Professional Satisfaction of Secondary Education Teachers: The Case of Greece

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The present questionnaire-based study examines 379 Greek teachers' perceptions about professional satisfaction and dissatisfaction. According to the results, teachers are professionally satisfied when they, firstly, feel able to effectively establish behaviour and communication rules in their classrooms, secondly, respond to students' expectations and cooperate with parents and the school administration, thirdly, are supported by colleagues and educational services and, fourthly, share experiences in a collegial atmosphere. Job dissatisfaction, on the contrary, is reported to derive firstly from Curricula restrictions, secondly from a lack of specialized knowledge about teaching, and thirdly from the lack of a reliable assessment procedure.

INTRODUCTION

Despite six decades of international research on causes for teacher professional satisfaction and dissatisfaction there is not an integrated, coherent and unanimously accepted definition of the relevant terms. Hesitation to construct a clear, cohesive and consistent definition of job satisfaction is probably due to the wide range of interplaying conditions and factors (either intrinsic or extrinsic) and personality traits which have been reported to correlate with the development of a positive or a negative attitude towards the teaching profession (Darling-Hammond, 2003; Hoy, Sweetland, & Smith, 2002; Robbins & Judge, 2015). However, relevant research (Zembylas & Papanastasiou, 2005; 2006) has shown that, for the majority of teachers, professional satisfaction derives from a belief that they can make a contribution to society, have opportunities to work collaboratively with colleagues, receive remuneration for their work, working hours and holidays, which are considered to be favourable when compared to other work benefits (Siniscalco, 2002).

Moreover, it has been reported (Eliophotou-Menon & Athanasoula-Reppa, 2011; Edwards, Green, & Lyons, 2002) that teachers experience feelings of professional satisfaction when they deal effectively with parents, students and community members, when they actively participate in decision making and when teachers are supported by specialised mentors and are encouraged to attend orientation and professional development programmes. Similarly, researchers (Fryer, 2103; Klassen & Chiu, 2010) have shown that teachers tend to feel more satisfied whenever they are assisted in dealing with troubling student behaviour and when such assistance is provided in a work setting where reciprocal relationships with colleagues, parents and students are developed. Such relationships seem to make teachers feel safe, accepted and satisfied, which probably explains why, as Eren (2015) have shown, such teachers are eager to participate in learning communities where they share teaching experiences, collaborate to solve classroom problems and develop effective teaching practices. In similar productive environments teachers tend, as Klassen and Tze (2014) have confirmed, to display persistence in teaching despite obstacles. They also tend to feel motivated in dealing seriously with even the most challenging students, either low- or high-achievers, experiencing a satisfaction in contributing to the constructive development of human personalities (Day, Kington, Stobart, & Sammons, 2006; Hastings & Bham, 2003; Cornelius-White, 2007). These positive experiences seem to contribute to the teachers' sense of wellbeing which sequentially influences motivation, job commitment, morale and retention (Klassen, Yerdelen, & Durksen, 2013; Rhodes, Nevill, & Allan, 2004).

In addition, Clement and Vandenberghe (2000), Eren (2015), and Vegas and Umansky (2005) have reported that professional satisfaction seems to derive from teachers' sense of personal responsibility for student achievement. This makes them work zealously to bring about positive outcomes in student learning and reduce negative ones, especially in cases where productive collaboration with the students and with their parents has been secured (Lam & Yan, 2011). On the other hand, Cooper, Carpenter, Reiner, and McCord (2014) reported interesting connections between professional feelings of satisfaction and various personality traits such as extroversion (friendliness, assertiveness, cheerfulness), agreeableness (altruism, cooperation), openness to experience (imagination, artistic interests, adventurousness). Moreover, conscientiousness (orderliness, dutifulness, self-discipline) and neuroticism (anxiety, anger, depression, and vulnerability) were reported to be highly related to professional dissatisfaction (Kokkinos, 2007; Rivkin, Hanushek, & Kain, 2005). Regarding teacher professional dissatisfaction, it has been reported (Zembylas & Papanastasiou, 2006) that negative feelings are related to current social problems (such as unemployment, financial crisis, or the growth of multicultural societies) and student failure, as regards academic achievements. They are also related to the lack of discipline, the lack of respect, status and recognition from society, the educational system's centralisation (due to bureaucracy, inflexible hierarchy, and subsequent teacher subjugation), and poor teacher evaluation and promotion prospects (Danielson & McGreal, 2000; Parker, Martin, Colmar, & Liem, 2012).

The complexity of the abovementioned factors which have been reported to have a positive or negative impact on teachers' feelings about their profession, explains by

itself rather clearly why for developing countries like Greece teacher job satisfaction and dissatisfaction are so difficult to monitor, record or measure. The Greek educational system could be described as conservative and inflexible (Koutrouba, 2012). Despite minor reforms during the last few decades, the exclusive, strict academic orientations of the Curricula remain unaltered and highly-demanding (Georgiadis, 2007; Koutsourakis, 2007; Traianou, 2009). In contrast, affective or social objectives in education are underestimated in a teacher-centred learning process where students are expected to assimilate, at a rapid pace, massive quantities of knowledge, in order to use it as a valuable social acquisition or weapon for social advancement, survival or prevalence in an extremely competitive job market (Ifanti, 2007; Saiti, & Mitosili, 2005). Greek teachers seem to feel professionally obliged to equip their students with all the necessary academic qualifications, especially in an era of financial crisis and resulting social and professional insecurity (Ifanti & Fotopoulou, 2011). Their strenuous efforts, however, to respond to their students' growing needs for knowledge and to establish a productive, collegial, human working environment undeniably has a considerable impact on their feelings of professional satisfaction or dissatisfaction (Koutrouba & Christopoulos, 2015; OECD, 2015). The present study aims at examining Greek secondary education teachers' perceptions as regards the factors that contribute to the development of feelings of professional satisfaction and the factors which are considered to be responsible for negative feelings of job dissatisfaction.

METHOD

During 2014-2015, 379 high school teachers (who worked in 50 secondary education schools in Athens and its suburbs and were selected with criteria regarding national and local ratios of teacher-to-students and students-to-school populations, and socio-economic features of school settings) were asked to participate in the survey by filling in a questionnaire with 43 close-ended questions followed by pre-coded replies. Six of these questions prompted the participants to provide information about personal profile and professional background. Moreover, 37 special questions (which are presented as variables 1-37 in table 1, followed by nominal five-point Likert-type scales) referred to teachers' perceptions about their job satisfaction and dissatisfaction. The researchers utilised research findings of Eliophotou-Menon and Athanasoula-Reppa (2011), Ho and Au (2006), Klassen, Yerdelen, and Durksen (2013), Rhodes, Nevill, and Allan (2004), and Zembylas and Papanastasiou (2006) to construct the questionnaire of the present study, given the fact that the international research could not provide them with a ready-to-use instrument including all the aspects the researchers wanted to examine. For the elaboration of the data and the statistical analysis Predictive Analytics Software [PASW] Statistics 21 was used while, for the factor analysis, Principal Component Analysis [PCA] with Varimax rotation extraction method was employed to identify the main factors affecting teachers' feelings of professional satisfaction or dissatisfaction. The significance level of the statistical tests performed was $\alpha = 0.01$.

Participants' Profile

Sixty one percent of the 379 participants were women, while 39 percent were men. The working experience of the majority of them (31.8%) ranged from 0 to 10 years, 74.1

percent of the participants were aged from 36 to 55 years, while 46.8 percent had over 16 years of service in school. Moreover, the overwhelming majority (74.3%) of the participants did not possess any postgraduate degree in Education.

FINDINGS

Special Questions

Variables 1-14 of table 1 present teachers' responses to questions regarding their views on factors negatively affecting their feelings of professional satisfaction. These responses seem to link 'much' to 'moderately' professional dissatisfaction to the presence of in-class management problems and to their stressful implications. Such implications are the development of professional anxiety and strain, the insufficient development of resilience, and the diffusion of negative feelings in out-of-school personal life (variables 1, 2). In addition, feelings of dissatisfaction are reported to be connected with the obstacles teachers face when they try to effectively disseminate knowledge in classrooms where discipline is difficult to impose (variable 3). Professional discontent is also attributed by the respondents to the time they have to spend in order to establish in-class atmosphere of cooperation (variable 4). It is also attributed to the physical, mental and emotional exhaustion that derives from their effort to attain students' interest and motivate their active participation in the learning process (variable 5).

Moreover, for a majority of the participants job dissatisfaction is connected to the lack of time for either accomplishing Curricula objectives (variable 6), or for at-home preparation for the next day's teaching (variable 7). The participants, moreover, reported that they feel dissatisfied because they are not provided with opportunities for professional advancement or with incentives for increased productivity (variable 8). On the contrary, they reported that 'slightly' to 'not at all' their salary is insufficient to ensure them a decent life and it scarcely corresponds to the difficulty and demands of the teaching profession (variables 9, 10) which is 'much' to 'very much' perceived as socially depreciated (variable 11).

Finally, the participants linked 'much' to 'moderately' feelings of professional dissatisfaction to problems in teachers' personal lives (variable 12), to the lack of specialised knowledge on pedagogy and teaching (variable 13), and to the inflexibility of Curricula (variable 14). Variables 15-37 of the same table present teachers' responses to questions regarding their views on factors positively affecting their feelings of professional satisfaction. These responses portray a teacher who 'much' to 'moderately' is professionally satisfied when s/he has a profound knowledge of each student's personal skills and interests and corresponds effectively to students' personal learning needs, expectations and objectives (variables 15, 16).

Other respondents reported that they feel professionally satisfied when their students recognise and appreciate teacher contribution to their development and recompense the teacher by actively participating in the learning process and by displaying decent behaviour within the classroom (variable 17). Moreover, for the majority of the respondents professional satisfaction derives from the establishment either of a

democratic in-class atmosphere or of behavioural and communication rules that have been clearly defined from the beginning of the year (variables 18, 19). Job satisfaction seems also to be linked to the teacher's harmonious cooperation with the parents (variables, 20, 21), while, in some cases, teachers avoid further communication and limit themselves merely to informing parents about their child's academic achievements (variable 22).

Moreover, some teachers seem to feel professionally satisfied when the content of Syllabi, Curricula, and teaching strategies remain unaltered for many years (variable 24). In addition, the opportunity firstly to implement in the classroom what has already been learnt during undergraduate studies, secondly, to conduct experiments, introduce innovations, and implement cooperative and experiential learning is reported to contribute to job satisfaction (variables 23, 25). Similarly, teachers report job satisfaction in cases where they are allowed to individualise their teaching (variable 26). For a majority, also, of the participants professional satisfaction is linked either to the development of personal relationships with colleagues out of the school setting, and the provision of emotional support whenever a teacher faces a problem with his/her students, or to the sharing of teaching experiences between colleagues (variables 27, 28, 29). School administration is also reported to contribute to teacher job satisfaction; it is expected to provide teachers with feedback about their professional performance, and to support them not only during teacher-student problems, but also during personal problems or when they need a leave work (variables 30, 31, 33). It is also expected to support life-long learning, teachers' professional development and to encourage teachers' 'visits' to colleagues' classrooms in order to support experience sharing (variables 32, 34). Finally, for a majority of the participants, a specialised mentor, consultant or coordinator can contribute to the development of job satisfaction feelings, while other respondents experience professional satisfaction when the educational authorities assess reliably teacher performance (variables 35, 36). However, they feel satisfied 'slightly' to 'not at all' when students participate in the assessment of teacher performance (variable 37).

Table 1

Teachers' responses (in percentages) to the questions looking at Greek teachers' perceptions about professional satisfaction and dissatisfaction

My job satisfaction is negatively influenced due to:	*Not at all*	*Slightly*	*Moderately*	*Much*	*Very much*
1. Problems regarding classroom management during the current school year	19.3	7.4	31.5	40.2	1.6
2. Stressful implications of imposing discipline (professional anxiety, strain, lack of calmness, insufficient resilience, diffusion of negative feelings in out-of-school personal life)	13	23.8	28.8	26.2	8.2
3. Obstacles to effective dissemination of knowledge caused by classroom management inadequacy	13.2	17.7	31	35.6	2.6
4. The fact that I spend too much time establishing in-class atmosphere of cooperation, solidarity, student-to-student and student-to-teacher acceptance	22.5	13.2	25.9	36.3	2.1
5. Physical, mental and emotional exhaustion during teaching in order to attain the students' interest and motivate their active participation	16.7	14	34.4	30.2	4.7

6. Insufficient time provision to achieve official Curricula objectives	13	19.6	36.2	27.2	4
7. Time spent at home for the next day's teaching preparation and subsequent leisure time loss	13.5	16.9	37.3	27	5.3
8. Lack of motivation for increased productivity and professional advancement	24.6	15.9	23.3	28.8	7.4
9. Salary inadequacy to ensure a decent life	46.5	29.1	15.9	8.2	0.3
10. Salary inadequacy in corresponding to the difficulty and demands of my job	45.1	31.5	14.6	8.5	0.3
11. Social depreciation of the teaching profession	2.1	5.3	15.3	34.4	42.9
12. Personal life dissatisfaction (family/health problems, disorders regarding out-of-school human relations, financial difficulties etc.)	15.6	15.9	36.2	29.4	2.9
13. Lack of specialised knowledge on pedagogy and teaching	1.6	6.3	21.4	43.5	27.2
14. Inflexibility of Curricula (restrictions regarding content, pace of knowledge transmission, task assignment, form of assessment etc.)	9.5	24.3	29.9	26.5	9.8
I am satisfied with my job when:					
15. I have a profound knowledge of each student's personal skills and interests	0.3	12.2	34.9	43.6	9
16. I respond effectively to my students' personal learning needs, expectations and objectives	0.5	5.8	41.8	45	6.9
17. My students recognise and appreciate my contribution to their development and reward me through active participation and correct behaviour	0.8	7.4	32.3	48.1	11.4
18. My students feel free to express different ideas or views opposing to mine	0.5	2.9	15.1	52.9	28.6
19. I establish strict rules of behaviour and communication from the beginning of the year	2.4	13.2	32	40.5	11.9
20. I methodically cooperate with parents to improve students' academic achievements	6.3	27	31.7	26.5	8.5
21. I methodically cooperate with parents to improve students' socio-emotional attainments	5	23	37.4	27.2	7.4
22. I officially inform parents about student's academic achievements and behaviour, without establishing further communication	16.1	20.9	25.4	31.3	6.3
23. I can implement in my classroom what I have learnt during undergraduate studies	5.8	15.1	39.9	29.9	9.3
24. Content of Syllabi, Curricula, and teaching strategies remain unaltered for many years	11.1	25.1	35.2	23.3	5.3
25. I am given a free hand in experimentation/ innovations/ implementation of cooperativeness/ experiential learning etc.	1.3	15.9	36	34.6	12.2
26. I am allowed to individualise teaching, to adapt official objectives to my students' real potential, skills, interests, academic level	2.1	11.6	33.1	40.8	12.4
27. I develop personal relationships with colleagues out of the school setting	0.5	4.5	27	47.4	20.6
28. My colleagues support me emotionally when I face a problem with my students	1.1	10	26.4	45	17.5
29. I and my colleagues share teaching experiences to reduce professional/teaching differentiations	1.1	6.3	22	46.6	24
30. The school administration provides me with feedback about my professional performance	7.7	20.6	37.9	23.5	10.3
31. The school administration supports me when I face a problem with my students	4	14	33.3	34.7	14
32. The school administration supports life-long learning and my professional development	4.8	13.8	33	30.4	18
33. The school administration supports me when I face personal problems (family/health problems, financial difficulties, need for leave)	10.8	22.2	38.9	22.8	5.3
34. School administration encourages teachers' 'visits' in colleagues' classrooms to support experience sharing	15.9	5.6	51.3	24	3.2
35. A specialised mentor, consultant or coordinator monitors and intervenes to assist my daily work	17.5	20.1	29.4	27.2	5.8
36. Educational authorities assess reliably and objectively teacher performance	6.9	6.9	23.8	41.8	20.6
37. Students participate in the assessment of teacher performance	29.6	31.3	19.8	12.2	7.1

Factor Analysis

Twenty five of these variables were selected, related in level of significance α = 1% to the beliefs of the 379 secondary education teachers on factors affecting professional satisfaction or dissatisfaction (chi-square independence tests were conducted). These 25 variables were as follows:

My job satisfaction is negatively influenced due to:

1. Stressful implications of imposing discipline (professional anxiety, strain, lack of calmness, insufficient resilience, diffusion of negative feelings in out-of-school personal life)
2. Obstacles to effective dissemination of knowledge caused by classroom management inadequacy
3. The fact that I spend too much time establishing in-class atmosphere of cooperation, solidarity, student-to-student and student-to-teacher acceptance
4. Physical, mental and emotional exhaustion during teaching in order to attain the students' interest and motivate their active participation
5. Time spent at home for the next day's teaching preparation and subsequent leisure time loss
6. Salary inadequacy to ensure a decent life
7. Salary inadequacy in corresponding to the difficulty and demands of my job
8. Social depreciation of the teaching profession
9. Personal life dissatisfaction (family/health problems, disorders regarding out-of-school human relations, financial difficulties etc.)
10. Lack of specialised knowledge on pedagogy and teaching
11. Inflexibility of Curricula (restrictions regarding content, pace of knowledge transmission, task assignment, form of assessment etc.)

I am satisfied with my job when:

12. I respond effectively to my students' personal learning needs, expectations and objectives
13. My students feel free to express different ideas or views opposing mine
14. I establish strict rules of behaviour and communication from the beginning of the year
15. I methodically cooperate with parents to improve students' academic achievements
16. I methodically cooperate with parents to improve students' socio-emotional attainments
17. I am given a free hand in experimentation/ innovations/ implementation of cooperativeness/ experiential learning etc.
18. I am allowed to individualise teaching, to adapt official objectives to my students' real potential, skills, interests, academic level
19. My colleagues support me emotionally when I face a problem with my students
20. I and my colleagues share teaching experiences to reduce professional/teaching differentiations
21. The School administration supports me when I face a problem with my students
22. The School administration supports me when I face personal problems (family/health problems, financial difficulties, need for leave)
23. The School administration encourages teachers' 'visits' in colleagues' classrooms to support experience sharing
24. A specialised mentor, consultant or coordinator monitors and intervenes to assist my daily work
25. Educational authorities assess reliably and objectively teacher performance

Factor analysis was conducted on these variables in order to define the factors that affect teachers' views on professional satisfaction or dissatisfaction. The value 0.726 of the

KMO measure for sampling adequacy and the Bartlett's test of sphericity (table 2) which showed high statistical significance of the statistic χ^2 (zero *p*-value) confirmed that this technique was adequate (Howitt & Cramer, 2014) for the present research.

Table 2
KMO and Bartlett's test of sphericity

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.726
	Approx. Chi-Square	2619.463
Bartlett's Test of Sphericity	d.f.	300
	Sig.	0.000

The performance of principal component analysis from the first eight components, which had eigenvalues greater than 1, explained 62.784% of the total variance. For this reason, PCA was employed with Varimax rotation extraction method in eight components (Table 3).

Table 3
Factor analysis results

	Rotated Component Matrix								
	Component								
Variables	1	2	3	4	5	6	7	8	Communalities
[1]	**0.563**	0.064	0.227	0.042	0.056	0.074	-0.088	0.076	0.397
[2]	**0.800**	-0.042	0.158	-0.077	0.021	-0.004	-0.006	-0.019	0.674
[3]	**0.758**	-0.028	0.241	-0.031	0.108	-0.042	-0.007	0.045	0.650
[4]	0.301	0.107	**0.767**	0.008	0.016	-0.119	-0.084	0.149	0.734
[5]	0.098	0.039	**0.835**	0.085	-0.019	-0.085	0.035	-0.001	0.724
[6]	0.047	0.325	-0.152	0.035	-0.281	**0.752**	0.023	0.028	0.778
[7]	0.028	0.273	-0.276	0.010	-0.186	**0.762**	-0.063	0.081	0.777
[8]	0.044	0.114	0.072	-0.064	**0.621**	-0.034	0.114	-0.084	0.431
[9]	0.191	-0.001	**0.790**	-0.078	0.074	-0.053	-0.051	-0.047	0.680
[10]	0.085	-0.111	-0.030	0.074	**0.719**	-0.100	0.062	0.115	0.570
[11]	-0.035	0.047	0.012	0.030	0.576	-0.057	**0.585**	0.040	0.683
[12]	-0.363	**0.481**	0.015	0.078	-0.017	0.174	0.182	0.155	0.457
[13]	-0.382	**0.457**	0.072	0.052	0.274	0.116	0.257	-0.358	0.645
[14]	**0.673**	0.287	0.033	0.100	0.081	0.104	-0.014	0.157	0.589
[15]	-0.073	**0.778**	0.149	0.048	0.080	0.116	0.070	0.033	0.661
[16]	-0.021	**0.728**	-0.017	0.171	-0.026	0.084	0.108	0.025	0.581
[17]	-0.123	0.369	0.015	-0.014	0.085	0.007	**0.603**	0.110	0.534
[18]	-0.031	0.136	-0.087	0.033	0.152	0.033	**0.743**	0.057	0.607
[19]	-0.027	0.047	-0.047	**0.832**	-0.011	-0.004	-0.118	0.038	0.713
[20]	-0.075	0.129	0.107	**0.748**	0.245	0.076	0.128	-0.198	0.714
[21]	-0.085	0.155	-0.010	**0.709**	-0.121	0.043	0.027	0.209	0.595
[22]	0.086	**0.448**	-0.023	0.354	-0.256	0.046	0.176	0.232	0.486
[23]	0.007	0.369	-0.072	0.100	-0.077	-0.075	0.082	**0.675**	0.625
[24]	-0.061	-0.074	0.169	0.023	0.152	0.291	0.089	**0.734**	0.692
[25]	-0.260	-0.182	0.088	0.128	0.345	**0.629**	0.206	0.121	0.697
*PTVE **RSSL	10.109	9.840	8.964	7.969	7.111	7.055	6.129	5.607	

Note: Communality or common factor variance: total variance of each variable explained by common factor. *Percentage of total variance explained **Rotation sums of squared loadings

Comments on the Factor Analysis Results

The eight main factors pinpointed by the factor analysis were as follows:

Factor 1: *'Establishing learning, behaviour and communication rules'. Variables* with *Significant Positive Influence [VSPI]* between them and with the *Highest Factor Loadings [HFL]*: [1], [2] [3], [14]. According to the results, strong feelings of professional dissatisfaction and anxiety are closely linked to teachers' strenuous efforts to establish an integrated, clearly defined and accepted set of rules for student-to-student and student-to-teacher behaviour, communication and cooperation in a way that ensures an effective teaching/learning process.

Factor 2: *'Correspondence to differentiation and personal cooperation with parents and administration'. [VSPI and HFL]:* [12], [13], [15], [16], [22]. Job satisfaction seems to be boosted when teachers are in close contact with their students' parents, so that they satisfactorily meet students' aspirations, manage differentiations, and support their cognitive, affective, and social advancement, nonetheless in a work setting where teachers are actively supported by the school administration.

Factor 3: *'Tiredness from in- and out-of-school life'. [VSPI and HFL]:* [4], [5], [9]. The participants reported severe feelings of fatigue due to pre-teaching preparation and their efforts to maintain a lively, dynamic teaching process within the classroom, especially when they had to deal with various problems in their personal life.

Factor 4: *'Support from colleagues and administration'. [VSPI and HFL]:* [19], [20], [21]. Teachers develop positive feelings towards their job when their colleagues and the school administration support them, mainly through experience exchange, whenever problems arise regarding teacher-student cooperation.

Factor 5: *'Lack of knowledge and acceptance'. [VSPI and HFL]:* [8], [10]. Job dissatisfaction seems to be linked to society's poor appreciation of the teaching profession and to teachers' inability to build a strong professional profile based on specialized knowledge on pedagogy and teaching.

Factor 6: *'Assessment and financial motivation'. [VSPI and HFL]:* [6], [7], [25]. The participants develop negative feelings regarding their profession due to poor financial recompense, nevertheless these feelings are reduced when the educational authorities assess reliably teacher performance, namely when they fairly recognise a teacher's professional qualifications and contribution to a successful educational process.

Factor 7: *'Teaching adaptations and restrictions'. [VSPI and HFL]:* [11], [17], [18]. The respondents reported positive professional feelings whenever they are allowed to implement individualised teaching and freely experiment with alternative teaching strategies, but those feelings are reduced due to the restrictions of the official Curricula.

Factor 8: *'Sharing of teaching experiences'. [VSPI and HFL]:* [23], [24]. Professional satisfaction is increased when school administration and supporting educational services, such as mentors, consultants, or coordinators, provide teachers with feedback and professional assistance to boost his/her professional performance, experience and self-esteem.

DISCUSSION AND CONCLUSION

The present study examined Greek secondary education teachers' perceptions about the factors that contribute to the development of feelings of professional satisfaction and about the factors which are considered to be responsible for negative feelings of job dissatisfaction. According to the results, professional satisfaction seems, as factor 1 implies, to be closely linked to the atmosphere of discipline and order which needs to be established in the classroom regarding teacher-to-student relationships and student-to student communication and cooperation. Greek teachers, as is true of their counterparts worldwide (Fryer, 2103; Hastings & Bham, 2003; Parker, Martin, Colmar, & Liem, 2012), seem to be obsessed by the fear, firstly, of losing control of their students' behaviour and, secondly, of producing poor academic outcomes as a result of classroom malfunctioning. To avoid such undesirable consequences, Greek teachers are reported to expend ample time and energy in their efforts to establish an effective and well-functioning classroom setting and avert disintegrating processes and behaviours (Ifanti & Fotopoulou, 2011; Kokkinos, 2007). Thus, as a consequence, professional burn-out and dissatisfaction are produced (Loeb, Darling-Hammond, & Luczak, 2005).

International research has already convincingly shown, as already mentioned in the Introduction section of the present study, how important effective classroom management is if high academic, affective and social outcomes have to be produced during the teaching/learning process. Given, however, the fact that Greek teachers work in a highly bureaucratic educational system where behaviour rules still work and discipline is highly regarded (Georgiadis, 2007; Koutrouba, 2012), one would expect relevant fears of the Greek teachers to be rather moderate and professional satisfaction to be more easily experienced in everyday in-class routine. When, factor 1 is related to factor 3, one could rather plausibly conclude that in-school fatigue and job dissatisfaction are aggravated due to out-of-school personal problems and the subsequent feelings of physical, mental and emotional tiredness they produce (Klassen & Chiu, 2010; Robbins & Judge, 2015). However, when factors 1 and 3 are jointly examined with factors 7 and 2, a new aspect of teacher professional dissatisfaction is revealed; Greek teachers, like their international counterparts (Hastings & Bham, 2003; Rhodes, Nevill, & Allan, 2004), seem to be professionally dissatisfied due to the in-class 'disorder' that emerges *whenever* they try to implement alternative teaching strategies, to boost experiential learning, to adapt their teaching to the individualized learning needs of their students, to overcome restrictions of inflexible Curricula, to take the initiative in broadening official educational objectives (Eliophotou-Menon & Athanasoula-Reppa, 2011; Ifanti & Fotopoulou, 2011). In other words, Greek teachers seem to feel unprepared to move from the long-established reality of a well-known, secure and traditional frontal teaching to the development of a more complicated, collaborative and less controllable learning setting within their classroom. It is rather interesting to note that Greek teachers seem to feel dissatisfied when they are not given a free hand to adapt, experiment, individualize. However, when they are given such opportunities, they, also, report feelings of dissatisfaction due to a loosening of classroom management and control which derives from such alternative teaching/learning attitudes and procedures.

To mitigate contradictory feelings and contribute to increasing job satisfaction for teachers whose professional self-esteem is tightly linked to effective classroom management, a redefinition of classroom 'management' or 'well-functioning' seems to be necessary. Greek teachers, as well as their international counterparts (Robbins & Judge, 2015; Vegas & Umansky, 2005), need to be convinced that the 'order' in their classrooms is not actually undermined when students talk freely to each other *when* conducting the cooperative task assigned, nor does the teaching process fail when they do not have everything that happens in the classroom under constant, firm control (Koutrouba & Christopoulos, 2015). In fact, the implementation of more cooperative teaching strategies and the utilization of project-based learning, experiential learning, cross-curricular thematic approaches to modern leaning subjects demand open classrooms, flexible and changeable teaching approaches (OECD, 2015; Parker, Martin, Colmar, & Liem, 2012). They, also, demand teachers who continually adapt their supervisory and support role to the individualized and unpredictable expectations and needs of their students; of students who work now individually and then cooperatively, who have to communicate orally or on-line with others, who have to get up from their desks and conduct guided research on the web or visit the library. These students have also to interview people or express their feelings and views not in the conventional way of a written essay but in various artistic, aesthetic ways which a language teacher or a mathematician is not acquainted with (Koutrouba, 2012; Lindqvist & Nordänger, 2006). From this point of view, factor 5 reflects Greek teachers' needs and desire for more specialized knowledge on education and teaching, which is expected to increase feelings of professional satisfaction (Weiqi, 2007).

The demographic data of the present research confirm that, for the overwhelming majority of the participants, further studies on teaching are poor or non-existent. Greek teachers are reported to be well educated as regards the academic cognitive domain of their discipline, but have poor qualifications regarding education *per se*. Namely they lack sufficient knowledge on how to help their students actively, productively and effectively learn. Factor 5, also, reveals that when teachers experience job dissatisfaction due to their inability to build an educationally strong professional profile, at the same time they feel that their profession is socially underestimated (Zembylas & Papanastasiou, 2006). Given the fact that for Greek students and parents an integrated and well-founded education constitutes a sine qua non, powerful means for social advancement in a highly competitive job market, teachers seem to feel unable to respond to seemingly conflicting social expectations (Hargreaves, 2003); on the one hand they are expected to provide their students with huge amounts of massive academic knowledge, while, on the other hand, they are asked to help students attain affective and social objectives during alternative teaching procedures and learning activities which need time, freedom, initiative, inventiveness and creativity to be carried out (Stoeber & Rennert, 2008).

Failing to meet both contradictory expectations, many Greek teachers tend to focus only on one of them, feeling unable to meet their students' complex needs. So they become an easy target for bitter criticism by parents and students who demand their teacher to be an uncontested authority, a flexible educator and a helpful assistant or friend as well

(Moè, Pazzaglia, & Ronconi, 2010; Saiti & Mitosili, 2005). It is, thus, rather obvious that, if feelings of professional satisfaction are to be increased and feelings of job dissatisfaction are to be reduced, undergraduate students in the Universities must be well trained with alternative teaching strategies which they are expected to implement in real classroom situations. In fact, building confident professionals ensures the development of positive feelings towards the teaching profession, as long as school-subject Curricula adapt their demands to the real potentials of teachers and students (Parker, Martin, Colmar, & Liem, 2012; Rhodes, Nevill, & Allan, 2004). Moreover, factors 4 and 8 of the present study imply that feelings of professional satisfaction can be further increased when the school administration and supporting educational services provide teachers with feedback and professional assistance. At the same time, teachers seem to feel safer when they exchange experiences with their colleagues, especially those they have friendly relationships with (Hoy, Sweetland, & Smith, 2002; Klassen & Tze, 2014; Lam & Yan, 2011).

Creating a professional environment of acceptance and support, where teachers do not act as neglected individuals, but where they cooperate with supportive colleagues (and with their students' parents, as factor 2 implies) and are assisted by experts, constitutes a real challenge for educational policy-makers (Fryer, 2013). Teachers seem to be more willing to experiment and 'jeopardise' their professional reputation in their classrooms when they professionally act in educational settings where an apparent consensus between colleagues, administration, parents, educational and assistance services encourage experimentation, adaptation, differentiation, initiative or creativity. However, piecemeal innovative procedures proposed by inflexible Curricula, or accidental cooperation between more traditional and more innovative teachers, or temporary orientations of school administration towards innovations seem rather to increase teachers' feelings of professional dissatisfaction (Robbins & Judge, 2015). Taking, also, factor 6 into account, one can conclude that, although teachers feel poorly recompensed as regards their salary in comparison with their social contribution, they counterbalance relevant negative feelings with positive ones derived from the acceptance, recognition and appreciation of the educational authorities; they report their desire to be assessed fairly on the basis of their qualifications and of their contribution to the attainment to educational objectives. However, this assessment is accepted providing, firstly, that objectives are clearly defined, officially supported and, secondly, that the teachers are provided with relevant training on how to effectively achieve these objectives.

The present study had some obvious restrictions; it was based on indirect measures of evidence, namely surveys, without overcoming possible biases and problems deriving from single-method and single-observer studies. In a future study, triangulation as a method of cross-checking data from multiple sources, such as interviews and observations, will provide the researchers with more accurate data and conclusions deriving from more than one standpoint.

Despite restrictions, however, the present study has shown that, despite the lack of an integrated scientific definition of teacher job satisfaction and dissatisfaction, the sources and the factors that produce relevant positive and negative feelings in teachers are

traceable and addressable. Professional satisfaction can be further strengthened if education policy-makers, teacher communities, school administrations and supporting services collaborate to establish a learning environment where every teacher is not isolated or abandoned but, on the contrary, is a highly qualified, self-confident member of a professional and social community which deeply respects education and invests in it in the long run.

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Turkish Abstract
Ortaöğretim Öğretmenlerinin Mesleki Memnuniyetleri: Yunanistan Örneği

Araştırma 379 Yunan Öğretmenin mesleki memnuniyeti ve memnuniyetsizliği algıları üzerine yapılmış ankete dayalı bir çalışmadır. Sonuçlara göre öğretmenler sınıflarında iletişim ve davranış kurallarını etkili bir şekilde yerleştirdiklerinde; öğrencilerin, velilerin ve okul idarecilerinin beklentilerine karşılık verebilidiklerinde; meslektaşları ve eğitimle ilgili kurumlarca desteklendiklerinde ve deneyimlerini mesleki bir atmosferde paylaşma fırsatı bulduklarında mesleki açıdan memnuniyetleri artmaktadır. Buna karşılık program sınırlılıkları; öğretmenin öğretim alanındaki eksiklikleri ve öğretmenin değerlendirilme yöntemine olan güven eksikliği ise mesleki memnuniyetsizliğe sebep olmaktadır.

Anahtar Kelimeler: mesleki memnuniyet, memnuniyetsizlik, ortaöğretim, Yunan öğretmenler

French Abstract
Satisfaction Professionnelle de Professeurs d'Enseignement secondaire: le Cas de la Grèce

L'étude à base de questionnaire présente examine les perceptions de 379 professeurs grecs de la satisfaction professionnelle et l'insatisfaction. Selon les résultats, les professeurs sont professionnellement satisfaits quand ils, premièrement, trouvent possible d'efficacement établir le comportement et les règles de communication dans leurs salles de classe, deuxièmement, répondent aux espérances des étudiants et coopèrent avec des parents et l'administration scolaire, troisièmement, sont supporté par des collègues et des services éducatifs et, quatrièmement, partagent des expériences dans une atmosphère collégiale. L'insatisfaction de travail, au contraire, est rapportée pour provenir premièrement de restrictions de Programmes d'études, deuxièmement d'un manque de connaissance spécialisée de l'enseignement et troisièmement du manque d'une procédure d'évaluation fiable.

Mots Clés: satisfaction professionnelle; insatisfaction; enseignement secondaire; professeurs grecs

Arabic Abstract
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رضا المهنية لمعلمي التربية الثانوية: حالة اليونان

وتبحث الدراسة القائمة على الاستبيان الحالية 379 تصورات المعلمين اليونانيين "عن رضا المهنية وعدم الرضا. ووفقا لنتائج والمعلمين راضون مهنيا عندما، أولا: يشعر قادرة على إقامة فعالية قواعد السلوك والاتصالات في صفوفهم، وثانيا: الاستجابة للتوقعات الطلاب والتعاون مع أولياء الأمور وإدارة المدرسة، وثالثا: معتمدة من قبل الزملاء و الخدمات التعليمية ورابعا: وتبادل الخبرات في جو الزمالة. الاستياء من العمل، على العكس من ذلك، تشير التقارير إلى أن تستمد أولا من قيود المناهج، وثانيا من نقص في المعرفة المتخصصة حول التدريس، وثالثا من عدم وجود إجراء تقييم موثوق.

الكلمات الرئيسية: رضا المهني؛ عدم الرضا؛ التعليم الثانوي؛ المعلمين اليونانية
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German Abstract
Professionelle Zufriedenheit der Sekundarschullehrer: Der Fall von Griechenland

Die vorliegende Fragebogen-basierte Studie untersucht 379 griechische Lehrer die Wahrnehmung über berufliche Zufriedenheit und Unzufriedenheit. Nach den Ergebnissen sind die Lehrer professionell zufrieden, wenn sie sich erstens in der Lage sind, Verhaltensweisen und Kommunikationsregeln in ihren Klassenräumen effektiv zu etablieren, Zweitens auf die Erwartungen der Schülerinnen und Schüler zu reagieren und mit den Eltern und der Schulverwaltung zusammenzuarbeiten, drittens werden sie von Kollegen und Bildungsdiensten unterstützt und viertens Erfahrungen in einer kollegialen Atmosphäre ausmachen. Berufsunzufriedenheit, im Gegenteil, berichtet, dass sie sich zunächst aus Curricula-Beschränkungen ableiten, zweitens aus fehlendem Fachwissen über Lehre und drittens aus dem Fehlen eines zuverlässigen Beurteilungsverfahrens.

Schlüsselwörter: professionelle zufriedenheit, unzufriedenheit, sekundarschulbildung, griechische lehrer

Malaysian Abstract
Kepuasan Profesional Guru Sekolah Rendah: Kes di Greece

Soal selidik kepuasan digunakan ke atas 379 guru sekolah menengah di Greek untuk mendapatkan persepsi kepuasan dan tidakkepuasan professional. Berdasarkan keputusan kajian menunjukkan guru secara profesionalnya berpuashati apabila merasakan mereka dapat menujukkan tingkah laku berkesan dan berkomunikasi mengikut peraturan dalam kelas. Keduanya maklum balas pelajar terhadap jangkaan pelajar dan kerjasama ibu bapa dan pihak pengurusan sekolah. Ketiganya adalah disokong oleh rakan sekerja dan perkhidmatan pendidikan. Kepuasan kerja datangnya daripada kurikulum yang terhad, kukurangan terhadap kepakaran pengetahuan tentang pengajaran dan ketiga berkaitan kekurangan prosuder kebolehpercayaan pentaksiran.

Kata Kunci: kepuasan professional, ketiadakpuasan, sekolah menengah, guru-guru di Greek

Russian Abstract
Профессиональное Удовлетворение Учителей Среднего Образования: Случай с Грецией

В анкетировании, основанном на исследовании восприятия о профессиональном удовлетворении и неудовлетворенности приняли участие 379 греческих учителей. В соответствии с результатами, учителя профессионально довольны, когда они, во-первых, чувствуют себя способными эффективно устанавливать правила поведения и общения в своих классах, во-вторых, реагировать на ожидания учеников и сотрудничать с родителями

и администрацией школы, в-третьих, поддерживаются коллегами и образовательными услугами и в-четвертых, делятся опытом в коллегиальной атмосфере. Неудовлетворенность работой, наоборот, проявляется в первую очередь из-за ограничений учебной программы, во-вторых, из-за отсутствия специальных знаний об обучении и в-третьих, из-за отсутствия надежной процедуры оценки.

Ключевые Слова: профессиональная удовлетворенность, неудовлетворенность, среднее образование, Греческие учителя