

TEACHING ENGLISH IN BEJAIA PRIMARY SCHOOLS: TEACHERS' JOB SATISFACTION AND COMMITMENT TOWARDS THEIR PROFESSION

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Abstract: Teachers' attitudes towards the profession represent an essential part of their profile, as attitudes are often reflected in their teaching philosophy and classroom practices. Therefore, analysing professional attitudes would considerably contribute to enhance the teaching experience. This study aims to explore primary school teachers of English attitudes towards their profession by focusing on two main aspects: job satisfaction and commitment. The research adopted a quantitative research approach. It involved sixty-six teachers from Bejaia, who responded to a validated job satisfaction scale developed by Ho and Au (2006) and a commitment scale designed by Thien et al. (2014). The findings revealed that the teachers held moderate attitudes towards their profession. While they reported moderate satisfaction with most aspects, they expressed a certain dissatisfaction with the teaching conditions. Similarly, the teachers held moderate commitment to their job, primarily either affective or continuance. The study concluded with practical recommendations to enhance teachers' job satisfaction and commitment.

Keywords: Attitudes, commitment to profession, EFL teachers, job satisfaction, primary school

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1. Introduction

Algeria is taking a step forward by introducing English in various domains, including education. In the summer of 2022, The Algerian President officially declared the integration of English into primary school, starting from grade three. It is important to highlight that this decision is not new to primary schools. In 1993, the government, mainly the proponent of Arabization, failed to integrate this language into primary schools (Miliani, 2001; Benrabah, 2007). However, since then, three main factors have contributed to change the Algerians' beliefs regarding the English language. First, English represents a vital role in the global market and business. Second, the huge rejection of French (Belmihoub, 2018) because it occupies a lot of space in public institutions, mainly in the educational approaches (Idri, 2016). Third, Algerian policymakers have long sought an alternative to French, and English is perceived as the ideal substitute due to its global significance and its lack of colonial associations (Benrabah, 2007, as cited in Mammeri, 2018). These aspects have facilitated the integration of this educational reform in all Algerian primary schools.

Nevertheless, the success of an educational reform is not restricted to its implementation. It also depends on teachers, as they are the performers of this reform (Datnow, 2020). Given this crucial role, understanding primary school teachers' attitudes towards teaching English is essential, as it can significantly influence their teaching practices. Richards and Lockhart (1994) argued that language teaching is not inherently a distinct profession with unique traits or training but it rather shapes teachers' actions in the classroom. These actions, in turn, reflect their attitudes towards their profession and further underscore the need to investigate teachers' attitudes as a determining factor in the effectiveness of educational reform.

In this context, studies conducted by Aliouane et al. (2023), Benziouche and Taibi (2023), and Benaissa and Zeghib (2023) were interested in primary school teachers' attitudes. However, while Benaissa and Zeghib (2023) had a significant sample and explored teaching-related aspects, the other studies relied on a very restricted sample ranging from two to seven primary school teachers. Additionally, their research addressed the teachers' attitudes towards the integration of the new reform and its role in developing the target language among learners rather than the teachers' attitudes toward their jobs.

Hence, the current research explores elementary teachers' attitudes from a different perspective by relating them to two core components: job satisfaction and commitment. This conceptualization aligns with the framework established by the organizational psychologists Kreitner and Krinicki (2010). They explained that attitudes in the workplace are meaningful only when they are investigated in relation to actual behaviours and intentions. Furthermore, the three concepts showed their interrelatedness and their measurability in quantitative research (Ispir & Yildiz, 2023; Pan, 2023). Therefore, examining teachers' attitudes through the lenses of job satisfaction and commitment would greatly contribute to a more grounded, affective-cognitive understanding of the teachers' experience. Additionally, this would unveil the actual teachers' disposition beyond the surface-level perceptions and beliefs. This would contribute to informing policymakers regarding the areas of improvement, and contribute to the overall enhancement of the teaching and learning experiences.

The current research is guided by the following questions:

- How satisfied are primary school teachers with their current role and responsibilities in teaching English?
- To what extent are primary school teachers committed to teaching the English language to young learners?

2. Literature Review

2.1. Attitudes towards the Profession

The term attitudes has deeply been studied in relation to various domains. Gardner (1985) defined the concept as responses to a given stimulus shaped by an individual's beliefs and perspectives. In other words, it is an evaluation of the attitudinal object, which results in a subtle response, either positively or negatively.

In professional settings, attitudes play a crucial role in shaping individuals' behaviours and interactions. Kreinter and Krinicki (2010) highlighted that attitudes influence individuals' behaviours, and guide their actions in specific contexts. The researchers identified key factors, which influence workers' attitudes towards their profession.

First, job satisfaction refers to an individual's emotional response to their job and overall sense of well-being at work. It arises from the alignment between personal values, expectations, and job conditions, influencing attitudes towards colleagues, work performance, and productivity (James & Jones, 1980; Kreitner & Krinicki, 2010; Çalışkan & Koroglu, 2024). The second aspect is the commitment to the profession. The latter reflects the level of attachment and responsibility an individual feels towards his work. In teaching, commitment extends to the profession, students, and organization, shaping teachers' dedication and involvement (Kreitner & Krinicki, 2010; Blau, 1985; Nir, 2002).

The relationship between attitudes, commitment, and job satisfaction is closely interconnected and reciprocal. Positive attitudes towards one's profession often enhance job satisfaction, which in turn fosters a stronger commitment to work and organizational goals. Similarly, high levels of commitment can sustain positive attitudes and job satisfaction, even in challenging conditions. Studies highlighted this bidirectional influence, where each factor reinforces the others, creating a cycle that affects teachers' performance, motivation, and overall well-being (Ispir & Yildiz, 2023; Pan, 2023). They are also significantly related to the quality and effectiveness of education as reported by Muñoz-Fernández et al. (2025).

In the realm of motivation, job satisfaction and commitment are also proven to correlate with Maslow's hierarchy of needs. The latter displays the driving and basic needs of motivation, which are presented in the form of a pyramid to reflect the hierarchy. It consists of physiological needs, safety needs, love and belonging, esteem, and self-actualization. According to this theory, the fulfilment of lower-level needs is a prerequisite to pursuing other higher-order needs (Maslow, 1968). Thus, a lack of any of the basic human needs can significantly influence the overall motivation. Linking this to the context of teachers' attitudes, the absence of physiological, and safety needs may decrease the teachers' motivation and attitudes towards their profession. Moreover, the opportunity to fulfil higher-order needs, such as personal growth and self-actualisation, is equally essential for fostering positive professional attitudes.

In this context, Lagrimas (2024) explored this relationship. He integrated Maslow's hierarchy of needs to explore how these needs can lead to more committed elementary school teachers. The findings indicated that there is a high correlation between the two concepts. Teachers who felt secure in their survival needs had stable employment, enjoyed their work, possessed self-esteem, and demonstrated higher levels of commitment. Similarly, a considerable correlation coefficient was found between motivational needs and job satisfaction (Idrus et al., 2022), making the three concepts: Maslow hierarchy of needs, job satisfaction, and commitment interconnected because each one contributes to the overall teachers' positive attitudes and motivation.

This rationale underpinned our subsequent research direction in investigating primary school teachers of English in Bejaia by focusing on job satisfaction and commitment.

2.2. Previous studies

The attitudes of primary school teachers of English remain an underexplored area in scholarly research, mainly in Algeria. Aliouane et al. (2023) examined fifteen parents' and two teachers' attitudes towards teaching English in primary schools. The results demonstrated controversial responses. While some of the informants believed that teaching English to young learners is beneficial, others disagreed, arguing that children are too young to learn two different foreign languages.

In a similar study, Benziouche and Taibi (2023) investigated seven primary school English teachers' attitudes of Bordj Bou Arreridj. They found that teachers generally held positive views regarding the importance of English at the primary level. Moreover, Benaissa and Zeghib (2023) analysed primary school teachers, parents, and learners' attitudes towards English in terms of instructional hours, teachers' expertise, training, and teaching methods. Seventy teachers from six southwest wilayas took part in this investigation, including Saida, Tissemilet, Ain Timouchent, Elbayadh, Laghouat, and Bechar. The results revealed that they have moderately positive attitudes as most of the participants shared nearly positive views regarding the variables under research.

Ouled Haimouda et al. (2025) explored ninety Algerian primary school teachers' attitudes towards the integration of English in elementary school and investigated whether attitudes varied according to the teachers' specialty and years of experience. The results revealed positive attitudes towards the introduction of the language and showed no difference among teachers based on their specialty (French and Arabic teachers). However, they found a significant difference based on teaching experience, reporting that experienced teachers hold less favourable attitudes.

The literature suggests that the limited sample size of teachers restricts the generalizability of the findings of the aforementioned studies. Moreover, most research has not primarily focused on teachers' actual attitudes towards their profession, with the exception of Benaissa and Zeghib's (2023) study. Additionally, no study has thoroughly explored this research area in Bejaia.

3. Methodology

3.1. Research Design

Given the limited research on primary school English teachers' job satisfaction and commitment in Bejaia, this study adopts an exploratory research design to allow for a deeper understanding of their experiences and perspectives. The research uses the quantitative research method. It was chosen due to its ability to provide objective, measurable, and statistically analysable data. Furthermore, the quantitative method enables measuring the validity of the research tools (Barella et al., 2024). Thus, this methodological choice would ensure a comprehensive exploration of the interconnected relationship between job satisfaction, commitment, and teachers' overall attitudes towards their profession.

3.2. Population and Sampling

The total number of primary school teachers of English in Bejaia was not disclosed due to administrative confidentiality. This situation prevented the researchers from calculating the exact sample using standard statistical formulas. Nevertheless, sixty-six teachers volunteered to participate in this study among them 49 female and 14 male teachers. The participants are from different parts of Bejaia: Tazmalt, Ighram, Seddouk, El kseur, Ighil Ali, Akbou, Chellata, Ouzellaguen, Bejaia city, Aokas, Aït R'zine, M'cisna, Bni Mellikech, Amalou, Chemini, Draâ El-Kaïd, Souk el Thnine, and Tichy. While this method does not allow the generalizability of the results, it is appropriate given the exploratory aims of the study and the institutional constraints.

This research was conducted following the research ethical guidelines and steps. First, an official authorization was attributed to the researchers by the directorate of education of

Bejaia to collect data from primary school teachers. Second, the researchers received the teachers' voluntary consent to take part in this research. Third, all the participants were informed about the nature of the research, the aim, and the anonymity of the data. Fourth, the teachers were explicitly encouraged to respond honestly and to freely express their agreement or disagreement without fear of judgment. This step is so important in reducing self-report and social desirability bias.

3.3. Data Collection and Analysis

In order to measure the teachers' job satisfaction and commitment towards their profession, this study adapted two validated scales. The first scale is dedicated to job satisfaction: Teaching Satisfaction Scale (TSS). It was designed and validated by Ho and Au (2006). Two hundred and two primary and secondary school teachers in Hong Kong responded to this scale. It showed favourable psychometric properties, including strong internal consistency and validity, making it a reliable tool for evaluating teaching satisfaction. The study opted for this scale because it focuses mainly on educators and offers a more targeted and efficient assessment of job satisfaction, capturing pertinent nuances to the teaching context.

A multi-dimensional commitment scale by Thien et al. (2014) was adopted to measure the commitment of primary school teachers of English in Bejaia. The thirteen-item scale is constructed to measure primary school teachers in terms of four aspects: commitment to school, students, teaching, and profession. The selection of this scale is based on two factors. Although this scale was not specifically designed for teachers of English in primary school, it remains highly relevant within the primary school context, making it suitable for this study. Moreover, the authors highlighted that this scale allows for the identification of key aspects that affect both the job and the school environment. This aligns with the research objective, as we aim to provide practical recommendations to enhance the teaching experience in primary schools. Lastly, an exploratory factor analysis was conducted using principal axis factoring to assess the construct validity of the scale. The results revealed sufficient construct validity in the Algerian context.

To ensure accurate and efficient analysis, the collected data was processed using SPSS software. Descriptive statistics, including percentages, means, and standard deviations were employed to summarize teachers' job satisfaction and commitment levels.

Concerning reliability, three responses were discarded from the analysis as the respondents only filled the demographic information or contained unengaged responses. Furthermore, some participants chose not to respond to some items. This situation was determined to be missing at random (MAR). Additionally, the researchers conducted a missing value analysis (MVA), the findings ranged from 1.6% to 4.8% across different variables. These results are below the acceptable threshold for concern (Tabachnick & Fidell, 2013). Given the low percentages, the researchers let SPSS handle, by default, the missing values via the listwise deletion method. To achieve accuracy and consistency, the scores of the negative items in the commitment scale were reversed when calculating the correlation among variables.

4. Results

4.1. Demographic Information

Table 1

Informants' Gender

	Percent	Frequency
female	77.8 %	49
Male	22.2 %	14
Total	100 %	63

Sixty-three primary school teachers participated in this research. 77% of them are female teachers while 22.2% are male instructors.

Table 2

Participants' Age

	Percent	Frequency
Under 25	1.6 %	1
26-35	7.9 %	5
36-45	63.5 %	40
46-55	27.0 %	17
Total	100 %	63

From the table below, we observed that the sample consisted of a relatively older population, with most participants aged between thirty-six and forty-five years (36.5%), followed by those aged forty-six to fifty-five years. Furthermore, only six primary school teachers were aged between twenty-five and thirty-five.

4.2. Teachers' Attitude Scale: Teachers' Job Satisfaction Scale

Table 3

Teachers' Satisfaction

	S. Disagree		Disagree		Neutral		Agree		S. Agree		Missing		Total
	P	F	P	F	P	F	P	F	P	F	P	F	
In most ways, being a teacher is close to my ideal.	6.3 %	4	9.5 %	6	22.2 %	14	47.6 %	30	12.7 %	8	1.6 %	1	63
My conditions of being a teacher are excellent.	14.3 %	9	27 %	17	23.8 %	15	28.6 %	18	6.3 %	4	6.3 %	4	63
I am satisfied with being a teacher.	4.8 %	3	9.5 %	6	7.9 %	5	47.6 %	30	28.6 %	18	1.6 %	1	63
So far, I have gotten the important things I want to be a teacher.	4.8 %	3	15.9 %	10	9.5 %	6	49.2 %	31	19 %	12	1.6 %	1	63
If I could choose my career over, I would change almost nothing	9.5 %	6	23.8 %	15	23.8 %	15	33.3 %	21	9.5 %	6	0 %	0	63

Table three illustrated the extent to which primary school teachers of English in Bejaia were satisfied with their profession. The results exhibited a moderate level of satisfaction, particularly evident in the first and third statements, which received high agreements. Teaching appeared to be the ideal job for 47.6% of the teachers who agreed and 12.7% who strongly agreed with the statement. Similarly, 47.6% respondents agreed with the second item

“I am satisfied with being a teacher”, while eighteen teachers reported being strongly satisfied as primary school teachers of English.

Additionally, the results showed that a small number of the teachers ($n = 13$) felt that their needs and wants as educators were not met. In contrast, a significant majority (68.2%), ranging from agree to strongly agree, expressed the opposite view. This suggested that most teachers’ needs were being fulfilled, which had contributed to their overall job satisfaction.

However, teachers held distinct attitudes towards their working conditions. A considerable proportion (41.3%) disagreed and strongly disagreed with the second statement, while fifteen teachers remained neutral. There was also a significant variation in the teachers’ willingness to reconsider their career choices. While fifteen teachers expressed thoughts of changing careers, twenty-one others emphasized their satisfaction with their current job.

Table 4

Teachers’ Attitudes towards Their Job Satisfaction

	Mean	S. Deviation	N
In most ways, being a teacher is close to my ideal.	3.52	1.05	62
My conditions of being a teacher are excellent.	2.86	1.17	63
I am satisfied with being a teacher.	3.87	1.09	62
So far I have gotten the important things I want to be a teacher.	3.63	1.12	62
If I could choose my career over, I would change almost nothing	3.10	1.16	63
Valid N (listwise)			61

The results revealed that teachers had a moderate level of job satisfaction. However, it is important to note that respondents held diverse opinions, as reflected by the standard deviation scores, which were above one. The highest level of agreement was observed in the third statement ($M = 3.87$, $SD = 1.09$). It indicated that teachers were moderately satisfied with their role as primary school teachers of English. Furthermore, the respondents felt that their needs and wants as teachers were nearly fulfilled ($M = 3.63$, $SD = 1.05$).

Regarding teachers’ views on changing their profession, the results indicated a neutral score. This means that some teachers might be open to reconsider their career choice. Although teaching appeared to be their ideal job ($M = 3.52$, $SD = 1.05$), significant dissatisfaction was reported with their working conditions, which received the lowest mean score ($M = 2.86$, $SD = 1.17$). Overall, while teachers expressed moderate satisfaction with their profession, concerns about working conditions and long-term commitment persisted.

4.3. Teachers' Commitment to Their Profession

Table 5

Teachers' Commitment to School

	S. Disagree		Disagree		Neutral		Agree		S. Agree		Missing		Total
	P	F	P	F	P	F	P	F	P	F	P	F	
Often, I find it is difficult to agree with the school's policies on important matters relating to its employee.	7.9 %	5	28.6 %	18	28.6 %	18	28.6 %	18	4.8 %	3	1.6 %	1	63
I talk up this school to my friend as a great school to work for.	1.6 %	1	9.5 %	6	30.2 %	19	41.3 %	26	14.3 %	9	3.2 %	2	63
I find that my values and my school's values are very similar.	3.2 %	2	12.7 %	8	28.6 %	18	41.3 %	26	12.7 %	8	1.6 %	1	63

Table five revealed that teachers had mixed feelings regarding their commitment to their schools. While responses to school policies showed notable variation (28.6% disagree, 28.6% neutral, and 28.6% agree), a significant percentage of teachers (41.3%) hold positive views about their schools. Additionally, twenty-six respondents felt that their values aligned with those of their schools.

Despite the high percentage of agreement in some areas, a considerable number of teachers remained neutral or expressed disagreement with the statements. This variation suggested that teachers were either uncertain about their commitment to their schools or had differing experiences that influenced their attitudes.

Table 6

Agreement with School Policies, Advocacy, and Shared Values

	Mean	S. Deviation	N
Often, I find it is difficult to agree with the school's policies on important matters relating to its employee.	2.94	1.05	62
I talk up this school to my friend as a great school to work for.	3.59	.92	61
I find that my values and my school's values are very similar.	3.48	.99	62
Valid N (listwise)			61

From table six, we concluded that teachers held a generally neutral stance regarding school policies. However, responses showed significant variation ($SD = 1.05$). Additionally, the results suggested that the respondents are satisfied with their schools, as reflected in their willingness to recommend them to others ($M = 3.59$). While teachers' values appeared to be somewhat aligned with those of the schools, a certain degree of mismatch appeared ($SD = .99$).

Table 7*Teachers' Commitment to Students*

	S. Disagree		Disagree		Neutral		Agree		S. Agree		Missing		Total
	P	F	P	F	P	F	P	F	P	F	P	F	
All students can succeed and it is my mission to ensure their success.	4.8 %	3	7.9 %	5	14. 3%	9	34. 9%	22	34. 9	2 2	3.2 %	2	63
It is my responsibility to ensure good social relations among my students.	3.2 %	2	4.8 %	3	12. 7	8	42. 9%	27	33. 3%	2 1	3.2 %	2	63
I feel obliged to mediate among the rival groups of the students.	1.6 %	1	12. 7%	8	22. 2%	14	44. 4%	28	14. 3	9	4.8 %	3	63

The above table showed that primary school teachers of English were committed to their students. Twenty-two teachers agreed and another twenty-two strongly agreed that it was their mission and responsibility to help learners succeed in English. Similarly, 42.9% of respondents agreed and 33.3% strongly agreed that establishing positive relationships among their pupils was an essential part of their role.

Additionally, while 58.7% of the teachers felt obliged to mediate conflicts, nine teachers disagreed, and the remaining twenty-two held a neutral stance.

Table 8*Teachers' Sense of Commitment to Their Students*

	Mean	S. Deviation	N
All students can succeed and it is my mission to ensure their success.	3.90	1.13	61
It is my responsibility to ensure good social relations among my students.	4.02	.99	61
I feel obliged to mediate among the rival groups of the students.	3.60	.96	60
Valid N (listwise)			60

The overall results were moderately positive. The teachers acknowledged their role in supporting students' success ($M = 3.90$) and fostering social relationships among learners. However, the high standard deviation scores indicated that not all teachers are equally committed. Regarding the final item, teachers had relatively similar neutral views ($SD = .96$) on their responsibility in reducing pupils' rivalries.

Table 9*Teachers' Teaching Commitment*

	S. Disagree		Disagree		Neutral		Agree		S. Agree		Missing		Total
	P	F	P	F	P	F	P	F	P	F	P	F	
I used to be more ambitious about my work than I am now.	11.1 %	7	19 %	12	19 %	12	39.7 %	25	7.9	5	3.2 %	2	63
Sometimes I lie awake at night thinking ahead to the next day's work.	4.8 %	3	12.7 %	8	4.8 %	3	49.2 %	31	25.4 %	16	3.2 %	2	63
I enjoy teaching	1.6 %	1	3.2 %	2	14.3 %	9	36.5 %	23	39.7 %	25	4.8 %	3	63

Table nine demonstrated that teachers are highly committed to teaching. While 30.1% of respondents disagreed with the first statement, nearly half of the sample reported a decline in their ambitions, with only 19% expressing a neutral attitude. Furthermore, a considerable number of the teachers ($n=31$ agree, $n=16$ strongly agree) often thought about work before sleeping. While this reflected dedication and work-related stress or anxiety.

Despite these challenges, the majority of teachers (76.2% agree or strongly agree) continued to find joy in teaching.

Table 10*Teachers Commitment to Teaching Ambition, Work-Related Worry, and Enjoyment*

	Mean	S. Deviation	N
I used to be more ambitious about my work than I am now.	3.15	1.18	61
Sometimes I lie awake at night thinking ahead to the next day's work.	3.80	1.12	61
I enjoy teaching	4.15	.92	60
Valid N (listwise)			60

Table ten suggested that most teachers genuinely enjoyed teaching ($M = 4.15$). However, their emotional attachment to the profession varied. The mean score of 3.15 indicated that while some teachers witnessed a decline in their ambition, others remained ambitious. Similarly, the results revealed that teachers often felt nervous and overthought teaching requirements, with a score close to agreement ($M=3.80$).

Table 11
Teachers' Commitment to Their Profession

	S. Disagree		Disagree		Neutral		Agree		S. Agree		Missing		Total
	P	F	P	F	P	F	P	F	P	F	P	F	
If I could get a job different from being a teacher and paying the same amount, I would take it.	30.2	1	34.	22	14.	9	11.	7	4.8	3	4.8	3	63
	%	9	9%		3%		1%		%		%		
If I could do it all over again, I would not choose to work in the teaching profession.	17.5	1	52.	33	12.	8	9.5	6	3.2	2	4.8	3	63
	%	1	4%		7%		%				%		
I am disappointed that I ever entered the teaching profession.	23.8	1	42.	27	15.	10	9.5	6	3.2	2	4.8	3	63
	%	5	9%		9%		%		%		%		
The best decision that I have ever made was to become a teacher.	4.8	3	6.3	4	27	17	25.	16	33.	2	3.2	2	63
	%		%		%		4%		3%	1	%		

The final dimension displayed highly positive results. Only a few teachers ($n = 7$) expressed willingness to switch to another job with the same salary. In contrast, an important number of the informants (34.9% disagree, 30.2% strongly disagree) rejected the idea of changing their profession.

Similarly, more than half (69.9%) demonstrated that they would choose the same profession again if they were given the chance to reconsider their choice. Nevertheless, 25.4% were hesitant or open to changing careers. The findings also highlighted a high degree of contentment, with 66.7% of teachers agreeing that choosing this job was their best decision, among them 25.4% agreed and 33.3% strongly agreed. However, 27% felt neutral about their decision and only 11.1% regretted or highly regretted their decision to enter the profession.

Table 12
Teachers' Commitment to Their Career Choice

	Mean	S. Deviation	N
If I could get a job different from being a teacher and paying the same amount, I would take it.	2.22	1.17	60
If I could do it all over again, I would not choose to work in the teaching profession.	2.25	.99	60
I am disappointed that I ever entered the teaching profession.	2.22	.04	60
The best decision that I have ever made was to become a teacher.	3.79	1.14	61
Valid N (listwise)			60

The table above showed that primary school teachers remained committed to their profession, as they disagreed with the three first items ($M = 2.22, 2.25, 2.22$) and demonstrated a moderate agreement ($M = 3.79$) with the item “the best decision that I have ever made was to become a teacher”. However, the variation in responses indicated that a minority of teachers might consider leaving the profession or regretted their decision to teach in primary school.

Table 13

Teachers' Overall Satisfaction and Commitment to Their Profession

	Mean	S. Deviation	N
Job Satisfaction	3,37	.78	61
Commitment to school	3,38	.68	61
Commitment to students	3,84	.87	60
Commitment to teaching	3,07	.58	60
Commitment to profession	3,78	.80	60

The results exhibited varying levels of job satisfaction and commitment. Commitment to students ($M = 3.84, SD = 0.87$) and commitment to the profession ($M = 3.78, SD = 0.80$) showed the highest mean scores, suggesting that teachers were highly dedicated to their students and viewed their profession positively. Furthermore, Job satisfaction ($M = 3.37, SD = 0.78$) and commitment to school ($M = 3.38, SD = 0.68$) were at moderate levels, indicating that while teachers generally felt content, factors related to the school environment might influence their overall satisfaction. However, commitment to teaching ($M = 3.07, SD = 0.58$) scores were the lowest.

Table 14

Correlating Job Satisfaction and Commitment

		Job Satisfaction
Commitment to school	Pearson Correlation	.46**
	Sig. (2-tailed)	< .001
Commitment to students	Pearson Correlation	.48**
	Sig. (2-tailed)	< .001
Commitment to teaching	Pearson Correlation	.29*
	Sig. (2-tailed)	.023
Commitment to profession	Pearson Correlation	.46**
	Sig. (2-tailed)	< .001

All four commitment variables had a positive relationship with job satisfaction. However, commitment to students, profession, and school had stronger and more significant correlations compared to commitment to teaching, which had a weaker ($r = .29$) but acceptable correlation ($p = .023$).

6. Discussion

This research evaluated the attitudes of primary school teachers of English in Bejaia city towards their profession. The finding revealed that these teachers exhibit moderate levels of job satisfaction and commitment to their profession.

A large percentage of the respondents consider that teaching is their ideal job (60.3%) and that choosing this profession is a good decision (58.7%). This reflects a strong intrinsic motivation that enhances job satisfaction and commitment, as highlighted by Todor (2024). Moreover, their satisfaction with being teachers ($M = 3.87$) can be linked to the fulfilment of their needs, wants, and the alignment between the schools' values and their own ones. In fact, a moderate correlation was found between teaching enjoyment and the fulfilment of the needs

and wants ($r = .45, p < .001$), as well as between the school value alignment and the teachers' reluctance to change nothing in their careers ($r = .34, p = .008$).

Furthermore, the results indicate a significant statistical relationship showing that teachers are more likely to promote their schools when their needs are met ($r = .40, p = .002$) and when they are satisfied with their profession ($r = .45, p < .001$).

From the results, the key factors that contribute to job satisfaction are needs fulfilment, value attainment, and genetic component. The latter refers to a person's inherited traits, such as their personality. These factors align with Kreitner and Kinicki's job satisfaction model (2010), which identified these aspects as essential influences on job satisfaction.

It is noteworthy to mention that job satisfaction levels are highly related to the teaching conditions of teachers as they the latter often improves learners' outcomes and teachers' motivation, and retention (Eryilmaz et al., 2025). Despite moderate satisfaction across various aspects, primary school teachers of English reported the lowest satisfaction with their teaching conditions ($M = 2.86$). While 39.7 % of respondents agreed that they lack ambition, and many acknowledged experiencing work-related stress, no significant correlation was found. This could be attributed to the small sample size and variation in answers. A study by Agcan and Babanoglu (2016) in Turkey similarly found that primary school teachers were less satisfied with their working conditions, mainly due to the demanding nature of teaching at this level. Likewise, Alemi (2013) reported that Afghan teachers were generally satisfied with their profession, except for their salary and teaching conditions, citing job overload as a major reason for stress.

Based on these findings, this study recommends further investigation into the working conditions of English language teachers in primary schools. Providing more moral and physical support from colleagues, administrators, and inspectors could help improve satisfaction. This could be achieved by organizing seminars or meetings where teachers can voice their concerns and propose potential solutions that would be beneficial.

The low scores of teaching conditions may explain why the teachers hesitate or consider changing careers. This result aligns with Agcan and Babanoglu's (2016) study, which found that primary school teachers often feel unmotivated to stay in their jobs when other opportunities arise. In this regard, stakeholders play a vital role in ensuring teachers' long-term commitment. Implementing practical strategies, such as rewarding, recognizing, and providing the necessary teaching resources and tools could enhance the teachers' motivation and ambition.

The other potential factor that may contribute to the teachers' disappointment or reconsideration of their jobs is the disagreement with the school policies. While responses to this item varied significantly ($SD = 1.06$), research by Nir (2002) pointed out that teachers' commitment tends to increase when policies and management structures support their needs.

These findings may also explain why teachers' commitment to teaching ($M = 3.07$) is lower compared to dedication to students and profession. Therefore, involving teachers in policy-making could ensure that school policies are mutually beneficial in order to reduce dissatisfaction and potential conflicts.

The sample display two distinct types of commitments: affective and continuance. The majority of teachers demonstrate affective commitment, as they exhibit strong emotional attachment to their jobs despite work-related challenges. Meanwhile, teachers who expressed neutrality (12.7%) or agreement (9.5%) with changing their work, as well as those hesitant about their career choice (27%), or uncertain about their enjoyment of teaching (14.3%), may display a continuance commitment to their profession. This means that they remain in the profession primarily because leaving may lead to some financial issues or difficulty in finding another job offer (Kreitner and Kinicki 2010). Similarly, Alemi (2013) declared that moderate job commitment and satisfaction might stem from the perception that working in

governmental institutions is more stable than in private ones, a belief that likely applies to the Algerian context as well.

Moreover, the results showed that primary school teachers' commitment to their students had the highest score ($M = 3.84$). Interestingly, the teacher-learner relationship was moderately correlated with the teachers' needs fulfilment ($r = .41$) and their desire to change nothing ($r = .47$). This may explain the strong emotional bonds that young learners tend to form with their teacher, which, in turn, enhances teachers' dedication. Affizal and Rafidah (2009) argued that a positive teacher-student relationship significantly influences teachers' cognition, behaviour, emotions, and overall job satisfaction.

A study conducted in the United States further supports this notion, showing that commitment to students is a significant predictor of teacher satisfaction (O'Shea, 2021). Similarly, our study found a strong correlation between job satisfaction and commitment to their learners ($r = .48, p < .001$).

In relation to Maslow's hierarchy of needs, the results of the study indicated that we the basic physiological needs required for functioning and survival in the profession are not completely fulfilled. This is mainly reflected in the teachers who claimed inadequate teaching conditions and disagreements with school policies. Additionally, the findings revealed concerns connected to safety needs, mainly in employment. The sample indicated reconsidering their work choice, showcasing a continuance commitment. This means that the teachers are not yet sure about their employment. This situation explains the variation and the moderate levels of job satisfaction and commitment among the teachers of Bejaia.

Concerning the validity of the research instruments, the researchers conducted an exploratory factor analysis on SPSS. The job satisfaction scale revealed a one-factor solution, which supports its construct validity. Furthermore, the items demonstrated factor loadings ranging from 0.531 to 0.719, which further confirms the scale's convergent validity.

Similarly, the exploratory factor analysis of the multidimensional commitment scale indicated a one-factor solution for each dimension. However, the factor loadings varied across dimensions. In teachers' commitment to school, two items exhibited strong factor loadings (0.734 and 0.718). Although one item "Often, I find it is difficult to agree with the school's policies on important matters relating to its employee" had a low factor loading (-0.124), the researchers decided to retain it due to its theoretical importance in representing dissent towards institutional policies. In other words, while the findings of this research are primarily directed to inform the institutional and policy-level decisions about the improvements to bring, it is vital to capture direct feedback on the institution's current support.

The second dimension is dedicated to teachers' commitment to students. The factor analysis showed strong factor loading across three items (0.746, 0.881, and 0.666). It indicates high internal consistency. For the teachers' commitment to teaching, item two had a strong loading (0.798), item three had a moderate loading (0.425), and item one demonstrated a weak loading (0.202). Despite the low rate, item one was retained because it offers insights into potential burnout or changes in professional motivation, warranting further exploration.

Lastly, in the dimension dedicated to teachers' commitment to their profession, three items showed moderate to strong loadings (0.476, 0.870, and 0.772). Unlike the previous items, the fourth item had a negative loading factor (-0.488). This item is positively worded thus; it helped in detecting bias and provided a check against acquiescence.

Overall, the exploratory factor analysis revealed that the majority of items loaded moderately to strongly (≥ 0.4). Although some statements demonstrated weaker loadings, their conceptual relevance justified their inclusion. These findings indicate that the scale demonstrates sufficient construct validity for use in the context under investigation.

In summary, this study found that primary school teachers of English in Bejaia exhibited moderately positive attitudes towards their profession. However, policy changes should focus on improving working conditions to enhance long-term commitment.

6.1. Limitations of the Study

Several limitations should be acknowledged in this research. First, teachers' participation was limited. Many teachers were unwilling to take part, and several submitted incomplete or potentially non-engaged responses, likely due to time constraints and workload. This situation has affected the representativeness and the generalizability of the findings. Second, this research exclusively relied on the quantitative method. Therefore, complex phenomena such as dissatisfaction with school policies or emotional burnout are often better explored qualitatively. Third, the study relied solely on scales to collect data. The latter can be subject to self-report and social desirability bias. Although the researchers presented clear instructions and encouraged honest responses, bias cannot be entirely excluded. Fourth, the absence of localized literature on job satisfaction and commitment posed a significant challenge. The study had to adopt instruments developed in foreign contexts. This may have affected the validity of the constructs, as certain concepts may be culturally and contextually specific.

6.2. Recommendations

Although the study has some shortcomings, it provides a foundational contribution by initiating the validation of these instruments in Bejaia. The researchers recommend future research to build on this by exploring teachers' attitudes using qualitative methods to deepen the investigation to gain deeper insights and by, further testing the scales in order to refine them to ensure their contextual relevance.

7. Conclusion

The research explored teachers' attitudes towards their profession, based on organizational psychology, which identified job satisfaction and commitment as key predictors of professional attitudes. This study measured the attitudes of primary school teachers of English in Bejaia by using two validated scales: Teaching Satisfaction Scale (TSS) (Ho & Au, 2006) and a multi-dimensional commitment scale by Thien et al (2014). These scales were distributed to sixty-six teachers. Three responses were discarded due to incompleteness. The data was analysed using SPSS software by examining means, standard deviations, and percentages. To gain deeper insights, the researchers also examined correlations between the variables and tested the validity of the instruments.

The findings revealed that teachers generally held moderate positive attitudes towards their profession. While a significant percentage expressed strong emotional attachment to their profession and satisfaction, some teachers maintained a neutral attitude, suggesting the possibility of reconsidering their career path. The study also found a significant correlation between job satisfaction and commitment, emphasizing the importance of fostering the teachers' overall satisfaction to ensure their long-term dedication.

Despite the limitations, the research highlights the need for policies that align with both teachers' and schools' needs, the provision of moral and material support, and greater consideration of teachers' concerns throughout their teaching careers. These measures could enhance satisfaction and commitment levels among primary school English teachers, not only in Bejaia but also across the country.

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