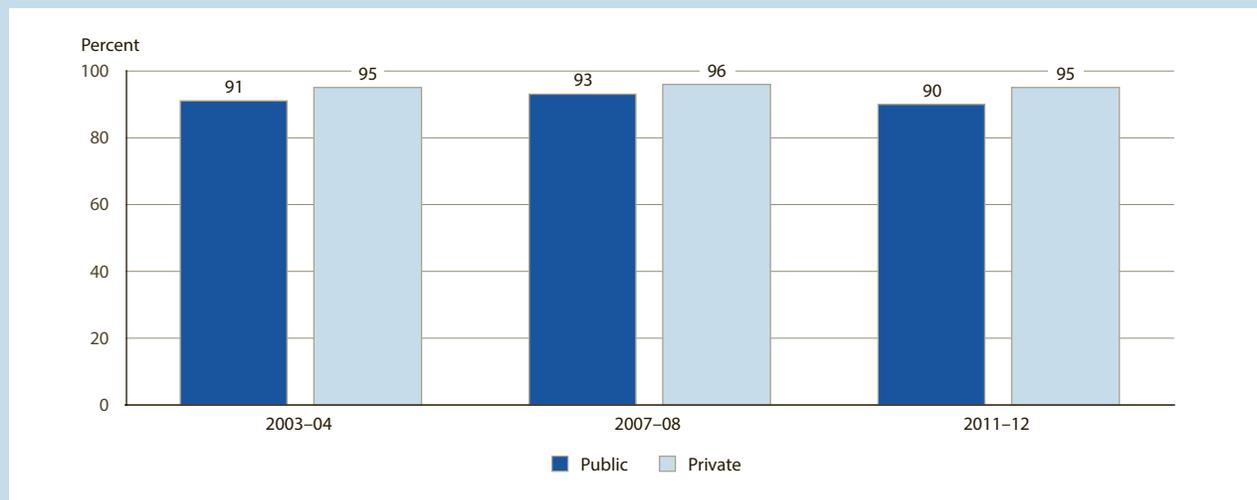


This report uses teacher responses to the Schools and Staffing Survey (SASS) public and private school teacher questionnaires from the 2003–04, 2007–08, and 2011–12 school years. SASS is a system of related questionnaires that provide descriptive data on the context of elementary and secondary education in the United States. The SASS system covers a wide range of topics from teacher demand, teacher and principal characteristics, general conditions in schools, principals’ and teachers’ perceptions of school climate and problems in their schools, teacher compensation, district hiring and retention practices, to basic characteristics of the student population. This Data Point includes information about teacher job satisfaction. Teachers reported their agreement with the statement: “I am generally satisfied with being a teacher at this school.” In this Data Point, “Satisfied” teachers are those who responded “strongly agree” or “somewhat agree.” “Dissatisfied” teachers are those who responded “somewhat disagree” or “strongly disagree.”

## In the 2003–04, 2007–08, and 2011–12 school years, what percentage of teachers reported that they were satisfied with their jobs, and how did satisfaction vary between teachers in public and private schools?

- In all three school years (2003–04, 2007–08, 2011–12), at least 9 out of 10 teachers reported that they were satisfied in their jobs (figure 1).
- Higher percentages of private school teachers than public school teachers reported that they were satisfied with their jobs in each of the 2003–04, 2007–08, and 2011–12 school years (figure 1).

**Figure 1. Percent of teachers reporting they were satisfied in their jobs: School years 2003–04, 2007–08, and 2011–12**



NOTE: “Satisfied” teachers are those who responded “strongly agree” or “somewhat agree” to the statement: “I am generally satisfied with being a teacher at this school.” Supplemental tables, including standard errors, are available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016131>.

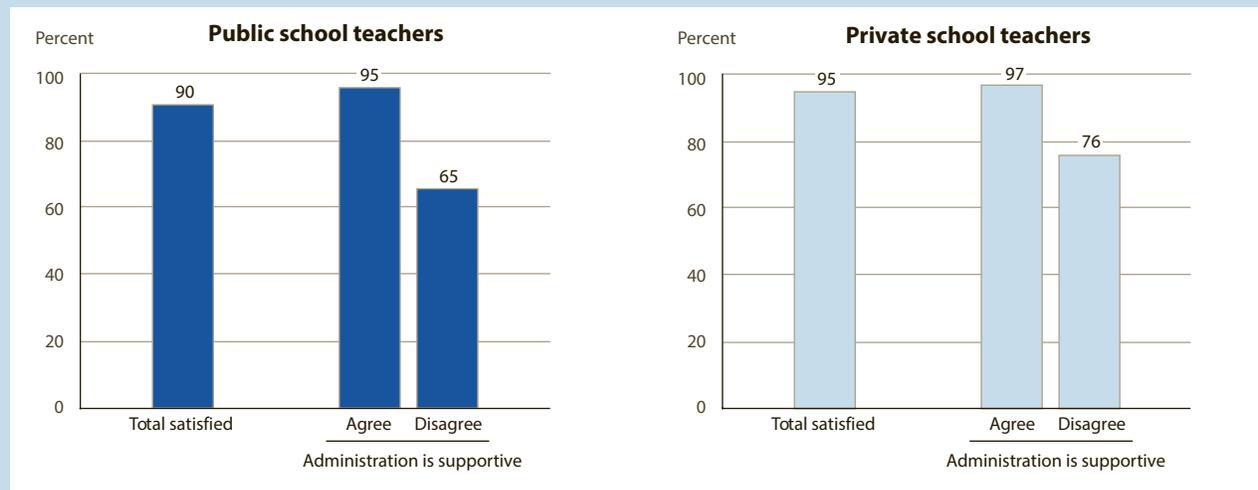
SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS) “Public School Teacher Data Files,” and “Private School Teacher Data Files,” 2003–04, 2007–08, and 2011–12.

## In public and private schools, how did teacher job satisfaction vary by teachers' perceptions of administrative support in the 2011–12 school year?

Previous research demonstrates the importance of school administrators to teachers' working conditions.<sup>1</sup> The following findings provide a nationally-representative look at teacher job satisfaction and perceptions of administrator support.

- In 2011–12, about 95 percent of public school teachers who agreed that the administration in their schools was supportive were satisfied with their jobs. This was 30 percentage points higher than teachers who disagreed that the administration was supportive (65 percent) (figure 2).
- In 2011–12, about 97 percent of private school teachers who agreed that the administration in their schools was supportive were satisfied with their jobs. This was 21 percentage points higher than teachers who disagreed that the administration was supportive (76 percent) (figure 2).

**Figure 2. Percent of satisfied teachers, by their perceptions of administrative support: School year 2011–12**



NOTE: "Satisfied" teachers are those who responded "strongly agree" or "somewhat agree" to the statement: "I am generally satisfied with being a teacher at this school." Teachers were asked: "To what extent do you agree or disagree with each of the following statements?" "The school administration's behavior toward the staff is supportive and encouraging." The responses "strongly agree" and "somewhat agree" have been combined for estimates of "Agree." The responses "somewhat disagree" and "strongly disagree" have been combined for estimates of "Disagree." Supplemental tables, including standard errors, are available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2016131>.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Schools and Staffing Survey (SASS) "Public School Teacher Data Files," and "Private School Teacher Data Files," 2011–12.

<sup>1</sup> Ladd, H. F. (2011). Teachers' Perceptions of Their Working Conditions: How Predictive of Planned and Actual Teacher Movement? *Educational Evaluation and Policy Analysis*, 33(2):235–261.

This NCES Data Point presents information on education topics of current interest. It was authored by Dinah Sparks of Activate Research, Inc. and Nat Malkus of American Institutes for Research. All estimates shown are based on samples and are subject to sampling variability. All differences reported in the text are statistically significant at the .05 level.

The National Center for Education Statistics attempts to minimize the effects of nonsampling errors, such as item nonresponse, measurement error, data processing error and other systematic errors, in the design conduct and processing of surveys.