



The Professional Satisfaction of Tunisian Secondary School Teachers after the Deconfinement of the COVID-19 Epidemic

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Authors' contributions

This work was carried out in collaboration between both authors. Both authors read and approved the final manuscript.

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ABSTRACT

In Tunisia, as in the rest of the world, the Covid-19 crisis has forced the authorities to suspend classes. More than 2 million pupils and 90 thousand of teachers have been deprived of school. After three months of confinement, authorities say the school year is over except for baccalaureate candidates. Indeed, the resumption of courses for final classes (bac) is set for May 27, 2020. The question of the professional satisfaction of Tunisian secondary school teachers after the DE confinement of the COVID 19 epidemic for teachers during the period of DE confinement seems essential. The objective of this article is to highlight the degree of professional satisfaction perceived by secondary education teachers in the governorate of 'Nabeul' in different subjects (Mathematics, Physics, SVT, French, English ...) in the presence of the stress and anxiety caused by the current situation of the emergence of the COVID-19 epidemic and in the presence of the health protocol in schools. (1) Background: Personal satisfaction linked to the professional context was measured using the Austrian questionnaire "Qualität in Schulen", translated into French by the Luxembourg Ministry of Education. (2) Methods: after 3 weeks of resuming the course, during the period from

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06/22/2020 to 06/27/2020 Three hundred and sixty (n = 360) questionnaires were sent and two hundred and forty-six (n = 246) questionnaires for processing, hence the return rate is 68.33%, which can be considered satisfactory. (3) Results : secondary teachers demonstrated a high degree of satisfaction at the relational level (students, administrative bodies, colleagues, etc.). Whereas, the teaching aids presented to schools during this period were not satisfactory despite the establishments' desire to remain operational during this period of the resumption of classes. (4) Conclusion: These preliminary results elucidate that the resumption of classes in Tunisia for the final classes (baccalaureate) after a period of confinement due to the emergence of the COVID-19; made it possible to create a specific climate in the high school. Consequently, the teachers showed a high degree of satisfaction at the relational level while they were not satisfied with the level of the didactic means presented to the breasts of the high school.

Keywords: Professional satisfaction; teachers; COVID-19; high school.

1. INTRODUCTION

1.1 The Professional Satisfaction of Teachers

The concept of professional satisfaction is defined as an emotional state resulting from the evaluation made by a person of his work through the cognitive, affective and conative dimensions (Davy CASTEL). Likewise, professional satisfaction perceived as a feeling about work [1], and also perceived as a fundamental variable in the life and functioning of any organization. This parameter has been researched as an independent variable and a dependent variable [2]. At the educational level, the professional satisfaction parameter is studied as a global concept and as a versatile element of professional life [3].

Indeed, professional satisfaction is correlated with both personal and environmental variables, such as satisfaction with the manager, management, colleagues, students, parents, satisfaction with the teaching profession [4].

1.2 Research Objective

The objective of this article is to highlight the degree of the professional satisfaction perceived by the teachers (n = 246) of the governorate of Nabeul in different subjects (Mathematics, Physics, SVT, French, English ...) in the presence of stress and anxiety caused by the current situation of the emergence of COVID-19 and the presence of the health protocol in schools.

2. METHODOLOGY

2.1 Participants

Two hundred and forty-six (n = 246) secondary school teachers for the Baccalaureate classes

of the governorate of Nabeul from different subjects (Mathematics, Physics, SVT, French, Philosophy, English ...) participated in this study. It should also be noted that all our participants have professional experience that exceeds 10 years teaching in various state schools (high schools and colleges).

NB: Teachers have not been divided into categories according to the subjects taught since the aim of this study is to describe the satisfaction of 'Nabeulian' teachers in a global way. So we did not take into account in this study the different subjects taught.

2.2 The Data Collection Process

After the deconfinement, the questionnaire was sent directly to all teachers in the governorate of Nabeul, after 3 weeks of resuming the course, during the period from 06/22/2020 to 06/27/2020.

Three hundred and sixty (n = 360) questionnaires were sent and two hundred and forty-six (n = 246) questionnaires were received for processing, hence the return rate is 68.33%, which can be considered satisfactory.

2.3 The Data Collection Instrument

Personal satisfaction linked to the professional context was measured using the Austrian questionnaire "Qualität in Schulen", translated into French by the Luxembourg Ministry of Education. The items were grouped into seven dimensions according to the recommendations of the Austrian Federal Ministry of Education, Science and Culture: A. Satisfaction with the frame. B. Satisfaction with management. C. Satisfaction with relations with parents (Table 3). D. Satisfaction with student relationships. E. Satisfaction with teaching activity. F. Satisfaction with colleagues.

G. General satisfaction with the teaching profession.. The scores allow, on the one hand, to have an overview of satisfaction, but also to identify explanatory factors for the differences between the teachers.

2.4 Data Analysis

We proceeded to the data processing by the "calculation of the percentage".

3. RESULTS

The distribution of responses with respect to the professional satisfaction is presented in the next tables in percentages of people who responded to the items. The responses are distributed on a four-point ordinal scale comprising two levels of agreement and two levels of disagreement: "strongly agree", "tend to agree", "tend to disagree", "not at all". all agree".

3.1 Item (A): Satisfaction with the Frame

Analysis of the results in Table 1 show that the material, spatial and logistical conditions are deemed satisfactory after the resumption of classes in the majority of schools in the governorate of Nabeul.

While more than 70% of the teachers questioned affirmed that the didactic means within the high schools are not adequate to improve the interaction between the teacher and the pupils in class during this critical period.

3.2 Item (B): Satisfaction with Management

During this month, the vast majority of teachers enjoy communicating with the principals of their high schools. Indeed, the majorities of principals and administrators of high schools appreciate the contribution of teachers in this critical period, respecting their views and allowing them to participate in decision making.

3.3 Item (C): Satisfaction with the Relation with Parents

Contrary to teachers' satisfaction with the administrative framework, we find that the majority of our population considers that parents no longer recognize the efforts undertaken. Likewise, teachers feel taken as a scapegoat in the event of a problem, especially after the decision to resume classes.

3.4 Item (D): Satisfaction with the Relationship with the Students

Although more than 80% of teachers believe their school has too many difficult students and have problems especially in the presence of stress and anxiety caused by the current situation of the emergence of COVID-19 and in the presence of the classroom health protocol; 60% of the teachers questioned feel well accepted by their students and maintain positive relationships with them, which gives them pleasure.

Table 1. Satisfaction with the frame

Satisfaction with the frame		Pas du tout d'accord	Plutôt pas d'accord	Plutôt d'accord	Tout à fait d'accord
1	Mon école/institution dispose de bons moyens d'enseignement (moyens didactiques)	25.3	51.2	13.4	10.1
8	Dans mon école/institution, les conditions matérielles sont très bonnes	14.1	19.2	37.4	29.3
15	Mon école/institution est bien agencée du point de vue du mobilier (chaises, tables, etc.)	14.7	11	41.1	33.2
22	Dans mon école/institution, les classes/locaux sont individualisés, lumineux et accueillants	3.1	6.2	69.6	21.1
29	Dans mon école, je ne peux pas me plaindre d'un manque d'espace	9.1	29.3	31.4	30.2

Table 2. Satisfaction with management

Satisfaction with management		Pas du tout d'accord	Plutôt pas d'accord	Plutôt d'accord	Tout à fait d'accord
2	La communication entre la direction et le personnel fonctionne bien	6.5	9.6	31.8	52.1
9	Mon supérieur hiérarchique respecte mon point de vue	8.2	10.1	59.3	22.4
16	Mon supérieur hiérarchique me laisse beaucoup de responsabilités	16.1	13.6	41.2	29.1
23	Mon supérieur hiérarchique n'apprécie pas que je participe aux prises de décisions	28.6	33.6	19.7	18.1
36	Mon supérieur hiérarchique essaie de me soutenir et d'alléger mon travail	19.8	20.1	33.6	26.5

Table 3. Satisfaction with the relation with parents

Satisfaction with the relationship with parents		Pas du tout d'accord	Plutôt pas d'accord	Plutôt d'accord	Tout à fait d'accord
3	Les parents des élèves ne reconnaissent pas suffisamment nos efforts	15.9	24.8	21.2	38.1
10	En cas de problème, je suis souvent pris comme bouc émissaire par les parents	17.5	12.6	30.1	39.8
17	Les parents pensent souvent que leurs enfants ne sont pas traités correctement	21.9	22.7	26.1	29.3
24	J'ai le sentiment que l'autorité des enseignants diminue dans l'esprit des parents	18.2	16.5	19.2	46.1

Table 4. Satisfaction with the relationship with the students

Satisfaction with the relationship with the students		Pas du tout d'accord	Plutôt pas d'accord	Plutôt d'accord	Tout à fait d'accord
4	De manière générale, je me sens bien accepté par mes élèves	9.5	25.6	41.1	23.8
18	J'ai, avec de nombreux élèves, de bons rapports personnels	14.8	23.9	27.2	34.1
25	Les relations avec les élèves me procurent beaucoup de plaisir	12.2	21.1	38.3	28.4
30	Dans cette école/institution, il y a beaucoup trop d'élèves difficiles	33.5	51.2	8.1	7.2
33	Mon école/institution comporte plus d'élèves à problèmes que les autres écoles de la région	47.8	33.1	14.7	4.4

3.5 Item (E): Satisfaction with the Teaching Activity

By analyzing Table 5, we deduce that more than half of our population considers their work to be very interesting for them and considers that they manage to cope with the difficulties related to their work in class during this period. While 80% of teachers say that they work without pleasure in their institution and that their task in class during this period (after deconfinement) does not allow them to develop their professional capacities.

3.6 Item (F): Satisfaction with Colleagues (Teachers)

By analyzing Table 6, the teachers who participated in this study state that they are satisfied with the collaboration and support between colleagues and feel that they have received a lot of good advice from them especially in this month. In fact, in this period of the resumption of classes, the professional ties between the secondary school teachers in the final grades have turned into friendship for the majority.

Table 5. Satisfaction with the teaching activity

Satisfaction with the teaching activity		Pas du tout d'accord	Plutôt pas d'accord	Plutôt d'accord	Tout à fait d'accord
7	Je parviens à faire face aux difficultés liées à mon travail	10.2	24.7	36.9	28.2
11	Je manque de méthodes efficaces pour faire face aux élèves difficiles	37.2	31.9	18.5	12.4
14	Mon travail est très intéressant et varié	0.8	1.1	47.3	50.8
21	J'enseigne avec plaisir dans mon école/institution	41.3	37.5	13.8	7.4
28	Mon travail ici me procure suffisamment d'opportunités pour développer mes capacités	48.3	46.8	4.9	00
37	Je suis satisfait de mon plan de travail et de mon horaire	33.8	30.1	23.2	12.9

Table 6. Satisfaction with colleagues (teachers)

Satisfaction with colleagues (teachers)		Pas du tout d'accord	Plutôt pas d'accord	Plutôt d'accord	Tout à fait d'accord
5	Je ne suis pas satisfait du soutien entre les collègues de mon école/institution	15.8	15.3	33.8	35.1
12	Avec la plupart de mes collègues, je ne souhaite avoir aucun contact privé	3.3	8.2	48.3	40.2
19	Il n'y a que peu de collègues avec lesquels je partage les mêmes opinions prof.	9.6	24.1	35.6	30.7
26	J'ai plusieurs amis parmi mes collègues	7.2	9.1	44.1	39.6
31	Dans cette école/institution, il manque d'échanges entre spécialistes	15.4	22.3	30.1	32.2
34	J'ai déjà reçu plusieurs bons conseils / suggestions de la part de mes collègues	6.5	30.5	33.1	29.9
35	Régulièrement, je rencontre certains collègues aussi hors du temps d'école	22.1	40.8	25.7	11.4

Table 7. General satisfaction with the teaching profession

General satisfaction with the teaching profession		Pas du tout d'accord	Plutôt pas d'accord	Plutôt d'accord	Tout à fait d'accord
6	Mes activités libres et mes hobbies me fournissent plus de satisfactions que mon travail	44.4	28.6	13.7	13.3
13	Dans l'ensemble, les avantages et les points positifs dominant	9.1	29.9	33.4	27.6
20	Je me suis déjà souvent demandé si ce ne serait pas mieux de changer école/institution	6.4	11.8	23.1	58.7
27	Je pense que je peux être fier du travail que j'ai accompli dans mon école/institution	12.3	17.2	40.2	30.3
32	En tant qu'intervenant dans cette école/institution. je me sens très reconnu par les gens extérieurs	60.1	25.3	9.1	5.5

3.7 Item (G): General Satisfaction with the Teaching Profession

After the resumption of classes for this school year (May 27, 2020), the majority of teachers say they are proud of the work accomplished, not wishing to change schools and highlight the advantages of their profession. On the other hand, more than 85% of our population do not feel recognized by people coming from outside the school and more than 70% of teachers do not highlight the relationship between their free activities and the degree of satisfaction at work during this period.

4. DISCUSSION AND CONCLUSION

Current research addresses the professional satisfaction of secondary school teachers from a multidimensional perspective after the Tunisian authority's declaration of deconfinement and the resumption of classes for final classes (baccalaureate) [5-9].

By using statistical analyzes, the majority of teachers who took part in this study prove that they feel very satisfied with their relationship with colleagues and school principals. Indeed, they appreciate the interactive communicational relationship with management during this critical period of the school year [10-12]. For relations with colleagues, our population affirms that they are satisfied with the collaboration and support between them so that professional bonds are transformed into friendship during this period of resumption of classes.

In terms of material, spatial and logistical conditions presented to schools during this

period; teachers say they were satisfactory. This can be reflected in the desire of schools to remain operational and to provide students with the best possible learning experiences despite difficult conditions [12,13].

On the other hand, the didactic means were not adequate to improve the interaction between the teacher and the pupils, especially in the presence of the health protocol in class. However, secondary school teachers are proud of the work accomplished and find their work very interesting for them and feel that they can cope with the difficulties associated with their work in the classroom during this period.

On the other hand, from the results presented above, it can be deduced that the teachers worked without pleasure in their schools and that their task in class does not allow them to develop their professional capacities during this period of resumption of classes. Indeed, this can be explained by the non-proportional relationship between their free activities during the long period of confinement (almost 3 months).

Also, with regard to the relational aspect with parents, our teachers prove that parents no longer recognize the efforts made and feel taken as a scapegoat in the event of a problem despite the fact that they feel well accepted by their students and maintain positive relations with them in the classroom during this critical period caused by the current situation of the emergence of the COVID-19 epidemic and in the presence of the health protocol in schools [14-18].

By way of this discussion, the resumption of classes in Tunisia for final classes

(baccalaureate) after a period of confinement due to the emergence of the COVID-19 epidemic for 3 months; helped to create a specific climate within schools in the governorate of 'Nabeul'. Indeed, the presence of stress and anxiety caused by the current situation and in the presence of the health protocol in the classroom; secondary school teachers showed a high level of satisfaction with:

- Their reactions to difficulties related to their work.
- Relationships with colleagues and directors of their high schools.
- Relations with colleagues.
- The material, spatial and logistical conditions presented to schools.

While at the level of the didactic means presented to the breasts of the schools during this period were not satisfactory. Likewise, they claim that they have worked without pleasure in their schools and that their task in class does not allow them to develop their professional capacities during this period of resumption of classes.

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COMPETING INTERESTS

Authors have declared that no competing interests exist.

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ANNEXE

Le questionnaire autrichien «Qualität in Schulen », traduit en français par le Ministère de l'Education Luxembourgeois

Satisfaction générale avec le métier d'enseignant		Pas du tout d'accord	Plutôt pas d'accord	Plutôt d'accord	Tout à fait d'accord
1	Mon école/institution dispose de bons moyens d'enseignement (moyens didactiques)				
2	La communication entre la direction et le personnel fonctionne bien				
3	Les parents des élèves ne reconnaissent pas suffisamment nos efforts				
4	De manière générale, je me sens bien accepté par mes élèves				
5	Je ne suis pas satisfait du soutien entre les collègues de mon école/institution				
6	Mes activités libres et mes hobbies me fournissent plus de satisfactions que mon travail				
7	Je parviens à faire face aux difficultés liées à mon travail				
8	Dans mon école/institution, les conditions matérielles sont très bonnes				
9	Mon supérieur hiérarchique respecte mon point de vue				
10	En cas de problème, je suis souvent pris comme bouc émissaire par les parents				
11	Je manque de méthodes efficaces pour faire face aux élèves difficiles				
12	Avec la plupart de mes collègues, je ne souhaite avoir aucun contact privé				
13	Dans l'ensemble, les avantages et les points positifs dominent				
14	Mon travail est très intéressant et varié				
15	Mon école/institution est bien agencée du point de vue du mobilier (chaises, tables, etc.)				
16	Mon supérieur hiérarchique me laisse beaucoup de responsabilités				
17	Les parents pensent souvent que leurs enfants ne sont pas traités correctement				
18	J'ai, avec de nombreux élèves, de bons rapports personnels				
19	Il n'y a que peu de collègues avec lesquels je partage les mêmes opinions prof.				
20	Je me suis déjà souvent demandé si ce ne serait pas mieux de changer école/institution				
21	J'enseigne avec plaisir dans mon école/institution				
22	Dans mon école/institution, les classes/locaux sont individualisés, lumineux et accueillants				
23	Mon supérieur hiérarchique n'apprécie pas que je participe aux prises de décisions				
24	J'ai le sentiment que l'autorité des enseignants diminue dans l'esprit des parents				

Satisfaction générale avec le métier d'enseignant		Pas du tout d'accord	Plutôt pas d'accord	Plutôt d'accord	Tout à fait d'accord
25	Les relations avec les élèves me procurent beaucoup de plaisir				
26	J'ai plusieurs amis parmi mes collègues				
27	Je pense que je peux être fier du travail que j'ai accompli dans mon école/institution				
28	Mon travail ici me procure suffisamment d'opportunités pour développer mes capacités				
29	Dans mon école, je ne peux pas me plaindre d'un manque d'espace				
30	Dans cette école/institution, il y a beaucoup trop d'élèves difficiles				
31	Dans cette école/institution, il manque d'échanges entre spécialistes				
32	En tant qu'intervenant dans cette école/institution. je me sens très reconnu par les gens extérieurs				
33	Mon école/institution comporte plus d'élèves à problèmes que les autres écoles de la région				
34	J'ai déjà reçu plusieurs bons conseils / suggestions de la part de mes collègues				
35	Régulièrement, je rencontre certains collègues aussi hors du temps d'école				
36	Mon supérieur hiérarchique essaie de me soutenir et d'alléger mon travail				
37	Je suis satisfait de mon plan de travail et de mon horaire				

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