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Evaluation of the satisfaction of pre-service educators of Primary Education from their work and faithfulness to their work

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Abstract

The aim of this paper is to assess satisfaction and faithfulness of pre-service Primary school teachers from their work. The data analysis of the research included the SERVQUAL questionnaire study with Cronbach's alpha, the study of its validity by means of Principal Components Analysis and the Data Analysis using ANOVA and T-test techniques. 262 teachers participated in the research, which led to conclusions rather valuable for the field of education.

Keywords: Satisfaction; Educators; Work;

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1. Introduction

Service quality is of a major importance in many scientific fields (Health, Industry, Education, Psychology, Management, etc.) (Ahmed et al., 2010; Banwet & Datta, 2002; Gallifa & Batalle, 2010; Kotler, Armstrong, Saunders, & Wong, 2001; Rashid & Jusoff, 2009; Ugboma, Ogwude, & Nadi, 2007). Individuals' attitudes regarding service quality are measured by SERVQUAL scale formed by Parasuraman, Zeithaml & Berry, (1988). It is used by many researchers (Bennett and Barkensjo, 2005; O'Neill, 2003).

Currently, schools, educational institutions, colleges, universities pay attention to customers both internal and external and society (Airey and Bennet, 2007; Annamdevyla & Bellamkonda, 2012; Shekarchizadeh et al., 2011). In addition, they pay attention perceived serviced quality related to students and staff satisfaction. Thus the aim of this paper is to assess satisfaction and faithfulness of Primary school teachers from their work.

2. The instrument

The instrument, which intended to measure pre-service students' satisfaction regarding their studies quality, is SERVQUAL (Parasuraman, Zeitham and Berry, 1988). This tool consisted of 25 items referring to six different attitude subscales, as follows: (a) Tangibility- respondents' positive or negative attitudes towards organization facilities and equipment, environment and brochures about services (Tan1, Tan 2, Tan3, Tan 4, Tan5), (e.g. Tan1: Up-to-date and well-maintained facilities and equipment); (b) Reliability- respondents' positive or negative attitudes towards Services, timing, Consistency of charges, staff professionalism and competence (Rel1, Rel2, Rel3, Rel4, Rel5, Rel6) (e.g. Rel1: Services should be provided at appointed time); (c) Responsiveness - respondents' positive or negative attitudes towards concerning Prompt services and staff Responsiveness Res1, Res2, Res3, Res4 (Res1: e.g. Students should be given prompt services); (d) Assurance- respondents' positive or negative attitudes towards staff friendliness and courteousness, behavior and knowledge (Ass1, Ass2, Ass3, Ass4) (e.g. Ass1: Friendly and courteous teachers/staff); (e) Empathy - respondents' positive or negative attitudes toward service availability, students feedback, staff interest and empathy (Emp1, Emp2, Emp3, Emp4) (e.g. Emp1: Obtain feedback from students); (f) Accessibility - respondents' positive or negative attitudes toward parking facilities and availability and organization position. (Acc1, Acc2, Acc3) (e.g. Acc1: There are adequate parking facilities).

Each item of the instrument used a 7-point Likert scale that ranged from 1- Strongly Disagree to 7- Strongly Agree. The value of the Cronbach's α coefficient for this instrument in this study's sample was 0.889.

2.1. Sample

The research was carried in the area of West Macedonia in Greece. The 262 pre-service primary school teachers from the University of Western Macedonia participated in the research.

3. Data analysis

The research data were analyzed via Data Analysis using ANOVA and T-test techniques. Cronbach's alpha was used for reliability testing.

4.Results

For data processing, we use the average values of the above groups of questions to get the level of agreement and the standard deviation of each group. Using statistical tests t-test and ANOVA with post hoc tests for independent samples and dependent variables the values of axes groups we examined whether variables as gender, age, department, and existence of a second degree of the respondents affect their views on the conditions regarding SERVQUAL scale' domains named Tangibility, Reliability, Responsiveness, Assurance, Empathy and Accessibility. The reliability coefficient (Cronbach's α) for all scale-questions statements is statistically significant and equal to $\alpha=0.814$.

Tangibility: The reliability (Cronbach's α) group of questions is $\alpha = 0.667$ and is satisfactory. The social subjects of this survey reflect a high agreement with statements regarding the degree of significance of the first group of statements belong to the sub group Tangibility because the average level of this group is $M=4.1320$ ($sd=0.74399$). More specifically, in regards to Tangibility, respondents express a modest agreement on whether the facilities and equipment are Up-to-date and well-maintained (Tan 1) ($M=3.60$, $sd=1.109$), there is clean and comfortable environment with good directional signs (Tan 2) ($M=3.82$, $sd=1.137$), director / teachers / staff are neat and professional in appearance (Tan 3) ($M=4.89$, $sd=0,999$), there are informative brochures about services (Tan 4) ($M=4.23$, $sd=0.954$). Using statistical checking t-test it is found that variable gender ($t=-0.029$, $df=260$, $p=0.977>0.05$), does not affect the views of pre-service teachers regarding their attitudes towards sub-scale Tangibility. In particular, men have a lower average ($M=4.1295$, $sd=0.77605$) than women ($M=4.1327$, $sd=0.41327$), but this difference is not statistically significant.

Using t-test it is found that variable to consider Department ($t=0.931$, $df = 260$, $p=0.353>0.05$), does not affect the views of teachers be strong with regard to their attitudes toward subscale Tangibility. More specifically, the students of the Department of Kindergarten Teachers have a higher average ($M=4.2273$, $sd=0.81558$) by students of the Department of Education ($M=4.1128$ $sd=0.72920$), but this difference is not statistically significant. Using t-test it is found that the variable that considers the existence of second degree ($t=1.647$, $df=260$, $p=0.101>0.05$), does not affect the views of pre- service teachers regarding their attitudes towards subscale Tangibility. Also using the statistical test ANOVA with post hoc tests for independent samples and dependent variables the values of axes groups it is found that the variables that consider age ($F=1.074$, $p=0.370>0.05$), and year of study ($F=1.251$, $p=0.202>0.05$) do not influence the views of respondents with regard to their attitudes to scale Tangibility.

Reliability: The reliability (Cronbach's α) regarding the group of questions related to the subscale reliability is $\alpha=0.778$ and it is satisfactory. The social subjects of this survey reflect a high agreement with statements regarding the degree of significance of the first group because the average level of this group is $M=4.6099$ ($sd=0.84084$). More specifically, in regard to subscale Reliability respondents expressed a neutral stance regarding whether the University and Department Services are provided at appointed time (Rel1) ($M=4.63$, $sd=1.237$), whether services are carried out right the first time (Rel2) ($M=4.40$, $sd=1.302$), whether when a student has a problem, the University / shows genuine interest in solving it (Rel3) ($M=4.39$, $sd=1.348$), whether director / teachers / staff are both professional and competent (Rel4) ($M=4.97$, $sd=1.134$), whether the University / Department provides services once promised to do (Rel5) ($M=4.31$, $sd=1.234$) and finally whether the University / Department maintains accurate records for students (Rel6) ($M=4.98$, $sd=1.017$). Using t-test it is found that variable gender ($t=-0.565$, $df=260$, $p=0.573>0.05$), does not affect the views of teachers regarding their attitudes towards sub-scale Reliability. In particular, men have a shorter average ($M=4.5536$, $sd=1.03578$) than

women ($M=4.6252$, $sd=0.78180$), but this difference is not statistically significant. Using t-test it is found that variable to consider Department ($t=3.534$, $df=260$, $p=0.001<0.05$), affects the views of pre-service teachers in relation to their attitudes towards subscale Reliability. More specifically, the students of the Department of Kindergarten Teachers have a higher average ($M=5.0098$, $sd=0.79370$) than the students of the Department of Education ($M=4.5292$, $sd=0.82860$) and the difference is statistically significant. Using t-test it is found that the variable that considers the existence of second degree ($t=0.953$, $df=260$, $p=0.342>0.05$), does not affect the views of pre-service teachers in relation to their attitudes towards subscale Reliability. Also using the statistical test ANOVA with post hoc tests for independent samples and dependent variables the values of axes groups it is found that variable age ($F=1.450$, $p=0.218>0.05$), does not affect the views of respondents with regard to their attitudes towards subscale Reliability, unlike the variable year of study ($F=8.542$, $p=0.001<0.05$) affecting them.

Responsiveness: The reliability (Cronbach's α) group of questions is $\alpha=0.718$ and is satisfactory. The social subjects of this survey reflect a high agreement with statements regarding the degree of significance of the first group because the average level of this group is $M=4.4513$ ($sd=0.96006$). More specifically, in regard to Responsiveness respondents expressed a neutral position on whether students are given prompt services (Res1) ($M=4.00$, $sd=1.325$) if the director / teachers / staff are Responsive (Res2) ($M=4.89$, $sd=1.295$) if director / teachers / staff instill confidence in students (Res3) ($M=4.77$, $sd=1.368$) and if waiting time is more than one hour (Res4) (Res2) ($M=4.15$, $sd=1.249$). Using t-test it is found that variable gender ($t=0.349$, $df=260$, $p=0.728>0.05$), does not affect the views of teachers regarding their attitudes towards sub-scale Responsiveness. In particular, men have a lower average ($M=4.4911$, $sd=0.99312$) than women ($M=4.4405$, $sd=0.95307$), but this difference is not statistically significant. Using t-test it is found that variable to consider Department ($t=2.192$, $df=260$, $p=0.029<0.05$), affects the views of teachers be strong with regard to their attitudes towards subscale Responsiveness. More specifically, the students of the Department of Kindergarten Teachers have a higher average ($M=4.7386$, $sd=1.05372$) than the students of the Department of Education ($M=4.3933$, $sd=0.93192$) and the difference is statistically significant.

Using statistical checking t-test found that the variable that considers the existence of second degree ($t=-5.651$, $df=260$, $p=0.001<0.05$) affect the views of teachers be strong with regard to their attitudes towards subscale Responsiveness. Also using the statistical test ANOVA with post hoc tests for independent samples and dependent variables the values of axes groups it is found that variable to consider age ($F=1.396$, $p=0.236>0.05$), does not affect the views the surveyed regarding their attitudes to sub-scale Responsiveness, unlike the variable year study ($F=4.473$, $p=0.004<0.05$) affecting.

Assurance: The reliability (Cronbach's α) group of questions is $\alpha=0.833$ and is satisfactory. The social subjects of this survey reflect a partial agreement with statements regarding the degree of significance of the first group because the average level of this group is $M=5.1533$ ($sd=0.92032$). More specifically, in regards to Assurance respondents expressed partial agreement on whether director / teachers / staff are friendly and courteous (Ass12) ($M=5.12$, $sd=1.104$), director / teachers / staff possess a wide spectrum of knowledge (Ass2) ($M=5.48$, $sd=1.111$), students are treated with dignity and respect (Ass3) ($M=5.09$, $sd=1.120$), director / teachers / staff explain thoroughly educational condition to students (Ass4) ($M=4.94$, $sd=1.201$).

Using t-test it is found that variable to consider gender ($t=1.284$, $df=260$, $p=0.2>0.05$), does not affect the views of teachers regarding their attitudes towards subscale Assurance. In particular, men have a lower average ($M=5.2932$, $sd=0.92332$) than women ($M=5.1153$, $sd=0.91806$), but this

difference is not statistically significant. Using t-test it is found that variable to consider Department ($t=0.674$, $df=260$, $p=0.501>0.05$), does not affect the views of teachers be strong with regard to their attitudes towards subscale Assurance. More specifically, the students of the Department of Kindergarten Teachers have a higher average ($M=5.2386$, $sd=0.87762$) than the students of the Department of Education ($M=5.1361$, $sd=0.92969$) and the difference is not statistically significant. Using statistical checking t-test found that the variable that considers the existence of second degree ($t=-9.404$, $df=8$, $p=0.001<0.05$) affect the views of teachers be strong with regard to their attitudes towards subscale Assurance. Also using the statistical test ANOVA with post-hoc tests for independent samples and dependent variables the values of axes groups it is found that variable to consider age ($F=0.753$, $p=0.557>0.05$), does not affect the views regarding their attitudes to sub-scale Assurance, unlike the variable year study ($F=11.331$, $p=0.001 <0.05$) affecting the views.

Empathy: reliability (Cronbach's $\alpha=0.603$) group of questions is $\alpha=0.603$ and is satisfactory. Social subjects of this study express neutrality to statements regarding the degree of significance of the first group because the average level of this group is $M=4.4876$ ($sd=1.37300$). More specifically, in regard to Empathy respondents expressed partial agreement on whether director / teachers / staff obtain feedback from students (Emp1) ($M=4.68$, $sd=1.067$), opening hours of the University / section must be suitable and there is 24-hour online service available (Emp2) ($M=4.26$, $sd=1.532$), director / teachers / staff have student's best interest at heart (Emp3) ($M=4.76$, $sd=4.563$) director / teachers / staff understand the specific needs of students (Emp4) ($M=4.25$, $sd=1.126$). Using checking t-test it is found that variable to consider gender ($t=3.147$, $df=260$, $p=0.002<0.05$) affect the views of teachers regarding their attitudes towards sub-scale Empathy. In particular, men have a higher average ($M =4.9911$, $sd=2.50135$) than women ($M=4.3507$, $sd=0.79587$) and the difference is not statistically significant.

Using t-test it is found that variable to consider Department ($t=0.757$, $df=260$, $p=0.450>0.05$), does not affect the views of teachers with regard to their attitudes toward subscale Empathy. More specifically, the students of the Department of Kindergarten Teachers have a higher average ($M=4.6307$, $sd=0.80783$) than the students of the Department of Education ($M=4.4587$, $sd=1.46051$) and the difference is not statistically significant.

Using t-test found it is found that the variable that considers the existence of second degree ($t=4.344$, $df= 260$, $p=0.001 <0.05$) affect the views of teachers be strong with regard to their attitudes towards subscale Empathy.

Also using the statistical test ANOVA with post-hoc tests for independent samples and dependent variables the values of axes groups it is found that the variables that consider age ($F=0.562$, $p=0.691>0.05$), and year of study ($F=2.455$, $p=0.064>0.05$) do not influence the views of respondents regarding their attitudes towards subscale Empathy.

Accessibility and Affordability: The reliability (Cronbach's α) of the group of questions, named Accessibility and Affordability is $\alpha=0.615$ and is satisfactory. The social subjects of this survey reflect a neutral to statements regarding the degree of significance of the group because the average level of this group is $M=4.3092$ ($sd=1.03146$).

More specifically, in regard to the accessibility and affordability of respondents expressed partial agreement on whether there was enough parking space (Acc1) ($M=4.85$, $sd=1.456$) and neutral about whether university position easily accessible ($M=3.98$, $sd=1.540$) if it affordable charges the university for the services provided ($M=4.18$, $sd=1.336$). Using t-test it is found that variable to consider gender

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($t=-0.435$, $df=260$, $p=0.664>0.05$), does not affect the views of teachers regarding their attitudes towards sub scale in Accessibility and Affordability. Specifically, men have a lower average ($M=4.2560$, $sd=0.99492$) than women ($M=4.3236$, $sd=1.04306$), but this difference is not statistically significant. Using t-test it is found that the variable Department examines the influence in relation to pre-service teachers opinions regarding their attitudes towards subscale Accessibility and Affordability ($t=4.344$, $df=260$, $p=0.001<0.05$). More specifically, the students of the Department of Kindergarten Teachers ($M=4.9053$, $sd=1.00284$) have higher average than the students of the Department of Education ($M=4.1888$, $sd=0.99687$) and this difference is statistically significant. Using t-test found it is found that the variable that considers the existence of second degree ($t=0.858$, $df=260$, $p=0.391>0.05$) affect the views of teachers with regard to their attitudes towards subscale Accessibility and Affordability. Also using the statistical test ANOVA with post hoc tests for independent samples and dependent variables the values of axes groups it is found that the variables that consider age ($F=4.128$, $p=0.003<0.05$), and year of study ($F=2.932$, $p=0.034<0.05$) influence the views of respondents regarding their attitudes towards subscale Accessibility and Affordability.

5.Conclusion

The basic goal of this research was to examine causes leading to Primary school teachers' satisfaction or obstructing it. Having as a basis the results of the research, it is found two basic groups of attitudes, (neutral and partial positive attitudes). Concretely, students are disposed neutral as regards as Tangibility and Responsiveness and Accessibility and disposed relatively positively to satisfaction in relation to Reliability, Assurance and Empathy subgroups of SERVQUAL scale. Gender has the only serious influence on Empathy. Department has a serious influence on Reliability and Responsiveness. The existence of the second degree has a serious influence on Responsiveness, Assurance and Empathy. The age affects Accessibility and Affordability. Finally, year of study has a serious influence on Tangibility, Reliability, Responsiveness and Accessibility and Affordability.

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