Job Satisfaction and Occupational Stress among Primary School Teachers and School Principals in Ireland

AN CHOMHAIRLE MHÚINTEOIREACHTA
The Teaching Council

A Report Compiled by the ESRI on Behalf of The Teaching Council

Merike Darmody and Emer Smyth

ESRI

Acknowledgement

This report was compiled by the ESRI on behalf of The Teaching Council from data obtained through the *Growing Up in Ireland* research. *Growing Up in Ireland* data have been funded by the Government of Ireland through the Office of the Minister for Children and Youth Affairs; and have been collected under the Statistics Act, 1993, of the Central Statistics Office (© Department of Health and Children). The project has been designed and implemented by the joint ESRI-TCD *Growing Up in Ireland* Study Team.

The authors are very grateful to the GUI co-directors, James Williams and Sheila Greene, and to the rest of the study team.

Table of Contents

Executive Summary

Internationally, a considerable amount of literature has emerged on the factors influencing job satisfaction and occupational stress among school teachers. However, there is a paucity of recent, comprehensive empirical research in this area in the context of Irish primary schools. In view of ongoing changes in schools and curricula as well as the working conditions of teachers, identifying factors influencing job satisfaction and occupational stress is timely as the ability to cope with change has become increasingly important for teachers and principals. Teacher job satisfaction and stress can have both economic and personal implications as it can lead to stress-related employee absenteeism, burnout and a negative impact on pupil outcomes (Kyriacou, 1987).

The findings of this study indicate that an overall majority of Irish primary school teachers (98%) and principals (93%) were happy in their job, though some experienced occupational stress (45% of teachers and 70% of principals). Job satisfaction and occupational stress were associated with a number of background and school-level factors.

MICRO-LEVEL FACTORS

- GENDER: While gender was not a significant factor in teacher job stress, female teachers had higher job satisfaction levels than their male counterparts. Principals' occupational stress did not vary by gender.
- AGE: Teachers aged in their forties had higher stress levels than other age-groups. Stress levels were also higher for principals over 40 years of age whereas principals' job satisfaction did not vary by age.
- LENGTH OF SERVICE: There was some fluctuation in job satisfaction level by length of service with newly recruited teachers and principals and those with a longer service record reporting higher job satisfaction levels. Occupational stress was evident at all stages of the teaching career, but stress levels were somewhat lower for those teaching for 2 to 5 years. Stress levels were significantly lower among those principals who had previous experience in a similar role in another school. As with teacher stress, principal stress was evident across all stages of the career, but was somewhat lower for those who had been holding the post for 6 to 10 years.

MESO-LEVEL FACTORS (SCHOOL, TEACHER AND PUPIL DOMAINS)

- Teacher stress was not directly associated with school location, size (although job satisfaction was somewhat higher in large schools) and class

size. Teachers teaching multi-grade classes were more stressed, but teaching multi-grade classes did not affect their job satisfaction level. The study highlights the need to support teachers through professional development in engaging with the complexities involved in teaching multi-grade classes.

- Teacher stress was associated with the composition of the student body (especially in terms of behavioural difficulties) and with the extent of contact with parents. Teachers were also more satisfied when their students were well behaved and parents were more involved in school life. The composition and climate of the school was also an important driver of principal stress levels and satisfaction: the more pupils with emotional/behavioural difficulties there were in the school, the higher the stress levels experienced by the principal. The relevance of school composition for job satisfaction and stress points to the need to provide teachers with behaviour management skills through initial and continuing teacher education and to provide principals with appropriate professional development support in fostering a whole-school approach to dealing with pupil misbehaviour.
- Teacher stress was associated with relationships with other staff members and stress levels of the principal in the school. The level of teacher job satisfaction was associated with that of the principal. Day-to-day interaction among the school partners – teachers, pupils, parents – matters in shaping teachers' own experiences. Promoting a positive school climate should therefore be considered a fundamental part of school development planning.
- Teachers' sense of control over various activities at school enhanced their job satisfaction, especially when they had a say in which class groups to teach.
- Combining teaching with school leadership poses considerable challenges not only for principals but also for classroom teachers in their school. This points to the need for professional development support for school principals but perhaps suggests more fundamental concerns about the long-term viability of this dual role.
- Adequate resources, especially staff resources, enhanced principal job satisfaction and reduced stress. Poor administrative support, in particular, was associated with higher stress levels among principals. Principals were also more likely to report feeling stressed where they considered teachers in their school to be less open to new developments and challenges.
- Good quality school facilities also mattered - principals in very old school buildings experienced higher stress levels than other principals. In addition, there were lower levels of job satisfaction among principals who described school facilities as 'poor' or only 'fair'. On the basis of this study, it is

recommended that continued attention should be given to the design of new school buildings and retrospective refurbishment of older ones.

Chapter 1

Introduction

International research literature shows that the extent to which teachers are satisfied with their jobs and working conditions is likely to have significant consequences for the retention of teachers within the profession, for their approach to teaching, for the creation of collegial relations within a school, and for student outcomes (Crossman & Harris, 2006; Chaplain, 1995). There is now extensive international research in the area focussing on second-level as well as primary schools. The majority of articles explore the factors influencing the job satisfaction of teachers, with fewer focusing on school principals. Studies on teacher stress also abound (see Kyriacou, 2001). Existing studies on the job satisfaction and occupational stress of teachers focus on teacher background characteristics (age, gender, years of service, etc.) as well as workplace conditions (organisational culture, pupil behaviour, work-load, etc.). Higher levels of dissatisfaction with work and occupational stress have been associated with teacher performance, absenteeism and leaving the job (see Kyriacou, Kunc, Stephens & Hultgren, 2003). In addition, Sodoma and Else (2009) note that a sharp increase in responsibilities in recent years has made the job of principals more stressful.

While these issues have been extensively researched internationally, research in Ireland on job satisfaction among teachers and principals has remained relatively limited.[1] Some of the issues associated with job satisfaction and occupational stress have been discussed in the TALIS report for Ireland (Shiel, Perkins & Gilleece, 2009), the Council of Teachers' Unions report (Wynne, Clarkin, Dolphin, 1991) and some articles by Irish academics (see Morgan & Kitching, 2007; Morgan & O'Leary, 2004). However, the processes shaping job satisfaction among teachers and principals have received little attention in the Irish context, especially in recent years. Research on these topics is especially relevant in a context where teacher workloads are changing as a result of a number of factors, including the mainstreaming of pupils with special educational needs, greater ethnic diversity in classrooms and the increase in class sizes resulting from recent expenditure cuts. In addition, increasing pressures on school principals are also likely to impact on their job satisfaction. Examination of the nature of principalship and the factors that contribute to job satisfaction can provide a better understanding of their job, a topic particularly relevant with regard to

[1] Some research on job satisfaction and occupational stress has been conducted as part of post-graduate studies (Masters and PhD theses), but not in recent years.

difficulties in recruiting principals in recent years. This study uses a large sample of primary teachers and principals in Ireland drawn from the *Growing Up in Ireland (GUI)* study to examine job satisfaction and job stress. The GUI study was not specifically designed to explore levels of occupational stress and job satisfaction among teachers and principals.[2] As a result, it has some limitations in terms of being confined to the responses of teachers teaching 9 year old children and in not collecting data specifically intended to capture potential stressors. Further (qualitative) research could provide additional insights into the complexities of the processes shaping the work experiences of primary school teachers and principals. However, measures of stress and satisfaction were collected from a large sample of teachers and principals across a range of Irish primary schools. The data thus enable us to provide the first systematic analysis of the micro (individual) and meso (school) level factors shaping job satisfaction and stress among teachers and principals and provide an important evidence base to inform policy-making in this area.

The report presents a literature review on teacher job satisfaction and stress. It provides a descriptive analysis of factors (teacher background as well as institutional characteristics) that may have an impact on job satisfaction and occupational stress. It then proceeds to identify the key factors influencing satisfaction and stress, using multivariate analyses.

The study will address the following questions:

1. What background variables (gender, age, qualifications, years of experience, etc.) are likely to impact on job satisfaction among primary school teachers and principals in Ireland?
2. What institutional variables (school size, number of staff, condition of school buildings, etc.) are likely to impact on job satisfaction among primary school teachers and principals in Ireland?
3. What variables are the best predictors of high job satisfaction and low levels of occupational stress among primary school teachers and principals in Ireland?

It is expected that a combination of background and school-level variables will have an impact on the job satisfaction and stress of primary school teachers and principals.

[2] Copies of the questionnaires administered to teachers and principals are provided in Appendix 1.

The analysis provided in this study will provide unique insights into whether issues of job satisfaction and stress should be addressed by supporting individual teachers and/or by providing supports and resources at the school level.

Chapter 2

Previous Studies on Job Satisfaction and Occupational Stress Among Teachers

This section of the report focuses on existing empirical studies that have dealt with job satisfaction and occupational stress among teachers and school principals. In other countries there is now a large body of work that deals with job satisfaction within the teaching profession. The term 'job satisfaction' was first utilised by Hoppock (1935), referring to a combination of psychological, physiological and environmental circumstances that make a person feel satisfied with their job. The importance of being satisfied with one's job is captured by a quote by Darboe (2003), according to whom, 'a job is not merely life sustaining but life-enhancing and enriching because most people continue to work even if their economic needs are met, suggesting that for most people work satisfies various needs, such as a need for individual recognition, achievement, or the pleasure derived from working with other people' (ibid.: 84). The existing research on job satisfaction explores a variety of teacher background and school-level factors that impact on teachers' experiences in their work environment (see the more detailed discussion below). Prolonged dissatisfaction with one's job may lead to teacher stress. According to Kyriacou (2001), 'teacher stress may be defined as the experience by a teacher of unpleasant, negative emotions, such as anger, anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher' (ibid.: 28). Teacher stress can also involve a negative emotional experience associated with the level of pressure and demands made on an individual, as well as the degree of mismatch between these demands and his/her ability to cope with those demands. Teacher stress can lead to strain (a reaction to stress) and teacher burnout (a state of emotional, physical and attitudinal exhaustion) (Kyriacou, 2001).

Kyriacou (2001) observes that, due to variation between countries and national education systems, there are differences in the main sources of teacher stress (ibid.: 30). He also observes that job satisfaction is a complex issue in that 'even in the context of feeling overloaded, taking on additional duties in a valued area of work need not create more stress, and may indeed enhance job satisfaction' (ibid.: 30).

Kyriacou (2001) lists the main sources of stress facing teachers: teaching pupils who lack motivation; maintaining discipline; time pressures and workload; coping

with change; being evaluated by others; dealings with colleagues; self-esteem and status; administration and management; role conflict and ambiguity; and poor working conditions (ibid.: 29). Overall, the factors that have been found to impact on the job satisfaction of teachers and principals can be divided into three broad categories: micro level (teacher background factors); meso level (school-level factors); and macro level (factors associated with society and the education system). Meso-level factors can further be divided into different domains, namely, school, teacher and student domains. The following sections will provide an overview of existing research drawing on these categories.

TEACHER BACKGROUND FACTORS (MICRO LEVEL)

This section explores teacher background factors that have been found to impact on their job satisfaction and occupational stress. It is important to note that it is often a combination of micro and meso level factors that affect perceived satisfaction, stress levels and motivation. In addition, research exploring the influence of background variables, such as gender, age, teaching experience and type of school, on teacher stress has produced contradictory findings. While some studies note that these variables have little to do with teacher stress (see Kyriacou & Sutcliffe, 1978; Manthei & Gilmore, 1996), other studies have identified background variables as mediators of stress perceptions (e.g. Chaplain, 1995; Laughlin, 1984; Smith & Bourke, 2002). In his survey of US secondary school teachers, Bishay (1996) found that job satisfaction and motivation correlated significantly with teachers' gender and age; but also with their responsibility levels, subject, years of teaching experience, and activity. While all teachers were generally happy with their job, female teachers in this study reported lower overall levels of satisfaction with their job.[3] The study indicated that stress levels reduced with years of teaching experience, possibly arising from a heightened ability to deal with various situations at school that comes from experience. Teachers' age and experience were also identified as factors in a study by Perie and Baker (1997) in the US, which found that in public schools, younger and less experienced teachers had higher levels of satisfaction than older and more experienced teachers, while in private schools, the relationship was different - the very youngest and very oldest teachers had the highest levels of satisfaction as did the least and most experienced teachers.

Investigating the prevalence of stress and the level of job satisfaction in Maltese state schools, Borg and Falzon (1989) found that three out of every 10 teachers rated their job as very or extremely stressful. However, the great majority of respondents (76%) were fairly or very satisfied with teaching. Gender of a teacher

[3] The author refers to the paperwork involved and work-home balance as possible reasons for low job satisfaction among female teachers.

and age-group taught proved to be moderators of job satisfaction while length of teaching experience and age-group taught were found to be moderators of teacher stress. The results of the study revealed significant negative correlations between self-reported teacher stress and job satisfaction, and between teacher stress and intention to take up a teaching career a second time.

Chaplain (1995) identified biographical factors with regard to job stress in UK primary schools and found significant differences between men and women, and teachers of different ages and length of teaching experience. Male teachers reported more stress than their female counterparts in relation to professional tasks and pupil behaviour/ attitude. Female teachers scored higher than men on professional concerns. According to the author, just over one-third of all teachers were satisfied with their job. When specific facets of job satisfaction were examined, teachers were most satisfied with their professional performance and least satisfied with teaching resources. Teacher stress and job satisfaction were found to be negatively correlated, with high reports of occupational stress related to low levels of job satisfaction.

In Canada, Ma and MacMillan (1999) surveyed over 2,000 elementary school teachers. The study found that female teachers were more satisfied with their professional role as a teacher compared to their male counterparts. The gender gap in professional satisfaction grew with increased teaching competence. The study also found that teachers who stayed in the profession longer were less satisfied with their professional role. Gender was also a significant factor in a study by Klecker and Lodman (1999) in the US who found that female elementary teachers rated their job satisfaction more positively, even across years of teaching experience.

As these studies represent a broad range of national contexts as well as education systems, it is difficult to draw conclusions as to the extent to which demographic variables have an impact on satisfaction and teacher stress. Furthermore, the studies have been conducted using different samples and different self-report measures. Nevertheless, these studies provide a valuable insight into the complexity of factors impacting on job satisfaction and teacher stress.

SCHOOL-LEVEL FACTORS (MESO LEVEL): SCHOOL, TEACHER AND STUDENT DOMAINS

The majority of existing studies on teacher job satisfaction and stress deal with meso-level factors. Crossman and Harris (2006), exploring job satisfaction among secondary school teachers in the UK, demonstrate a significant difference in the overall job satisfaction scores of teachers by type of school. Teachers in

independent and privately-managed schools exhibited the highest satisfaction levels while those in foundation schools exhibited the lowest.[4] In the same vein, the study by Perie and Baker (1997) discovered differences between school types with regard to job satisfaction: private school teachers tended to be more satisfied than public school teachers and elementary school teachers tended to be more satisfied than secondary school teachers. School location was also found to be a factor in predicting job satisfaction levels among teachers. Abel and Sewell (1999) in the US found that urban secondary school teachers experienced significantly more stress from poor working conditions and poor staff relations than did rural school teachers. Poor working conditions and time pressures predicted burnout for rural school teachers while pupil misbehaviour and poor working conditions predicted burnout for urban school teachers.

In addition to school type and location, workplace conditions have been found to impact on the job satisfaction of teachers. In Canada, Ma and MacMillan (1999) found that workplace conditions such as administrative control, teaching competence and organisational culture positively affected teacher satisfaction. Perie and Baker (1997) identified the following school-level/working condition factors associated with teacher satisfaction: administrative support and leadership, student behaviour and school atmosphere, relations with parents, and teacher autonomy (their sense of control over classroom procedures). The study noted that the more favourable the working conditions were, the higher the satisfaction scores were. Skaalvik and Skaalvik (2009) examined relations between teachers' perception of the school context (supervisory support, time pressure, relations with parents, and autonomy), teacher burnout (emotional exhaustion, depersonalization, and reduced personal accomplishment), and teacher job satisfaction among Norwegian teachers in elementary and middle school. The authors found that teachers' job satisfaction was directly related to emotional exhaustion and reduced personal accomplishment. Emotional exhaustion was most strongly related to time pressure whereas depersonalization and reduced personal accomplishment were most strongly related to teachers' relations with parents. Johnson and Holdaway (1994) explored job satisfaction among elementary and junior high school principals in Alberta, Canada. The authors argue that in view of the changing role of school principals, studies of job satisfaction and the importance of job facets for satisfaction are urgently needed. Important areas to focus on include involvement in the hiring of staff and the performance of students and teachers.

Several studies have explored the topic of teacher stress. Chaplain (1995) investigated the sources of stress and job satisfaction amongst primary school

[4] According to the authors, no significant difference in satisfaction was found when the data were analysed by age, gender and length of service.

teachers in the North and Eastern regions of England and identified three factors: professional concerns, pupil behaviour and attitude, and professional tasks. The strongest correlations were found between professional concerns and occupational stress. Borg, Riding and Falzon (1991) studied occupational stress and its determinants among Maltese primary school teachers. The authors discovered that environmental factors, such as pupil misbehaviour, time/resource difficulties, professional recognition needs, poor relationships and ability group taught, had an impact on teacher stress. Their results also showed that teachers who reported greater stress were less satisfied with their job and less committed to choose a teaching career given a second chance. Abel and Sewell (1999) in the US found that stress from pupil misbehaviour and time pressures was significantly greater than stress from poor working conditions and poor staff relations for both rural and urban school teachers.

Griffith, Steptoe and Cropley (1999) in the UK explored coping strategies and job stress among teachers and found that high job stress was associated with low social support at work and greater use of coping by disengagement and suppression of competing activities. Dick and Wagner (2001) found that workload and feeling overwhelmed by the tasks required led to stress reactions among German school teachers, whereas principal support reduced the perception of workload and feeling overwhelmed. Smith and Bourke (2002) in Australia explored work-related stress and job satisfaction among secondary school teachers and identified four aspects of teacher stress: staff tensions and conflict, time pressure, students and classroom conditions, and lack of rewards and recognition. Teaching context, workload and satisfaction were found to affect stress directly.

Some school-level factors have been found to have a negative impact on teacher retention. Research by Kyriacou, Kunc, Stephens and Hultgren (2003) notes that factors such as workload, salary, disruptive pupils and the status of the teaching profession result in some teachers leaving the profession early.

Some studies have explored the association between job satisfaction and stress. De Nobile and McCormick (2005) investigated the relationships between job satisfaction and occupational stress among Catholic primary schools in New South Wales, Australia. They found that four stress domains (information domain, personal domain, student domain, and school domain) were predictors of job satisfaction. Negative associations were found between job satisfaction and occupational stress. Sources of stress included lack of support from school administration, supervision, job variety, the staff-principal relationship and staff-student relationships.

MACRO-LEVEL FACTORS

Some research has identified macro-level factors that impact on the job satisfaction of teachers. In exploring teacher stress in primary schools in Taiwan, Kyriacou and Chien (2004) found that 26 per cent of the teachers reported that being a teacher was either very or extremely stressful. The main source of stress identified was the changing education policies of the government. A study by Ololube (2005) assessed the relationship between the level of teachers' job satisfaction, motivation and their teaching performance in Rivers State, Nigeria. The survey results revealed that teacher dissatisfaction was associated with educational policies, administration, pay and fringe benefits, material rewards and advancement. A study by Perrie and Baker (1997) found that salary and benefits did not seem to have an impact on teacher satisfaction with their job. Conversely, Lee (2006) found that the job satisfaction of primary school teachers in Cambodia was closely associated with salary level and welfare conditions. However, job satisfaction was also intertwined with non-remunerative incentives, such as school management, principal leadership, and professional development. Macro-level factors were also important in Cyprus - Cypriot teachers chose the teaching profession because of the salary, the hours, and the holidays associated with this profession (see Zembylas, 2004). The findings of these studies demonstrate that national contexts may have a different impact on teachers' perceived job satisfaction.

MEASURES TO COMBAT DISSATISFACTION AND OCCUPATIONAL STRESS

Teacher stress and job satisfaction have been found to be negatively correlated - high reports of occupational stress were related to low levels of job satisfaction (see Chaplain, 1995). Earlier sections of this report have shown that sustained occupational stress may lead to teacher burnout and have implications for retention. Researchers have explored what measures could combat job satisfaction and occupational stress in teachers. Kyriacou and Chien (2004) found that, according to primary school teachers in Taiwan, the most effective action that schools or the government could take to reduce teacher stress was to decrease teachers' workload. These findings are in line with other studies. In addition, Kyriacou (2001: 31) highlighted the positive impact of working in a school with a positive climate in terms of social support. The author noted that teachers and senior managers in schools must avoid creating unnecessary sources of stress through poor management (e.g. setting unrealistic targets for the completion of tasks or failing to communicate adequately with others). He lists characteristics of a healthy school as including: good communication between staff; a strong sense of collegiality; management decisions based on consultation; consensus established on key values and standards; whole school policies in place; roles and expectations clearly defined; teachers receiving positive feedback and praise; a good level of resources and facilities to support teachers; support available to help solve problems; policies and procedures being

easy to follow; red tape and paperwork being minimised; additional duties being matched to teachers' skills; a building environment which is pleasant to work in; senior management making good use of forward planning; and induction and career development advice being given (ibid.: 31-32). Support measures could also include a counselling service for teachers and a teacher helpline (e.g. as in the UK: teacherline www.teacherline.org.uk). In addition, in-service workshops aimed at helping to reduce stress have been found to support teaching staff.

Kyriacou (2001) observes that there are various coping strategies that teachers can use in coping with stress and distinguishes between two main types: direct action techniques and palliative techniques. The former refers to things that teachers can do that eliminate the source of stress, including identifying the source of stress and then carrying out some form of action to combat this (ibid.: 30). Palliative techniques refer to lessening the feeling of stress that occurs, relieving the tension and anxiety that has built up. Overall, the techniques that teachers use include trying to keep problems in perspective; avoiding confrontation; trying to relax after work; taking action to deal with problems; keeping feelings under control; devoting more time to particular tasks; discussing problems and expressing feelings to others; having a healthy home life; planning ahead and prioritising; and recognising one's own limitations (ibid.: 30-31). Griffith at al. (1999) observed that the presence of social support and the use of effective coping behaviour can affect the teacher's perception of stress.

RESEARCH IN THE IRISH CONTEXT: TEACHER JOB SATISFACTION AND STRESS

Teachers' experiences in school have also been extensively researched in Ireland (see Morgan, Ludlow, Kitching, O'Leary, Clarke, 2010; Kitching, 2009; Kitching, Morgan & O'Leary, 2009; Morgan & Sugrue, 2008; Drudy, Martin, O'Flynn & Woods, 2005; Morgan & O'Leary, 2004). However, very few studies explicitly focus on the job satisfaction and occupational stress of teachers.

The TALIS[5] summary report for Ireland (see Shiel et al., 2009) documents levels of job satisfaction among Irish teachers in comparison with other countries. The survey focuses on the learning environments and teaching conditions in second-level schools. The authors found that average job satisfaction in Ireland was somewhat lower in Ireland than in other comparison countries except Poland. Shiel and colleagues found that, across all TALIS countries, teachers' job

5 TALIS – the Teaching and Learning International Survey is a project of the OECD.

satisfaction was positively related to classroom disciplinary climate, teacher-student relations and self-efficacy.[6]

Using a survey of ASTI, TUI and INTO members, Wynne, Clarkin and Dolphin (1991) explored stress among Irish teachers focussing on a number of issues: principal sources of stress, coping and social support, and outcomes of stress. The study focussed on generic occupational stress, teaching-specific stress, physical work environment stress and life events (measurement of non-work stress). The authors found that teachers in Ireland experienced moderate to high levels of stress compared to other occupational groups. In addition, personal and school demography were not significantly associated with stress in the workplace. However, adequate facilities in the school were strongly associated with the sources of stress. In terms of generic occupational stress, the five highest scoring items among INTO members were: workload, insufficient resources with which to work, being undervalued, equipment, and not being able to switch off at home. Teaching-specific stress was associated with: lack of time to spend with individual pupils, large classes, noisy pupils, difficult classes, and pupil motivation. The top ten sources of self-reported stress included: the pupil-teacher ratio, discipline, pupil motivation, inadequate resources, lack of parental support, teaching groups of differing ability, workload, parental expectations, salary, supervision/covering for absent teachers, and demands on after-school time (ibid.: 10-12). While this research took place some time ago, it is still likely to yield useful insights into the processes involved, especially in the absence of more recent systematic data on teacher stress.

Elsewhere, Kitching et al. (2009) note that affect is important for motivation and job satisfaction among teachers. The term includes emotions and moods, feelings that range in intensity from mild satisfaction to joy on the positive side and from low-level irritation to extreme annoyance and depression on the negative side (ibid.: 45). Another relevant factor that influences satisfaction is comparison with other teachers (Morgan & Kitching, 2007). Some post-graduate research also exists. Carroll (1995) explored job satisfaction among school principals. Administrative as well as teaching principals had relatively high levels of satisfaction, with the former reporting somewhat higher levels of satisfaction. Later work by the same author found that teaching principals reported greater work overload arising from their dual role (Carroll, 1996). What these studies show is that the factors influencing job satisfaction among teachers are varied but strongly influenced by school-level characteristics.

[6] Figure 4.7: Mean Job Satisfaction Scores of Teachers – Ireland And Comparison Countries (2007-08)
Source: OECD (Shiel, et al., 2009), Figure 4.19.

Chapter 3

Data and Methodology

This section introduces the data and methodology used to study job satisfaction and stress among primary school teachers and principals. The analysis draws on data collected for *Growing Up in Ireland* study. Growing Up in Ireland is a national study of 9 year old children, the main aim of which is to paint a full picture of children in Ireland and how they are developing in the current social, economic and cultural environment. As well as focusing on children and their parents, the study collected very detailed information on the school context over the school year 2007/2008. For each of the over 8,000 children in the study, questionnaires were completed by their school principal and their classroom teacher. The principal questionnaires recorded school-level details on characteristics including size, challenges, ethos etc., along with some personal details about the principal. The teacher questionnaire, completed by almost 2,000 primary teachers, recorded class-level details such as class size, curriculum, teaching methods etc. and some personal details about teachers themselves. In addition, detailed information was collected from 9 year old children on their perceptions of school and their teachers. Children also completed academic assessment tests (Drumcondra reading and Maths tests).

An advantage of the database is that it collects measures of both job satisfaction and job stress for teachers and principals ('In general terms a) how stressed do you feel by your job and b) how satisfied do you feel with your job'). Satisfaction and stress might be expected to be interrelated but not perfectly correlated, thus yielding a more complex picture of teacher experiences of their profession. The data are limited to the teachers of 9 year old children. However, this is in itself an advantage since it allows for greater insights into variation across teachers in job satisfaction and stress, holding the effect of class age-group constant. The study will disentangle the effects of individual and school characteristics on teacher and principal reports of job satisfaction and job stress.

In particular, the study will explore the impact of the following factors:

1. Teacher characteristics, including:
    - Gender
    - Age
    - Years of teaching experience

- Qualifications

2. School and classroom characteristics, including:
   - Size of class; school size
   - Profile of children in the class and school
   - Perceptions of pupils
   - Teacher involvement in decision-making in the school
   - Perceptions of parental involvement
   - School facilities and resources.

The following sections of this report present descriptive as well as multivariate analyses of teacher and school-level factors. The sample description is presented in Tables 1 and 2.

Table 1: Sample Description – Teachers (n=1,916), School Year 2007/2008

Variable name	*%*
Gender	
Male	15.1
Female	84.9
Age	
20 to 29	42.6
30-39	21.4
40-49	20.5
50 years or over	15.6
Years of service in this school	
<1	15.8
2-5	37.9
6-10	19.0
11-20	12.3
21-35	15.1

Source: *Growing Up in Ireland* study, 9 year cohort.

Table 2: Sample Description – Principals (n=898), School Year 2007/2008

Variable name	*%*
Gender	
Male	50.3
Female	49.7
Age	
30-39	10.5
40-49	34.6
50-59	46.9
>60	8.0
Years of service in this school	
<=3	27.3
4-6	16.2
7-10	20.5
11-15	16.7
>15	20.9

Source: Growing Up in Ireland study, 9 year cohort.

Chapter 4

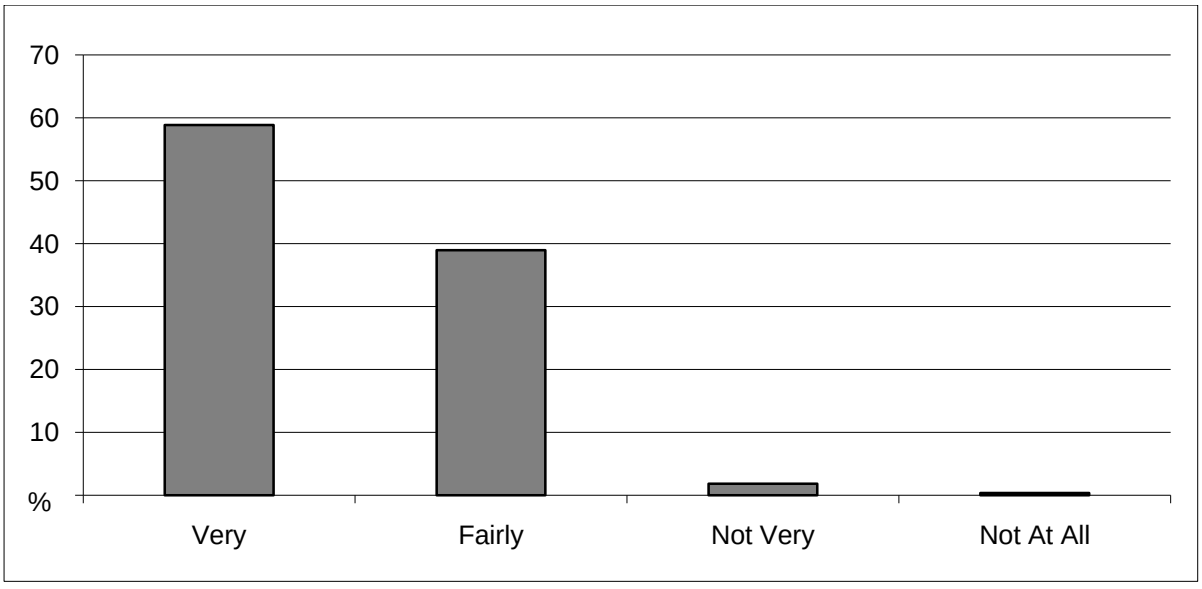
Research Results

4.1. Job Satisfaction Among Teachers and Principals

The analyses presented in this section focus on job satisfaction among the teachers of 9-year-old primary school pupils and among primary school principals. In the questionnaire, the teachers and principals were asked to indicate a) how satisfied they felt with their job; and b) how stressed they felt by their job. The scale of the answers ranged from 'very', 'fairly', 'not very', to 'not at all'. The following sub-sections explore the associations between feelings of job satisfaction and stress and various school, pupil and teacher level variables.

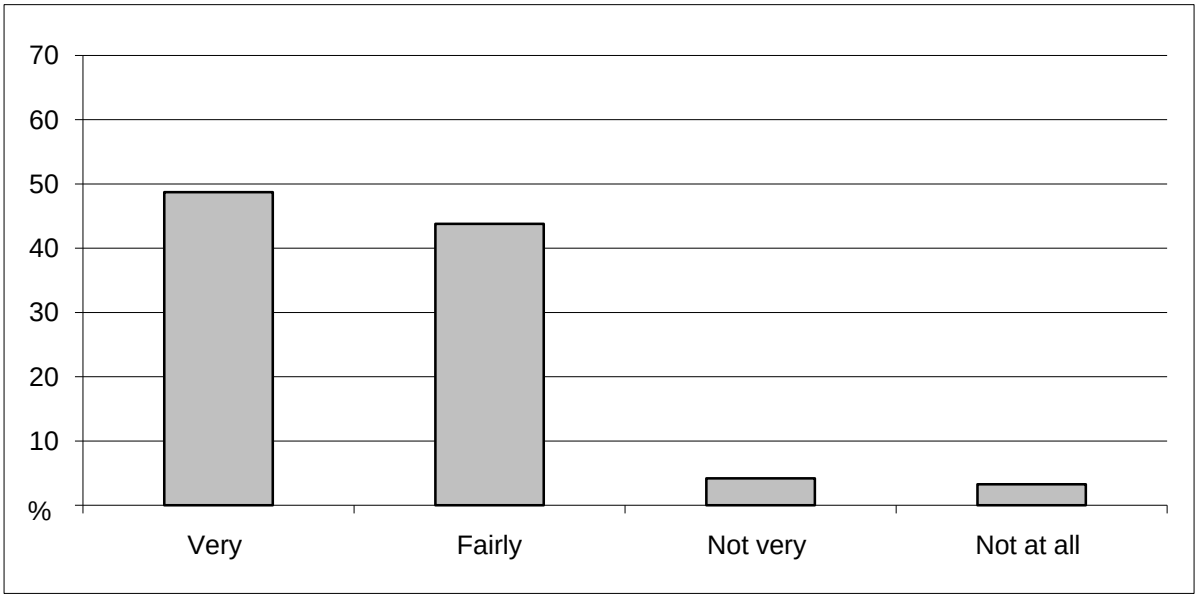
The majority of primary school teachers participating in the survey were satisfied with their job (see Figure 1) with 59 per cent of them feeling 'very satisfied'. Only a very small proportion of teachers (2%) were not satisfied with their job. Primary school principals reported similarly high levels of job satisfaction (see Figure 2). Forty-nine per cent were 'very satisfied' and 44 per cent 'fairly satisfied'. Because satisfaction levels are high among both teachers and principals, the following analyses focus on teacher-level and school-level factors associated with being 'very satisfied'.

Figure 1: Teachers' Self-Reported Job Satisfaction, School Year 2007/2008



Source: *Growing Up in Ireland* study, 9 year cohort.

Figure 2: Principals' Self-Reported Job Satisfaction, School Year 2007/2008



Source: *Growing Up in Ireland* study, 9 year cohort.

(a) Teacher-level factors associated with job satisfaction

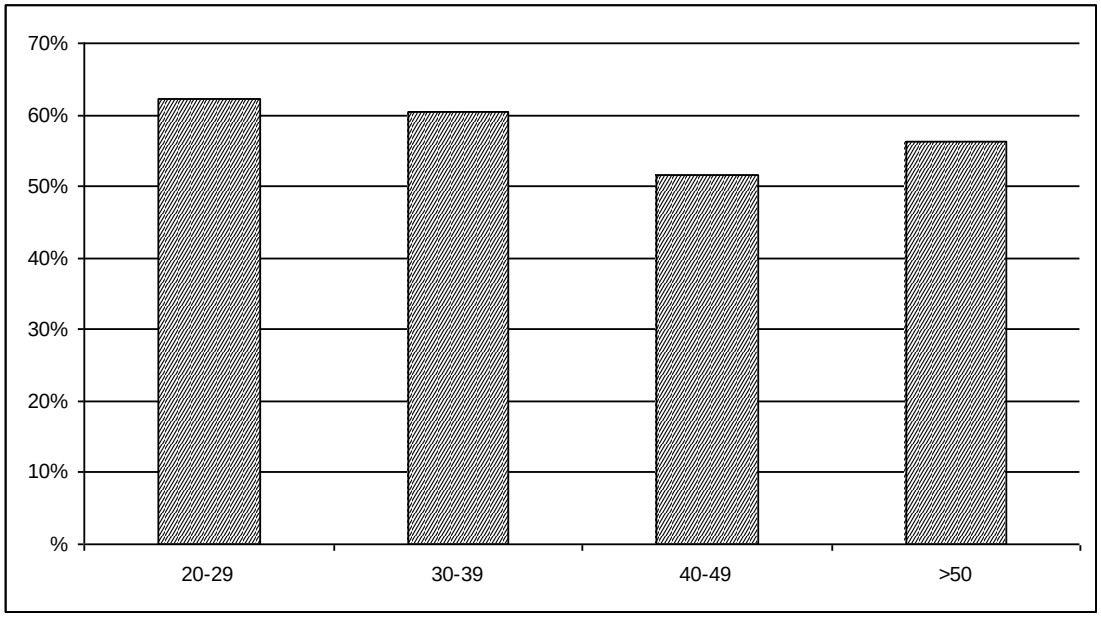
In line with some international research (see Ma and MacMillan 1999 in Canada; Klecker and Lodman 1999 in the US), gender was highly significant ($p<.001$) in self-reported satisfaction levels, with female teachers being more satisfied with their job compared to their male colleagues. Sixty per cent of female teachers were 'very satisfied' compared with 52 per cent of male teachers while 5 per cent of male teachers were 'dissatisfied' compared with 2 per cent of female teachers. Satisfaction levels differed also by age group (see Figure 3).[7] Younger teachers (20-29 years of age) were more satisfied with their job compared to older teachers. The lowest proportion who described themselves as 'very satisfied' were aged in their forties. There are few systematic variations in job satisfaction by qualification level. However, the proportion who are 'very satisfied' is somewhat higher among those with a postgraduate qualification than those with an undergraduate qualification (67% and 56% 'very satisfied' respectively).

Unlike the teachers, there was an even gender balance among primary school principals participating in this study (see Tables 1 and 2). In contrast to the teachers, the analysis showed somewhat higher job satisfaction levels among male principals than female principals but the difference is not marked. Age seemed to be a factor; younger principals were somewhat less likely to report being satisfied with their job compared to their older colleagues (see Figure 3a). The highest satisfaction levels were found among the small group of principals

[7] Age brackets for teachers and principals differ slightly due to the different age distributions of the two groups, resulting in a small number of respondents in some categories.

aged over 60 years; this pattern may reflect the fact that more satisfied principals retire at a later time-point than their less satisfied peers.

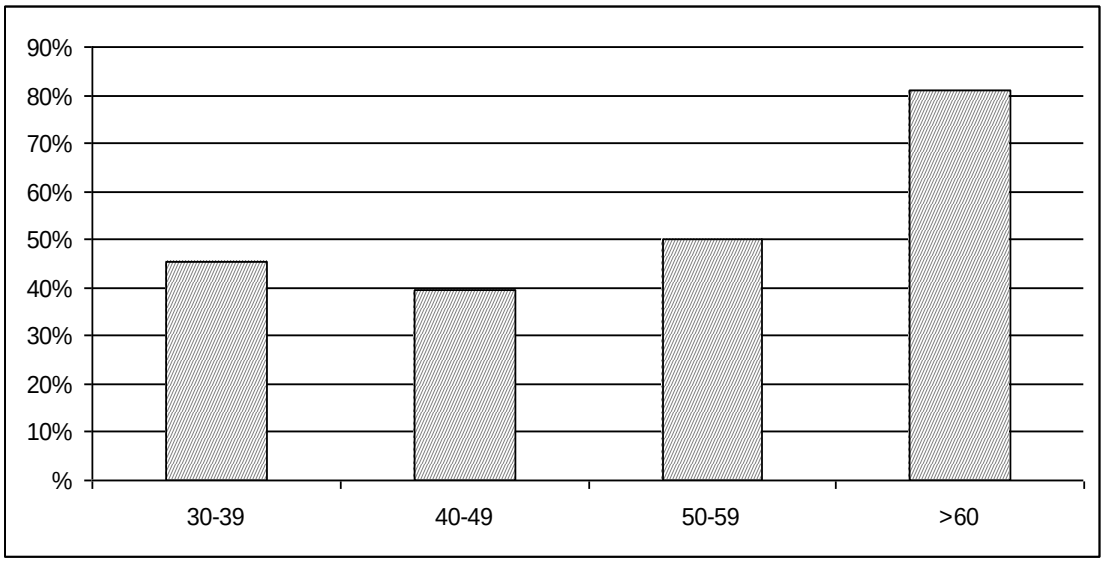
Figure 3: Teachers' Self-Reported Job Satisfaction (% 'Very Satisfied') by Age Group, School Year 2007/2008



Note: differences are significant at the p<.001 level.[8]

Source: *Growing Up in Ireland* study, 9 year cohort.

Figure 3a: Principals' Self-Reported Job Satisfaction (% 'Very Satisfied') by Age Group, School Year 2007/2008



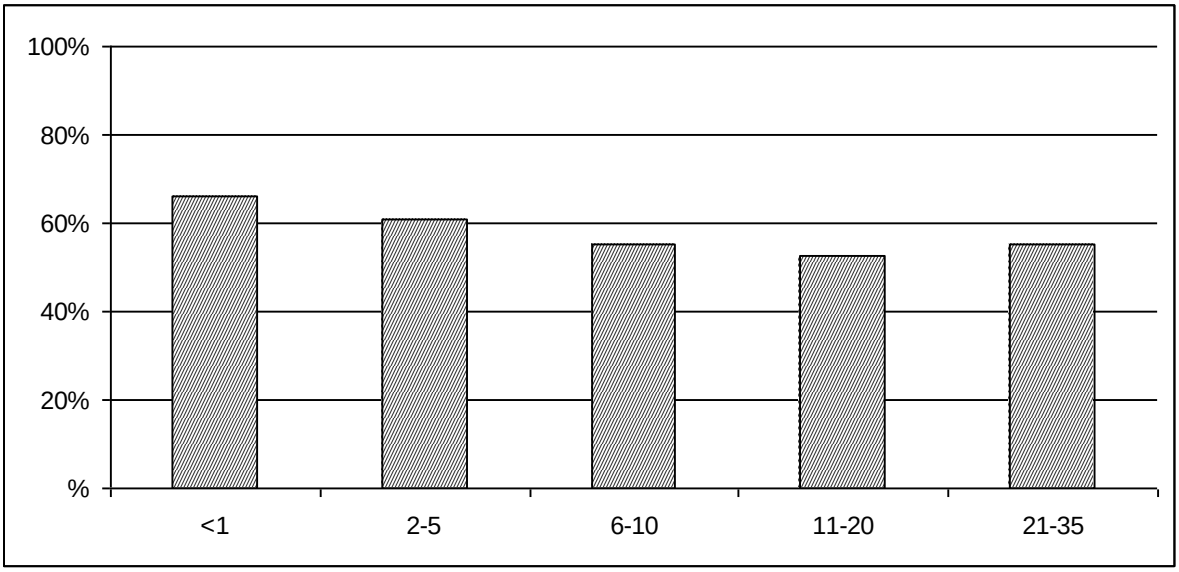
Note: differences are significant at the p<.001 level.

Source: *Growing Up in Ireland* study, 9 year cohort.

[8] A significance level of p<.001 means that the likelihood is less than one in a thousand that this relationship would occur by chance.

Figures 4 and 4a present self-reported job satisfaction of teachers and principals by years of service in their current school. In keeping with the patterns shown for age-group, the most recently recruited teachers (that is, those who have joined the school in the past five years) show the highest satisfaction levels, with satisfaction levels reaching a plateau among those who have been in the school for longer. The highest level of job satisfaction among less experienced teachers could be explained by the 'honeymoon period' theory, according to which employees early in their careers embrace the challenges and opportunities the job offers and consequently experience higher perceived job satisfaction (Schmidt 1999). Satisfaction levels among principals are highest among newly appointed principals and among those with longer service. Principals too may experience a 'honeymoon period' early in their career, with a slight dip in satisfaction among those in the job 4-6 years. However, in contrast to teachers, their satisfaction levels appear to recover somewhat as their career progresses and their expertise increases.

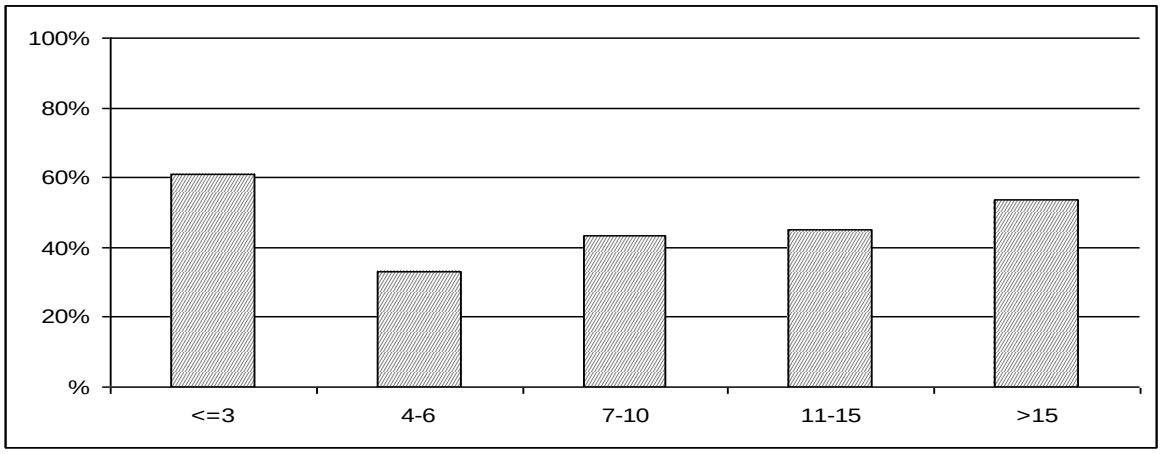
Figure 4: Teachers' Self-Reported Job Satisfaction (% 'Very Satisfied') by Years of Service in the Current School, School Year 2007/2008



Note: Differences are significant at the p<.001 level.

Source: *Growing Up in Ireland* study, 9 year cohort.

Figure 4a: Principals' Self-Reported Job Satisfaction (% 'Very Satisfied') by Years of Service in the Current School, School Year 2007/2008



Note: differences are significant at the p<.001 level.

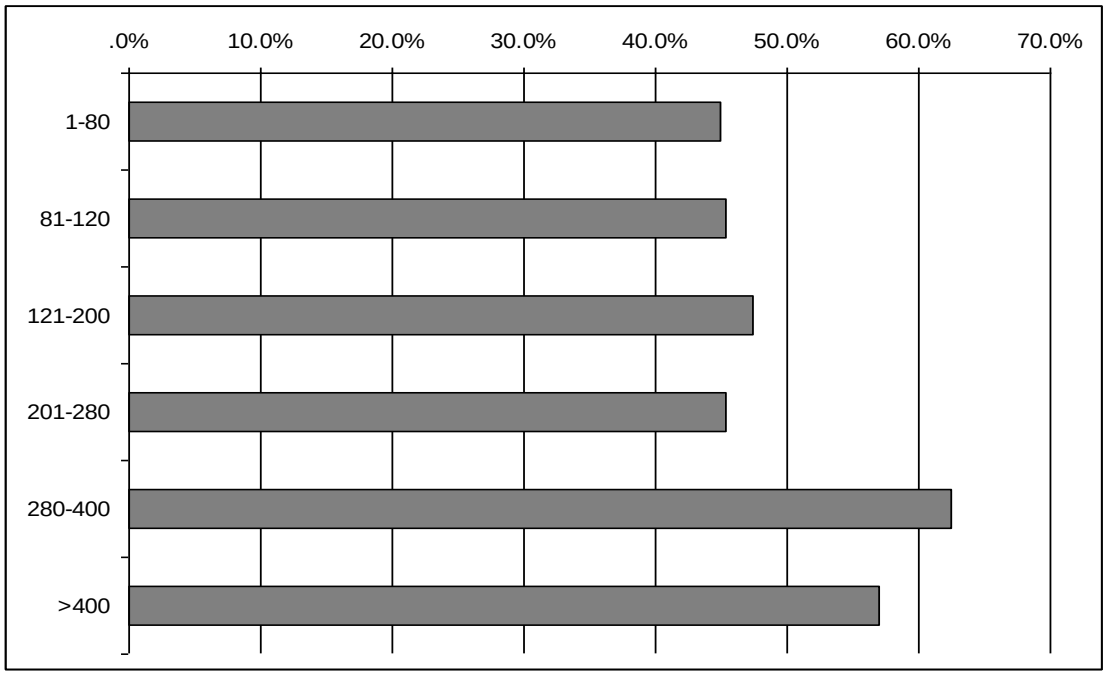
Source: *Growing Up in Ireland* study, 9 year cohort.

(b) School-Level Factors

School domain

This section explores associations between school-level factors (e.g. class size, number of pupils in the school, sense of control/ autonomy, working conditions) and self-reported job satisfaction. International studies have shown that large class sizes can adversely affect teachers' job satisfaction. Class size in Irish primary schools is a hotly debated issue, especially in response to recent increases in the pupil-teacher ratio. Recent figures demonstrate that the average number of primary school pupils per class is higher in Ireland than the OECD and EU averages (OECD, 2010). *Education at a Glance* (2010) shows that there are 24 pupils in Irish classrooms compared to an EU average of 20 (p. 386). However, our analyses indicate no significant variation in teacher satisfaction by class size or by whether the teacher is teaching a multi-grade class. It could be that other factors, such as the characteristics of the pupil intake, may have a greater influence on teacher satisfaction as discussed later in this report. International studies also indicate that teachers in urban schools are less satisfied with their job, which may reflect different social compositions in urban and rural schools (see Abel and Sewell, 1999 in the US). Our findings indicate that a slightly higher proportion of teachers in urban primary schools were very satisfied with their job than those in rural or mixed primary schools. However, the difference between the groups is not statistically significant.

Figure 5: Principals' Self-Reported Job Satisfaction (% 'Very Satisfied') by Number of Pupils in the School, School Year 2007/2008



Note: Differences are significant at the p<.001 level.

Source: *Growing Up in Ireland* study, 9 year cohort.

There is a sizable literature on the effects of school size. The majority of these studies show that smaller schools are less impersonal and enable teachers to give more attention to each individual pupil (Wasley et al., 2000). In the academic year 2009/2010, there were 3,165 primary schools in Ireland; almost half (46%) had fewer than 100 pupils while 3 per cent catered for over 500 pupils (DES *Key Statistics*). The analysis of principals' responses revealed that principals in larger schools (that is, those with more than 280 pupils) were somewhat more likely to report being satisfied with their job (Figure 5); the multivariate analysis presented below explores whether this pattern reflects other characteristics of larger schools. Job satisfaction is somewhat greater among principals in urban and mixed schools (54% and 52% 'very satisfied') compared with principals in rural schools (45%). Once again, the multivariate analysis will shed light on whether this reflects location per se or other characteristics of rural schools.

In Ireland, principals can be either administrative or teaching principals. Just under half (47%) of the principals participating in the survey had a teaching class. Principals who taught a class had somewhat lower satisfaction levels than administrative principals, with 42 per cent describing themselves as 'very satisfied' compared with 54 per cent of administrative principals (p<.001). This may be an indication of difficulties in dividing time between different responsibilities (see also Carroll, 1996 on this topic).

Perie and Baker (1997) found that the extent of teacher control/autonomy has an impact on job satisfaction. In this study, teacher control was defined as autonomy of action in the following areas: selecting subjects to be taught, deciding about the content of subjects to be taught, deciding about teaching techniques, choosing textbooks and other learning materials, disciplining children, and selecting the year group they teach (see Table 3). Our analyses indicate 42 per cent of primary teachers felt they had no control over selecting the subjects to be taught. Conversely, 26 per cent felt that they had 'a great deal of control'. A majority of teachers felt that they had either a 'great deal of control' (41%) or 'moderate' control (21%) over deciding about the content of the subjects to be taught. Ninety-two per cent noted that they had control over what teaching techniques to use, while only 1 per cent felt that they had no control or only slight control over this domain. About 10 per cent of teachers reported limited control over choosing textbooks and other learning materials. The teachers were generally positive about discipline in the school with 65 per cent feeling they had a great deal of control in this area. The situation was different in being able to select a year group to teach: over a fifth felt that they had little or no control over it.

Table 3: Sense of Control Over Various Activities at School (All Teachers), School Year 2007/2008

	No control	Slight control	Some control	Moderate control	A great deal of control
Selecting subjects to be taught	42.3%	8.7%	12.0%	11.1%	25.9%
Deciding about the content of subjects to be taught	5.0%	10.5%	22.9%	21.3%	40.3%
Deciding about teaching techniques		1.4%	6.9%	16.3%	75.5%
Choosing textbooks and other learning materials	2.5%	7.6%	19.5%	29.8%	40.5%
Disciplining children		1.6%	7.7%	26.1%	64.6%
Selecting year group you teach	21.6%	18.8%	29.6%	19.5%	10.5%

Source: *Growing Up in Ireland* study, 9 year cohort.

Teachers who reported moderate or a great deal of control over the specified activities tended to report significantly higher levels of job satisfaction than those who reported having less control over their work (see Table 3a). For example, 63 per cent of teachers who have moderate or a great deal of control over the year group they teach describe themselves as 'very satisfied' compared with 56 per cent of those who have little or no control over the group taught.

Table 3a: Job Satisfaction (% 'Very Satisfied') by Sense of Control Over Various Activities at School, School Year 2007/2008

	Some/slight/no control	A great deal of/ moderate control
Selecting subjects to be taught (p<.05)	55.6%	62.5%
Deciding about the content of subjects to be taught (p<.001)	52.6%	62.0%
Deciding about teaching techniques (p<.001)	42.4%	59.8%
Choosing textbooks and other learning materials (p<.10)	55.0%	59.7%
Disciplining children (p<.001)	40.2%	60.2%
Selecting year group you teach (p<.01)	56.2%	63.0%

Source: *Growing Up in Ireland* study, 9 year cohort.

Working conditions have been found to impact on job satisfaction in schools in international research. In this survey, primary school principals were asked to indicate their perception of school facilities/resources across a range of items comparing them to other primary schools in the country (see Table 4). Inadequacies were most frequently cited in the following areas: after-school facilities, library/media centre, staff room, sports facilities, facilities for children with disabilities, and number of classrooms. The top five areas where principals considered resources to be excellent included books/worksheets, condition of school building/classrooms, learning support provision, number of classrooms and playground facilities.

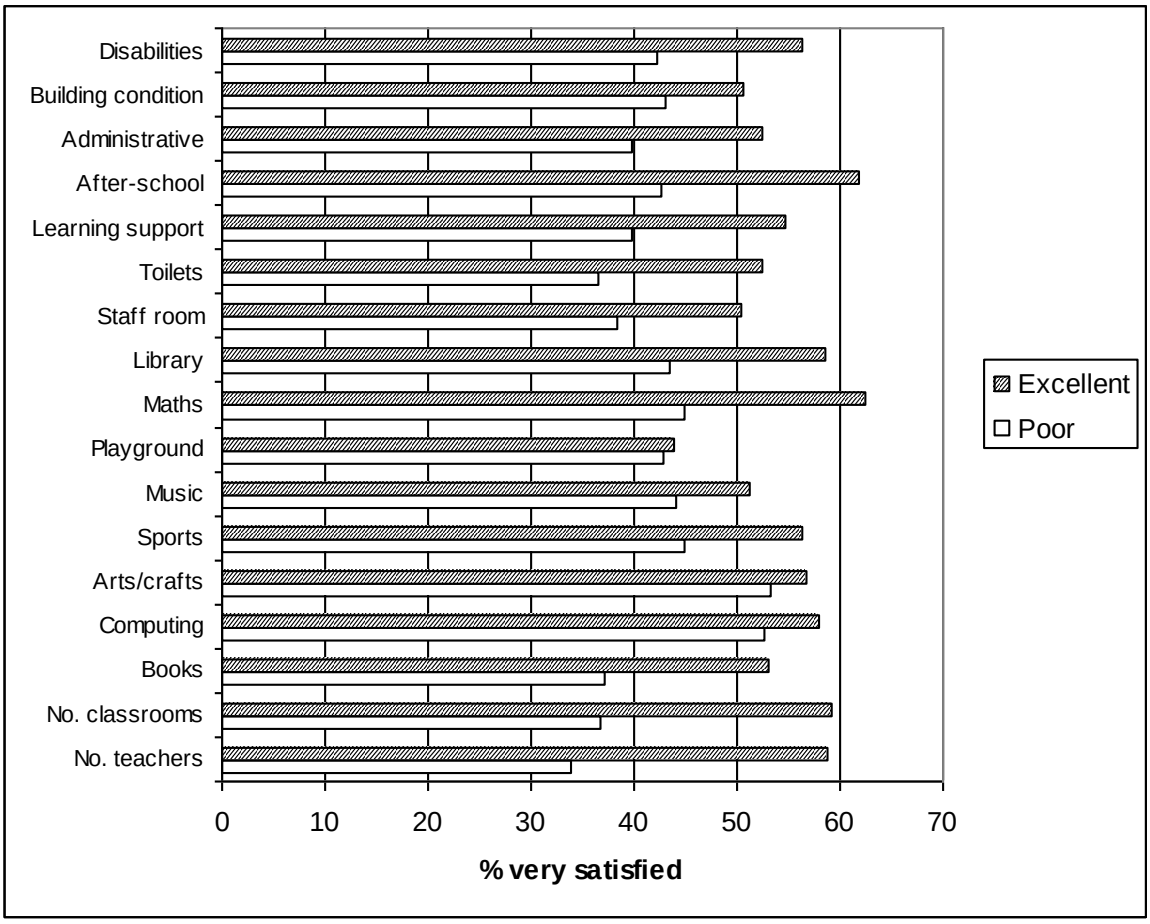
Table 4: Adequacy of Resources to the Needs of the School - Perceptions of School Principals (%), School year 2007/2008

	Poor	Fair	Good	Excellent
Number of teachers	6.4	27.2	51.8	14.6
Number of classrooms	21.8	25.7	34.9	17.6
Books and worksheets	11.6		59.3	29.1
Computing facilities	15.7	31.4	38.8	14.2
Arts and crafts facilities	8.4	22.9	56.2	12.5
Sports facilities	21.8	26.5	36.4	15.3
Music facilities	13.6	37.3	41.0	8.1
Playground	18.2	23.5	41.4	16.9
Mathematics resources/facilities	3.2	23.4	63.1	10.3
Library/ media centre	34.6	27.3	31.2	6.9
Staff room	32.3	24.0	33.7	10.0
Toilet facilities	19.8	30.0	39.0	11.3
Learning support provision	6.7	18.5	53.1	21.7
After-school facilities	48.5	20.4	24.6	6.4
Administrative support	27.3	33.0	28.6	11.1
Condition of the school building, classrooms etc.	10.8	27.7	43.1	18.5
Facilities for children with disabilities	25.5	35.7	31.0	7.8

Source: *Growing Up in Ireland* study, 9 year cohort.

Figure 6 indicates that principals tend to be more satisfied with their jobs where they report school facilities as 'excellent' than when they perceive school facilities to be 'poor'. The exception relates to playground facilities where the differences found are non-significant. Differences are notable in relation to staffing, with perceived adequacy in relation to the number of teachers, administrative support and learning support provision associated with higher satisfaction levels among principals.

Figure 6: Principals' Self-Reported Job Satisfaction (% 'Very Satisfied') by Perceived Adequacy of School Facilities, School Year 2007/2008



Source: *Growing Up in Ireland* study, 9 year cohort.

(c) Pupil domain

Pupil-related issues have been found to impact on teachers' job satisfaction by international studies. In this study, we explored teachers' perceptions of the pupils in their school in relation to the following areas: pupils enjoy being in the school, pupils are well behaved in class, pupils show respect for their teacher, pupils are rewarding to work with, pupils are well behaved in the school yard/ playground. We use these measures as they are likely to reveal the impact of day-

to-day climate in the school which is expected to have more of an impact than objective measures of school type (e.g. whether the school is designated disadvantaged or not).[9] Teachers were asked to indicate whether these statements were true for nearly all the pupils (in the school), more than half or less than half. As demonstrated by Figure 7, a majority of teachers felt that pupils in their school enjoyed being there, were well behaved in class and outside, showed respect for their teachers and were rewarding to work with. Teacher satisfaction levels are found to vary markedly by the behaviour and engagement of pupils in the class (see Table 5). Thus, teachers are more likely to describe themselves as 'very satisfied' if they feel that 'nearly all' pupils in their school are well-behaved, enjoy being at school and show respect for their teacher. Finding the pupils rewarding to work with has the strongest association with job satisfaction levels.

Figure 7: Pupil Domain (Perceptions of All Teachers), School Year 2007/2008

Source: *Growing Up in Ireland* study, 9 year cohort.

9 Furthermore, the Anonymised Microdata File (AMF) does not include school-level identifiers, such as DEIS status.

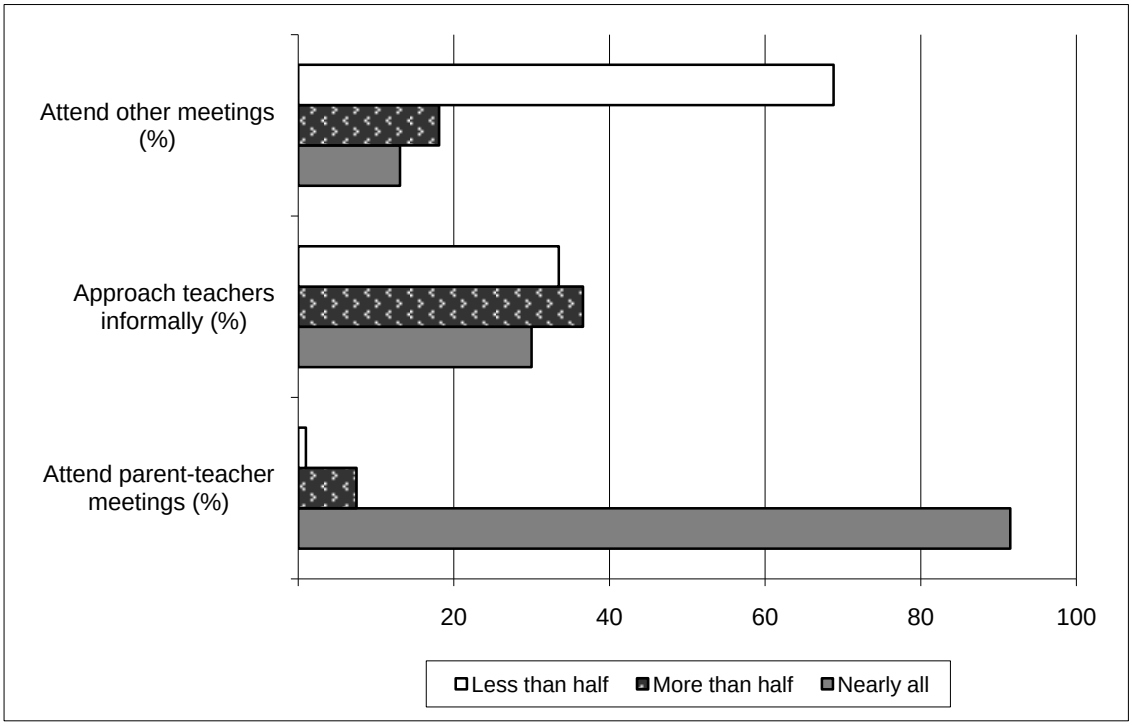
Table 5: Job Satisfaction Levels (% 'Very Satisfied') by Perceptions of Pupils, School Year 2007/2008

	Nearly all	More than half/less than half
Pupils enjoy being in the school (p<.001)	62.2%	42.6%
Pupils are well behaved in class (p<.001)	64.4%	41.4%
Pupils show respect for their teacher (p<.001)	62.8%	41.4%
Pupils are rewarding to work with (p<.001)	65.7%	27.6%
Pupils are well behaved in school yard/ playground (p<.001)	64.8%	40.6%

Source: *Growing Up in Ireland* study, 9 year cohort.

Teachers were also asked to indicate to what extent they have contact with parents across three areas: parents attending parent-teacher meetings, parents attending other activities organised by the school, and parents approaching teachers informally (see Figure 8). Over ninety per cent of teachers report that 'nearly all' parents attend parent-teacher meetings in their school. Contacts were less frequent in the other two areas. Teachers are more likely to be 'very satisfied' with their job where 'nearly all' parents in the school attend meetings (other than parent-teacher meetings).

Figure 8: Teachers' Contact with Parents, School Year 2007/2008

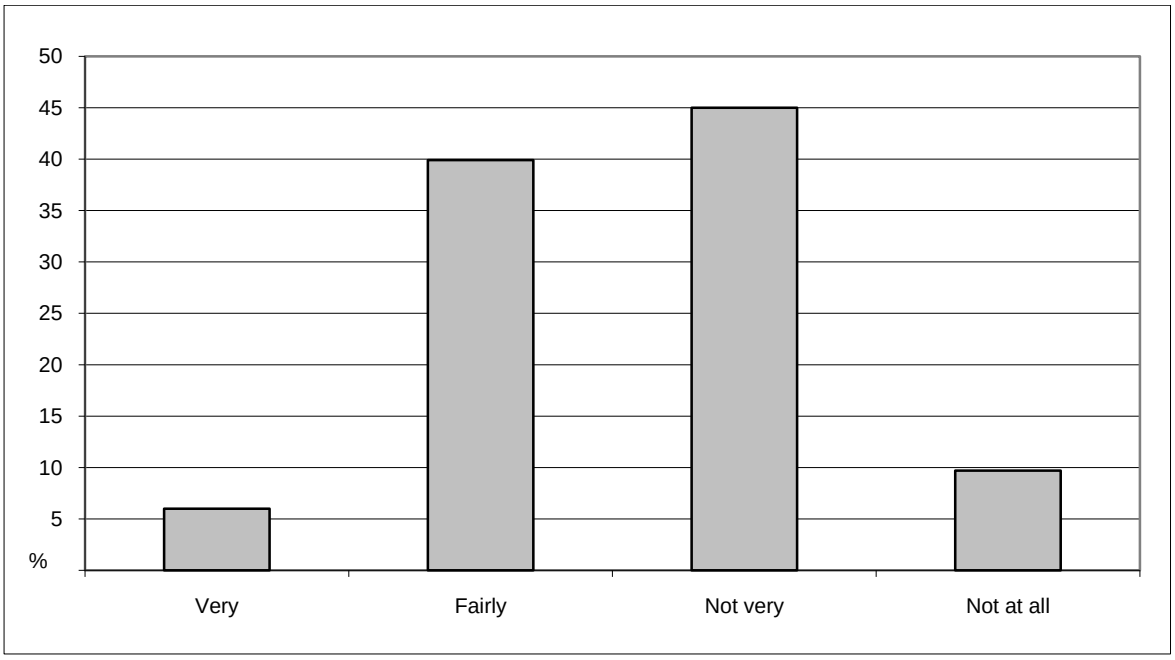


Source: *Growing Up in Ireland* study, 9 year cohort.

4.2. Job Stress Among Primary School Teachers and Principals

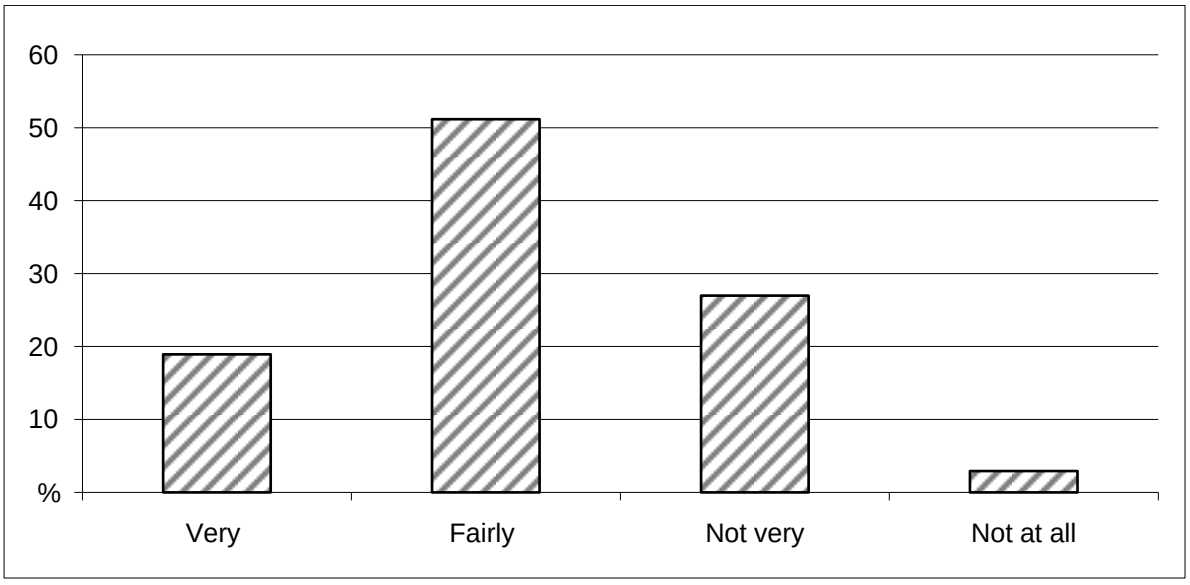
While the previous section dealt with job satisfaction and related factors, this section specifically focuses on job stress among the teachers and principals participating in the survey. While 98 per cent of primary school teachers were satisfied with their job, 45 per cent also felt they were stressed by the job (see Figure 9). In comparison, 93 per cent of principals felt satisfied (either 'very' or 'fairly') with their job, whereas 70 per cent of principals felt stressed (Figure 9a). This indicates that primary school principals were more likely to experience occupational stress than classroom teachers.

Figure 9: Teachers' Self-Reported Occupational Stress Levels, School Year 2007/2008



Source: *Growing Up in Ireland* study, 9 year cohort.

Figure 9a: Principals' Self-Reported Occupational Stress Levels, School Year 2007/2008



Source: Growing Up in Ireland study, 9 year cohort.

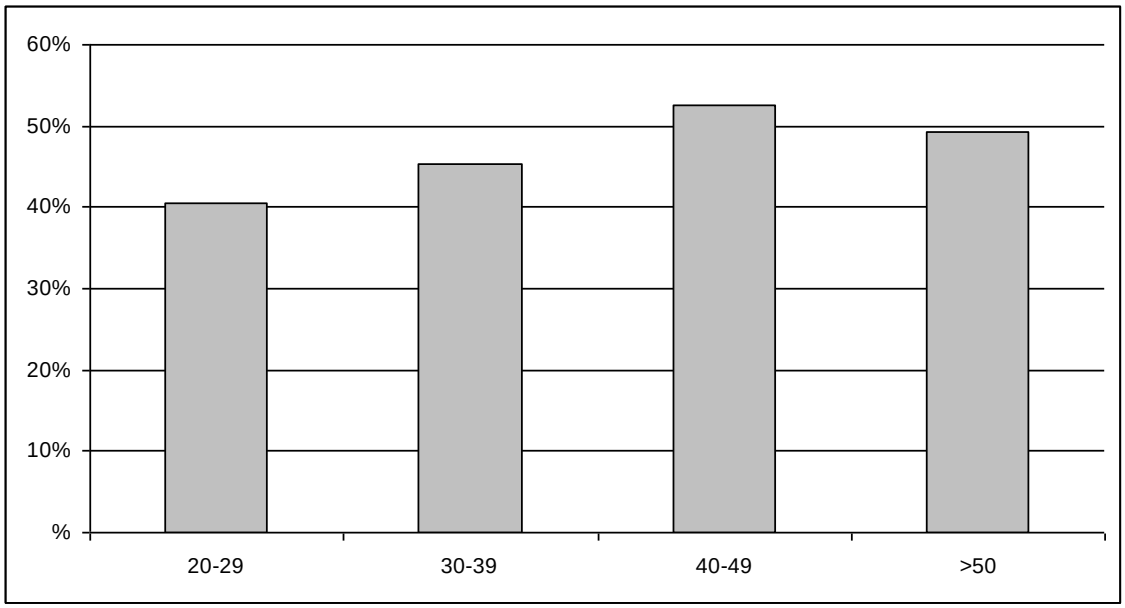
Job satisfaction and stress are related to each other, but in very complex ways. Table 6 shows the cross-over between these two dimensions, revealing four groups: those who are very satisfied with their job and not stressed; those who are very satisfied with their job but experiencing stress; those who are not very satisfied with their job and not stressed; and those who are not very satisfied with their job and feeling stressed. Those who are very satisfied with their jobs generally tend to report lower stress levels. However, a sizeable group (20% of teachers and 27% of principals) report high levels *and* feelings of stress. It may be that this group places a strong value on the context of their job but that day-to-day conditions operate as stressors. In the remainder of this section, we point to a number of potential stressors for teachers and principals.

Table 6: Job Satisfaction and Occupational Stress Among Teachers and Principals

	Teachers (%)	Principals (%)
Very satisfied, not stressed	38.3	20.3
Very satisfied but stressed	20.0	27.1
Not very satisfied, not stressed	14.8	9.6
Not very satisfied and stressed	26.9	43.0

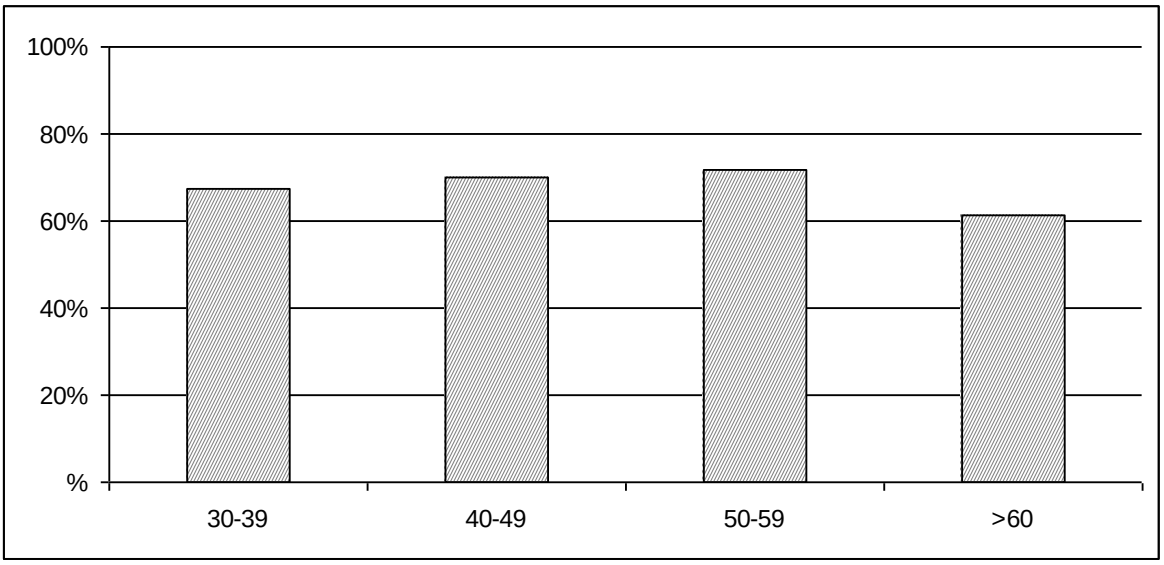
Gender differences are apparent among teachers: female primary school teachers were somewhat more likely to report feeling very or fairly stressed (46%) compared to their male counterparts (42%) and male teachers were more likely to report feeling 'not at all' stressed (18% compared with 8% of females). It is possible that this gender difference is influenced by issues relating to work-life balance although this survey did not collect information about teachers' lives outside of the school context. It may also reflect other differences, such as age profile, between male and female teachers, an issue which is assessed in the multivariate analyses presented below. In contrast to the situation for teachers, there are no gender differences in principal stress levels. Interesting results were produced by the stress and age association: teachers aged over forty were more likely to report stress ($p<.001$, see Figure 10). Among principals, there was little differentiation by age-group, with the exception of slightly (but not significantly) lower stress levels among those aged over 60 (Figure 10a). As with the pattern for job satisfaction, this is likely to reflect differential retirement ages among those experiencing occupational stress. There was no significant variation in stress levels by qualifications. Further analysis showed that the length of the teaching career was also a factor; there is a curvilinear relationship with the highest stress levels found among newly qualified teachers and among those working as a teacher for more than 20 years ($p<.001$, see Figure 11). Principal stress levels are lower for those 7 to 10 years in the job but are broadly stable over the remainder of the career (see Figure 11a).

Figure 10: Teachers' Self-Reported Stress by Age Group, School Year 2007/2008



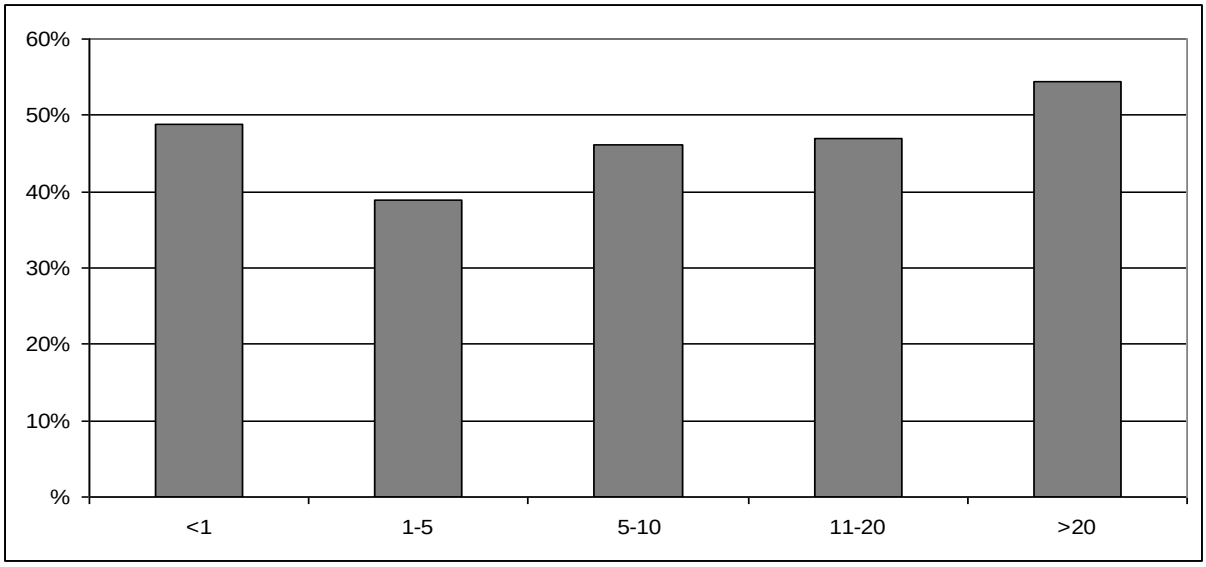
Source: *Growing Up in Ireland* study, 9 year cohort.

Figure 10a: Principals' Self-Reported Stress by Age Group, School Year 2007/2008



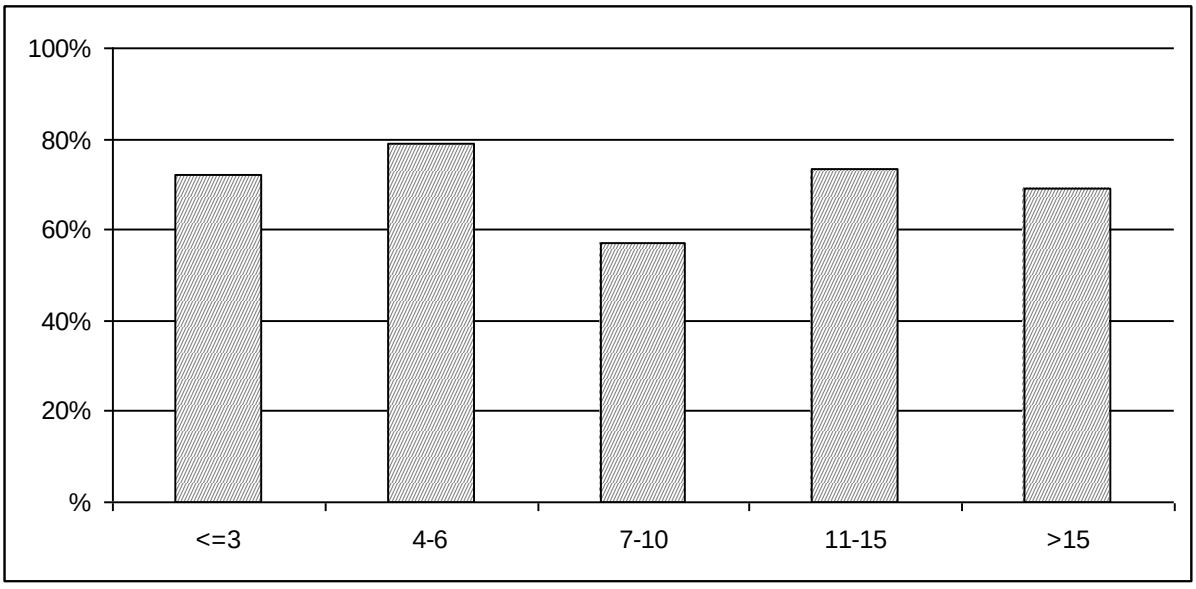
Source: *Growing Up in Ireland* study, 9 year cohort.

Figure 11: Feeling Stressed by Length of Teaching Career, Teachers, School Year 2007/2008



Source: *Growing Up in Ireland* study, 9 year cohort.

Figure 11a: Feeling Stressed by Length of Service in the School, Principals, School Year 2007/2008

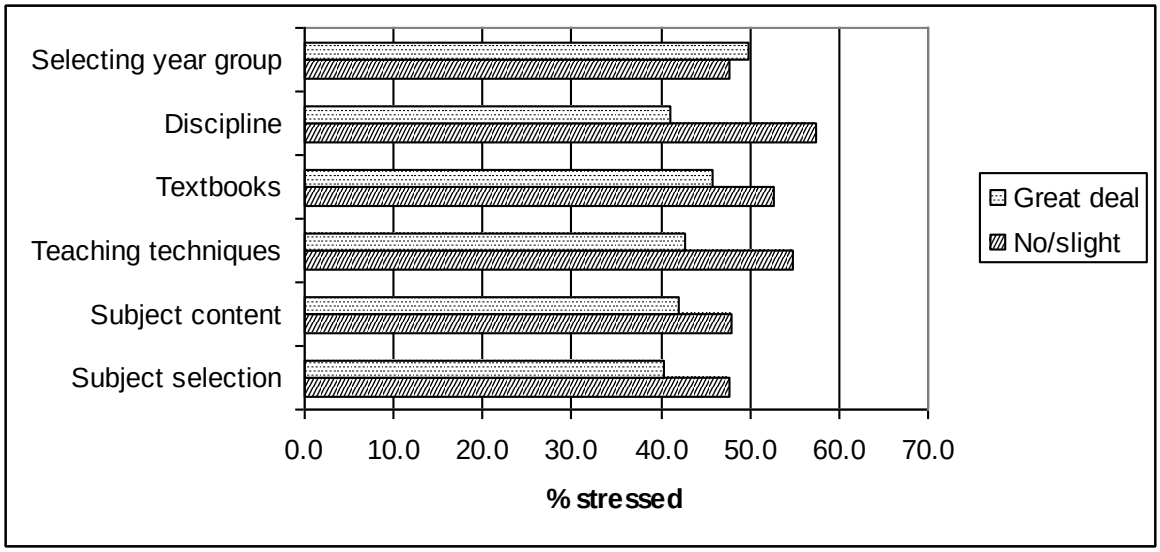


Source: *Growing Up in Ireland* study, 9 year cohort.

School and Class Factors

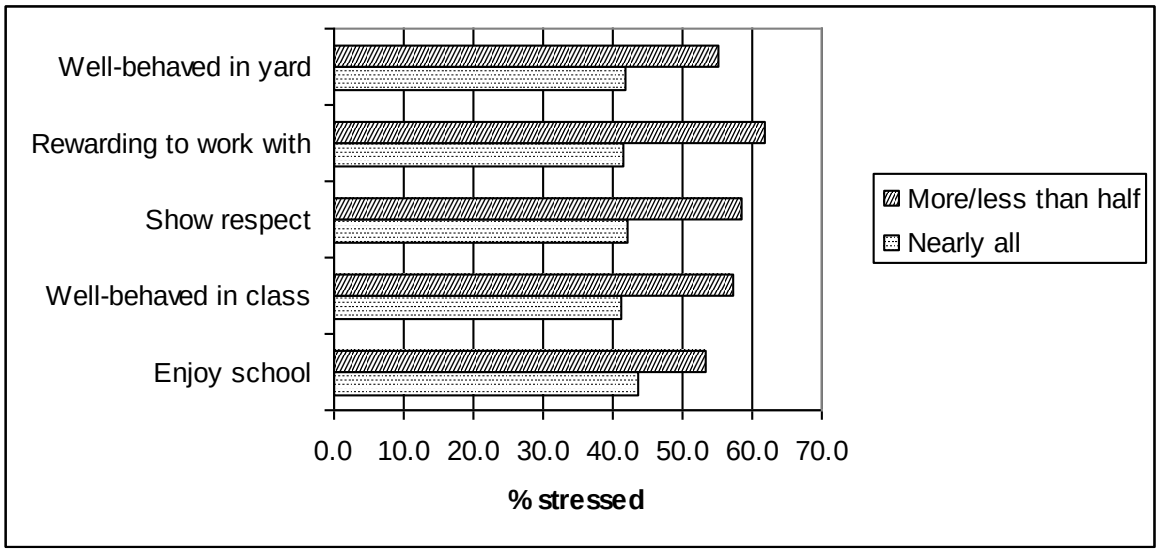
Teachers teaching a multi-grade class report higher stress levels than those teaching a single class group (53% and 41% respectively reporting feeling of stress). As with job satisfaction, there is no clear-cut relationship between size of class and stress levels. Some aspects of control over the job are associated with stress levels; feeling stressed is more likely among those who have no or only slight control over deciding the teaching techniques used or the approach to discipline than those who report a great deal of control in these areas.

Figure 12: Feeling Stressed by Degree of Control Over Teaching, School Year 2007/2008



Source: Growing Up in Ireland study, 9 year cohort.

Figure 13: Feeling Stressed by Perceptions of Pupils, School Year 2007/2008



Source: *Growing Up in Ireland* study, 9 year cohort.

Figure 13 highlights a clear relationship between pupil engagement and behaviour and teacher stress levels. Teachers who report that 'nearly all' of the pupils in their school are well-behaved, rewarding to work with, enjoy school and show respect for their teacher report significantly lower levels of stress than other teachers. Teacher stress levels are also lower where they describe pupils in the school as 'happier' than those in other schools. There is no significant variation in stress levels by the proportion of parents who attend parent-teacher meetings but somewhat higher stress levels are reported where attendance by parents at other school meetings is low.

Among primary school principals, those who have teaching responsibilities report higher stress levels (74% compared with 67%), indicating challenges in combining the two roles. Interestingly, teachers also report significantly higher stress levels in schools where the principal has teaching responsibilities (54% compared with 43%). In contrast to the patterns found in relation to job satisfaction, there is no clear-cut relationship between school facilities and principal stress levels. The exception occurs for administrative support, where stress levels are highest for those who report 'poor' administrative support (81%) and lowest for those with 'good' or 'excellent' support (57-59%). Principal stress levels are lower where 'nearly all' teachers are open to new developments and challenges (66% compared with 84%) and where 'nearly all' teachers are eager to take part in in-service training (67% compared with 76%).

4.3. Multivariate Analysis

Earlier sections of this report presented descriptive analyses of the relationships between individual and school characteristics and job satisfaction and stress among principals and teachers. This section will develop upon these analyses to explore the simultaneous impact of individual and school factors on these outcomes. Multivariate modelling will allow us to explore the underlying reasons for the effect of certain characteristics on satisfaction and stress, yielding further insights into the processes at play.

Teacher Stress

Table 7 presents the factors influencing teacher stress. A logistic regression model is used because a binary outcome is considered – feeling very or fairly stressed compared to all others. Teachers of all sampled 9 year olds were interviewed for the study. As a result, in medium and large schools, a number of teachers from the same school were interviewed. We therefore use multilevel modelling to take account of the fact that teachers in the same school are likely to resemble each other in many respects. In looking at the model results, positive coefficients mean that a factor is associated with a greater chance of feeling stressed while negative coefficients mean that a factor is associated with a lower chance of feeling stressed.

Model 1 shows the difference between schools before taking account of teacher, school and classroom characteristics. The between-school variance is statistically significant, meaning that teachers in some schools have higher stress levels than those in other schools. Model 2 explores the impact of the personal characteristics of teachers. In contrast to the descriptive analysis presented above, no significant gender differences in stress levels are apparent when we take account of age. Teachers aged in their forties have higher stress levels than

other age-groups. This applies even controlling for number of years teaching in the current school so may reflect broader issues around work-life balance at this stage. Stress levels appear to dip after the initial adjustment to teaching, but after five years of teaching in the school stress levels tend to increase and more or less plateau thereafter. Qualifications are not significantly related to stress levels so are not included in the models shown.

Models 3 to 5 examine the impact of working conditions, school characteristics and teacher climate on stress levels. Teachers teaching multi-grade classes have somewhat higher stress levels than those teaching single-grade classes, reflecting the complexity of the tasks involved. Having a teaching rather than an administrative principal is associated with higher stress levels among classroom teachers. This is likely to reflect the reduced capacity of principals to provide day-to-day support to their staff where they themselves have a full teaching load and, in such instances, teachers may need to take on administrative and other duties themselves. Teachers report less stress where they feel they have control over their day-to-day teaching, particularly if they have a say in the year group they teach.

There is no significant difference in teacher stress levels in schools serving urban, rural or mixed catchment areas. School size does not have a net impact, though it is worth noting that smaller schools are more likely to have multi-grade classes and teaching principals, factors which do exacerbate stress (see above). Class size does not have a significant relationship with teacher stress levels. What appears to matter is the composition of the student body. Teacher stress levels are lower where 'nearly all' pupils are well-behaved in school and show respect for their teachers. Conversely, teachers in contexts where pupil behaviour is challenging have higher stress levels. Parental involvement in the school has an additional impact. Attendance at parent-teacher meetings is reported as high by teachers but parental attendance at other meetings organised by the school is more variable. Teachers in schools where levels of parental attendance at such meetings are lower report higher stress levels. The quality of relations with other staff is also important. Teachers report less stress where they feel that teachers in their school are 'happier' than in other primary schools. Leadership appears to set the tone for teacher experiences of the school setting, with teachers 1.4 times more likely to themselves report stress where their principal also reports feeling stressed.

Job Satisfaction Among Teachers

Earlier parts of the report indicated the high levels of job satisfaction found among primary school teachers in Ireland. Table 8 explores the factors influencing the likelihood of teachers being 'very satisfied' with their job. As with teacher

stress, levels of job satisfaction vary significantly between schools (see Model 1). While there are no gender differences in stress levels, female teachers have higher job satisfaction levels than their male counterparts. Job satisfaction does not vary by age but does vary by the length of time in the school. Satisfaction levels are higher among recently qualified teachers but decline after five years in the school; satisfaction levels rise again after twenty or more years in the school.

Teaching a multi-grade class is associated with greater stress (see above) but does not impact on overall job satisfaction. However, those in schools with a teaching principal report lower satisfaction levels than those in other schools. Teachers who report having more control over their day-to-day teaching, including the year group they teach, the approach to discipline and the subject content taught, are more satisfied with their jobs. Job satisfaction is somewhat greater in very large schools (with more than 400 pupils) but this reflects the greater satisfaction levels found in urban schools, rather than the effect of school size per se.

As with stress levels, class size per se is not associated with job satisfaction; the important issue is the composition and climate of their class and school. Teachers are more satisfied with their job where pupils are well-behaved and where parents are more involved in the life of the school. They are also more satisfied where teachers are seen as 'happier' than those in other schools. As with job stress, leadership is important, with teacher satisfaction being higher where principals are more satisfied with their job.

Principal Stress

Table 9 shows the factors influencing principal stress. Principal stress does not vary by gender but there is some evidence that stress levels are higher for principals over 40 years of age. Stress levels are significantly lower among those who have previous experience as a principal in another school; this experience appears to equip them for their current role and reduces the stresses involved. Stress levels are higher for those in the early stages of principalship, then dip after five years but tend to increase again after ten years in the post. Principals who have teaching duties have somewhat higher stress levels and stress levels are much higher among those who report inadequate administrative support.

As with teacher stress, school location or size is not associated with principal stress levels. Principals in very old school buildings have higher stress levels than

other principals.[10] As with teachers, the composition and climate of the school is an important driver of principal stress levels. Principals in schools where more than a quarter of pupils coming into the school have emotional/behavioural difficulties report higher stress levels than those in schools where such difficulties are less prevalent. Furthermore, current discipline difficulties (as measured by the frequency of use of a range of disciplinary measures) are associated with higher stress levels. Principals are also more likely to report feeling stressed where they consider that teachers in their school are less open to new developments and challenges.

Principal Job Satisfaction

As with teachers, levels of job satisfaction are high among principals in Irish primary schools. Here we focus on identifying the factors associated with principals being 'very satisfied' with their job. In contrast to teachers, job satisfaction does not vary by gender among principals (Table 10). Job satisfaction does not vary by age but does vary by the length of time in the school. Satisfaction levels are highest among recently appointed principals, decline after three years but recover somewhat thereafter. While having previous experience as a school principal reduces stress levels, it is associated with lower levels of job satisfaction.

Teaching principals are much less satisfied with their job than administrative principals, being less than half as likely to describe themselves as 'very satisfied'. Having better administrative support significantly enhances job satisfaction. Job satisfaction does not vary by location or school size. However, it is influenced by school facilities, with lower levels of job satisfaction among principals who describe these facilities as 'poor' or only 'fair'. Again the disciplinary climate of the school emerges as important, with lower levels of job satisfaction among those in schools with more discipline problems. Principals are also less satisfied with their jobs where teachers are seen as less open to new developments and where teachers provide less help and support to their colleagues.

[10] Age of school building had no significant effect on teacher stress levels so was not included in the models reported. It may be that teachers are affected by their immediate classroom conditions while, by the nature of their post, principals are more conscious of school facilities in general.

Table 7: Factors Influencing Teacher Stress – Multilevel Logistic Regression Model, School Year 2007/2008

	Model 1	Model 2	Model 3	Model 4	Model 5
Fixed part					
Personal characteristics					
Constant	-0.183	-0.281	1.245	1.530	1.090
Female		0.207	0.195	0.194	0.188
(Contrast: Male)					
Age-group:					
30-39		0.221	0.169	0.192	0.133
40-49		0.419*	0.333*	0.370*	0.311
50+		0.158	0.077	0.130	0.137
(Contrast: 20-29)					
No. of years teaching in current school:					
2-5		-0.424*	-0.396*	-0.392*	-0.362*
6-10		-0.264	-0.189	-0.208	-0.118
11-20		-0.331	-0.206	-0.232	-0.199
21+		0.064	0.120	0.133	0.212
(Contrast: 1 year)					
Working conditions					
Teaching multi-grade class			0.268	0.256	0.288*
(Contrast: single year class)					
Teaching principal			0.346*	0.506*	0.399*
(Contrast: administrative principal)					
Degree of control over:					
Year group taught			-0.262*	-0.216*	-0.183*
Discipline			-0.093	-0.086	-0.073
Subjects taught			-0.070*	-0.080*	-0.080*
School context					
Location:					
Urban				0.034	-0.084
Mixed				0.222	0.096
(Contrast: Rural)					
'Nearly all' pupils well-behaved in school				-0.498*	-0.547*
'Nearly all' pupils show respect for teachers				-0.329*	-0.242
Parental attendance at general school meetings:					
More than half				0.357*	0.344*
Less than half				0.505*	0.371*
(Contrast: Nearly all)					
Teacher climate					
Principal very/fairly stressed					0.348*
Teachers happier than in other schools					-0.361*
(Contrast: As or less happy)					
Random part					
School-level variance	0.177*	0.155	0.159	0.094	0.120

Source: *Growing Up in Ireland* study, 9 year cohort.

Table 8: Factors Influencing Teacher Satisfaction ('Very Satisfied') – Multilevel Logistic Regression Model, School Year 2007/2008

	Model 1	Model 2	Model 3	Model 4	Model 5
Fixed part					
Personal characteristics					
Constant	0.354	0.411	-1.351	-2.036	-2.215
Female		0.325*	0.330*	0.357*	0.451*
(Contrast: Male)					
Age-group:					
30-39		0.053	0.093	0.097	0.147
40-49		-0.241	-0.186	-0.193	-0.191
50+		-0.049	-0.001	0.022	-0.034
(Contrast: 20-29)					
No. of years teaching in current school:					
2-5		-0.236	-0.301*	-0.416*	-0.298
6-10		-0.476*	-0.580*	-0.739*	-0.750*
11-20		-0.478*	-0.622*	-0.749*	-0.686*
21+		-0.327	-0.426	-0.657*	-0.611*
(Contrast: 1 year)					
Working conditions					
Teaching multi-grade class			-0.079	0.059	0.013
(Contrast: single year class)					
Teaching principal			-0.324*	-0.350*	-0.275
(Contrast: administrative principal)					
Degree of control over:					
Year group taught			0.274*	0.213*	0.188*
Discipline			0.115*	0.127*	0.047
Subjects taught			0.090*	0.105*	0.092*
School context					
Large school (>400 pupils)				0.105	0.080
Contrast: all other school sizes					
Location:					
Urban				0.311*	0.304*
Mixed				0.128	0.061
(Contrast: Rural)					
'Nearly all' pupils well-behaved in school				0.852*	0.884*
'Nearly all' pupils show respect for teachers				0.310*	0.269
Parental attendance at general school meetings:					
More than half				-0.193	-0.092
Less than half				-0.278*	-0.161
(Contrast: Nearly all)					
Teacher climate					
Principal very satisfied					0.236*
Teachers happier than in other schools					0.849*
(Contrast: As or less happy)					
Random part					
School-level variance	0.201*	0.213*	0.224*	0.136	0.138

Source: *Growing Up in Ireland* study, 9 year cohort.

Table 9: Factors Influencing Principal Stress – Single-Level Logistic Regression Model, School Year 2007/2008

	Model 1	Model 2	Model 3	Model 4
Personal characteristics				
Constant	0.810	1.457	0.272	-0.103
Female	-0.017	-0.047	-0.077	-0.017
(Contrast: Male)				
Age-group:				
40-49	0.363	0.526*	0.494‡	0.456‡
50+	0.303	0.465‡	0.470‡	0.411
(Contrast: <40)				
No. of years principal in current school:				
3-6	0.441‡	0.324	0.346	0.353
6-10	-0.665**	-0.703**	-0.670**	-0.597**
10-15	-0.015	-0.142	-0.044	0.048
16+	-0.186	-0.364	-0.274	-0.142
(Contrast: <3 years)				
Previous experience as principal	-0.632***	-0.449*	-0.518**	-0.590**
Working conditions				
Teaching principal		0.206	0.270	0.388‡
(Contrast: administrative principal)				
Perceived adequacy of administrative support		-0.365***	-0.394***	-0.326***
School context				
Location:				
Urban			0.055	0.030
Mixed			-0.274	-0.221
(Contrast: Rural)				
Age of school building:				
Very old			1.196**	1.016*
Very new			0.426*	0.372
(Contrast: all others)				
Incidence of emotional/behavioural difficulties among pupil intake high (>25%)			0.420‡	0.430‡
Frequency of use of disciplinary measures			0.508**	0.515**
Teacher climate				
Teacher less open to new developments				0.949***
(Contrast: nearly all are open)				

Source: Growing Up in Ireland study, 9 year cohort.

Table 10: Factors Influencing Principal Satisfaction (Very Satisfied) – Single-Level Logistic Regression Model, School Year 2007/2008

	Model 1	Model 2	Model 3	Model 4
Personal characteristics				
Constant	0.179	-0.120	-0.216	0.475
Female	0.091	0.161	0.132	0.092
(Contrast: Male)				
Age-group:				
40-49	0.015	-0.214	-0.214	-0.212
50+	0.574*	0.268	0.163	0.124
(Contrast: <40)				
No. of years principal in current school:				
3-6	-1.172***	-1.004***	-0.988***	-0.960***
6-10	-0.761***	-0.664**	-0.609**	-0.722**
10-15	-0.728**	-0.477*	-0.489*	-0.594*
16+	-0.506*	-0.189	-0.134	-0.231
(Contrast: <3 years)				
Previous experience as principal	-0.293‡	-0.455*	-0.417*	-0.299
Working conditions				
Teaching principal		-0.429**	-0.622**	-0.849***
(Contrast: administrative principal)				
Perceived adequacy of administrative support		0.241**	0.211*	0.121
School context				
Location:				
Urban			-0.272	-0.365
Mixed			-0.105	-0.198
(Contrast: Rural)				
Perceived adequacy of school facilities			0.449**	0.454**
Frequency of use of disciplinary measures			-0.354*	-0.395*
Teacher climate				
Teachers less open to new developments				-0.823***
(Contrast: nearly all are open)				
Teachers less collegial				-1.098**
(Contrast: nearly all offer support to colleagues)				

Source: *Growing Up in Ireland* study, 9 year cohort.

Chapter 5

Conclusions and Implications for Policy and Practice

5.1. Findings of the Study

The associations between job satisfaction and occupational stress have long been established by international research. A considerable amount of literature has emerged in the context of schools and, in particular, teachers. However, these processes have not been investigated comprehensively in the context of Irish primary schools in recent years. In view of ongoing changes in schools and curricula as well as the working conditions of teachers, identifying factors influencing job satisfaction and occupational stress is timely as the ability to cope with change has become increasingly important for teachers and principals (Kyriacou, 2001). Job satisfaction can be an important policy issue since it is closely associated with teachers' work motivation and performance, factors that ultimately affect student learning (Ostroff, 1992). In addition, teacher stress has both economic and personal implications – it can lead to stress-related employee absenteeism and may also result in teacher burnout and affect pupil outcomes (Kyriacou, 1987). Acknowledging the importance of this issue, many studies have sought to identify the determinants of teacher stress. As discussed in section two of this report, these can be personal (gender, age, experience), school-level (student issues, administration/staff issues, lack of autonomy) or system-level factors (salary and recognition of teaching profession). Student behaviour problems have generally been identified as the greatest source of stress for both primary and secondary teachers (Borg et al., 1991; Chaplain, 1995). Principals too play a critical part in creating and sustaining high performing schools (Lacey, 2003). According to the author, the areas of strongest dissatisfaction among school principals include the effect of the job on their personal life, supervision of work, adequacy of administrative support and intensity of work. These findings suggest that teacher and principal job satisfaction and stress may result from a combination of factors in the work context.

The findings of this study indicate that overall, Irish primary school teachers and principals are satisfied with their jobs. However, international research has shown that the relationship between job satisfaction and occupational stress in schools can be complex: Borg and Falzon (1989) showed that while many Maltese teachers rated their jobs as very stressful, a majority were still satisfied with teaching. In the same vein, the analysis presented in this study shows that while generally satisfied with their jobs, many teachers and principals felt

stressed. Additional analysis revealed that compared to teachers, primary school principals were more likely to experience job-related stress.

International studies have identified various micro (teacher background) and meso (school context) level factors that impact on job satisfaction and occupational stress. Some international studies show that gender is significantly correlated with job satisfaction and stress (see Bishay, 1996; Chaplain, 1995). In this study, we found that while there were no gender differences in teacher stress levels, female teachers had higher job satisfaction levels than their male counterparts. In contrast to teachers, job satisfaction did not vary by gender among principals but like teachers, gender did not seem to impact on occupational stress. In addition to gender, age and length of service have also been found to impact on job satisfaction and stress. Perie and Baker (1997) in the US found that younger and less experienced teachers had higher levels of satisfaction than older and more experienced colleagues. In this study we found that teacher job satisfaction did not vary by age per se but, rather, by years of service in the current school. Satisfaction levels were higher among recently qualified teachers but declined after a couple of years, to rise again later in the career. In the case of principals, no link between job satisfaction and age was found. As with teachers, principal job satisfaction varied by the length of time in the school; satisfaction levels were highest among recently appointed principals and tended to fluctuate thereafter. Interestingly, we found that while having previous experience as a school principal reduced stress levels, it is associated with lower levels of job satisfaction. For teachers, being in their forties seemed to have an impact on stress, perhaps reflecting issues around work-life balance. Length of teaching experience seemed to have some impact with a reduction of stress levels after the initial adjustment period, but a rise thereafter.

Another set of factors that have been found to impact on job satisfaction and occupational stress relate to the school, teacher and pupil/parent domains. While some international studies indicate that there are significant differences in the overall job satisfaction scores of teachers by type of school (public/private, etc.), data on the type of primary school was not available in this study.[11] Some studies have found that school location is a predictor of stress in some cases (see Abel and Sewell, 1999, for US context), although the sources of stress seemed to differ. In this study we found that there was no significant difference in teacher or principal stress levels in schools serving urban, rural or mixed catchment areas. There is now a sizeable literature considering the implications of social density (school and class size). The analysis of teacher and principal data for this study showed that school and class size did not have a straightforward impact on

[11] It is worth noting that only one per cent of primary school pupils attend private schools so this is not an important source of variation in the Irish context.

teacher stress levels. What appeared to matter was the composition of the student body. Several existing studies have discussed the importance of quality of student-teacher interaction on teacher job satisfaction and stress (see Borg et al., 1991; Abel & Sewell, 1999).Teachers in this study were found to be more satisfied with their job where pupils are well-behaved and where parents are more involved in the life of the school. These findings are in line with TALIS results for second-level schools which showed that classroom climate is associated with individual teachers' job quality (p. 122). As with teachers, the composition and climate of the school was an important driver of principal stress levels and job satisfaction.

Not surprisingly, workplace conditions have been found to relate to job satisfaction and stress (see Ma and MacMillan, 1999). In this study we found that principals with teaching responsibilities reported lower levels of job satisfaction and higher levels of stress, consistent with earlier studies in the Irish context. This pattern is likely to reflect difficulties involved in balancing the two roles. The dual role of some principals seemed to have an impact on their teachers; having a teaching rather than an administrative principal was associated with higher stress levels among classroom teachers. In keeping with international research, adequate staff resources enhanced principal job satisfaction, while poor administrative support was associated with higher stress levels among principals. Not surprisingly, principals who found school facilities wanting experienced lesser job satisfaction.

Teachers teaching multi-grade classes had somewhat higher stress levels than those teaching single-grade classes. Teacher autonomy, that is, having a sense of control over their day-to-day teaching, particularly in deciding which year group they teach, is found to enhance job satisfaction and reduce stress.

The findings of this study indicate that a number of micro and meso level variables impact on job satisfaction and occupational stress in Irish primary schools. Existing research (see Kyriacou, 2001) has identified a number of ways to prevent low levels of satisfaction and high occupational stress. These include creating a positive and supportive school climate/ethos, an effective approach to management, good communication and sense of collegiality among staff, whole school policies in place on a number of issues, and adequate school facilities and resources. Findings from this study indicate the importance of these factors in the Irish context, pointing to potential ways to improve levels of job satisfaction and reduce occupational stress levels among teachers and principals; the implications of the study findings for policy and practice are considered in the next section.

5.2. IMPLICATIONS FOR POLICY AND PRACTICE

The previous section summarised the results of this study, placing them in the context of international research. This section explores the implications of the study findings for policy and practice.

School Climate

School climate was found to have a strong impact on teacher and principal job satisfaction and occupational stress. In particular, the nature of the student intake (notably, behaviour difficulties among pupils) was seen to pose challenges for teachers as well as principals. This pattern points to the need to provide teachers with behaviour management skills through initial and continuing teacher education and to provide principals with appropriate professional development support in fostering a whole-school approach to dealing with pupil misbehaviour. Previous research has shown that the quality of relations in the school has a significant impact on a range of student outcomes, including engagement, retention and performance (see Smyth et al., 2007). This study highlights the importance of day-to-day interaction among the school partners – teachers, pupils, parents – in shaping teachers' own experiences. Promoting a positive school climate should therefore be considered a fundamental part of school development planning.

Working Conditions

Job satisfaction and occupational stress were also associated with working conditions in the school in terms of job characteristics and adequate resources and facilities. At present, multi-grade classes are quite prevalent in Irish primary schools but little is known about their effect on pupils or teachers. This study points to somewhat higher teacher stress levels in multi-grade contexts, highlighting the need to support teachers through professional development in engaging with the complexities involved. In addition, combining teaching with school leadership poses considerable challenges not only for principals but also for classroom teachers in their school, as demonstrated in previous sections of this study. This points to the need for professional development support for school principals but perhaps suggests more fundamental concerns about the long-term viability of this dual role.

International research has highlighted the importance of adequate staffing in schools. In this study we also found that having adequate administrative support was crucial in facilitating the principal's role. In addition, operating a school in an unsuitable building or one with poor facilities increases the challenges for school leaders, indicating the importance of school design in fostering positive outcomes (see Darmody, Smyth and Doherty 2010). On the basis of this study, it is

recommended that continued attention should be given to the design of new school buildings and retrospective refurbishment of older ones. Finally, given the declining numbers of men in primary teaching, the fact that male teachers are somewhat less satisfied than female teachers with their jobs is a matter for concern and merits further investigation.

In conclusion, this study uses *Growing Up in Ireland* data to explore the factors influencing job satisfaction and occupational stress among teachers and principals in Irish primary schools. The study has some limitations. The sample of classroom teachers is confined to those teaching 9 year old children. This has some advantages in providing a clearer picture of the impact of school and classroom conditions, controlling for pupil age-group. It should be recognised, however, that the experiences of other teachers, most likely those teaching very young children, may differ from those of the group considered here. Furthermore, the *Growing Up in Ireland* study was not designed to measure teacher satisfaction or stress. As a result, there are some factors which cannot be considered in this study and further research, for example using in-depth interviews with principals and teachers, could shed additional light on the complexities of the processes shaping work experiences. These limitations should not detract from the value of the study. This is the first systematic analysis of the individual, classroom and school factors shaping job satisfaction and stress among teachers and principals across very different primary school settings. The study findings provide an important evidence base which can inform policy in order to enhance the working conditions of principals and teachers.

References

Abel, M. H. & Sewell, J. (1999), Stress and burnout in rural and urban secondary school teachers, *The Journal of Educational Research*, 92, 5, 287-293.

Bishay, A. (1996), Teacher motivation and job satisfaction: a study employing the experience sampling method, *Journal of Undergraduate Sciences,* 3, 147-154.

Borg, M. G. & Falzon, J. M. (1989), Stress and job satisfaction among primary school teachers in Malta, *Educational Review*, 41, 3 , 271 – 279.

Borg, M. G., Riding, R. J. & Falzon, J. M. (1991), Stress in teaching: a study of occupational stress and its determinants, job satisfaction and career commitment among primary schoolteachers, *Educational Psychology*, 11, 1, 59-75.

Carroll, C. (1995), *Job satisfaction: a comparison of full time teaching and non teaching principals in a cross section of schools in INTO District XI*, Unpublished Graduate Diploma in Educational Management, University of Limerick.

Carroll, C. (1996), *Job stress and burnout: a comparative study of a sample of teaching and non-teaching administrative principals*, Unpublished MEd thesis in Educational Management, University of Limerick.

Chaplain, R. (1995), Stress and job satisfaction: a study of English primary school teachers, *Educational Psychology*, 15, 4, 473 – 489.

Crossman, A. & Harris, P. (2006), Job satisfaction of secondary school teachers, *Educational Management Administration Leadership*, 34, 1, 29-46.

Darboe, K. (2003), *An empirical study of the social correlates of job satisfaction among plant science graduates of a Midwestern University*, Lanham, MD: University Press of America.

Darmody, M., Smyth, E. and Doherty, C. (2010), *Designing primary schools for the future*, ESRI Research series No. 16, Dublin: ESRI.

Department of Education and Skills (2010), *Key statistics*, available online at: www.education.ie

Drudy, S., Martin, M., O'Flynn, J. & Woods, M. (2005), *Men in the classroom: male teachers in today's primary schools*, London: RoutledgeFalmer.

De Nobile, J. J. & McCormick, J. (2005), *Job satisfaction and occupational stress in Catholic primary schools*, a paper presented at the Annual Conference of the Australian Association for Research in Education, Sydney, November 27th–December 1st, 2005, available online at: **http://www.aare.edu.au/05pap/den05203.pdf**

Dick, R. & Wagner, U. (2001), Stress and strain in teaching: a structural equation approach, *British Journal of Educational Psychology*, 71, 2, 243-259.

Griffith, J., Steptoe, A. & Cropley, M. (1999), An investigation of coping strategies associated with job stress in teachers, *British Journal of Educational Psychology*, 69, 4, 517-531.

Hoppock, R. (1935), *Job Satisfaction*, Harper: New York.

Johnson, N. A. & Holdaway, E. A. (1994), Facet importance and the job satisfaction of school principals, *British Educational Research*, 20, 1, 17-33.

Kitching, K. (2009), Teachers' negative experiences and expressions of emotion: being true to yourself or keeping you in your place? *Irish Educational Studies*, 28, 2, 141-154.

Kitching, K., Morgan, M., & O'Leary, M. (2009), It's the little things: Exploring the importance of commonplace events for early-career teachers' motivation, Teachers *and Teaching: Theory and Practice*, 15, 43-58

Klecker, B. M. & Loadman, W. E., (1999), Male elementary school teachers' ratings of job satisfaction by years of teaching experience, *Education*, 119, 3, 504-513.

Kyriacou, C. (1987), Teacher stress and burnout: An international review. *Educational Research*, 29, 146-152.

Kyriacou, C. (2001), Teacher stress: directions for future research, *Educational Review*, 53, 1, 27-35.

Kyriacou, S. & Chien, P.-Y. (2004), Teacher stress in Taiwanese primary schools, *Journal of Educational Enquiry*, 5, 2, 86-104.

Kyriacou, S., Kunc, R., Stephens, P., & Hultgren, A. (2003), Student teachers' expectations of teaching as a career in England and Norway, *Educational Review*, 55, 255-263.

Kyriacou, C., & Sutcliffe, J. (1978), Teacher stress: prevalence, sources, and symptoms. *British Journal of Educational Psychology*, 48, 2, 323-365.

Lacey, K. (2003), *Understanding Principal Class Leadership Aspirations: Policy and Planning Implications*, Report for the Department of Education & Training School Leadership Development Unit, Victoria, Available online at:
http://www.curriculum.edu.au/leader/leadership_aspirations_in_schools,4623.html?issueID=969

Laughlin, A. (1984), Teacher stress in an Australian setting: The role of biographical mediators, *Educational Studies*, 10, 1, 7-22.

Lee, M. (2006), What makes a difference between two schools? Teacher job satisfaction and educational outcomes, *International Education Journal*, 7, 5, 642-650.

Ma, X. & MacMillan, R. B. (1999), Influences of workplace conditions on teachers' job satisfaction, *Journal of Educational Research*, 93, 1, 39-47.

Manthei, R. & Gilmore, A. (1996), Teacher stress in intermediate schools. *Educational Research*, 38, 1, 3-19.

Morgan, M. & Kitching, K. (2007), Teaching in disadvantaged schools: Job satisfaction of beginning teachers. In Gilligan, A.L., & Downes, P. (Eds), *Educational Disadvantage in Ireland*. (pp. 367-378), Dublin: Institute of Public Administration.

Morgan, M., Ludlow, L., Kitching, K., O'Leary, M. & Clarke, A. (2010), What makes teachers tick? Sustaining events in new teachers' lives, *British Educational Research Journal*, 36, 2, 191-208.

Morgan, M. & O'Leary, M. (2004), The job satisfaction of beginning primary teachers, *Irish Journal of Education*, 35, 73-86.

Morgan, M. & Sugrue, C. (2008), The seven challenges and four rewards of being a school Principal, *Oideas*, 53, 8-27.

OECD (2010), *Education at a glance*, Paris: OECD.

Ololube, N. P. (2005), *Teachers' job satisfaction and motivation for school effectiveness: an assessment*, available online at: http://www.usca.edu/essays/vol182006/ololube.pdf

Ostroff, C. (1992), The relationship between satisfaction, attitudes, and performance: An organizational level analysis, *Journal of Applied Psychology*, 77, 963-974.

Perie, M. & Baker, D. P. (1997), *Job satisfaction among America's teachers: effects of workplace conditions, background characteristics, and teacher compensation*, National Centre of Educational Statistics, Statistical Analysis Report, U.S. Department of Education, available online at: **http://nces.ed.gov/pubs97/97471.pdf**

Schmidt, S. (1999), The relationship between satisfaction with on-the-job training and overall job satisfaction, available online:

https://scholarworks.iupui.edu/bitstream/handle/1805/276/Schmidt.pdf?sequence=1

Shiel, G., Perkins, R., & Gilleece, L. (2009), *TALIS summary report for Ireland*. Available online at: http://www.ubuntu.ie/documents/talis_summary_report2009.pdf

Skaalvik, E.M. & Skaalvik, S. (2009), Does school context matter? Relationship with teacher burnout and job-satisfaction, *Teaching and Teacher Education*, 25, 3, 518-524.

Smith, M. & Bourke, S. (2002), Teacher stress: examining a model based on context, workload and satisfaction, *Teaching and Teacher Education*, 8, 1, 31-46.

Smyth, E., Dunne, A., Darmody, M., & McCoy, S. (2007), *Gearing up for the exam? The experiences of Junior Certificate Students*, Dublin: The Liffey Press/ESRI.

Sodoma, B. & Else, D. (2009), Job satisfaction of Iowa public school principals, *The Rural Educator*, 31, 1, 10-18.

Wasley, P. A., Fine, M., Gladden, M., Holland, N. F., King, S. P., Mosak, E., & Powell, L. C. (2000). *Small schools: Great strides—A study of new small schools in Chicago.* New York: Bank Street College of Education. Available: www.bankstreet.edu/html/news/SmallSchools.pdf

Wynne, R., Clarkin, N., Dolphin, C. (1991), *Stress and teachers, Council of Teachers' Unions Survey on Teacher Stress*. Dublin: Work Research Centre Ltd.

Zembylas, M. (2004), Job satisfaction among school teachers in Cyprus, *Journal of Educational Administration*, 42, 3, 357-374.

Appendix

GROWING UP IN IRELAND STUDY QUESTIONNAIRES FOR TEACHERS AND PRINCIPALS

The Economic and Social Research Institute
Whitaker Square
Sir John Rogerson's Quay
Dublin 2
Ph: 01-863 2000 Fax 01-863 2100

Office of the Minister for Children and Youth Affairs
Oifig an Aire Leanaí agus Gnóthaí Óige

University of Dublin
Trinity College
College Green
Dublin 2

QUESTIONNAIRES FOR

WAVE 1

OF THE NINE-YEAR COHORT OF

GROWING UP IN IRELAND

MAY 2010

Teacher-On-Self Questionnaire

The Economic and Social Research Institute
Whitaker Square
Sir John Rogerson's Quay
Dublin 2
Ph: 01-863 2000 Fax 01-863 2100

University of Dublin
Trinity College
College Green
Dublin 2

Growing Up in Ireland – the national longitudinal study

STRICTLY CONFIDENTIAL

TEACHER-ON-SELF QUESTIONNAIRE

School ID ☐☐☐☐ **School Roll No.** ☐☐☐☐☐☐

Study Child's ID within School ☐☐ **Roll Number of Study Child**_____

Teacher's ID within School ☐☐ ***Date:*** _____*day*_____ *mth*

Growing Up in Ireland is a major new government study on children. The purpose of the study is to improve our understanding of all aspects of children and their development. It will examine how children develop over time and identify which factors affect a child's development and make for a healthy and happy childhood or for a less happy one. The results of the study will be used by government to develop policies and interventions to support children and their families in the future. The Department of Health & Children is funding the study through the Office of the Minister for Children (OMC) in association with the Department of Social & Family Affairs and the Central Statistics Office. The Department of Education and Science is represented on the Steering Group which oversees the study. A group of researchers led by the Economic & Social Research Institute (ESRI) and The Children's Research Centre at Trinity College Dublin is carrying out the study.

All information provided will be treated in the strictest confidence. No one, other than the Study Team, will see the information you complete about the child. This information will not be seen by the child or by his / her parents / guardians.

An information sheet outlining in more detail the objectives of the study accompanies this questionnaire.

1. Are you male or female? Male ..... ☐1 Female ..... ☐2

2. To which age group do you belong?

20 - 29 yrs ..... ☐1 30 - 39 yrs .. ☐2 40 - 49 yrs . ☐3 50 - 59 yrs . ☐4 60 yrs or older .. ☐5

3. How many years have you been teaching at primary school level? ....._____ years

4. How long have you been teaching in this school? ..... _____ years

5. Which of the following qualifications do you hold? [*Please tick all that apply*]

A primary school teaching diploma or certificate, or other primary school qualification ..... ☐1
A primary degree in education (B.Ed) ..... ☐2
A primary degree in another subject ..... ☐3
A postgraduate diploma in education ..... ☐4
A qualification in learning support, special education or resource teaching ..... ☐5
A higher degree in education (PhD, Masters etc.) ..... ☐6
A higher degree in another subject (PhD, Masters etc.) ..... ☐7
No qualification ..... ☐8
Other [please specify] _____ ☐9

6. Within your regular classroom, how many children are there in each year group? If you do not teach a particular year group, write 'none' in the total row.

Class	Junior Infants	Senior Infants	First Class	Second Class	Third Class	Fourth Class	Fifth Class	Sixth Class
	Number of pupils							
Boys								
Girls								
Total								

OR **I teach a particular subject(s) and do not have a regular classroom** ..... ☐55

7a. Did you do any professional training, including in-service training, in the last 12 months?

Yes ..... ☐1 No ..... ☐2

7b. How many days training did you do? _____ **days**

8. In your opinion, how many children in your classroom (including the Study Child if relevant) have any of the following long-term problems? (Some children may belong to more than one category)

a. A limited knowledge of the main language of instruction ..... _____ children

b. An emotional or behavioural problem ..... _____ children

c. A learning / intellectual disability ..... _____ children

d. A physical / sensory disability ..... _____ children

9. In a typical week, would you have any Special Needs Assistants working with you in the Study Child's classroom?

Yes ..... ☐1 No ..... ☐2

10. For approximately how many hours per week? _____ **hours per week**

11. Approximately how many hours per week does the Study Child's class spend on each of the following subjects, within normal school hours? Your best estimate is fine. If the class does not receive instruction in a subject, please write 'none'.

Subject	No. of hours per week	Subject	No. of hours per week
English	hrs/wk	Social Personal Health Education (SPHE)	hrs/wk
Gaeilge	hrs/wk	Physical Education	hrs/wk
Maths	hrs/wk	Drama	hrs/wk
History	hrs/wk	Visual Arts	hrs/wk
Geography	hrs/wk	Other 1 (specify)	hrs/wk
Science	hrs/wk	Other 2 (specify)	hrs/wk
Religion	hrs/wk	Other 3 (specify)	hrs/wk
Music	hrs/wk	Other 4 (specify)	hrs/wk

12. Below we have a number of statements about teaching. Please indicate how frequently the following things happen in the Study Child's class

	Never or almost never	Some days	Most days	Every day
Pupils copy notes from the board in class	☐1	☐2	☐3	☐4
Pupils work in pairs	☐1	☐2	☐3	☐4
Pupils work individually in class using their textbook or worksheets	☐1	☐2	☐3	☐4
Homework is checked in class	☐1	☐2	☐3	☐4
Homework is taken up for correction	☐1	☐2	☐3	☐4
Pupils work in groups in class	☐1	☐2	☐3	☐4
You ask pupils questions in class	☐1	☐2	☐3	☐4
Pupils ask you questions in class	☐1	☐2	☐3	☐4
Pupils ask each other questions in class	☐1	☐2	☐3	☐4
You read aloud to pupils	☐1	☐2	☐3	☐4
Pupils suggest subjects or topics to be covered in class	☐1	☐2	☐3	☐4
Pupils are encouraged to find things out for themselves	☐1	☐2	☐3	☐4
You use video / DVD or audiotapes / CDs in class	☐1	☐2	☐3	☐4
You use play to facilitate pupil learning	☐1	☐2	☐3	☐4
Pupils use computer facilities in class	☐1	☐2	☐3	☐4
You provide differentiated activities, as appropriate, to pupils	☐1	☐2	☐3	☐4
Pupils get the opportunity to engage in hands-on activities	☐1	☐2	☐3	☐4
The pupil's experience and their environment is the starting point for learning	☐1	☐2	☐3	☐4
You teach pupils as a whole class	☐1	☐2	☐3	☐4

13a. How often do the children in the Study Child's class use a computer(s) in the school?

Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
☐1	☐2	☐3	☐4	☐5	☐6

13b. Do the children in the Study Child's class have use of a computer in their classroom?

Yes ..... ☐1 No .....☐2

14. Do the children in the Study Child's class use a computer to access the Internet?

Yes ..... ☐1 No .....☐2

15. On average, how many nights per week do you set homework for the children in the Study Child's class?

_____nights

16. On a typical evening during the week, how much time do you expect children in the Study Child's class to spend on homework?

None.....☐1
15 mins or less…. .....☐2
16-30 mins .....☐3
31-60mins .....☐4
1 – 1hr 30mins……. .....☐5
More than 1hr 30 min…….....☐6

17a. How often would you assess your pupil's progress using:

	Weekly	Twice a month	Monthly	Every term	Never/Almost Never
Teacher observations	☐1	☐2	☐3	☐4	☐5
Teacher-designed tasks and tests	☐1	☐2	☐3	☐4	☐5
Work samples, portfolios or projects	☐1	☐2	☐3	☐4	☐5
Teacher's questions	☐1	☐2	☐3	☐4	☐5

17b. Do you use the results of this assessment in the planning of your teaching?

Yes ..... ☐1 No .....☐2

18. How much control do you feel you have in your school over the following areas:

	No control	Slight control	Some control	Moderate control	A great deal of control
a. selecting subjects to be taught	☐1	☐2	☐3	☐4	☐5
b. deciding about the content of subjects to be taught	☐1	☐2	☐3	☐4	☐5
c. deciding about teaching techniques...	☐1	☐2	☐3	☐4	☐5
d. choosing textbooks and other learning materials	☐1	☐2	☐3	☐4	☐5
e. disciplining children.....	☐1	☐2	☐3	☐4	☐5
f. selecting the year group you teach.....	☐1	☐2	☐3	☐4	☐5

19. Below we have list of statements about pupils. Please indicate if you feel each is true of nearly all, more than half, less than half, or only a few pupils in the school.

Pupils, in general:	Nearly all	More than half	Less than half	Only a few
a. Enjoy being at school	☐1	☐2	☐3	☐4
b. Are well-behaved in class	☐1	☐2	☐3	☐4
c. Show respect for their teachers	☐1	☐2	☐3	☐4
d. Are rewarding to work with	☐1	☐2	☐3	☐4
e. Are well behaved in the playground/school yard	☐1	☐2	☐3	☐4

20. In general, what proportion of parents attend

a) parent teacher meetings and

b) other meetings organised by the school?

	Nearly All	More than half	Less than half	Only a few	Not Applicable
a. Parent-teacher meetings	☐1	☐2	☐3	☐4	☐5
b. Other meetings organised by the school	☐1	☐2	☐3	☐4	☐5

21. What proportion of parents would approach you informally to discuss their child's progress?

Nearly All	More than half	Less than half	Only a few
☐1	☐2	☐3	☐4

22. Compared with other Primary Schools of your size would you say that, in general, the environment in your school is happier, as happy or less happy for (a) pupils and (b) teachers as in other Primary Schools?

	Happier	As happy	Less happy
a. Pupils	☐1	☐2	☐3
b. Teachers	☐1	☐2	☐3

23.In general terms (a) how stressed do you feel by your job and (b) how satisfied do you feel with your job?

	Very	Fairly	Not Very	Not At All
a. How **stressed** do you feel by your job	☐1	☐2	☐3	☐4
b. How **satisfied** do you feel with your job	☐1	☐2	☐3	☐4

Thank you very much for having completed this part of *Growing Up In Ireland*

We would now like you to complete a questionnaire (one of the green ones) in respect of each Study Child who has been selected from your class(es) for inclusion in the project

Principal’s Questionnaire

The Economic and Social Research Institute
Whitaker Square
Sir John Rogerson's Quay
Dublin 2
Ph: 01-863 2000 Fax 01-863 2001

University of Dublin
Trinity College
College Green
Dublin 2

Growing Up in Ireland – the national longitudinal study of children

STRICTLY CONFIDENTIAL

PRINCIPAL'S QUESTIONNAIRE

School ID ☐☐☐☐ **School Roll No.** ☐☐☐☐☐☐

Study Child's ID within School ☐☐ **Roll Number of Study Child**_____

Teacher's ID within School ☐☐ ***Date:*** _____*day*_____ *mth*

Growing Up in Ireland is a major new government study on children. The purpose of the study is to improve our understanding of all aspects of children and their development. It will examine how children develop over time and identify which factors affect a child's development and make for a healthy and happy childhood or for a less happy one. The results of the study will be used by government to develop policies and interventions to support children and their families in the future.

The Department of Health & Children is funding the study through the Office of the Minister for Children (OMC) in association with the Department of Social & Family Affairs and the Central Statistics Office. The Department of Education and Science is represented on the Steering Group which oversees the study. A group of researchers led by the Economic & Social Research Institute (ESRI) and The Children's Research Centre at Trinity College Dublin is carrying out the study. Your school is one of those randomly selected to participate in the study. **All information provided will be treated in the strictest confidence.**

An information sheet outlining in more detail the objectives of the study accompanies this questionnaire.

1. Are you male or female? Male ..... ☐1 Female ..... ☐2

2. To which age group do you belong?

20 - 29 yrs ..... ☐1 30 - 39 yrs .. ☐2 40 - 49 yrs . ☐3 50 - 59 yrs . ☐4 60 yrs or older .. ☐5

3. For how many years have you been Principal:

(a) in this school? ..... _____years **(b) in other Primary Schools?** _____years

4. How many boys and how many girls are enrolled in the school?

Boys _____ Girls _____ Total Pupils _____

5. In addition to your duties as Principal, do you have a teaching class assigned to you?

Yes.....☐1 No..... ☐2

6. How many *full-time* and *part-time* teachers work in this school? Please indicate how many are male and how many are female.

Teachers	*Full-time*	*Part-time*
Male		
Female		
Total		

7. Excluding yourself, how many *full-time* and *part-time* administrative staff work in your school?

Full-time admin. staff _____ **Part-time admin. staff**_____

[If none, please write none. Do not leave blank]

8. Approximately how many staff does your school currently have in the following capacities? Please indicate the number employed on a full-time and part-time basis.

	Full-time	Part-time
Learning support / resource teachers		
Language support teachers		
Special needs assistants		
Other teaching assistants		

9. How many rooms (including prefabs etc.) are used as classrooms in the school? _____ classrooms

10. Of these, how many portable classrooms (prefabs) are there in the school? _____ portable classrooms

11. How many classes (across all year-groups) are there in the school? _____ classes

12. Approximately how many pupils is the school designed for? ..... _____ children

13. In which year was the school built? ..... Year_____

14. Compared to other Primary Schools in the country how adequate to the needs of the school and the pupils are the school's resources in each of the following areas?

	Poor	Fair	Good	Excellent
a. Number of teachers	☐1	☐2	☐3	☐4
b. Number of classrooms	☐1	☐2	☐3	☐4
c. Books and worksheets	☐1	☐2	☐3	☐4
d. Computing facilities	☐1	☐2	☐3	☐4
e. Arts and crafts facilities	☐1	☐2	☐3	☐4
f. Sports facilities	☐1	☐2	☐3	☐4
g. Music facilities	☐1	☐2	☐3	☐4
h. Playground	☐1	☐2	☐3	☐4
i. Mathematics resources / facilities	☐1	☐2	☐3	☐4
j. Library / media centre	☐1	☐2	☐3	☐4
k. Staff room	☐1	☐2	☐3	☐4
l. Toilet facilities	☐1	☐2	☐3	☐4
m. Learning support provision	☐1	☐2	☐3	☐4
n. After-school facilities (e.g. homework clubs)	☐1	☐2	☐3	☐4
o. Administrative support	☐1	☐2	☐3	☐4
p. Condition of the school building, classrooms etc.	☐1	☐2	☐3	☐4
q. Facilities for children with disabilities	☐1	☐2	☐3	☐4

15. Does the school provide

a) a 'breakfast club'	Yes, every day ☐1	Yes, some days ☐2	No ☐3
b) <u>free</u> school meals at lunchtime	Yes, every day ☐1	Yes, some days ☐2	No ☐3

16. Approximately how many computers in total does the school have? _____ computers

17. Of these, how many can be used *<u>by the pupils</u>*, i.e excluding those used *solely* by administrative or teaching staff:

_____ used by the pupils

18. Does the school have a dedicated computer room for pupils? Yes ☐1 No ☐2

19. In your opinion, how important is each of the following to *<u>the ethos</u>* of the school?

	Very important	Fairly important	Not important	Not sure
a. Sports	☐1	☐2	☐3	☐4
b. Religion	☐1	☐2	☐3	☐4
c. Music	☐1	☐2	☐3	☐4
d. Drama	☐1	☐2	☐3	☐4
e. Involvement with the community	☐1	☐2	☐3	☐4
f. Involvement with parents / guardians	☐1	☐2	☐3	☐4
g. Social justice / concern for disadvantaged	☐1	☐2	☐3	☐4
h. Environmental awareness	☐1	☐2	☐3	☐4
i. Irish language and culture	☐1	☐2	☐3	☐4

20. Are the school buildings and other facilities (playing fields etc. if relevant) open to the local community (a) in the evenings during the week; (b) at weekends; or (c) out of term time?

a) in the evenings during the week Yes ..... ☐1 No ..... ☐2
b) at weekends Yes ..... ☐1 No ..... ☐2
c) out of term time Yes ..... ☐1 No ..... ☐2

21. Approximately how many of each of the following groups of pupils do you have in your school? If none, please write 'NONE' – do not leave blank. – the same child can be recorded more than once.

Foreign-national pupils..... *(Number)*_____

Pupils of families from the Travelling Community..... *(Number)* _____

Pupils with language difficulties (where native language is other than English / Irish) ... *(Number)* _____

Pupils with physical / sensory disabilities ..... *(Number)* _____

Pupils with learning / intellectual disabilities. .... *(Number)* _____

22. Approximately, what is the *Average Daily Attendance* for your school this year (2006 / 2007)?

_____% Average Daily Attendance **OR** _____Average number attending daily

23. What percentage of pupils missed 20 days or more in the 2005 / 2006 academic year (as per the NEWB figures)

_____ **%**

24. Approximately what percentage of the pupils in your school would you say come from the immediate area, that is, live within about 20 minutes walking distance of the school?

_____ %

25. Please indicate which of the following get involved in supporting children with emotional / behavioural problems in your school. [Please tick all that apply]

Principal..... ☐1
Classroom Teacher..... ☐2
Learning support / resource teacher ..... ☐3
Other staff member..... ☐4
External assistance [please specify] _____ . ☐5

26. In your assessment, approximately what proportion of pupils in the school would have such literacy, numeracy, or emotional-behavioural difficulties as to adversely impact on their educational development? Please tick one box on each line to indicate approximate percentage.

	Approximate percentage of children with each problem				
	None	less than 10%	10-25%	26-40%	More than 40%
a) Literacy Problems	☐1	☐2	☐3	☐4	☐5
b) Numeracy Problems	☐1	☐2	☐3	☐4	☐5
c) Emotional / Behavioural problems	☐1	☐2	☐3	☐4	☐5

27. Does the school have a Home-School Community Liaison Co-ordinator? Yes ..... ☐1 No ..... ☐2

28. Over the past five years, has the number of pupils coming to this school….

Increased..... ☐1 Decreased..... ☐2 Remained fairly stable ..... ☐3

29. Are all of the pupils who apply to this school generally accepted? Yes… ☐1 → Go to Q.31 | No.. ☐2 → Go to Q.30

30. What criteria are used to admit pupils [Please tick all that apply]?

Proximity to the school	Other siblings in the school	Parents attended the school	Performance on tests	Date of application	Religion	Other (Please specify below)
☐1	☐2	☐3	☐4	☐5	☐6	_____ ☐7

31. Are there any other local schools to which pupils in your school might go? Yes ..... ☐1 No..... ☐2

32. In general, do more pupils apply to come to this school than there are places available?

Yes ..... ☐1 No..... ☐2

33. If there is more than 1 class in any year-group, on what basis are pupils in the school allocated to classes?

Randomly / alphabetically ..... ☐1 Performance on tests ..... ☐3
Only 1 class per year-group ..... ☐2 Other [please specify_____] . ☐4

34. Does the school hold formal parent-teacher meetings at least once per year? Yes ..... ☐1 No..... ☐2

35. Approximately what percentage of parents attend parent-teacher meetings? _____per cent

36. How important is each of the following in the school as a *curricular* activity?

	Very important	Fairly important	Not important	Not sure
a. Physical Education / Sport	☐1	☐2	☐3	☐4
b. Music	☐1	☐2	☐3	☐4
c. Speech and Drama	☐1	☐2	☐3	☐4
d. Environmental Awareness	☐1	☐2	☐3	☐4
e. Awareness of Social Justice	☐1	☐2	☐3	☐4
f. Scientific education	☐1	☐2	☐3	☐4

37. And how important is each of the following in the school as an *extra-curricular* activity?

	Very important	Fairly important	Not important	Not sure
a. Physical Education / Sport	☐1	☐2	☐3	☐4
b. Music	☐1	☐2	☐3	☐4
c. Speech and Drama	☐1	☐2	☐3	☐4
d. Environmental Awareness	☐1	☐2	☐3	☐4
e. Awareness of Social Justice	☐1	☐2	☐3	☐4
f. Scientific education	☐1	☐2	☐3	☐4

38. To what extent are the following forms of discipline used in your school:

	Often	Occasionally	Rarely	Never
a. Suspension	☐1	☐2	☐3	☐4
b. Expulsion / permanent exclusion	☐1	☐2	☐3	☐4
c. Extra classwork	☐1	☐2	☐3	☐4
d. Extra homework	☐1	☐2	☐3	☐4
e. Writing of 'lines'	☐1	☐2	☐3	☐4
f. Detention	☐1	☐2	☐3	☐4
g. Exclusion from sports or other popular activities	☐1	☐2	☐3	☐4
h. Verbal (phone or otherwise) report to parents	☐1	☐2	☐3	☐4
i. Written report to parents	☐1	☐2	☐3	☐4
j. Cancellation of popular lesson e.g. art	☐1	☐2	☐3	☐4
k. Warning card system	☐1	☐2	☐3	☐4
l. Other (specify) _____	☐1	☐2	☐3	☐4

39. Does the school have a written discipline policy? Yes ..... ☐1 No ..... ☐2 Go to Q.41

40. To what extent were the following involved in developing this policy?

	To a great extent	To some extent	Not at all
a. Teachers	☐1	☐2	☐3
b. Parents	☐1	☐2	☐3
c. Pupils	☐1	☐2	☐3
d. Board of Management	☐1	☐2	☐3

41. To what extent is bullying a problem in your school?

A major problem ..... ☐1 A minor problem ..... ☐1 No problem at all ..... ☐3

42. Does your school have an explicit anti-bullying strategy? Yes ..... ☐1 No ..... ☐2

43. Does your school have a written policy on bullying? Yes ..... ☐1 No ..... ☐2

44. Please indicate the extent to which you believe each of the following to be true of teachers in your school.

	True of nearly all	True for more than half	True for less than half	True of only a few
a. Teachers are positive about the school	☐1	☐2	☐3	☐4
b. Teachers get a lot of help and support from colleagues	☐1	☐2	☐3	☐4
c. Teachers are open to new developments and challenges	☐1	☐2	☐3	☐4
d. Teachers are eager to take part in in-service training	☐1	☐2	☐3	☐4

45. Compared with other Primary Schools of your size would you say that the scale of day-to-day problems in running the school are? [Please tick one box only]

Much greater than in other schools	Slightly greater than in other schools	About the same as in other schools	Slightly less than in other schools	Much less than in other schools
☐1	☐2	☐3	☐4	☐5

46. What makes you say that? [Please describe as fully as possible]

_____

47. Compared with other Primary Schools of your size would you say that, in general, the environment in your school is happier, as happy or less happy for pupils as in other Primary Schools

Happier.....☐1 As happy .....☐2 Less happy.....☐3

48. In general terms (a) how *stressed* do you feel by your job and (b) how *satisfied* do you feel with your job?

	Very	Fairly	Not Very	Not At All
a. How **stressed** do you feel by your job	☐1	☐2	☐3	☐4
b. How **satisfied** do you feel with your job	☐1	☐2	☐3	☐4

Thank you very much for having completed this part of *Growing Up in Ireland*