

Teacher Job Satisfaction: A Key Factor in Teacher Retention

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ABSTRACT

The presentation summarizes the finding of a critical exploratory study conducted in Kuwait. The study aims to raise awareness regarding the level of EFL teachers' job satisfaction in an English preparatory programme through critically exploring and understanding their perspectives and views about factors affecting teachers' job satisfaction in general and their views about the level of job satisfaction in their teaching context. Moreover, the study aims to challenge and possibly change the adopted policies in the described context by giving teachers voice to suggest best practices to enhance their satisfaction with their job. Informed by a critical agenda and underpinned by a critical philosophy that believes in giving teachers voice in their own profession, qualitative data was collected through semi-structured interviews conducted with teachers working in the studied context. The analysis of the collected data showed that teachers' views about job satisfaction resonate with job satisfaction theories and recent empirical research findings. Moreover, the findings showed that teachers in the described context suffer from obvious job dissatisfaction that need to be taken seriously to prevent their turnover and lose of literate experienced qualified teachers that are aware of their problems, capable of reflecting on them, and are able to recommend solutions that can transform practices and elevate their pain. Finally, it is believed that the kind of reform teachers suggested is worth implementing, as it is capable of enhancing job satisfaction level in the described context.

Keywords: Teacher Job Satisfaction. Education Management. Teacher Turnover. EFL Teachers. English Preparatory Programme