stress compared to primary school teachers. Post-primary school teachers may hold greater levels of stress due to exam pressure from a points driven CAO system and ensuring content heavy Leaving Certificate curriculum is taught to those sitting state examinations. Moreover, the Department of Education and Skills, in co-ordination with the then Minister for Education and Skills, Jan O’Sullivan, T.D. have proposed curriculum change and expressed the wish to implement the Framework for Junior Cycle (DES, 2015). Educational reform can attribute to

anxiety in teachers due to changing aspects of teacher professionalism and academic performance (Lo, Lai, and Wang, 2013).

1.5 Years of service in teaching

Comparing novice and experienced teachers, Epps and Foor (2015) found that teachers had similar levels of job satisfaction, although experienced teachers had a slightly greater level of job satisfaction. While Woolfolk Hoy and Burke-Spero (2005) discuss novice teachers as being those in their induction year to teaching, the application of the term novice teacher is altered for the purpose of contextualising the Irish teaching profession. The National Induction Programme for Teachers runs a mentor programme for novice teachers and asks for mentors 'to have a minimum of 5 years teaching experience', which is deemed an appropriate amount of experience (The National Induction Programme for Teachers [NIPT], 2015). The mentoring programme involves teachers who are considered experienced by researchers advising NIPT, providing mentoring to teachers in Ireland who need additional advice and support.

Klassen and Chiu (2010) provided nonlinear relationships between self-efficacy and years of teaching experience. The career life cycle of a teacher was developed to investigate teachers at various stages of the work life by Huberman (1989). The novice stage (1-7years) involves bridging the gap between classroom reality and professional ideas and a survival like experience. Mid-career teachers (7-19 years) generally stabilise their teaching and experiment in their methodologies, although some may query their career choices. Late career teachers from 19 – 30 years often feel serenity and comfortable in their classroom. But from 31 years onwards, there is a sense of disengagement from teaching as they gear towards retirement and life after the classroom (Huberman (1989), as cited in Klassen and Chiu, 2010). However, one should also note that there has been some research that investigates a

“honeymoon effect” when one takes a new job, but satisfaction can decline after a about a year due to a “hangover effect” (Boswell, Boudreau, and Tichy, 2005, as cited in Schultz and Schultz, p. 189, 2010), and this may hold some validation among enthusiastic novice teachers who are unlikely to receive permanent contracts but often see a succession of substitute work for sick leave, maternity leave and career breaks. Therefore, there is rationale to suggest that years of service can correlate with job satisfaction, although whether this relationship is negative or positive is exploratory.

1.6 Rationale and Hypotheses

In Ireland, the main educators of children and teenagers are qualified primary and post-primary school teachers. These qualified teachers are the population which this study focuses on with regards to job satisfaction, motivation, perceived stress, years of service and their sense of teacher efficacy. Irish based teachers are obligated to be registered with The Teaching Council in Ireland in order to be paid by the DES (The Department of Education and Skills, [DES], 2015).

In this study, teachers are already categorised by educational focus (primary versus post-primary). There is also a division in teachers according to year of qualification, which holds its basis in the fact that the DES has outlined differences in pay scales based on teachers who qualified pre 1 January 2011, 1 January 2011 to 31 January 2012 and post 1 February 2012. The rationale behind dividing teachers into these two categories is linked to the pay rates as lower rates of pay have been shown to negatively correlate with job satisfaction (Terpstra and Honoree, 2004).

The latest salary circular provided by the DES, in effect from 1 January 2016, shows the pay rate differences for pre-1 January 2011 teaching entrants; between 1 January 2011 and 31 January 2012 entrants and those who entered on or after 1 February 2012. These rates

of pay are based on the causal or non-permanent nature of employment and whether teachers are paid on an hourly rate or daily, the latter applying solely to primary. However, it should be known that there are many different kinds of contracts and teachers' wages will either be hourly based or salary based, depending on their contract of employment.

Table 1. *Pay rates for primary school teachers*

Qualified	Daily	Hourly
Pre 1 January 2011	€173.84	€32.89
1 January 2011 - 31 January 2012	€153.53	€30.71
Post 1 February 2012	€152.22	€30.45

Table 2. *Pay rates for post primary school teachers*

Qualified	Hourly
Pre 1 January 2011	€41.23
1 January 2011 - 31 January 2012	€36.65
Post 1 February 2012	€35.35

Teachers, based on a full time contract, have to engage in 33, unpaid, Croke Park hours; these hours may be used for parent-teacher meetings, supervision and whole school planning and development (The Department of Education and Skills [DES], 2015).

Over the past number of years, new requirements have been introduced to the teaching profession, under the relatively new regulatory body, the Teaching Council. These requirements are aimed at upholding an outlined set of educational and professional standards (Teaching Council, 2009) in order to maintain teaching registration with the Teaching Council. One of these includes mandatory continuous professional development for newly qualified teachers. While continuous professional development holds benefits for teacher development (Opfer and Pedder, 2010), it is an extra task now demanded of newly qualified teachers.

A sample of 262 Irish based primary and post-primary school teachers were used in a cross-sectional, correlational study to identify if years of service, self-efficacy, perceived

stress and motivation are predictors of job satisfaction. The above mentioned rationale supports the importance of a contemporary insight into Irish based teachers and their job satisfaction. Research introduced earlier in the study provides rationale to analyse the relationships and correlations of the independent variables of self-efficacy, motivation, perceived stress and years of service to the dependent variable. Recent changes in pay scales, proposed curriculum reform and imposed professional obligations and requirements, provided the rationale to question whether there are significant differences across teachers who are paid different wages for the same work. Supporting literature and the lack of modern Irish contextualised data on differences within groups of Irish based teachers, gives rationale to research whether there are significant differences across their perceived stress, self-efficacy and motivation.

The study hypothesised the following:

Hypothesis 1. Self-efficacy, motivation, perceived stress and years of service will be significant correlations to job satisfaction.

Hypothesis 2. Self-efficacy, motivation, stress, years of service will be significant predictors of job satisfaction.

Hypothesis 3. There will be significant differences across pay scale groups in relation to job satisfaction.

Hypothesis 4. There will be a significant difference in stress between primary and post-primary school teachers.

Hypothesis 5. There will be a significant difference between primary and post-primary school teachers with regards to motivation.

Hypothesis 6. There will be a significant difference between primary and post-primary teachers with regards to job satisfaction.

Hypothesis 7. There will be a significant difference between primary and post-primary teachers with regards to self-efficacy.

2. Methodology

2.1 Participants

A sample of primary and post-primary school teachers were employed in order to gather data. Two hundred and sixty-two participants ($N = 262$) completed the online questionnaire voluntarily. The sample of teachers were asked to be Irish-based in order to contextualise the data. The sample consisted of 234 (89.3%) females and 28 (10.7%) males whose ages ranged from 20 to 55+. Primary school teachers made up 56.9% (149) of the respondents and post-primary school teachers were the remaining respondents at 43.1% (113). The time frame of when teachers qualified was divided into three categories based on the time frames corresponding pay scales. One hundred and fifty-four respondents (58.8%) self-reported as qualifying prior to 1 January 2011. Twenty-two (8.4%) self-reported qualifying between 1 January 2011 and 31 January 2012. Eighty-six respondents (32.8%) self-reported qualifying from 1 February 2012 and after.

2.2 Design

The current study used a cross-sectional design, correlational study in its approach. Data was gathered using non-probability sampling and snowball sampling. A mixture of both quantitative and qualitative research was conducted in order to obtain a rich data set which explores structured, measured data through questionnaires as well as data which explores the participants' feelings and beliefs through the qualitative approach. The criterion variable of the study was Job Satisfaction and the predictor variables were motivation, perceived stress, years of experience and teachers' sense of efficacy. Quantitative data was analysed using SPSS. Qualitative data was analysed using thematic analysis using the stages of analysis recommended by Braun and Clark (2006), by analysing data independent of theory and epistemology, searching, creating themes, before refining themes.

2.3 Materials

Four different questionnaires were used to collect data in the study. These included Perceived Stress Scale (Cohen, Kamarck and Mermelstein, 1983), Job Satisfaction Scale (Spector, 1985), Teachers' Sense of Efficacy Scale (Tschannen-Moran and Woolfolk Hoy, 2001) and Multidimensional Work Motivation Scale (Gagné et al., 2014). The online survey, facilitated by Google Forms, included the above quantitative measurements, demographic questions to assess gender and age and a set of qualitative questions requesting participants to self-report the challenges of teaching and the most enjoyable aspects of teaching.

The Perceived Stress Scale (Cohen et al., 1983) asks participants to reflect on situations in one's life from the previous month in order to appraise how often they have perceived their lives to be unpredictable, uncontrollable, overloaded and stressful. An example of a question from the PSS_10 is "in the last month, how often have you felt that things were going your way?" (Cohen et al, 1983). The scale originally had fourteen questions (Cohen et al., 1983) but later Cohen and Williamson (1998) assessed the PSS and adapted the PSS_14 to PSS_10 and offered the Cronbach's alpha of .78 on the PSS_10. Therefore, data was collected using the ten question instrument which is measured on a Likert scale from "0 = never" to "4 = very often". It is reversed scored on the four positive questions: 4,5,7 and 8. Cohen et al. (1983) expressed that PSS shows validity as it correlates in a predicated way with other measures of stress and outlined that the general questions allow the PSS to measure different populations, nor does it have to be used with specific content. The higher the score in the PSS is indicative of a participant being more vulnerable to stress-related effects (Cohen et al., 1983).

The Job Satisfaction scale or JSS was developed by Paul Spector in 1985 to measure the level of satisfaction that an employee has about their job. It has a Cronbach's alpha of .91 and thus shows internal reliability. The JSS is a thirty-six item, nine facet scale to consider

the attitudes of employees about their job and various aspects of their job. An example of a question that participants have to reflect their opinion on includes “I am not satisfied with the benefits I receive” (Spector, 1985). Each item in the JSS has six choices for participants to choose from, ranging from "strongly disagree" to "strongly agree". There are items which are written in both directions thus there are questions which must be reverse scored. The following questions are reversed scored as they are negatively worded: 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, 36. A higher score indicates a greater level of job satisfaction. The minimum and maximum scores for the JSS range from 36 to 216. If a participant's score ranges from 36 to 108, it represents dissatisfaction, 108 to 144 represents participants being ambivalent in their job and scores that range from 144 to 216 represent satisfaction among participants.

Teachers' Sense of Efficacy Scale (Tschannen-Moran and Woolfolk Hoy, 2001) measures efficacy levels of a teacher. Tschannen-Moran and Wolkfolk Hoy (2001) report a Cronbach's alpha of .90 for the short version of the scale used in the current study. The 12-item scale uses a Likert-type scale ranging from 1 (nothing) to 9 (a great deal) and asks participants to indicate their opinion for each question. Examples of questions include “how much can you do to help your students value learning?” and “to what extent can you craft questions for your students?”. The scale measures efficacy in student engagement, instructional practices and classroom management to gain an overall view of a teacher's sense of efficacy.

Multidimensional Work Motivation Scale or MWMS (Gagné et al., 2014) is an instrument used to measure work motivation. It differs from other motivation measurements as it does not focus on task specific motivations (Gagné et al., 2014). The scale measures amotivation, external regulation, introjected regulation, identified regulation, intrinsic motivation. Gagné et al. (2014) conducted factor analyses using the MWMS, across seven

languages which included English and indicated that the MWMS has the same factor structure. Gagné et al. (2001) report how convergent and discriminant validity tests in each of the nine countries provide an indication that “the psychological needs for autonomy, competence, and relatedness” in addition to the antecedents that are theoretically derived from “work motivation (e.g., leadership and job design) are predictably related to the different forms of motivation,” and subsequently are “predictably related to important work outcomes (e.g., well-being, commitment, performance, and turnover intentions)”. It has a CFI of .87. Therefore, reliability and validity support the MWMS.

There are nineteen questions in MWMS. Each participant responds to the stem “Why do you or would you put efforts into your current job?”. An example of a question from the scale includes “because I personally consider it important to put efforts in this job” (Gagné et al., 2014). Participants answer using the Likert scale format of: 1 = “not at all”, 2= “very little”, 3= “a little”, 4= “moderately”, 5= “strongly”, 6= “very strongly”, 7= “completely”. The items of the scale are administered in randomised order and the data is scored by calculating the mean score of each subscale. (M. Gagné, personal communication, February 15, 2015).

2.4 Procedure

Participants were sourced using snowball sampling and non-probability sampling via a survey on Google Forms. Participants voluntarily responded to the online survey and participation in the questionnaire was voluntary and there were no rewards or incentives offered in lieu of involvement. Recruitment of participants was conducted online through the social media website Facebook. The survey was shared using the social media networking site, Facebook. A Facebook page, called Voice for Teachers was contacted about posting the survey on their page via their administration, who proceeded to post and share the survey.

Quantitative data was analysed using SPSS and qualitative data was analysed using thematic analysis and following the stages recommended by Braun and Clark (2006).

2.5 Ethics

The proposed survey with questions and instruments was approved by the DBS Ethics Committee. At the beginning of the survey, participants received an overview of what the survey entailed and contact details of the researcher and supervisor if they wished for further details before completing the survey. Each participant had to click that they consented to participate in the survey and have their unidentifiable data used in research. Upon finishing the survey, respondents were provided with contact details of support services, in the event of feeling affected by any of the questions. Once again, contact information of the researcher and thesis supervisor was provided.

3. Results

3.1 Descriptive Statistics and Teacher Differences

Table 3. Descriptive statistics of participants

		Frequency	%
Gender	Male	28	10.7
	Female	234	89.3
Age	20 - 25	52	19.8
	26 - 35	123	46.9
	36 - 45	67	25.6
	46 - 55	16	6.1
	56 +	4	1.5
Teacher	Primary	149	56.9
	Post-primary	113	43.1
Qualified	Prior Jan. 2011	154	58.8
	Feb. 2011 – Jan. 2012	22	8.4
	Post Feb. 2012	86	32.8
Years of Experience	Five or less	118	45
	Six or more	144	55
Stay in profession	Yes	156	59.5
	No	26	9.9
	I don't know	80	30.5

The table shows teachers' years of experience divided into five years or less and six years or more. This categorisation took place to make the data accessible. Respondents did not reply in categories but rather in figures. The mean of years of experience was 9.01 and the standard deviation was 7.81. The descriptive statistics of the participants are provided in Table 1, which include primary and post-primary school teachers, both the means (M) and the standard deviations (SD) of the following variables: job satisfaction, perceived stress, self-efficacy and motivation (amotivation, extrinsic regulation, introjected regulation, identified regulation and intrinsic motivation).

Table 4. *Descriptive Statistics of Psychological Measures*

Variable	Teacher	N	Mean	SD
Job Satisfaction	Primary	149	130.99	20.37
	Post-Primary	113	118.90	22.79
Perceived Stress	Primary	149	20.32	7.70
	Post-Primary	113	21.88	8.58
Sense of Efficacy	Primary	149	85.11	12.02
	Post-Primary	113	81.79	11.95
Motivation				
Amotivation	Primary	149	1.63	.84
	Post-Primary	113	1.86	.90
Intrinsic Motivation	Primary	149	5.71	1.09
	Post-Primary	113	5.42	1.07
Identified Regulation	Primary	149	6.36	.84
	Post-Primary	113	6.30	.78
Introjected Regulation	Primary	149	5.56	1.13
	Post-Primary	113	5.49	1.23
Extrinsic Regulation	Primary	149	3.29	1.22
	Post-Primary	113	3.51	1.32

3.2 Inferential Statistics

3.2.1 Correlations

The following are the results of testing hypothesis 2: self-efficacy, motivation, stress and years of service will be significantly correlated to job satisfaction.

Table 5. *Pearson Product-moment Correlations*

Variable	1	2	3	4	5	6	7	8	9	10
1.Total JSS		-	-	-	-	-	-	-	-	-
2.Total PSS	-.46**		-	-	-	-	-	-	-	-
3.TotalTSES	.21**	-.30**		-	-	-	-	-	-	-
4. Motivation	.18**	-.02	.23**		-	-	-	-	-	-
5. Intrinsic	.37**	.26**	-.28**	.03		-	-	-	-	-
6. Amotivation	-.36**	-.36**	.47**	.55**	-.31**		-	-	-	-
7. Intro. Reg	.03	.09	.11	.80**	-.08	.23		-	-	-
8. Ident. Reg	.11	-.10	.39**	.59**	-.30**	.48**	.47**		-	-
9. Extrinsic	.21**	.08	-.05	.63**	-.09	.07	.42**	.04		-
10. Years of experience	-.01	-.12	-.03	-.16	.03	-.03	-.04	.05	-.35**	

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

*Correlation is significant at the 0.05 level (2-tailed).

The relationship between perceived stress (as measured by PSS) and job satisfaction (as measured by JSS) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a moderate, negative correlation between the two variables, $r = -.46$, $n = 262$, $p < .001$, with high levels of perceived stress associated with lower levels of job satisfaction.

The relationship between teachers' sense of efficacy (as measured by TSES) and job satisfaction (as measured by JSS) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a weak, positive correlation between the two variables, $r = .21$, $n = 262$, $p < .001$, with increased levels of efficacy associated with increased levels of job satisfaction.

The relationship between motivation (as measured by MWMS) and job satisfaction (as measured by JSS) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was a weak, positive correlation between the two variables, $r = .18$, $n = 262$, $p < .004$, with increased levels of motivation associated with increased levels of job satisfaction. Breaking this down further into each of the sub scales resulted in the following.

1. There was a weak, negative correlation between the two variables, $r = -.359$, $n = 262$, $p < .001$, with decreased levels of amotivation associated with increased levels of job satisfaction.
2. There was a weak, positive correlation between the two variables, $r = .372$, $n = 262$, $p < .001$, with increased levels of intrinsic motivation associated with increased levels of job satisfaction.

3. There was a weak, negative correlation between the two variables, $r = .72$, $n = 262$, $p < .070$, with decreased levels of identified regulation associated with increased levels of job satisfaction.
4. There was a small, negative correlation between the two variables, $r = .35$, $n = 262$, $p < .574$, with decreased levels of introjected regulation associated with increased levels of job satisfaction.
5. There was a small, negative correlation between the two variables, $r = .215$, $n = 262$, $p < .001$, with decreased levels of extrinsic regulation associated with increased levels of job satisfaction.

The relationship between years of experience and job satisfaction (as measured by JSS) was investigated using Pearson product-moment correlation coefficient. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There was no correlation between the two variables, $r = -.01$, $n = 262$, $p < .886$.

3.2.2. Multiple Regression

Multiple regression was used to test whether self-efficacy, motivation, stress, years of service were significant predictors of job satisfaction. Certain assumptions needed to be met. Amotivation, intrinsic motivation and perceived stress were the only significant predictors, in initial tests, although assumptions for the Mahalanobis were violated (44.12) and the outlier (ID no. 193) had to be removed. Post removal, the Mahalanobis was 29.39, thus assumptions still violated for the number of predictors present (8). Id no. 193 and 109 were removed to see if assumptions were met. Mahalanobis was met at 25.58. However, amotivation, intrinsic motivation and perceived stress were the only significant predictors reported. The hypothesis was partially rejected.

A multiple regression was used to test how significant the predictors of amotivation, intrinsic motivation and perceived stress were to job satisfaction. They met assumptions including Mahalanobis (13.84), tolerance and VIF. The results of the regression indicated that three predictors explained 29.4% of the variance, ($R^2 = .302$, $F(3, 256) = 36.94$, $p < .001$). It was found that amotivation negatively predicted lower levels of job satisfaction ($\beta = -.22$, $p = .001$, 95% CI = -8.53 - -2.93), as did perceived stress ($\beta = -.34$, $p = .001$, 95% CI = -1.25 - -.64). It was found that intrinsic motivation significantly predicted job satisfaction ($\beta = .17$, $p = .001$, 95% CI = 1.29 - 6.13).

3.2.3 One way between groups analysis of variance



Figure 1.

A one way between group analysis of variance was conducted to explore the impact of when teachers received their qualification, thus, teachers pay rate, on levels of job

satisfaction, as measured by the Job Satisfaction Survey (JSS). The hypothesis was that there will be significant differences across pay scale groups in relation to job satisfaction.

Participants were divided by three timeframes when participants received their qualifications: prior to 1 January 2011 (n=154), between 1 January 2011 and January 2012 (n=86) and 1 February 2012 or after (n=22). There was no statistically significant difference at the $p < .05$ level in JSS scores for the three timeframes: $F(2, 259) = .37, p = .69$.

However, while there was no statistically significant difference shown, the participants were asked, on a scale of very unsatisfied to very satisfied, how happy they were with your rate of pay, the bar chart below shows, respondents self-reported the following in Figure 1.1.

Seventy-eight participants were very unsatisfied and seventy-eight are unsatisfied with their pay rate.

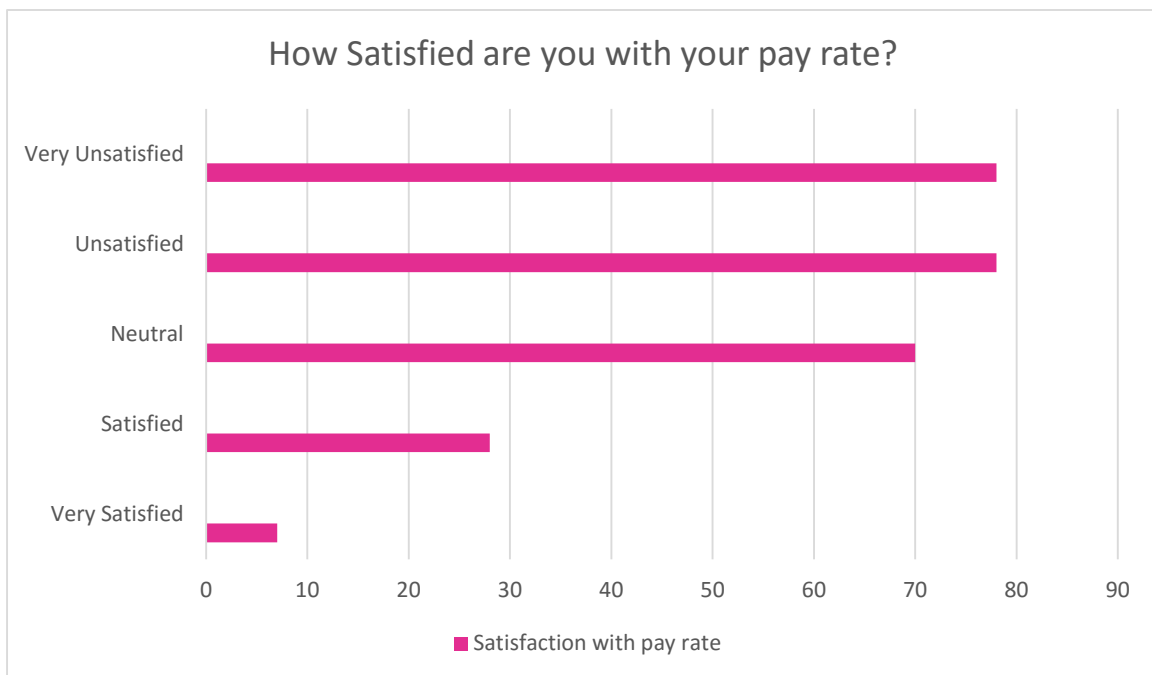


Figure 1.1

3.3.4 Independent t-tests

Table 6 presents Independent T-test results between primary and post-primary school teachers, across the above mentioned variables. In the job satisfaction survey, the possible score ranges from 36 to 216, in the 36-item total. Both primary school teachers ($M = 130.99$) and post-primary school teachers ($M = 118.90$) scored in the ambivalent range of job satisfaction, as dissatisfaction ranges from 36 to 108, satisfaction ranges from 144 to 216 and the ambivalent range is between 108 and 144. An independent-samples t-test was conducted to compare the job satisfaction scores for primary school teachers and post-primary school teachers. There was a significant difference between primary school teachers ($M = 130.98$, $SD = 20.37$) and post-primary school teachers ($M = 118.90$, $SD = 22.79$; $t(260) = 4.516$, $p = .000$, $CI(95\%)$: 6.82 to 17.35, (mean difference = 12.08).

Table 6. *Independent t-tests across variables*

Variable	Teacher	N	Mean	SD	Df	t-value	p-value
Job Satisfaction	Primary	149	130.99	20.37	260	4.52	.000
	Post-Primary	113	118.90	22.79	260		
Perceived Stress	Primary	149	20.32	7.70	260	-1.5	.123
	Post-Primary	113	21.88	8.58	260		
Sense of Efficacy	Primary	149	85.11	12.02	260	2.22	.027
	Post-Primary	113	81.79	11.95	260		
Motivation Amotivation	Primary	149	1.63	.84	260	-2.1	.037
	Post-Primary	113	1.86	.90	260		
Intrinsic Motivation	Primary	149	5.71	1.09	260	.97	.030
	Post-Primary	113	5.42	1.07	260		
Identified Regulation	Primary	149	6.36	.84	260	.58	.56
	Post-Primary	113	6.30	.78	260		
Introjected Regulation	Primary	149	5.56	1.13	260	.45	.65
	Post-Primary	113	5.49	1.23	260		
Extrinsic Regulation	Primary	149	3.29	1.22	260	-1.42	.158
	Post-Primary	113	3.51	1.32	260		

On the perceived stress scale, the possible score ranges from 0 to 40, in the 10-item total. Both primary school teachers ($M = 20.32$) and post-primary school teachers ($M = 21.88$) have scores that reflect high stress. Scores around 13 are considered average, however, scores over 20 are considered high stress scores, thus indicating both types of teacher have high levels of perceived stress.

An independent-samples t-test was conducted to compare the perceived stress scores for primary school teachers and post-primary school teachers. There was no significant difference between primary school teachers ($M = 20.32$, $SD = 7.70$) and post-primary school teachers ($M = 21.88$, $SD = 8.58$; $t(260) = -1.55$, $p = .123$, $CI(95\%): -3.55$ to $.427$, (mean difference = -1.56). The alternative hypothesis was rejected.

In the multidimensional work motivation scale, the mean of each subscale represents its value. The possible mean score ranges from 0 to 7 and amotivation and intrinsic motivation should be negatively correlated. An independent-samples t-test was conducted to compare the amotivation scores for primary school teachers and post-primary school teachers. There was a significant difference between primary school teachers ($M = 1.63$, $SD = .84$) and post-primary school teachers ($M = 1.86$, $SD = .90$; $t(260) = -2.1$, $p = .037$, $CI(95\%): -.44$ to $-.01$, (mean difference = $-.23$).

An independent-samples t-test was conducted to compare the intrinsic motivation scores for primary school teachers and post-primary school teachers. There was a significant difference between primary school teachers ($M = 5.71$, $SD = 1.09$) and post-primary school teachers ($M = 5.42$, $SD = 1.07$; $t(260) = .97$, $p = .030$, $CI(95\%): .03$ to $.56$, (mean difference = $.29$).

An independent-samples t-test was conducted to compare the identified regulation scores for primary school teachers and post-primary school teachers. There was no significant difference between primary school teachers ($M = 6.36$, $SD = .84$) and post-primary school

teachers ($M = 6.30$, $SD = .78$; $t(260) = .58$, $p = .056$, $CI(95\%): -.14$ to $.26$, (mean difference = $.06$).

An independent-samples t-test was conducted to compare the introjected regulation scores for primary school teachers and post-primary school teachers. There was no significant difference between primary school teachers ($M = 5.56$, $SD = 1.13$) and post-primary school teachers ($M = 5.49$, $SD = 1.23$; $t(260) = .45$, $p = .65$, $CI(95\%): -.22$ to $.35$, (mean difference = $.06$).

An independent-samples t-test was conducted to compare the extrinsic regulation scores (combination of social and material) for primary school teachers and post-primary school teachers. There was no significant difference between primary school teachers ($M = 3.29$, $SD = 1.22$) and post-primary school teachers ($M = 3.51$, $SD = 1.32$; $t(260) = -1.42$, $p = .158$, $CI(95\%): -.53$ to $.09$, (mean difference = $-.22$).

In the teachers' sense of efficacy scale, the possible score ranges from 12 to 108, in the 12-item total. Primary school teachers ($M = 85.11$) and post-primary school teachers ($M = 81.79$) score relatively well in terms of sense of efficacy, however, primary school teachers had a higher sense of efficacy compared to post-primary school teachers.

An independent-samples t-test was conducted to compare the sense of efficacy scores for primary school teachers and post-primary school teachers. There was a significant difference between primary school teachers ($M = 85.11$, $SD = 12.02$) and post-primary school teachers ($M = 81.79$, $SD = 11.95$; $t(260) = 2.22$, $p = .027$, $CI(95\%): .38$ to 6.27 , (mean difference = 3.33).

3.3 Qualitative Results

The following results reflect the opinions expressed by participants. Four open ended questions were answered by participants, the themes of their answers and quotes to support these themes are portrayed in this section. Some themes that appear are of a similar nature to the research conducted by Oztürk (2015).

Question 1: What are the greatest aspects of your job?

Participants (N = 207) consider children and the interaction with children as the greatest aspect of their job. Multiple participants detailed a ‘light bulb’ moment which they love to see when children/students connect to material and learn a new concept. The love of seeing children learn and achieve both academically and personally was a collective aspect from teachers. Teachers also find the variety of the day, freedom to be creative in methodology and spread the passion for their subject to be of great importance to them. Lastly, making a difference to the lives of the young in their classrooms was one of the greatest aspects of teaching.

Table 7. Themes for greatest aspects of job

Theme	Quotes
Children/Students	“interacting with students” “they are fun and make me laugh” “interacting with so many different and vibrant personalities” “the fresh perspective on things children offer”
Seeing children learning	“seeing a child have a break through with something they didn’t understand” “to see the little light bulbs going off in a child’s head when they understand a point you were trying to get across” “when they get the ‘light bulb’ moment and understand a difficult topic” “watching them learn and enjoy learning”
Making a positive difference	“to feel like I can make a difference in their lives is meaningful” “ability to directly affect the lives of children” “ability to transform lives of disadvantaged students” “seeing them flourish”

Students achieving their potential	<p>“the look of pride on their face”</p> <p>“when students do well in exams and move onto college”</p> <p>“results in students (be it exams/confidence/performance/self-esteem/new skills etc.”</p> <p>“seeing further educational attainment”</p>
Students developing personally	<p>“positively influencing students to do well in school and be good, happy, citizens”</p> <p>“the privilege of aiding children in their holistic development”</p> <p>“personal growth”</p>
Subject	<p>“helped them to think and learn for themselves and grow their voice”</p> <p>“getting to teach a subject I love”</p> <p>“teaching an interesting and active lesson”</p> <p>“creating interest in literature”</p>
Variety of job	<p>“seeing students learning and being passionate about the subject”</p> <p>“variety of activities”</p> <p>“variety of school day”</p> <p>“no day is the same”</p> <p>“always a new challenge every day”</p>
Ability to be creative	<p>“make learning fun”</p> <p>“creativity”</p> <p>“creating and testing projects”</p> <p>“the freedom to invent exciting ways of teaching my subject”</p>

Question 2: What are the greatest challenges of your job?

Participants (N = 205) communicated that they are overwhelmed with their workload, curriculum and paperwork. They said that class sizes were too big to focus on the pupil needs and that there was a lack of provisions for pupils with additional needs. Differentiation or meeting the needs of many pupil abilities was described as a challenge for teachers.

Behavioural issues in the classroom and lack of support for discipline issues were reported by many participants. Parental attitudes and conflicts were a source of great concern to a large number of participants. Teachers are experiencing a lack of respect and recognition, and in particular, the DES has not been supportive to teaching as a profession or education in Ireland, as seen in Table 8.

Table 8. Greatest challenges of job

Theme	Quotes
Paperwork	<p>“overwhelming paperwork”</p> <p>“too much paperwork”</p> <p>“extra hours spent at paper work and less time actually preparing lessons”</p> <p>“paperwork emphasis in recent years taking away from actual teaching”</p>
Workload	<p>“managing the increasing workload”</p> <p>“finding the time to teach a curriculum that is jam packed in a tight time frame”</p> <p>“often no breaks during the day due to yard duty”</p>
Parents	<p>“parental expectations and excuses”</p> <p>“lack of parental support”</p> <p>“parents with negative attitudes towards school, education and staff”</p> <p>“hassle and LIES from parents...rude and upsetting comments on social media and we are powerless to do anything about it”</p>
Behaviour	<p>“challenging behaviour”</p> <p>“behaviour management”</p> <p>“handling disruptive behaviour”</p>
Class size	<p>“high pupil/teacher ratio in infant classrooms with no other adult assistance makes it impossible to give small children the individual attention they deserve”</p> <p>“large class sizes”</p>
Lack of resources/funding	<p>“lack of resources (having to pay for basic toys for playtime, art materials, maths resources etc., out of my own money”</p> <p>“severe needs in my class with no SNA and no learning support”</p> <p>“poorly resourced schools”</p>
Time	<p>“not enough time to plan”</p> <p>“ensuring I am using my time effectively”</p> <p>“time to plan and assess and compile resources”</p>
Differentiation	<p>“trying to differentiate lessons for the many different abilities in the class”</p> <p>“mixed ability classrooms”</p> <p>“children with specific needs very difficult to deal”</p>
Lack of respect	<p>“lack of respect shown from every area...media, parents, government etc...”</p> <p>“attitude of the department of education and government towards teachers, alongside the portrayal of teachers in the media”</p> <p>“constant teaching ‘bashing’”</p>
DES/Management	<p>“incompetence of my principal”</p> <p>“a department of education who do not consult or consider the opinions of the people they ask to implement their reforms”</p> <p>“lack of recognition from department”</p> <p>“negative input from external forces e.g department”</p>
Current situation	<p>“how do I get a mortgage and support a family without job security”</p> <p>“unfair pay”</p> <p>“lack of opportunities for permanent employment and salary progression”</p> <p>“croke park hours”</p>

Question 3: How do the differences in pay scales as set by DES affect you?

Despite many reported as pre 2011 paid teachers, there was an overall consensus that there is vast inequality in wages. Participants (N = 210) believe it causes tension among staff.

Moreover, the general belief is that there should be equal pay for equal work. Many participants reported that there is a lack of promotions/progression within the education system. Pensions, job security and being suitable for a mortgage were among concerns of teachers. As well as this, many teachers described having financial struggles and worries.

Overall, morale seemed low among many teachers on lower pay scales and reports of up to €300,000 being the figure of difference, over a career span, between newly qualified teachers and teachers on the pre 2011 pay scale.

Table 9.

Themes	Quotes
Staff tension	<p>“makes it difficult when talking about pay in the staffroom”</p> <p>“it causes a split within the staffroom”</p> <p>“can cause tension in the staffroom”</p>
Demoralised/Undervalued	<p>“it’s demoralising”</p> <p>“I feel inadequate in the workplace. I feel that I’m not equal to other members of staff. I feel like a paid intern”</p> <p>“very disheartening”</p>
Annoyed/Angry	<p>“annoyed to see young teachers work hard and more experienced ones to do very little..especially extracurricular activities”</p> <p>“absolute inequality”</p> <p>“very unfair”</p> <p>“a disgrace”</p> <p>“embarrassed and angered at what had been let happen”</p>
Do not but unjust	<p>“they don’t affect me directly but I have had to sit in a staff room next to an NQT who will earn close to €300,000 less than me over the course of their career”</p> <p>“they don’t financially, but ethically they do”</p> <p>“I feel sorry for my newly qualified colleagues”</p> <p>“lucky I have not been hit by the new entrants but I feel it is very unfair”</p>
Qualification allowances	<p>“I do not get allowances like my colleagues”</p> <p>“I do not receive a qualification allowance like pre 2011 graduates so I am earning 6000 less per annum than equally qualified colleagues were when they in their 2nd year teaching”</p>
No promotion/progression	<p>“lack of A and B posts”</p> <p>“lack of advancement opportunities”</p> <p>“frozen increments”</p>
Financial worries	<p>“find it hard to make ends meet”</p> <p>“have to work part time job at weekend”</p> <p>“unable to move out”</p>

Future personal impacts	<p>“still no financial stability, living in a constant state of insecurity”</p> <p>“the thought of buying a house very daunting and feeling near impossible”</p> <p>“mortgage”</p> <p>“I have been saving for a deposit for a house for six years and I am nowhere near being able to own my own home”</p>
Hugely affected	<p>“my pension will be less”</p> <p>“hugely, I will earn €224k less than teachers who qualified two years before me”</p> <p>“I have to work as hard as my colleagues for less money”</p>
Same job/unequal pay	<p>“I am discriminated against”</p> <p>“hugely unfair and potentially divisive”</p> <p>“expected to do so much if not more to prove ourselves”</p> <p>“I earn a lot less than people who do the same/less work and are equally qualified”</p> <p>“I work alongside people earning far more than I for the exact same work”</p>

Question 4: How do you think the teaching profession should improve in the future?

Participants (N=206) hold the opinion that there should be multiple areas in need of future improvement. Lower class sizes, equality in pay and benefits, better provisions for Special Educational Needs, child centred teaching and less paperwork were only a few themes outlined, as seen in Table 10. Teachers feel they need higher respect and recognition from society, parents and government bodies, as they feel their professionalism is not taken into consideration as they are never consulted regarding curriculum change. There is a move in curriculum similar to the United Kingdom, to which teachers conveyed grave concern.

Table 10. Future improvements

Theme	Quotes
Equal pay & benefits	<p>“equal pay for equal work”</p> <p>“pay scales improved, pension levy abolished”</p> <p>“pay us equally”</p> <p>“maternity benefits reinstated”</p>
Less paperwork	<p>“promotions for teachers who go above and beyond everyday”</p> <p>“less emphasis on paperwork”</p> <p>“less paperwork and more teaching time”</p>
Class sizes reduced	<p>“smaller numbers in classes”</p> <p>“smaller class sizes would allow teachers to teach to the best of their ability”</p>

Child centred	<p>“providing all resources necessary and requested by each subject teacher in order to provide a comprehensive learning environment for each students learning needs”</p> <p>“care more about kids teaching and learning than legislation”</p> <p>“being able to focus on giving valuable feedback to students”</p>
Teacher as professional	<p>“teachers need to be trusted as the qualified, competent professionals that we are”</p> <p>“teachers should be treated as professionals and trusted to do our job”</p>
Department of Education and Skills & Teaching Council	<p>“more recognition and support from Department of Education”</p> <p>“croke park hours abolished”</p> <p>“teaching council completely reformed as it is a useless organisation”</p>
CPD	<p>“more training”</p> <p>“give teachers who want to be principals a few courses and training to see if we are cut out for it before we apply for positions”</p>
Reward/acknowledgment	<p>“all we hear is how we’re not doing well enough and that message filters to society”</p> <p>“more respect given to teachers”</p> <p>“higher acknowledgement”</p> <p>“teachers were once valued members of society now many parents seem to think they know more about education than teachers”</p>
SEN provisions	<p>“more support for children with additional needs – classroom teacher can’t do everything”</p> <p>“increase in funding for resource/learning support, ICT and SNA’s”</p>
Communication	<p>“consult practicing teachers when changing assessment”</p> <p>“listen to our opinions on the system”</p>
Support	<p>“more collegiality and support”</p> <p>“better support for behaviour management”</p> <p>“improved staff morale”</p>
Curriculum	<p>“stop copying the English system”</p> <p>“do not copy the education system of England, they have completely got it wrong”</p> <p>“it seems as if we are heading in the same direction as the English system which has proven to be unsuccessful”</p> <p>“stop teacher assessing exams as in new junior cert”</p>

4. Discussion

4.1 Interpretation of results

4.1.1 Hypothesis 1

The first aim of the research was to explore predictor variables (self-efficacy, motivation, stress and years of service) to see if they were significantly correlated to the criterion variable of job satisfaction across Irish based teachers. Correlations were run, using the statistical test Pearson product-moment correlation coefficient, in order to investigate the relationship between self-efficacy, motivation, stress and years of service to job satisfaction. Preliminary analyses were performed to ensure no violation of the assumptions of normality, linearity and homoscedasticity. There were some assumptions that were not met, but it is argued that parametric tests are robust enough and therefore, no outliers were excluded.

The relationship between perceived stress and job satisfaction was a moderate, negative correlation between the predictor variable and criterion variable, with high levels of perceived stress associated with lower levels of job satisfaction. This supports Bolin (2007). High levels of stress can impact the body and mind negatively (Wintroub and Kleiner, 2015) and cause discomfort in teachers, especially novice teachers (Rojo and Minier, 2015). It is vital to be able to cope with job stress in order to avoid burn out and be satisfied in a job (Kokkinos, 2007).

The relationship between teachers' sense of efficacy and job satisfaction was a weak, positive correlation between the two variables, with increased levels of efficacy associated with increased levels of job satisfaction. This correlation is supported with research by Klassen and Chiu (2010) and Yidirim (2015).

The relationship between the predictor variable of motivation and criterion variable of job satisfaction was a weak, positive correlation between the two variables, with increased levels of motivation associated with increased levels of job satisfaction. Breaking this down

further into each of the sub scales resulted in the following. There was a weak, negative correlation between amotivation, which is lack of motivation, and the criterion variable of job satisfaction. Decreased levels of amotivation, increase levels of job satisfaction. There was a weak, positive correlation between intrinsic motivation and job satisfaction, with increased levels of intrinsic motivation associated with increased levels of job satisfaction. There was a weak, negative correlation between identified regulation and job satisfaction, with decreased levels of identified regulation associated with increased levels of job satisfaction. There was a weak, negative correlation between introjected regulation and job satisfaction, with decreased levels of introjected regulation associated with increased levels of job satisfaction. There was a weak, negative correlation between extrinsic regulation, with decreased levels of extrinsic regulation associated with increased levels of job satisfaction. Çınar and Saraçlı (2015) argued that increased levels of intrinsic and extrinsic motivation may support higher levels of organisation commitment. However, the correlations in this study are not in line with Çınar and Saraçlı (2015). Although, as Riggio (2013) previously stated, motivation is difficult to measure.

The relationship between years of experience and job satisfaction displayed no correlation between the two variables. Despite support by Huberman (1989), Klassen and Chiu (2010) and Woolfolk Hoy and Burke-Spero (2005) that indicates a correlation between years of experience and job satisfaction, perhaps the other predictors, such as efficacy, perceived stress and motivation are intertwined much deeper in predicting job satisfaction than the predictor of years of service.

4.1.2 Hypothesis 2

The aim of hypothesis two was to explore if self-efficacy, motivation, stress, years of service were significant predictors of job satisfaction. As assumptions were not met for certain predictors, the alternative hypothesis was partially rejected. The predictors of

perceived stress, amotivation and intrinsic motivation were run and were shown to be significant in predictors of job satisfaction. Although not all predictors were significant, the predictors that were supportive of the alternative hypothesis, explore some interesting fields of thought for Irish based teachers. One of the most interesting findings is that intrinsic motivation is a significant predictor of job satisfaction. This supports the unique teaching environment and the characteristics of the job where the internal rewards hold notable value to teachers. The qualitative responses support the intrinsic motivators of Irish based teacher who love to interact with children, see them learn and develop as a person.

4.1.3 Hypothesis 3

The aim of hypothesis 3 was to test for significant differences across pay scale groups in relation to job satisfaction. The rationale for this hypothesis seemed contextually appropriate due to the current situation in the teaching profession and variations in pay rates as previously outlined. While statistically, there was no evidence to support the hypothesis, and it is rejected, participants did respond strongly in a Likert type scale about being very unsatisfied or unsatisfied with their pay rate. Future research should investigate the pay and fringe benefits' sub scales of JSS to determine if these figures are significant to teachers and whether all other areas of job satisfaction counteract low satisfaction of the mentioned subscales. Maslow's Hierarchy of Needs and Herzberg's Two-Factor Theory (Riggio, 2013) once again fail to support empirical data, despite the multifaceted, dynamic role of a teacher being used in relation to their work compared to traditional organisational roles.

4.1.4 Hypothesis 4

There will be a significant difference in stress between primary and post-primary school teachers. Therefore, the alternative hypothesis is rejected. While there is no statistically significant difference, both groups reported high levels of stress. There was rationale to believe that primary school teachers would have lower stress levels compared to

post-primary school teachers who had to deal with exam pressure and proposed reform in the Junior Cycle as these factors would be supported by Bolin (2007) and Lo, Lai and Wang (2013). However, high levels of perceived stress are harmful to wellbeing (Wintroub and Kleiner, 2015) and as the mean of each group were at a high rate in the PSS (Cohen et al, 1983), there is reason to be concerned for the wellbeing of teachers in Ireland and the coping strategies used.

4.1.5 Hypothesis 5

There will be a significant difference between primary and post-primary school teachers with regards to motivation and its subscales. The subscales of motivation that held a significant value were amotivation and intrinsic motivation. The alternative hypothesis is partial accepted. Post-primary school teachers had a higher level of amotivation compared to primary school teachers and in terms of intrinsic motivation, primary school teachers had higher levels of intrinsic motivation compared to post-primary school teachers. This negative correlation in line with Gagne et al (2014)'s research on MWMS. Although Can (2015) found no difference between type of teacher and motivation, the use of the subscales in MWMS allow an in-depth view of types of motivation between groups.

4.1.6 Hypothesis 6

There will be a significant difference between primary and post-primary teachers with regards to job satisfaction. Although, primary school teachers were more satisfied compared to post-primary school teachers and there was statistical significance between both groups which meant that the alternative hypothesis is accepted. Neither group of teachers reported high levels of job satisfaction, both groups reported having ambivalent levels of satisfaction with their jobs (Spector, 1985). Improvements need to be made to improve job satisfaction, as by being more satisfied, research supports commitment and productivity is higher, which may benefit pupils and educational institutes (Epps and Foor, 2015). Participants were asked do

they plan to stay in teaching in the future, 59.5% reported yes, 9.9% reported no and 30.5% reported that they don't know. This could be a reflection of the ambivalence towards teaching that is experienced by the respondents.

4.1.7 Hypothesis 7

There will be a significant difference between primary and post-primary teachers with regards to self-efficacy. There was a significant difference as primary school teachers reported having higher levels of self-efficacy compared to post-primary school teachers. The alternative hypothesis is accepted. This data supports work by Klassen and Chiu (2010) who also found teachers of younger children to have higher levels of self-efficacy.

4.2 Strengths and Limitations

There are both strengths and limitations to the current research. Beginning with the strengths, the aim of the study was to contextualise job satisfaction in Irish based teachers. There are many studies that explore the relationships that teachers have to job satisfaction, efficacy, perceived stress and motivation, however, there is a lack of contemporary research conducted in Ireland. This current study aimed to provide data on Irish based teachers, who are working with the youths of today and explore their relationships to job satisfaction. The profession of teaching is evolving in Ireland today, with regards to restructuring curriculums and unequal pay scales. Therefore, the rationale that job satisfaction may differ depending on when a person qualified and thus their allocated pay rate, was a unique, culturally specific angle on the research. An additional strength of the research conducted was the use of both quantitative and qualitative research. This provided a richer data set to discover the opinions of teachers in Ireland. As a society, many take for granted the work and effort that is put into teaching and creating a positive learning environment for children and teachers. Often, teachers are chastised for believing that there should be equality

in pay across timeframes for qualifications, when others deem teachers to have adequate wages and job security, although this is not always the case. Supporting the voice of teachers also played a role in the rationale to conduct research on teachers in Ireland. The views of teachers magnified the inequality and discrimination that is being experienced. Feeling undervalued and like “second class citizens” support the lack of high job satisfaction in this study. Additionally, the data reflects a large sample of Irish teachers, of mixed ages, pay scales and teacher type, providing a full data set. The large sample ($N = 262$) allowed for advanced inferential testing such as multiple regression. The amount of data contributed by teachers would support an independent qualitative study.

While there are several strengths to this current study, there are limitations which should be noted. Firstly, some of the assumptions for data was not fully met, although parametric tests are considered highly robust. No outliers were removed during analysis except for the multiple regression test. Therefore, further analysis in this area would have to evaluate whether the data would show significant differences if the outliers were removed compared to the data provided.

Another limitation of the study may be the use of the Multidimensional Work Motivation Scale, which does not provide clear instructions, thus, personal correspondence with one of the creators of the MWMS was needed. This may cause undue exertion to those wishing to replicate the study. While the modern scale is cross culturally appropriate, and uses a very thorough break down of types of motivation, when running the internal reliability for the data, the Cronbach alphas of some of the subscales were under normal reliability. This may have influenced reliability slightly in terms of amotivation ($\alpha = .37$), introjected regulation ($\alpha = .69$) and identified regulation ($\alpha = .69$). However, the justification for their use was the robust nature of parametric testing.

One participant found that the questionnaire was aimed at classroom based teachers and thus, the presumption that all teachers have very similar roles. The participant outlined that many teachers are based within support roles, such as Home School Community Liaison teacher. Although, in the future, this could be remedied by including an extra open answer question asking any teacher in support roles to reflect on their job experiences.

Another limitation of the study is that statistics could have been run comparing responses of novice and experienced teachers. It was originally planned that a sub group of novice versus experienced teachers would be analysed as independent variables using job satisfaction as the dependent variable. However, due to word count restrictions of the current research, these areas were unable to be developed, but, this could be an area which could be investigated in the future.

4.3 Future Implications for Research & Conclusion

One of the main findings of this research is that job satisfaction in teachers is ambivalent and perceived stress is high among teachers. Moreover, amotivation, intrinsic motivation and perceived stress are predictors of job satisfaction. The main concern for the teaching profession in Ireland should be the high level of perceived stress that teachers are experiencing. As previously discussed, stressors for each teacher vary. Some teachers have reported finding classroom management to be a stressor, others conveyed the workload to cause anxiety. Parents attitudes and behaviour was a very common challenge articulated by participants. Researchers have supported that being able to identify stressors is vital to learning and developing adaptive coping mechanisms. The knowledge of high stress in teachers should be emphasised to policymakers in the Department of Education and the Teaching Council, who manage the profession of teachers and education in Ireland. It would be recommended that there should be a further development of innovative professional

development courses, which tackle stressors. This could be done by guiding teachers to identify their stressors, create new organisational methods to ease pressure and offer further support to not only novice teachers through the mentor system, but to all teachers, regardless of their experience. Teachers provided ample feedback of feeling overwhelmed by paperwork and workload, “*less paperwork*” and not having time to do everything, “*not enough time to plan*”. Mindfulness based stress reduction has shown to have promising results as a coping mechanism to reduce stress (Holzel et al., 2011). If support came from the DES and Teaching Council, management of educational institutes could introduce mindfulness based classes as a useful resource through their Croke Park hours, which many feel need to be either used more effectively as reported by participants. Moreover, DES should listen to teachers who are strained under paperwork, heavy curriculums and a lack of resources for materials, buildings and Special Educational Needs. These same teachers have spoken of improving the profession of teaching by increasing funding, supplementary training/CPD, reducing class size and liaising with teachers before implementing new initiatives and curriculum change.

In addition, teachers have expressed the need for more support through the media, unions, DES and Teaching Council. There should be campaigns which promote the positive work of teachers rather than “*bashing*” them. This would boost morale and create a more constructive attitude towards teachers from society and parents, who were reported to be a source of challenge to teachers.

Moreover, the prevalence of teachers who feel ambivalent in their professions, particularly post-primary school teachers, should be made clear to the relative bodies for them to research further so as to create new protocols that increase motivation, self-efficacy and then in turn, this may promote a greater sense of job satisfaction. The pressures of paperwork, negative parental and societal views are some of the biggest challenges reported by teachers. Teachers hold moderate amounts of intrinsic motivation to do their jobs Irish

teachers expressed the greatest aspects of their job was the children and making a difference to students lives, achievements and personal growth. This should be recognised by the DES rather than taken advantage of through differential pay scales. Teachers feel unsupported and unheard by the DES.

In conclusion, while statistical evidence did not support differences across pay rates, teachers did express their discontentment with the three tiered system of pay - "*equal pay for equal work*". There was a correlation between perceived stress, teachers' sense of efficacy, motivation and job satisfaction but, there was no correlation between the predictor years of service and job satisfaction. The significant predictors of job satisfaction are perceived stress and amotivation, which negatively correlate to job satisfaction and intrinsic motivation which positively predicts job satisfaction. Irish teachers expressed the greatest aspect of their job was the children/students, making a difference and seeing them learn, all intrinsic motivators. Irish based teachers hold ambivalent levels of job satisfaction, which should be an area to improve by the DES in order to promote job commitment. Perceived stress is high across teachers in Ireland. Mindfulness courses or other stress levitating courses are recommended as courses that teachers should engage with, from the support of the DES and Teaching Council, in order to promote healthier mental health in teachers and promote adaptive coping mechanisms for teaching professionals.

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Appendices

Appendix 1: Cover letter of survey

My name is Michelle Tuohey and I am conducting research as part of Higher Diploma in Psychology at Dublin Business School. The research explores self-efficacy, job satisfaction, motivation and perceived stress across primary and post-primary school teachers in Ireland. The survey also contains questions about years of experience teaching and pay scales. This research will be submitted for examination and publication. You are invited to take part in this study. Participation involves completing an anonymous survey. This survey includes questions with multiple choice response options, as well as open questions. Participation is completely voluntary and so you are not obliged to take part and you are free to withdraw during the survey. Participation is anonymous and confidential. Thus, responses cannot be attributed to any one participant. For this reason, it will not be possible to withdraw from participation after the questionnaire has been collected. The questionnaires will be securely stored. All data will be stored on a password protected computer. The survey takes approximately 10 minutes to complete. While the survey asks some questions that might cause some negative feelings, the questions asked have been used widely in research. If any of the questions do raise difficult feelings for you, contact information for support services are included on the final page. It is important that you understand that by completing and submitting the questionnaire that you are consenting to participate in the study. Should you require any further information about the research being conducted, please contact Michelle Tuohey, at 10165885@mydbs.ie. My supervisor, Lucie Corcoran can be contacted at lucie.corcoran@dbs.ie. Thank you for taking the time to complete this survey.

Appendix 2: Demographic and Qualitative questions

Gender: Male/Female

Age: 20 – 25

26 – 35

36-45

46-55

56+

Are you a qualified primary school teacher or post-primary school teacher?

When did you qualify as a teacher?

How many years teaching experience do you have as a qualified teacher?

What are the greatest aspects of your job?

What are the greatest challenges of your job?

Do you believe you will stay in the teacher profession in the future?

How do the differences in pay scales as set by DES affect you?

On a scale, how satisfied are you with your rate of pay?

How do you think the teaching profession should improve in the future?

Appendix 3. Job Satisfaction Survey

JOB SATISFACTION SURVEY		
	PLEASE SELECT THE ONE NUMBER FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR OPINION ABOUT IT.	Disagree very much Disagree moderately Disagree slightly Agree slightly Agree moderately Agree very much
1	I feel I am being paid a fair amount for the work I do.	1 2 3 4 5 6
2	There is really too little chance for promotion on my job.	1 2 3 4 5 6
3	My principal is quite competent in doing his/her job.	1 2 3 4 5 6
4	I am not satisfied with the benefits I receive.	1 2 3 4 5 6
5	When I do a good job, I receive the recognition for it that I should receive.	1 2 3 4 5 6
6	Many of our rules and procedures make doing a good job difficult.	1 2 3 4 5 6
7	I like the people I work with.	1 2 3 4 5 6
8	I sometimes feel my job is meaningless.	1 2 3 4 5 6
9	Communications seem good within this school.	1 2 3 4 5 6
10	Raises are too few and far between.	1 2 3 4 5 6
11	Those who do well on the job stand a fair chance of being promoted.	1 2 3 4 5 6
12	My principal is unfair to me.	1 2 3 4 5 6
13	The benefits we receive are as good as most other organizations offer.	1 2 3 4 5 6
14	I do not feel that the work I do is appreciated.	1 2 3 4 5 6
15	My efforts to do a good job are seldom blocked by red tape.	1 2 3 4 5 6
16	I find I have to work harder at my job because of the incompetence of people I work with.	1 2 3 4 5 6
17	I like doing the things I do at work.	1 2 3 4 5 6
18	The goals of the school are not clear to me.	1 2 3 4 5 6
19	I feel unappreciated by the school/DES when I think about what they pay me.	1 2 3 4 5 6
20	People get ahead as fast here as they do in other places.	1 2 3 4 5 6
21	My principal shows too little interest in the feelings of subordinates.	1 2 3 4 5 6
22	The benefit package we have is equitable.	1 2 3 4 5 6
23	There are few rewards for those who work here.	1 2 3 4 5 6
24	I have too much to do at work.	1 2 3 4 5 6
25	I enjoy my co-workers.	1 2 3 4 5 6
26	I often feel that I do not know what is going on with the organization.	1 2 3 4 5 6
27	I feel a sense of pride in doing my job.	1 2 3 4 5 6
28	I feel satisfied with my chances for salary increases.	1 2 3 4 5 6

29	There are benefits we do not have which we should have.	1	2	3	4	5	6
30	I like my principal.	1	2	3	4	5	6
31	I have too much paperwork.	1	2	3	4	5	6
32	I don't feel my efforts are rewarded the way they should be.	1	2	3	4	5	6
33	I am satisfied with my chances for promotion.	1	2	3	4	5	6
34	There is too much bickering and fighting at work.	1	2	3	4	5	6
35	My job is enjoyable.	1	2	3	4	5	6
36	Work assignments are not fully explained.	1	2	3	4	5	6

Appendix 4. Perceived Stress Scale

Instructions

The questions in this scale ask you about your feelings and thoughts during the last month.

In each case, you will be asked to indicate how often you felt or thought a certain way.

For each question, select one of the following options: 0 = never, 1 = almost never, 2 = sometimes, 3 = fairly often, 4 = very often

1	In the last month, how often have you been upset because of something that happened unexpectedly?	0	1	2	3	4
2	In the last month, how often have you felt that you were unable to control the important things in your life?	0	1	2	3	4
3	In the last month, how often have you felt nervous and stressed?	0	1	2	3	4
4	In the last month, how often have you felt confident about your ability to handle your personal problems?	0	1	2	3	4
5	In the last month, how often have you felt that things were going your way?	0	1	2	3	4
6	In the last month, how often have you found that you could not cope with all the things you had to do?	0	1	2	3	4
7	In the last month, how often have you been able to control irritations in your life?	0	1	2	3	4
8	In the last month, how often have you felt that you were on top of things?	0	1	2	3	4
9	In the last month, how often have you been angered because of things that happened that were outside of your control?	0	1	2	3	4
10	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	0	1	2	3	4

Appendix 5. Teachers' Sense of Efficacy scale

Teachers' Sense of Efficacy Scale (short form)

Teacher Beliefs - How much can you do?

Directions: This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below.

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

1. How much can you do to control disruptive behavior in the classroom?

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

2. How much can you do to motivate students who show low interest in school work?

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

3. How much can you do to get students to believe they can do well in school work?

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

4. How much can you do to help your students value learning?

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

5. To what extent can you craft good questions for your students?

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

6. How much can you do to get children to follow classroom rules?

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

7. How much can you do to calm a student who is disruptive or noisy?

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

8. How well can you establish a classroom management system with each group of students?

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

9. How much can you use a variety of assessment strategies?

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

10. To what extent can you provide an alternative explanation or example when students are confused?

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

11. How much can you assist families in helping their children do well in school?

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

12. How well can you implement alternative strategies in your classroom?

Nothing		Very Little		Some		Quite A Bit		A Great Deal
1	2	3	4	5	6	7	8	9

Appendix 6. Multidimensional Work Motivation Scale

The stem is “Why do you or would you put efforts into your current job?” and is accompanied by the scale: 1 = “not at all”, 2= “very little”, 3= “a little”, 4= “moderately”, 5= “strongly”, 6= “very strongly”, 7= “completely”.

The Multidimensional Work Motivation Scale (MWMS) randomised question order.

Amotivation	
Am1	I don't, because I really feel that I'm wasting my time at work.
Am2	I do little because I don't think this work is worth putting efforts into.
Am3	I don't know why I'm doing this job, it's pointless work.
Extrinsic regulation—social	
Ext-Soc1	To get others' approval (e.g., supervisor, colleagues, family, clients ...).
Ext-Soc2	Because others will respect me more (e.g., supervisor, colleagues, family, clients ...).
Ext-Soc3	To avoid being criticized by others (e.g., supervisor, colleagues, family, clients ...).
Extrinsic regulation—material	
Ext-Mat1	Because others will reward me financially only if I put enough effort in my job (e.g., employer, supervisor ...).
Ext-Mat2	Because others offer me greater job security if I put enough effort in my job (e.g., employer, supervisor ...).
Ext-Mat3	Because I risk losing my job if I don't put enough effort in it.
Introjected regulation	
Introj1	Because I have to prove to myself that I can.
Introj2	Because it makes me feel proud of myself.
Introj3	Because otherwise I will feel ashamed of myself.
Introj4	Because otherwise I will feel bad about myself.
Identified regulation	
Ident1	Because I personally consider it important to put efforts in this job.
Ident2	Because putting efforts in this job aligns with my personal values.
Ident3	Because putting efforts in this job has personal significance to me.
Intrinsic motivation	
Intrin1	Because I have fun doing my job.
Intrin2	Because what I do in my work is exciting.
Intrin3	Because the work I do is interesting.

Appendix 7. Support Page for Participants

Self-efficacy, motivation, job satisfaction and perceived stress in Irish based teachers.

Thank you for participating in this survey. Your contribution is very much appreciated. If you have any questions regarding the research, please contact Michelle Tuohey at 10165885@mydbs.ie.

If you have been affected by any of the questions that were asked in this survey, there are several services which may be of use to you.

Aware – www.aware.ie

Aware provide face-to-face, phone and online support for individuals who are experiencing mild to moderate depression, as well as friends and families who are concerned for a loved one.

The Aware Support Line number: 1890 303 302

Available Monday – Sunday, 10am to 10pm.

To find a counsellor or psychotherapist in Ireland: <http://www.irish-counselling.ie/>

Carecall - www.carecallwellbeing.ie

This service offers services which aim to help an individual cope with issues arising both in and outside the workplace.

To telephone for confidential and immediate support, teachers and special needs assistants can call 1800411057.

This number is available 24 hours a day, 365 days a year.