TEACHERS’ VIEWS ON JOB SATISFACTION: A CASE STUDY

By

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Dedication Page

To my loving parents,
my siblings,
my dear husband,
my angel son,
and my daughter, whom I haven’t met yet…
Teachers’ Views on Job Satisfaction

Ghada Ziad Merhi Bleik

Abstract

This study explores the influence of job satisfaction on teachers’ performance by eliciting perceptions of teachers and administrators on elements and impact of teachers’ job satisfaction on certain aspects of their performance. This study was conducted in a private school located in Beirut, Lebanon that caters for students from middle to high socioeconomic background. A conceptual framework was created for the study based on relevant theories of learning, satisfaction and motivation and the literature on the topic. An exploratory case study design using mixed methods was used to collect data through questionnaires, focus-group interviews, and semi-structured interviews. A sample of 112 teachers filled out a questionnaire, 18 teachers were grouped into three focus groups of six, while face-to-face semi-structured interviews were conducted with 15 subject coordinators. Data from the instruments were analyzed and results were compared and triangulated to increase credibility and trustworthiness of the study findings. Findings show that factors leading to teachers’ job satisfaction include pay, appreciation, work environment, relationship with superiors, resources, work load, and possibility for growth. Findings indicate that these factors influence teachers’ performance in several ways such as teachers exerting effort in engaging students in educational activities, participating in and managing school activities, willingness to work hard for accreditation, staying after school when necessary, and preparing remedial courses for low achievers. Other schools that strive to retain their teachers can benefit from this study by observing the above factors leading to teachers’ job satisfaction and retention.

Keywords: Teachers’ Job Satisfaction, Motivation, Performance, Teachers’ Views, Teacher Retention
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Chapter One

Introduction

After being in the education profession for nine years, the researcher observed that teachers perform according to how satisfied and happy they are at their jobs. According to Fuming and Jiliang (2007): “Job satisfaction refers to the degree of satisfaction a worker evinces for the work in which he or she is engaged.” They add: “In the majority of organizations and circumstances, people will continue to work in the organization if they feel sufficiently satisfied. Otherwise, they will quit work or behave badly, shirking responsibility.” (p.87). Teachers that are job satisfied are willing to exert more effort in planning their lessons in such a way that makes learning an enjoyable experience for children in addition to other things that would benefit the organization or school as a whole. Upon experiencing job satisfaction, teachers become more motivated which is reflected on how they teach and communicate with their students (Caprara, Barbaranelli, Steca, & Malone, 2006; Brouwers & Tonic, 2000).

The researcher has had two completely different experiences working at two different schools. In the first school (where the researcher worked for
two consecutive years), teachers were overworked; they had to endure long working hours. The paper work required from teachers was too much to bear especially when they had to prepare quizzes, formative and summative tests three times during the academic year, correct them, and work on grades and averages. Teachers also had to do morning, recess and bus duties. They had to substitute for absent teachers and prepare substitute work for the students. Class decoration had to be changed monthly. The principal of the school also blamed the teachers for any failure in the classes; this resulted in putting additional pressure on the teachers which put teachers under more stress and created a feeling of being overworked in them.

They still had to correct their students’ exams at home or during their break at school. At some point one teacher was teaching eight periods during the same day. The researcher has also witnessed a teacher being taken to the hospital after collapsing in the school because of extreme exhaustion and work pressure. It is also worth noting that some teachers were also verbally abused by the principal of the school. Teachers, unfortunately, did not feel respected or appreciated. They did not show any enthusiasm for being at school. Sadly, they tended to take their frustration out on the students. Walking down the halls, one could hear the screams
and shouts of the teachers coming out of the classrooms. Moreover, a very small number of teachers participated in the school activities and each year a considerable number of teachers quit their jobs.

In the other school (where the researcher is currently employed), however, teachers did not suffer the same work load. Of course, there are certain tasks to be fulfilled regularly, but the situation is more bearable for the teachers. Also, teachers are shown more respect and appreciation. The principal moves around the school daily chatting briefly with the teachers and listens to them if they have any problems. On the other hand, when the school received accreditation, the principal called the teachers and thanked them for their efforts: “This would not have been possible without you, your dedication and your efforts.” Also, the teachers were all invited to dinner at a fancy restaurant to celebrate their accomplishment.

In that same school teachers are more positive. Their workload is reasonable. Teachers are more considerate with their students. The probability to hear a teacher shouting is null. They do not pressure the students, and the punishment methods are educational ones. Most teachers have been working at the school for a number of years. They are experienced teachers capable of controlling their anger, even in the worst
situations. They are able to turn any misbehavior into classroom participation, without showing any distraction. Greetings, gifts, verbal accomplishments, and positive feedbacks are often used in this school. Almost all teachers willingly participate in school activities. One could see their positive attitude towards their work and the institution as a whole.

These above observations made in the two different settings have triggered the researcher to dig deeper into the issue of teachers’ job satisfaction and how it shapes and influences a teacher’s performance in the school.

1.1 Purpose and Rationale

This study aims to investigate how job satisfaction shapes and influences teachers’ performance. This topic is worth investigating since motivation and job satisfaction are an asset to the whole educational process (Gresten, Keating, Yovanoff, & Harniss, 2001; Botwinik, 2007). No evident research in Lebanon or the Arab World has been found that was conducted on this topic so this study will hopefully add knowledge to the field of teaching in Lebanon.

This study is intended to find the relation between job satisfaction and job performance by eliciting teachers’ views on job satisfaction, and by
examining several factors affecting motivation and job satisfaction and how these factors influence teachers’ performance at the work place. Teachers’ perceptions provide valid information because they are closest to the topic being investigated.

Job satisfaction is an influential aspect in the educational profession defining the teacher’s efficiency and level of performance which is why the issue has been and continues to be under the spotlight and at the center of much research (Kim & Loadman, 1994).

This study will give the researcher deeper insight in job-satisfaction at the school where the researcher is currently employed, and how teachers’ job satisfaction shapes and influences their performance.

Several databases were investigated (LAU databases/ Academic Research Complete/Shamaa/ Google). However, the researcher noticed that no evident studies on teachers’ job satisfaction have been conducted in Lebanon.

The following research questions were derived from the study purpose. These will be addressed with different types of data.
Table 1.1 Link between purpose and research questions

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1.2 Research Context

This study is conducted in a school in Beirut. It is a high socio-economic status school that operates in what used to be an Armenian school and cultural center during the 1950s that was relocated during the Lebanese civil war. The buildings had remained vacant. The campus itself is built on a 4500 m2 land, comprised of three buildings, blocks A, B, and C, and engulfing a beautiful heart-shaped garden circumscribed in an array of evergreen trees, in addition to a basketball court and a nursery playground.
The principal of the school became a teacher at first by coincidence. He has received his education in England and earned a Bachelor’s degree in Applied Mathematics, an MA in Management Science, and a Ph.D. in Applied Mathematics.

1.3 Academic Staff

The academic staff of the school consists of 140 teachers (preschool, elementary, middle and high school). The teachers are of different nationalities: Lebanese, Syrian, Palestinian, Iraqi, Egyptian, Russian, Columbian, Venezuelan, British, Jordanian, Sierra Leonean, Canadian and American. The staff members have graduated from different universities in Lebanon and from around the world (Lebanese University, Beirut Arab University, Stony Brook University, University of London, Oxford University, University of Ohio, University of Toronto, etc…). Since the school is relatively new, teachers have been working there between one to nine years.

1.4 Recruiting Policy

The school only recruits teachers and staff that are qualified for the job and are deemed to have the right personality and background so they can integrate and adopt the spirit of the school and believe in and carry out
its philosophy of education. The administration recruits staff regardless of their gender, race, and religion.

Newly admitted teachers are introduced to the philosophy, objectives, and spirit of the school by the school principal, are introduced to rules and regulations by heads of sections/dean of students, coordinators/Heads of Departments. They are given the syllabus, the required planning and expectations, and a file containing the yearly calendar, rules and regulations, and necessary paper work to facilitate their job. Introductory workshops at the beginning of the year are also conducted for all staff to aid the new teachers in a smooth integration into the school general spirit.

The school offers special needs services such as occupational therapy and counseling. There are also different types of support available to students in each division of the school according to need.

1.5 Organization of the Thesis

Chapter one presented an overview of the study, its purpose and its rationale. Chapter two presents a review of the Western literature on teachers’ views on job satisfaction, factors that influence job satisfaction, and suggestions for improvement. Chapter three presents the research design including the methods and data analysis. Chapter four presents results of the study and addresses the three research questions as well as the
discussion of the study findings in comparison to the relevant research.

Finally, a concluding chapter presents ethical considerations, limitations of the study, and the recommendations for further research.
Chapter two

Literature Review

Introduction

This chapter presents studies that have been conducted in different parts of the world which are relevant to the issue of teachers’ job satisfaction, the factors affecting it, and how job satisfaction influences the teachers’ performance as a whole. A literature review is important for a critical analysis of the different results and conclusions that have been reached by other researchers and to set a framework for my current study. This is presented graphically on the next page.

The chapter also presents theories of satisfaction and motivation in order to set a theoretical framework for this study. The above helped in preparing the research questions and instruments and also helped in discussion of this study findings.
Factors influencing teachers’ job satisfaction:

1- Positive work environment
2- Adequate equipment and resources
3- Reasonable working hours
   4- Good payment
5- Possibility of growth
6- Performance praise
7- Positive relations between teachers and superiors

Will lead to better:

Teachers’ performance:

1- Preparing effective educational activities
2- Participating in school’s activities
3- Working after school hours when needed
4- Preparing remedial material for low achievers

Figure 2.1: preliminary framework for the study
The first section of the figure 2.1 includes the different factors that could shape and influence job satisfaction. These factors were derived from the literature. Once these factors are fulfilled or achieved (meaning if the school has a positive work environment, teachers are well equipped with necessary resources and they work within reasonable work hours with good pay, and when teachers have a possibility to grow and are appreciated and praised for their good work and finally they have a good relationship with their superiors), they tend to exert more effort in order to perform better.

The second section of the framework specifies the different aspects of performance which could be affected positively once teachers are satisfied. Teachers would prepare effective educational activities for their students, participate in school’s activities, prepare remedial material for low achievers, and if required to, they would stay after school.

2.1 Theoretical Framework

Three major theories on job satisfaction are discussed in this chapter.

*Herzberg et al.’s Two Factor Theory*

One of the prominent theories is Herzberg, Mausner, and Snyderman’s Two-Factor Theory of Job Satisfaction (1959). Herzberg et al. studied two sets of factors that influence and shape job
satisfaction/dissatisfaction. According to this theory, job satisfaction is directly influenced by two separate sets of factors: the motivation factors and the hygiene factors. The motivation factors are the factors that deal with job content. The presence of such factors leads to job satisfaction and positive attitudes at the job since they achieve the need for self-actualization. These factors are: Growth that is learning new skills and being able to advance within the occupation. Work itself refers to the routine at work, whether it is interesting or boring, challenging or not, creative or dull. Responsibility includes the type of responsibility or authority the employee has over his own work or the work of other employees. Achievement is the personal satisfaction an employee receives by being able to see the results of his/her work and efforts. Advancement is an upward change in the status in the company. Finally, there is Recognition which indicates recognizing someone’s good work by others. These factors tend to lead to job satisfaction. Once an employee experiences these factors at the job, he/she puts additional effort and hence increases productivity. It is worth noting, however, that if the above factors are not present at the job, workers are not dissatisfied but merely not satisfied. In Herzberg’s theory the dissatisfaction is not the opposite of satisfaction.
The hygiene factors, on the other hand, deal with *job context* and tend to lead to job dissatisfaction. These factors surround the doing of the work. They are: Company Policies and Administration which deal with the feelings whether the company’s management and organization is adequate or not including poor communications and lack of delegation of authority. Then there is Supervision which is the technical ability or competency of supervisors including their willingness to delegate tasks among the other employees. The Interpersonal Relations are the relationship among the superiors and the employees. The Status indicates whether one has his/her own office, a good title, an assistant, or a company car. The Working Conditions are the physical environment at the workplace: workload, adequate equipment necessary to get the job done, tools in other words, the workplace general appearance. Job Security is feeling secure at the job and knowing that it is permanent; it also concerns whether the company is stable or instable. Finally Salary is the financial compensation and raises.

Herzberg et al. argue that when these factors are acceptable at a working place, workers become not dissatisfied but not necessarily satisfied. Being satisfied with these factors makes employees produce at a level that is acceptable; dissatisfaction, nonetheless, leads to a restriction in output. Herzberg et al. (1959) argue that once the hygiene needs are satisfied,
dissatisfaction and poor performance can be prevented; however, satisfying the motivation factors will lead to the quality and type of productivity that every company seeks.

The attitude a worker or an employee has towards his/her company was found by Herzberg et al. (1959) to also have a positive influence on performance. Herzberg et al. discovered that workers with positive attitudes tend to outperform workers with negative attitudes. The study also revealed that loyalty towards the workplace was also affected by the degree of satisfaction at the job. Those who were satisfied at their jobs were more loyal to their companies than those who were dissatisfied.

_Maslow’s Hierarchy of Needs Theory_

Another important theory that tackles satisfaction is Maslow’s Theory of Human Motivation (1943). His theory about the hierarchy of needs is one of the most widely mentioned theories about motivation and satisfaction. Maslow based his theory on human psychology and clinical observations and experiences arguing that one’s motivational requirements could be put in a hierarchy. According to him, when one need is fulfilled, an individual strives to fulfill the next need and so on. Maslow (1943) identified five levels in the need hierarchy. First of all, the Physical needs
namely food, clothes, shelter, and sex. Second, there are safety and security needs which are mainly being protected physically. Then, there are the Social needs; in other words, having a good positive relationship with others. According to Maslow having a feeling of belonging and being loved is another important need in order for a person to move on. Furthermore, there are the Esteem/ Achievement needs. Being recognized and appreciated by others is of high importance. These first four levels Maslow regards as the survival needs basically. They are also called the Deficit needs. Lastly, Self-Actualization means having the opportunity for personal growth along with the accomplishments and self-fulfillment that comes with that growth. Maslow also calls it growth motivation. Self- actualization grows bigger and bigger as one ‘feeds’ it. It is the everlasting need and desire to achieve one’s ambitions and fulfill one’s potentials and capabilities. According to Maslow (1943), the five above categories are all important in order to motivate a person and thus achieve satisfaction. As noted earlier, however, it is important that once one level is met, the next to be activated and addressed in order to ensure motivation.

**Vroom’s Expectancy Theory**

Another theory that tackles the issue of job satisfaction and motivation is Vroom’s Expectancy Theory (1964). Vroom argued that
workers become motivated to achieve a certain goal if that will help them in achieving their own goals even though these goals might be different from one employee to another. Each reward or goal should satisfy the different needs of the different employees. Once an employee believes that his/her favorable or acceptable performance will lead him/her to his/her desirable goal, the worker will ultimately perform better. There are three major variables in Vroom’s theory. ‘Valance’ is the first variable which is the strength of a person’s preference, incentive or attitude for a certain output; in other words, how much the worker desires a certain reward. Therefore, it is very important that an employer discovers what drives his/her workers and find out what kind of incentive they desire. The second variable is ‘Expectance’ which is the probability that one’s efforts will ultimately lead to a certain first-level outcome. Hence, it is up to the management to identify what resources, equipment, or training would help their employees advance and acquire new skills which would ultimately serve the company’s best interest. ‘Instrumentality’ is the last variable which is the extent to which that first-level outcome will eventually lead to a second-level outcome. In other words, an employee is motivated to realize the first-level output which is to perform better at his/her job in order to get promoted or receive a raise which is the second-level output. It is the
management’s responsibility to assure the employees that they will receive the outcome or reward they desire upon performing well. The ‘Expectancy’ theory takes into consideration various individual motivations and needs. Vroom suggests that the three beliefs (Valence, Expectancy, and Instrumentality) work together and interact psychologically in order to create a certain feeling of motivation within the worker that would make him/her function in such a way that brings forth pleasure and avoids pain.

2.2 What is job satisfaction?

Many researchers have attempted to give an exact definition to the concept of job satisfaction. However, Al-Owaidi (2001) pointed out that there are a number of interpretations to the term and that there is no one unified comprehensive definition. This is confirmed by Oplatka and Mimon’s work (2008) who also state that there is no universal interpretation or definition of job satisfaction that can be agreed upon. However, the most cited definition in job satisfaction research is the one by Locke (1969) in which he suggests that job satisfaction is a positive emotion resulting from the appreciation of one’s work or work experiences.

Griffin (2010) defined job satisfaction by saying: “Job satisfaction means different things to different people, and job satisfaction is a complex
concept that is influenced by, and influences other variables.” (p. 1). People have different needs and desire different goals. So it is not strange to find various factors influencing job satisfaction. Gruneberg (1976) defined it as the complete cluster of emotions a person has about his job. According to Gruneberg, the nature of the job, the salary, the environment of the job and others played an important role in leading to job satisfaction.

2.3 What are the different factors affecting and shaping job satisfaction?

2.3.1. Negative aspects

Several factors have been linked to the presence or lack of job satisfaction. Several factors could make this profession stressful and hectic for teachers or the opposite.

A considerable number of beginning teachers are, unfortunately, leaving the profession due to lack of job satisfaction resulting from burnout, depression, and work-related stress, low financial compensation, status, and professional identity (Perrachione, Rosser, & Peterson, 2008; Betoret, 2006; Jepson & Forrest, 2006; Bishay, 1996). Smethem (2007) reported that it is becoming very difficult to attract and retain successful efficient teachers. Like Perrachione et al (2008), Smethen (2007) also addressed the issue of
beginning teachers who are leaving the profession yearly. Fuming and Jiliang (2007) also discovered that as teachers’ years of experience increase the tendency to develop higher levels of job satisfaction increases. Beginning teachers usually start teaching with certain expectations. After some time, they discover that their own expectations are different from reality and thus they end up quitting.

Van Der Doef and Maes (2002) associated the teaching occupational stressors with several problems such as burn out, teachers’ absenteeism, depressions, anxiety, and psychological distress. Research conducted by Van Houtte (2006) revealed that there is a noticeable correlation between job satisfaction and the different conditions of the workplace such as: the environment of the school and administrative control. The study revealed that teachers become dissatisfied when the school has a negative work environment and when the administration is too controlling. The environment of the school plays a huge role in determining whether or not teachers are satisfied. A controlling administration would ‘suffocate’ teachers and not give them the freedom any employee desires at the job.

A review by Fuming and Jiliang (2007) and Van Der Doef and Maes (2002) identified the following occupational stressors in the teaching environment: “work overload, role ambiguity and conflict, pressures of the
teacher’s role, inadequate resources and poor working conditions, lack of professional recognition and low remuneration, lack of involvement in decision making, lack of effective communication, staff conflicts, and pupil misbehavior” (p.327-328). Gersten et al. (2001) attributed teachers’ dissatisfaction with their professions to poor school climate.

Lack of appreciation is also associated with job satisfaction (Vandenberghhe & Huberman, 1999; Travers & Cooper, 1996). Similarly research conducted by Ali and Ahmed (2009) found an important link between recognition and appreciation and satisfaction at the work place. Findings by Katou (2008) confirm that. Sargent and Hammun (2005) add that teachers should be offered praise and recognition for their accomplishments and capabilities. A study by Shah, Rehman, Akhtar, Zafar and Riaz (2012) discovered a high relationship between recognition and job satisfaction. According to the researchers, the presence of a praise system in the school boosts a teacher’s performance and vice versa.

Not much research was found on the factor adequate resources and material. Only few studies relate low resources to low teacher satisfaction (Scott, Stone, and Dinham, 2001; Van Den Berg, 2002). A teacher without adequate material will not be able to carry out her/his duties properly and fully especially in an era where much focus is put on technology (e-books,
smart boards, well equipped laboratories for sciences) even the most
efficient teacher will not be effective in the teaching/learning process
without being prepared for the classes.

2.3.2. Positive aspects

Buitendach and Witte (2005), Osborn, McNess, Broadfoot, Pollard,
and Triggs (2000) and McNess, Broadfoot and Osborn (2003), Van De
Berg (2002), Quarstein, McAfee, and Glassman (1992), and Zembylas and
Papanastasiou (2006) considered promotion and achieving professional
growth as a factor responsible for raising the level of teachers’ job
satisfaction. A study conducted by Ali, Zaman, Tabassum, and Iqbal (2011)
showed that recognition was one of the main sources for teachers’ job
satisfaction in Pakistan which is consistent with other studies conducted by
different researchers (Mahmood, 2004; Stemple 2004 and Newby, 1999;
Lanzo, 2003; Demato, 2001).

Ingersoll (2001), Quarstein et al. (1992), and Zembylas and
Papanastasiou (2006) linked high salaries to positive job satisfaction.
linked low salaries to job dissatisfaction. For example, it was discovered
that Cypriot teachers enter teaching because of the good pay (Zembylas &
Papanastasios, 2004). Financial compensation is extensively researched in the literature. Several studies tackle the issue of pay and its influence on job satisfaction and motivation. Lanzo (2003) and Mhozya (2007) conducted studies on the influence of salaries on job satisfaction and their findings were in parallel with the studies previously discussed.

Another important factor that influences teachers’ job satisfaction is whether or not they are given a chance to take part in the decision making process. As noted by Hulpia, Devos, and Rossel (2009) “the formal distribution of supportive leadership among the leadership team is related to teachers’ and teacher leaders’ organizational commitment and job satisfaction.” (p.308). Stockyard and Lehman (2004) have also shown that teachers were not happy when they were excluded from the decision making process. Teachers are an important part of any school, and any decision being made at the school will affect them directly and indirectly. Therefore, when they are given the chance to participate in decision making, they feel they have a say in what affects them.

In addition to the above mentioned factors, there is the work environment and school culture factor which shapes and highly influences teachers’ job satisfaction.
The word culture describes a considerable range of influences on how individuals act or behave in companies, societies, and nations. It basically refers to a set of beliefs, norms, attitudes and values that are common among people, which could be explicit or implicit. According to Peters and Waterman (1982) and Quarstein et al. (1992), the culture and environment of an organization can be an element responsible for its success. They discovered that the best companies possessed unique cultures and environments that are passed on through legend, story, or slogan and served to motivate workers and employees by giving a special meaning to the kind of work they do.

Cultural values (what is acceptable and what is not-and how flexible the values are) and the culture milieu (the immediate social and physical setting where people live or work) also have an influence on teachers’ job satisfaction and motivation levels (Huang & Van de Vliert, 2004; Yetim & Yetim, 2006). Zusho, Pintrich, and Cortina (2004) labeled the cultural influence on teachers’ motivation as ‘one of the most important issues in educational psychology today’ (p. 142).

Being praised or recognized at the work place is another factor that could influence job satisfaction positively (Buitendach & De Witte, 2005).
According to Locke (1969) job satisfaction is a positive or pleasurable state of emotions that results from being praised for one’s job and experience.

From the above, it can be seen that the literature presents several factors responsible for leading to job satisfaction or dissatisfaction.

**2.4 How does job satisfaction influence teachers’ performance?**

According to Ali, Zaman, Tabassum and Iqbal (2011): “A better performance from a teacher can only be expected if they are satisfied with their jobs” (p.32). They add that job satisfaction is particularly important in an education system since teachers are responsible for the development of the human personality. Human development and quality education are only possible if the individuals involved in the system are satisfied and content with their work. In a nutshell, if teachers are satisfied with their jobs, the whole progress of the system is affected because only satisfied teachers are able to perform well in the classroom and thus the quality of teaching improves (Bavendam, 2000). Van-Knippenberg (2000) also stated that job satisfaction has a considerable influence on performance. Job satisfaction/dissatisfaction is a main cause for the failure or success of any system. Job satisfaction shapes teachers’ performance. When satisfied at the job, teachers tend to become more engaged and dedicated to the profession,
whereas dissatisfaction at the job renders teachers detached and careless. In other words, satisfied teachers are more loyal to their schools. They are willing to exert more effort if they are asked to, for example, stay after the school day is over, prepare remedial material for low achievers, participate in events (sports day, for example). Teachers that are not satisfied, however, do not share the same level of belongingness and devotion to their schools. They are not willing to carry out any additional work requested of them.

Also, according to Balkar (2009) job satisfaction has a direct effect on teachers’ performance. Tshannen –Moran, Woolfolk-Hoy, and Hoy(1998) associated decreased productivity to dissatisfaction whereas teachers who experience satisfaction with their jobs show high levels of motivation, better performance, and low degrees of anxiety, burnout and stress (Caprara, Barbaranelli, Steca, &Malone, 2006; Brouwers& Tonic, 2000; Caprara, Barbaranelli, Borgogni, &Steca, 2003).

Teachers’ collective efficacy has also been associated with job stress and satisfaction (Caprara et al., 2003; Skaalvik & Skaalvic, 2007; Klassen, Usher, & Bong, 2010; Viel- Ruma, Houchins, Jolivette & Benson, 2010). Teacher efficacy is a simple notion with important implications. Teachers’ efficacy is the belief that they are capable of bringing out the best of a student even if the student was unmotivated. Ware and Kitsantis (2007) also
found a positive relationship between both teacher and self-efficacy and high levels of job commitment (for example, arriving to school on time and willingness to participate in activities or events) which is a good predictor of job satisfaction.

The above literature addresses several factors that influence job satisfaction. According to the literature, it cannot be ignored that job satisfaction leads to an acceptable performance by the teachers at the workplace.

2.5 Other Relevant Studies

This part of the paper tackles studies conducted in the West (United States of America, Canada, Belgium, Australia, Bahamas, and Jamaica) and some parts of Asia (China, Korea, Philippines and Pakistan) that are directly related to the topic the researcher is investigating namely the different factors affecting job satisfaction and how it influences teachers’ performance.

A relevant study was conducted in Cotabato City (Philippines). Usop, Askandar, Langguyuan-Kadong, and Usop (2013) wanted to find the relationship between job satisfaction and job performance among the teachers of the Division of Cotabato City. They hypothesized that a teacher
satisfied at her/ his work is a productive one; consequently she/ he will show and maintain a high level of performance. Furthermore, the teaching/learning process will also become more effective and efficient. The research was conducted in different public elementary schools in Cotabato and 200 teachers took part in the study. The data was collected using a questionnaire divided into parts. The first part involved questions regarding personal information about the participants. Items of the second part of the instrument addressed factors shaping and leading to job satisfaction namely: pay, school policies, interpersonal relationships, supervision, working conditions, opportunities for promotion and growth, achievement, work itself, responsibility, and recognition.

Upon analyzing the data, the researchers concluded that the teachers of Division of Cotabato City displayed a high level of performance, and they were satisfied with the different work thus implying that a satisfied teacher is also a productive efficient one capable of high performance.

Another related study was conducted in Nepal. Maharjan (2012) believed that when teachers are satisfied at their job, this enhances their performance and consequently the performance of the organization as a whole. The instrument used to conduct this study was a questionnaire distributed among 150 teachers; 112 responses were successfully obtained.
The two variables were tested using SPSS. Upon analysis the researcher concluded that there is, indeed, a positive association between job satisfaction and performance. According to the study, teachers were least satisfied with their salaries so it was suggested that the administration increases their pay to ensure better performance.

2.5.1 *Suggestion for improvement*

The literature presents many suggestions for improvement. The different studies show similar suggestions for increasing job satisfaction. Maintaining healthy relationships between teachers and superiors, increasing salaries and decreasing the work load are perhaps the most recurrent ones.

Muchhal and Chand (2010) presented several suggestions on how to increase job satisfaction among teachers. Their study proved that raising the socio-economic status conditions of teachers can play a role in boosting their job satisfaction. Developing healthy communication with students (teachers could do activities with their students such as organize bake sales and have conversations not related to academics to break the ice between them), other staff members (they could get together for coffee or a meal), and principal (the principal would regard his teachers as colleagues not
merely teachers that work for him/her) can also play a major role. The authors also suggest a cut down on unnecessary workload and paperwork imposed on teachers. Khan, Aslam, and Lodhi (2011) and Ali et al. (2011) also wrote of the importance of giving more attention to the wage structures in order to ensure the satisfaction of teachers. Pay is a key factor contributing to job satisfaction (Ommen, Driller, Kohler, Kowalski, Ernstmann, Neumann, Steffen, & Pfaff, 2009; Spector, 1997). Sargent and Hammum (2005) suggest that teachers are happier in schools where they have an opportunity for professional growth, good pay and acceptable workload.

Fuming and Jiliang (2007) also introduced suggestions for elevating the level of teacher job satisfaction: increasing the salary, improving the working conditions, reducing exam related stress for both teachers and students by not making tests the center of education and the only means for evaluating students, reducing the number of students per class, improving the teaching conditions, providing opportunities for promotions, providing adequate Continuous Professional Development, refining the teachers’ ranking systems, expanding the teachers’ occupational opportunities, practicing democratic administrative behaviors, and finally coaching new
teachers who are more likely to quit the teaching career than more experienced teachers.

Watson, Harper, Ratliff and Singleton (2010) made the following suggestions to improve job satisfaction among teachers. They suggested that programs for teacher education should implement different techniques which could help in alleviating stress. Also they believe that with field-based experiences through observation and practice, teachers can develop better management skills which would help them become efficient instructors. Moreover, workshops should be conducted in such a way to address classroom management more effectively, evaluations conducted by administration, coping with classroom stressors, and problem-solving techniques. Furthermore, teachers should be provided with opportunities for reflections and open group discussions which would assist in eliminating stressors. Open communication between teachers and administration and/or coordinators/superiors, where they share opinion on the different issues that are leading to job dissatisfaction and address them, provides an outlet for sharing field experiences (Brown & Nagal, 2004).

In conclusion, chapter two presented several theories and research studies that were conducted around the world and addressed the different factors leading to job satisfaction / dissatisfaction. It also provided some
suggestions for improvement. The next chapter presents the research design, procedures and methods of this study.

Chapter Three
Methodology

Introduction

This chapter presents the research design, procedures and methods of this study. The instruments used for the data collection are also presented with a description of how the data is analyzed.

This study examined the teachers’ different points of view on the elements contributing to their job satisfaction and how the latter influences their performance as teachers. Furthermore, the researcher elicits views of the different leaders at school on their relationship with the teachers, and how it influences the teachers’ job satisfaction as well.

This is a case study adopting an exploratory strategy using a mixed methods approach. Case studies “focus on specifics and give an account of the instance in action” (Spratt, Walker, & Robinson, 2004, p. 31). The value of case studies lies in their ability to provide the reader with “vicarious experience” – to give a feeling of being ‘there’ (Spratt et al., 2004, p.31). Case studies are also important because they are a great means to “gain insights into people’s motivation and actions.” (Lester, 1999, p. 1). Since the researcher is conducting the study in one school, a case study is an appropriate choice.
Case studies analyze, illustrate, and interpret what makes individuals or situations distinctive. Through interpretation and analysis, the researcher collected information to describe what happened in a specific situation or activity (Cohen, Manion, & Morrison, 2000; Yin 2003). The pieces of information are collected from the points of views of the participants (Cohen et al., 2000) in order to reach a more complex understanding of the context as a whole (Mertens, 1998).

According to Yin (2003) case study research is mostly suitable when the researcher is seeking to investigate a certain phenomenon. Case studies are also used when the research seeks to answer ‘how’ questions (How does job satisfaction influence teachers’ performance?). Yin (2003) also defines three types of case studies: exploratory (conducted to define a hypothesis and research questions), explanatory (conducted to investigate causality in other words cause and effect), and descriptive (conducted to illustrate events and their context). This study in particular aims to explore the relationship between job satisfaction and performance.

Yin (2003) recommends that research utilizes different instruments for collecting data and different methods for analyzing it. The researcher uses a mixed methods approach which is both qualitative and quantitative approaches/methods. Multiple approaches in research help in capitalizing
on the strengths of each one avoiding the weaknesses of using single methods (Spratt et al., 2004).

The study aims to answer three research questions:

1- What is job satisfaction, according to teachers?
2- What are the different factors affecting and shaping job satisfaction?
3- How does job satisfaction influence teachers’ performance?

For the first question the researcher interviewed the teachers and asked them the question directly and thus collected qualitative data. The different factors influencing teachers’ job satisfaction were taken from the literature then teachers were asked during interviews (Appendix B) and through a questionnaire (Appendix A) how these factors influenced their performance.

3.1 Sample

The researcher is an elementary teacher at the school where this study is conducted, so she did not encounter any obstacles having access to the
population. An oral permission was granted to the researcher by the school principal in order to collect the necessary data for the study.

The population of interest for this study consists of pre-school, elementary, middle school and high school teachers of mixed genders and nationalities. The teachers teach different subject matters and different class levels because it is important for the researcher to detect various viewpoints (Fraenkel & Wallen, 2003). The accessible population consists of 140 teachers who all work at the same school. Later a smaller sample of coordinators is randomly selected for in-depth investigation (Burns, 2000). Fifteen coordinators out of forty were asked in-depth questions during their free periods or recess. Three focus-group interviews were conducted with teachers. Each group consisted of six participants chosen because they were free to take part in the interviews. The years of experience of the different participating teachers varied.

Fraenkel and Wallen (2003) identify three types of sampling techniques. The purposive sample consists of those who have the required information for the study. The researcher’s personal judgment is needed in selecting the representative sample. Another sampling method is the convenience sample such as selecting teachers who are free and available.
The sampling method employed was a simple random sampling for the semi-structured interviews with coordinators. In this method, each individual in the population had an equal independent opportunity of being chosen or selected. This method is best when the sample is a large one (Fraenkel & Wallen, 2006). This method was chosen since the sample is quite large (40 coordinators and 140 teachers) and the researcher believes in giving equal chances to all participants and to rule out any existence of bias.

3.2 Instrumentation

To reach a variety of evidence in a case study research approach, researchers are to use various instruments to collect data. Case study researchers can utilize semi-structured interviews, observation, narrative documents and questionnaires for data collection (Cohen et al, 2000; Yin, 2003). In this study, the researcher used semi-structured interviews and questionnaires in addition to focus-groups interviews in order to collect data relevant to the research questions. Semi-structured interviews were conducted with 15 coordinators who have direct contact with the teachers (Appendix C). Focus-group interviews were conducted with teachers in order to give them an opportunity to build on each other’s responses. The three sets of data derived from the questionnaire, the semi-structured interviews, and focus-group interviews helped the researcher increase
validity of the findings. Validity of findings was defined by Fraenkel and Wallen (2006) as: “The drawing of correct conclusions based on the data obtained from an assessment.” They added: “Validity, therefore, depends on the amount and type of evidence there is to support the interpretations researchers wish to make concerning data they have collected.” (p.151)

For the questionnaire, all the teachers working at the school were asked to fill in a copy (140 teachers). For the focus group interviews, three interviews were conducted each consisting of six teachers randomly selected. Fifteen coordinators were also selected randomly to participate in the semi-structured interviews.

3.2.1. Questionnaire

The questionnaire was conducted by the researcher. The items were related to the second and third research questions. The questionnaire included various statements related to job satisfaction (seven items) and performance (five items). Each teacher received the same questionnaire. The researcher approached each teacher individually and explained the purpose of the study. This process took one month. A hundred and twelve teachers filled out the questionnaire during recess or free time and returned it to the researcher.
Table 3.1 Link between research questions and questionnaire items

<table>
<thead>
<tr>
<th>Research Questions</th>
<th>Questionnaire Items</th>
</tr>
</thead>
</table>
| 1- What is job satisfaction according to teachers? | • Being well paid  
• Being praised and appreciated for their work |
| 2- What are the different factors affecting and shaping job satisfaction? | • Teachers are well paid.  
• The school has a positive environment  
• Teachers are provided with adequate equipment.  
• Working hours  
• Teachers have a possibility to grow  
• Teachers are praised for their good performance  
• Teachers have good relationships with their superiors |
| 3- How does job satisfaction influence teachers’ performance? | • Teachers are willing to prepare remedial material for low achievers  
• Teachers engage their students in educational activities  
• Teachers participate in school’s activities  
• Teachers work hard for the accreditation  
• Teachers are willing to stay after school if necessary |

A questionnaire is defined as a set including a number of questions, especially designed to address a big number of people in order to collect data about a specific topic (Fraenkel & Wallen, 2006; Burns, 2000). A questionnaire is an important tool since it provides participants with confidentiality, and thus they will be able to respond honestly (Burns, 2000). A questionnaire is used since it gives teachers the advantage of
answering questions at their own pace and time. According to Popper (2004) questionnaires are also practical, can collect a large amount of information in a relatively short period of time. In questionnaires, data can be analyzed more objectively and scientifically than other research instruments. Marshall (2004) adds that questionnaires are a good tool to gather information from participants that do not want to be identified. Thus they would be more honest when responding. Furthermore, effective questionnaires can be designed in a way that the items are “short and focused” having less than “12 words” an item (Marshall, 2004, p.132).

The researcher is eliciting views of teachers in relevance to their job satisfaction. For this the best applied scale would be the Likert scale that was used in the questionnaire’s format (Garwood, 2006) to create the various degrees of teachers’ opinion (strongly agree, agree, neutral, disagree, strongly disagree). Teachers were asked to circle the number that best reflected their opinions. Since, the problem of the thesis is considered as sensitive and controversial subject, the best choice was to use Likert scale in the questionnaire. As a pilot study, six teachers were chosen from a different school to check clarity and collect feedback (Cohen et al, 2000).

The reliability of the instrument was assessed using Cronbach’s alpha which was .725 yielding reliable result. Cronbach’s alpha is a measure of
reliability widely used (George & Mallery, 2009). They described that when Cronbach’s alpha is bigger than 0.7 then the instrument is acceptable. All the factors of the two variables (job satisfaction and performance) were tested for reliability using SPSS. Reliability of the questionnaire was calculated manually following these steps: analyze, scale, reliability analysis, statistics, alpha and finally OK. The table showing reliability appears. The study uses percentages of the responses and Pearson correlation to examine the relationship between the two variables.

In order to check the validity of the instrument, the researcher made sure that the items reflected the concepts the researcher included in the researcher questions and literature review.

3.2.2. Focus-Groups Interviews

A focus-group interview is a technique that involves using in-depth interviews with groups (Thomas, MacMillan, McColl, Hale, & Bond, 1995). Focus Group interviews have many advantages. First of all, they are relatively simple to assemble, cheap and have flexible formatting question types. Furthermore, the recording allows the interviewee to confirm their
answers. In addition, rich data, which includes words and narratives, is provided through the interaction between the interviewee and the interviewer/researcher since the interviewer can build on the responses of the interviewee and ask additional questions that were not prepared beforehand (Stauder, C., Mollenhauer, J., Meran, R., Roenpage, O., Hugo, C., & Hamalides, A., 2009). Finally, participants can build on each other’s responses. For example, some participants raised some issues that others had not thought of as factors to influence job satisfaction. A teacher said that teaching was not a well-paid profession which led another teacher (who has been teaching at school for a number of years) to complain that she was not paid as well as others who had started teaching at the school newly. Fern (2001) adds that in focus-groups interviews participants interact with one another and the researcher can benefit from non-verbal cues important for the study.

Focus group interviews have several characteristics. First of all, the participants should be carefully recruited and grouped, preferably, in groups of four to six people of similar types (Slater, 2011). Three focus-group interviews were conducted consisting of six teachers each. Teachers were asked the questions during recess or their free periods. The researcher established a permissive environment in which the participants were able to
express their opinions and different points of views freely (Stewart, 1990). The researcher had recruits sit in a comfortable environment, which in most cases, was the department of each group. The interviews took place in the department of the interviewed teachers since they were accustomed to the setting and would feel comfortable and at ease. The interviewees sat in circle, and the interview was tape recorded. The participants knew the researcher, so they were answering the questions comfortably and easily. The researcher also made sure that the participants knew exactly what the purpose of the interview was and that their names would not be used in any way. Furthermore, the researcher gave equal opportunity to all the participants to answer freely without giving them limited time to answer. All the questions were prepared beforehand having the purpose of the study in mind and also the items on the two other instruments. Teachers were asked what they thought were the elements leading to them being satisfied or dissatisfied at their jobs. They were also asked to relate their job satisfaction to their performance and indicate whether being satisfied/dissatisfied at work affected a teacher’s performance. Moreover, they were asked about how different elements could contribute to feeling more satisfied at work (see Appendix B).
After conducting the interviews, the researcher recorded her personal thoughts as remarks that would help the study. It is worth noting that the length of interview is very important in qualitative research (Fraenkel & Wallen, 2006). The researcher gave the participants enough time to answer the questions and did not rush them so each interview took between 30 to 40 minutes.

3.2.3. **Semi-Structured Interviews**

Semi-structured interviews also have several advantages that make them appropriate for this study (Burns, 2000). To begin, they generate a big amount of detail. They are fairly flexible. Furthermore, they are easy to analyze and fairly reliable. And finally, semi-structured interviews provide valid answers since the interviewee is supposed to provide facts. Cohen (2006) writes on semi-structured interviews that both interviewer and interviewee take part in a formal interview where the interviewer acts as a guide for the interview stating its purpose and lists the questions to be asked. The interview can also move in different directions from what was originally structured which could also add more data to the study than what was intended. Laforest (2009) also advocates the use of semi-structured interviews as they give access to the participants’ opinions and perceptions.
The researcher had written the questions with the purpose of the study in mind. The questions are about the different factors influencing teachers’ job satisfaction and the teachers’ performance. The items in the semi-structured interviews are related to those in the other instruments (triangulation) -under the big titles: Job Satisfaction and Performance. The questions focus on the coordinators’ relationship with their teachers, and how they try to motivate them and keep them satisfied at their jobs thus ensuring better performance and more commitment from the teachers.

Questions were aligned with the research questions focusing on teachers’ job satisfaction, and how it influences teachers’ performance. For example, “what do you offer your teachers in order to facilitate the teaching/learning process?” And “how often are teachers required to stay at school after the school day is over?”

Five teachers were randomly chosen from different departments to pilot the instrument in order to help determine the effectiveness of the questions. They liked the questions since they covered most of the aspects important to them as teachers (incentives, freedom in the teaching/learning process, what is done to provide teachers with a comfortable environment and a positive environment).
The coordinators were asked to answer various in-depth open-ended questions regarding how they treated their teams/teachers (see Appendix C). They were interviewed, during their free periods (no one was asked to stay after school to conduct the interview or was met outside the school). The interviews took place in each leader’s department and the length of each interview varied from 15 to 20 minutes. It was constantly repeated by the researcher that the answers collected were highly classified and would not be used to harm the teachers or participants in a way possible.

3.3 Triangulation

Triangulation is a cross-checking of information through administering various data collection instruments (Fraenkel & Wallen, 2008). A researcher gathers qualitative and quantitative data, contrasts the results, and then applies them to check whether they validate each other. “Good research practice obligates the researcher to triangulate, that is, to use multiple methods, data resources, to enhance validity of research findings” (Mathison, 1988, p.1). Patton (2001) supports using triangulation by saying, “triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches” (p.247).
Thus triangulation is using at least three instruments to compare and find common results from these three or more instruments to increase the trustworthiness and credibility of each of the findings.

In this study triangulation is having both qualitative and quantitative data collected and compared against each other in order to insure validation of that data collected (Fraenkel & Wallen, 2006). This practice will hopefully lead to a better understanding of the relationship between teachers’ job satisfaction and their performance.

To conduct a valid research study, three different research strategies were used; in other words, triangulation was used so as to maintain validity (Cohen et al., 2000). Triangulation increased the trustworthiness of the conducted research. An instrument being valid means it is able to measure what is supposed to measure because it is derived from the literature and the research questions (Cohen et al, 2000). There are several procedures used to check validity and reliability: First of all, the researcher used a number of instruments in order to collect data. Then each instrument was analyzed individually and the results were later compared against each other. Furthermore, the researcher had to make sure to understand and speak the language and vocabulary of the individuals being studied. The researcher
also wrote down all the questions he/she intended to ask along with the answers provided by the participants.

Table 3.2: link between purpose, research questions, and instruments

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Research Questions</th>
<th>Questionnaire items (Sample)</th>
<th>Focus group interviews items (sample)</th>
<th>Semi structured interviews items (sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To determine the teachers’ views on job satisfaction.</td>
<td>What is job satisfaction, according to teachers?</td>
<td>Being well paid, working long hours…</td>
<td>Do you consider yourself well paid? Give example.</td>
<td>What kinds of incentives are teachers offered?</td>
</tr>
<tr>
<td>2. To determine the factors shaping and leading to it.</td>
<td>What are the different factors affecting and shaping job satisfaction?</td>
<td>Relationship with superiors, being praised for good work etc…</td>
<td>Do you receive appraisal for your performance? Give example.</td>
<td>How often do you meet with your teachers?</td>
</tr>
<tr>
<td>3. To determine how job satisfaction influences the teachers’ performance.</td>
<td>How does job satisfaction influence teachers’ performance?</td>
<td>Engaging students in fun educational activities...</td>
<td>How often do you engage you students in educational activities? Give example.</td>
<td>What do you offer your teachers to facilitate the teaching/learning process?</td>
</tr>
</tbody>
</table>

Fraenkel and Wallen (2006), on the other hand, defined reliability as follows: “The consistency of the scores obtained – how consistent they are for each individual from one administration of an instrument to another.” (p.157). In other words, the reliability of an instrument is having the same results of that instrument regardless how many times repeated. Joppe (2000) gives a very similar definition to reliability: “the extent to which results are consistent over time and an accurate representation of the total population
under study is referred to as reliability” (p.1). In order to ensure reliability, several individuals were asked the same questions more than once during different meetings. The researcher had the same answers each time.

3.4 Data analysis

The data was obtained using a questionnaire, focus-group interviews with 18 teachers, and in-depth interviews with 15 coordinators. The data from each instrument were analyzed individually and then compared and contrasted against each other.

After the data was collected, the material was grouped in themes according to its relevance to the three research questions:

1- how teachers define job satisfaction
2- the factors influencing job satisfaction
3- how satisfaction influence performance

Teachers were asked directly about their views on job satisfaction and how they would define the term. The information was gathered to answer the first question. To answer the second question, data from the interviews with coordinators and from the focus-group interviews with the teachers were used. Pearson Correlation (questionnaire) was used to answer research question three in order to check the correlation between the two variables.
Data from the interviews (both with teachers and coordinators) were analyzed a few hours after each interview using two techniques. First of all, the data received from each interview was about 3 to 6 pages long. The data were organized and categorized according to the research questions. The sentences and terms relating to each question were highlighted. Some of the emerged themes are: pay, praise, and the work environment. Second, the results obtained from the interviews were compared with those obtained by the questionnaire.

The questionnaire was filled out by 112 teachers. Data was entered manually using SPSS. The percentages of each response were calculated automatically according to the five scales: strongly agree, agree, neutral, disagree and strongly disagree. Each item on the questionnaire was entered under the code Q, so we had Q1, Q2, and Q3 up to Q12. Frequency tables and pie charts for each item emerged. Each table and chart was titled Q1, Q2, and Q3 up to Q12.

Comparison of the data revealed that most of the data collected from the three instruments were similar.
Chapter three presented the research design including the methods, instrumentation, procedures and data analysis. The next chapter presents results of data analysis.
Chapter Four

Results

Introduction

This chapter presents data results namely how job satisfaction is believed by many to play an integral and influential part in influencing and shaping teachers’ performance. To this end, this research focused on the different factors influencing job satisfaction and how the latter influences performance. The study findings are compared with those of other studies presented in the literature review section.

Three research questions were examined, with results lending themselves to implications for the relationship between teachers’ job satisfaction and teachers’ performance.

4.1 Research Questions and Results

4.1.1. What are teachers’ views about job satisfaction?

Teachers’ salaries are investigated in the literature: High salaries are linked with job satisfaction whereas the low financial compensations have been linked to dissatisfaction at the jobs and one of the reasons why many teachers quit the profession yearly.
The participating teachers at the school answered the question “What is job satisfaction to you?” Answers varied among the participants. The majority attributed financial rewards (good pay) to playing an influential part in being satisfied at the job. In a country where teachers are paid low salaries, most teachers complain that they make very little money for a job that is becoming more and more demanding year after year. According to the data collected from the questionnaire, most teachers agree that they are indeed well paid (Table 4.1) (Appendix D).

Table 4.1: Pay

<table>
<thead>
<tr>
<th>Q4</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>28.6</td>
<td>94.6</td>
</tr>
<tr>
<td>Disagree</td>
<td>19.6</td>
<td>23.2</td>
</tr>
</tbody>
</table>

Teachers were also asked about their pay scales during the focus group interviews. Fourteen teachers out of eighteen answered that they were not well paid. One teacher said: “In a country like this where everything is becoming increasingly expensive we expect to get paid higher salaries.” Another said: “We do not feel we are being well compensated for all the efforts we exert.” Other teachers said they knew that what they got paid was better than what other teachers were making in different schools. And one participant added: “In this profession we cannot expect to be paid more. What we make here is better than anywhere else.”
Being an employed teacher at the school, however, the researcher knows that the teachers at that particular school are financially rewarded much more than teachers are in other schools. When first employed, the researcher was offered almost 30% more than the government scale. Moreover, the researcher, like other teachers, was given a raise the second year she was employed at the school.

On one occasion, the principal addressed the teachers by saying on pay: “Nobody is underpaid in my school and if somebody feels that he or she is not getting what they deserve please make sure you meet with me to discuss it.” He continued to say: “Every single teacher in this school receives a certain percentage of compensation on top of what they are supposed to get by the government scales.”

Jiliang (2007) and Muchhal and Chand (2010) suggested an increase in salaries in order to elevate job satisfaction among teachers and hence ensure a better performance.

Others said that being appreciated for their hard work was what mattered most to them. Most teachers who filled out the questionnaire agreed that they are appreciated and praised for the efforts they exert at the school. (Table 4.2) (Check Appendix E)

Table 4.2: Appreciation

<table>
<thead>
<tr>
<th>Q6</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>32.1</td>
<td>84.8</td>
</tr>
<tr>
<td>Disagree</td>
<td>14.3</td>
<td>17.9</td>
</tr>
</tbody>
</table>

The interviews with the coordinators revealed that they (the coordinators) made sure their teachers’ work was always recognized and appreciated. Eleven out of the fifteen interviewees said that they appreciate as well as encourage, support, and guide their teachers as a kind of incentive. Various other techniques were put forth by the coordinators: some said that they ‘smile and listen’ to their teachers and always ‘start with the positive remarks and keep the negative till the end’. One coordinator said: “the philosophy of our department is Be Happy and we
make sure we work by it. I hate seeing my teachers feeling down, so I crack a joke or something to lighten up the mood.” The interviews also showed that all the coordinators praised their teachers for their good work. One coordinator said: “I make sure I encourage my teachers when they’re feeling discouraged and give them support when they need it. Guidance is also important for teachers who are confused about some material or that needed to learn something new in technology for example.” Another coordinator said: “If I do not show my teachers that I appreciate their work, how will I expect them to exert enough effort and work from their hearts?” The researcher witnessed one coordinator throwing small parties at the department for each of her teacher’s birthdays. Another coordinator brought her teachers small gifts on teachers’ day as a token of appreciation for their hard work and effort. Substituting for any sick or tired teacher is another way to show the teacher that her wellbeing is of importance. Not imposing any ideas on the teacher, but sharing the ideas among the teachers and coordinator, was what one coordinator believed to be important in order to show the teachers that her own ideas are taken into consideration and appreciated: “the teacher is the queen in her classroom; she/he has the right to do whatever they find appropriate as long as they use new methodologies and techniques so I make sure I do not interfere in their teaching methods.”
She added: “If I or any other teacher has a new idea or strategy, we make sure that we conduct a small workshop within the department to learn from each other because I believe at the end of the day teaching is not a contest and if we can benefit each other, why not.”

Table 4.3: Examples from praise and appreciation

| Coordinator 1 | ‘Smiling and listening to my teachers is one way of showing them that I appreciate the good work they are doing.’ ‘It is the simplest way of praising someone and showing appreciation.’ ‘Sometimes a teacher finds an interactive game or activity online and does it in the classroom which makes me very happy-thinking outside the box is great in education; it is not only about the book.’ |
| Coordinator 2 | ‘In my opinion the best way to show a teacher that her /his good work is being appreciated is to always start with the positive remarks and leave the negative till the end.’ ‘I try as much as possible to attend my teachers’ classes, and there are always things that I like and things that I don’t. When I meet with the teacher afterwards to discuss, I always start with the good and make sure the teacher knows...’ |
I appreciate the effort she is making. A “well done”, “nicely done”, or “good job” can make a difference for any teacher.

Coordinator 3

‘The best way, I believe, to show that a teacher’s work is appreciated is not to impose any ideas on her and make her teach in certain ways that she would not necessarily like. When a teacher’s ideas are not taken into consideration and are disregarded, how do you think that will make her/him feel?’ The coordinator continued to say, ‘I always make sure to praise a teacher for her techniques or methods in teaching and if there is anything I don’t like, I discuss it with her and make sure the changes are made by mutual consent.’

This is in agreement with findings by Stockyard and Lehman (2004) and Hulpia et al (2009) who have shown that teachers were not happy when they were excluded from the decision making process and ideas and rules were imposed upon them. At the end of the academic year, the teachers’ committee organized a lunch for all the teachers and staff members at
school where the principal thanked the teachers for their continuous efforts at the school.

The eighteen interviewed teachers were also asked whether or not they were praised for their work. Fifteen teachers replied that they in fact are praised for their good work. One teacher said: “Our head of section and the coordinator always make sure to at least thank us for our hard work and efforts. She usually goes beyond that (just saying thank you) when she has the chance. One time, for example, after the school year was over and students stopped coming to school, our coordinator talked to the principal to give a day off to her teachers since they had been working for weeks and weeks for the end of year celebration in their department.

This is also comparable to Muchhal and Chand’s (2010), Vandenberghe and Huberman (1999), Travers and Cooper (1996), Ali and Ahmed (2009), Katou (2008), Sargent and Hammun (2005), Buitendach and De Witte (2005), Ali et al. (2011), Mahmood (2004), Stemple (2004), Newby (1999), Lanzo (2003), Demato (2001) and Shah et al. (2012) findings. They consider recognition, praise and appreciation as one of the key factors leading to job satisfaction. Many studies found that teaching is a very demanding and tiring job. When a teacher does not feel appreciated for
the work she/he is doing, she/he will definitely feel discouraged and thus dissatisfied.

The interviewed teachers also added that “enjoying what you do”, “having enough time to finish the actual work and not the unnecessary paper work”, as well as “being comfortable in one’s working environment” are additional sources that give a teacher a sense of satisfaction at her/his work place.

4.1.2 Other factors affecting and shaping job satisfaction

The different factors investigated in this study were derived from the reviewed literature and explored as factors related to job satisfaction: work environment, adequate resources, working hours, professional growth, and a positive relationship between superiors and teachers. The influence of these factors was investigated through the three instruments used for this study: The first section in the questionnaire (Appendix A), the interviews with the coordinators (Appendix B), and the first part of the focus-group interviews with the teachers (Appendix C).
Work environment

Data from the questionnaire revealed that the participating teachers agreed that the school has a positive environment (check table 4.4) (Appendix F).

Table 4.4: Work Environment

<table>
<thead>
<tr>
<th>Q1</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>50.9</td>
<td>65.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.9</td>
<td>0.9</td>
</tr>
</tbody>
</table>

All the interviewed coordinators also said that they worked on establishing a relaxing and positive environment at their departments. To them, having a healthy environment is important in order to motivate and satisfy their teachers. The coordinators gave several examples on how they established such an environment: four coordinators said they ‘cracked jokes’ every now and then, one coordinator said that the philosophy of her department is “Be Happy”. The ten remaining answers varied from ‘we make sure not to forget anybody’s birthday at the department and to celebrate the occasion by bringing a cake’, ‘we always go out together; lunch, dinner, spend the day at the beach’, respect, assistance, group work,
sincerity towards others, and being friendly and helpful were also among the various answers.

All 18 teachers interviewed during the focus group interviewed, agreed that the school in general and their departments in specific had a positive work environment. Several examples were given by the interviewed teachers. One teacher said: “No all of us get the chance to attend all the workshops and conferences, but those who do go make sure they share many of the new educational trends and ideas out there with us. Even the ones that are taking Master courses share some of the methodologies they learn which is very helpful for those who can’t attend workshops or take courses.” Another teacher added: “The best thing about our department is the team work. We all care for each other and would not hurt each other in the back, for example.” Elementary and preschool teachers are all willing to offer a helping hand to each other.

The above results are in line with findings by Houte (2006), Gretsen et al. (2001), Peters and Waterman (1982), Quarstein et al. (1992), Huan and Van de Vliert (2004), Yetim and Yetim (2006) who all believe that the environment of a work place is responsible for the its success or failure. They discovered that the best companies possessed positive work
environment that motivated workers and employees to exert additional effort at their work.

Another finding that concerns the teachers is the relationship with superiors. This factor is also related to establishing a positive work environment for teachers. The majority of teachers who filled out the questionnaire seem to have a positive relationship with their superiors (Table 4.5) (Appendix G).

<table>
<thead>
<tr>
<th>Q7</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>44.6</td>
<td>67.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1.8</td>
<td>2.7</td>
</tr>
</tbody>
</table>

The interviewed coordinators all made sure to have healthy and positive relationship with their teachers. And all the 18 interviewed teachers revealed they enjoyed a good relationship with their superiors. The researcher has also observed a close relationship among the teachers, the coordinators, the supervisors, and the administration. On one occasion, a teacher’s father passed away, the principal made sure he attended the funeral himself with many other teachers and staff members. Another teacher delivered a baby during this academic year, again the principal and
other administrators as well as teachers and staff members paid the new mother a visit.

Having a positive relationship with one’s superiors is another indication of job satisfaction as noted by several studies conducted on the issue. Balkar (2009), Griffin (2010) and Egley (2003) as well as many others found that the type of the relationship a teacher has with the superiors indicated whether or not the teachers were satisfied at their jobs.

Research has shown us that the environment of the work place plays a crucial role in job satisfaction (Huang & Van de Vliert, 2004; Yetim & Yetim, 2006). According to Darling-Hammond and Sclan (1996), “It is clear that the shape of the teaching work force depends not only on the qualities and qualifications of individuals who enter, but also on how occupational and workplace factors teachers’ decisions to enter, stay in, or leave the profession” (p.69). The environment that teachers work in influences his/her satisfaction level. Meaning, when employees are content with the environment at their job, they become more satisfied and happy to be there and thus perform better.
Adequate Resources

Results also show the positive factor of school being well equipped with adequate resources. Data from the questionnaire shows that most teachers agree that they are provided with the adequate resources needed for them to carry out their work (Table 4.6) (Appendix H).

Table 4.6: Adequate Resources

<table>
<thead>
<tr>
<th>Q2</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>55.4</td>
<td>81.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>7.1</td>
<td>8.9</td>
</tr>
</tbody>
</table>

All the interviewed coordinators said that they made sure their teachers had the necessary resources and materials they needed for the teaching and learning process. The French coordinator said she always provides her teachers with new books and resources. The science coordinator said he made sure the laboratory was always with well-equipped for the classes, and the Information Technology (IT) coordinator also said he made sure the IT lab was always ready for the classes and their teachers. Twelve out of the eighteen interviewed teachers said they were indeed well provided by the resources they needed for their work. (Table 4.7)
Table 4.7: link between the three instruments on adequate resources

<table>
<thead>
<tr>
<th>Questionnaire</th>
<th>Interviews with teachers</th>
<th>Interviews with coordinators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Results from the questionnaire showed that 55.4% of teachers agreed that they are provided with the material and resources they needed, and 7.1% disagreed. Only a small percent of teachers believed that they were not well provided with resources.</td>
<td>One teacher said, “We have everything we need; all the basic material is provided to us by the beginning of the academic year.” Another teacher said, “I fill out a form at the end of the year of the material I need for the following year. When we come back, it is all there.”</td>
<td>One coordinator said, “I make sure that my teachers have everything they need for their classes and for the different activities they do with their students.” The science coordinator said, “The laboratory is always well equipped for any experiment any science teacher wants to conduct with her/his class. I always check myself that everything</td>
</tr>
</tbody>
</table>
The above findings are in line with the literature. Being provided with the adequate resources and materials necessary to carry out one’s work is another factor presented by the literature that influences job satisfaction positively (Fuming & Jiliang, 2007; Van der Doef & Maes, 2002). Also research conducted by Scott et al. (2001) and Van De Berg (2002) support this result.

Work load / hours

The results from the questionnaire showed that most teachers agreed that they worked long hours (table 4.8) (Appendix I).

Table 4.8: Work Load

<table>
<thead>
<tr>
<th>Q3</th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>25.9</td>
<td>80.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>16.1</td>
<td>17.0</td>
</tr>
</tbody>
</table>

Fourteen out of the fifteen interviewed coordinators said they would never ask their teachers to stay at school after 3:15. All interviewed
coordinators also said that they try as much as possible not to overload their teachers with unnecessary work. One coordinator said, “Most teachers complain about having to do a lot of paperwork, so I try as much as I can to avoid asking them to fill out or complete excessive paperwork that can be done without and avoided.” Only one coordinator confessed that she required her teachers to stay only once a year during ‘reading day’.

Eleven out of the eighteen interviewed teachers said they felt fine at the end of the day. One teacher said: “Everyone feels tired after a work day but I wouldn’t say I feel over worked or totally exhausted.” Another teacher said, “Of course I feel tired but at the same time I feel content and happy.”

Research tells us that teachers suffer from burnout resulting from exhaustion and work overload (Van Der Doef & Maes, 2002; Fuming & Jiliang, 2007). A study conducted by Cheng and Ren (2010) revealed that special education teachers complained about the reporting demands that had them work beyond the regular working hours. The school where the study was conducted had a special education department where teachers are required to prepare Individualized Education Programs (ISPs) for students with special needs in addition to other requirements that demand extra effort from the teachers. However, the school administration makes sure
teachers are not over-taxed with teaching hours. They are usually given less teaching hours than regular so as to be able to fulfill their tasks better.

*Growth*

Results show that most of the teachers who filled the questionnaire agreed that they have a possibility to grow in their jobs. (Table 4.9) (Appendix J).

<table>
<thead>
<tr>
<th></th>
<th>Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>39.3</td>
<td>90.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>8.9</td>
<td>12.5</td>
</tr>
</tbody>
</table>

Twelve interviewed teachers out of eighteen revealed that they had never been promoted and 6 teachers said they have. However, they confessed that workshops conducted by the school provided them with a feeling of professional growth since they were adding to their knowledge and expertise. One teacher said, “We all know that in the teaching profession there is not much possibility to grow. However, in our school we are compensated by continuous professional development like attending workshops both inside and outside school which are keeping us updated.
with what is new in education.” Some teachers were flown to Cannes, France last year to attend an international conference on education, which was fully paid for by the school. The interviewed coordinators also agreed that in the teaching profession there is not much opportunity to grow: ‘A teacher could go from being an assistant teacher to becoming a homeroom teacher, or a teacher could become a coordinator or a supervisor.’ She continued, ‘but how many coordinators and supervisors are needed in one school? Each department requires only one coordinator for a number of teachers.’ The researcher also asked the principal informally about this and he replied by saying: ‘when a teacher is qualified enough and is doing a good job in the classroom, why would I change her position?’ He continued: “Teachers who enjoy their jobs usually do not like the hectic responsibilities of becoming a coordinator, for example. It has happened before that I asked a couple of teachers to coordinate the work of others or supervise floors, but they refused’. The researcher has also witnessed one KG1 teacher who was offered the opportunity to teach in middle school but declined the offer saying that she loved the preschool department and working with younger students.
Table 4.10: An example of what teachers and coordinators said on professional growth

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘We all know that in the teaching profession there is not much possibility to grow. However, in our school we are compensated by continuous professional development like attending workshops both inside and outside school which are keeping us updated with what is new in education.’</td>
<td>‘A teacher could go from being an assistant teacher to becoming a homeroom teacher, or a teacher could become a coordinator or a supervisor.’ She continued, ‘but how many coordinators and supervisors are needed in one school? Each department requires only one coordinator for a number of teachers.’</td>
</tr>
</tbody>
</table>

So having a possibility to grow professionally is another strong predictor for job satisfaction and my findings are in harmony with the work of other researchers. According to Muchhal and Chand (2010), Buitendach and Witte (2005), Osborn et al. (2000), McNess et al. (2003), Van De Berg (2002), Quarstein et al. (1992), and Zembylas and Papanastasiou (2006) advancement opportunities and professional growth are one of the most
important sources for job satisfaction. Teachers who have this goal in mind (to go up the professional ladder) and know that they have an opportunity to get promoted at some point, would ultimately be happier at the job.

4.2 How does job satisfaction influence teachers’ performance?

Pearson Correlation was used to investigate the relation between job satisfaction and performance. Results indicated a positive relation between job satisfaction and teachers’ performance $r = 0.364$, $p<.0001$. This result implies that teachers who are satisfied at their jobs tend to perform better since $r$ is greater than $p$. (table 4.11)

Table: 4.11**. Correlation

<table>
<thead>
<tr>
<th></th>
<th>Job satisfaction</th>
<th>performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job satisfaction</td>
<td>Pearson Correlation</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>112</td>
</tr>
<tr>
<td>performance</td>
<td>Pearson Correlation</td>
<td>.364**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>112</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Number 112 in the table indicates the number of questionnaires used in this study and number 1 indicates the number of the variable.
All the reviewed literature agree that job satisfaction affects teachers’ performance positively meaning when a teacher is happy and satisfied, her/his performance will be better (Usop et al., 2013; Maharjan, 2012; VanKinippenberg, 2000; Tshannen-Moran et al., 1998; Balkar, 2009; Caprara et al., 2006; Brouwers & Tonic, 2000; Caprara et al., 2003). This study divided performance into five elements that shed light on the teachers’ performance both inside and outside the classroom (table 4.12). Studies conducted by Caprara et al. (2003), Slaavick and Slaavick (2007), Klassen et al. (2010) and Viel-Ruma et al. (2010) linked teachers’ job satisfaction to better performance which leads to better teaching quality. Data from the questionnaire showed that most of the participants agreed that they engage their students in educational activities (Appendix K). Results also reveal that most teachers agreed that they are willing to take part in school activities (Appendix L), work hard for the accreditation (Appendix M), are willing to stay afterschool (Appendix N), and prepare remedial material for low achievers (Appendix O). In harmony with the findings, a study by Ware and Kitsantis (2007) has also found a positive relationship between job satisfaction and job commitment.
Table 4.12: Performance Aspects

<table>
<thead>
<tr>
<th>Variables / teachers’ views</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging students in educational activities</td>
<td>49.1%</td>
<td>0%</td>
</tr>
<tr>
<td>Taking part in school activities</td>
<td>45.5%</td>
<td>2.7%</td>
</tr>
<tr>
<td>Working hard for accreditation</td>
<td>30.4%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Willing to stay after school</td>
<td>50%</td>
<td>7.1%</td>
</tr>
<tr>
<td>Preparing remedial material for low achievers</td>
<td>33.9%</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

The data from the focus-group interviews match the results reached in the questionnaires. All the interviewed teachers said that they engaged their students in educational activities, participated in school activities, have worked hard for the school’s accreditation, and finally are willing to stay after school if necessary or if asked to. The researcher has actually observed all the mentioned performance traits and being a teacher at the school herself, she, too, is willing to perform at her best potential.
4.3 Summary

According to the responses collected from the questionnaire and the two types of interviews with the teachers and coordinators, the teachers employed at the school of this study were able to reveal their views about job satisfaction, to indicate the factors influencing job satisfaction, and how the latter shaped their performance. The researcher was able to reach the result that there is in fact a positive relationship between the two variables (i.e. when a teacher is satisfied at the job, she/he will perform better). The conducted interviews as well as the researcher’s own observations verified the results reached by the questionnaire. The participants in this study are satisfied at their work place and hence they exert effort to perform well.

4.4 Findings in line with theories

The researcher in this study investigated the factor of equipment and resources provided by the school for the teachers to carry out their duties, promotional opportunities, financial compensation, praise and recognition, and the relationship the teacher has with his/her superiors similarly to the factors in Herzberg (1959) Two-Face Theory. The findings of this study fit those of the theory: When an employee is satisfied with the above factors at work, he/she will be willing to exert more effort to perform better.
In relation to Maslow’s theory of motivation (1943), the researcher did investigate the social needs and esteem needs. The researcher came up with the following findings: a teacher needs to have healthy and positive association with others, which is one aspect of the school’s culture, in order to be satisfied and consequently productive. Also, being appreciated and recognized by others boosts the teacher’s self-esteem and thus leads to satisfaction and better productivity. As noted, the physical needs, the safety needs, and self-actualization needs were not tackled in this particular study. Vroom’s Expectancy Theory (1964), on the other hand, considered reward as the first factor leading to acceptable performance. According to Vroom, a person is motivated to perform better in order to get promoted, which was not at the core of this study. The researcher argued that an individual is influenced by various factors at the work place, once he/she is satisfied by these different factors, he/she will reveal better dedication and devotion to the job and hence achieve better performance. It was found that one reason why the participants in this study performed well was because they were happy at the work place and not necessarily only because they were expecting a certain reward.

Interestingly enough all the results reached in this case study seemed to confirm many of the findings cited in the literature review. The presence
of several factors is essential in a work place in order to ensure an acceptable performance by teachers. A teacher needs to work in a positive work environment, needs resources, be well paid, be praised for good performance, to enjoy a good relationship with the superiors, in addition to having a possibility to grow and not to be overloaded with work. Only then will he/she will be willing to exert enough effort to perform well. It is advisable; however, that teachers’ pay scale be rechecked since a considerable number of teachers believed that they were underpaid.

4.5 Comparison between the findings of the study and those of the literature

In chapter two, the researcher presented a diagram with several factors that could influence job satisfaction. Those factors were derived directly from the literature. Data analysis and results of this study have shown similarities between the findings of this study and those of other studies in the literature.

The researcher investigated the following influential factors shaping job satisfaction: positive work environment, adequate equipment and resources, work load, salaries, growth, appreciation, and good relationship between teachers and superiors. The literature confirms that these factors
influence job satisfaction and thus shape performance (figure 4.1). This study also tackled certain aspects in performance that are boosted once the teacher enjoys job satisfaction which are also found in the literature. These aspects are engaging students in educational activities, participating in school’s activities, staying after school if needed to, and creating remedial work for low achievers. However, this study added one more aspect to teachers’ performance which was not evident in the literature which is a teacher’s willingness to work hard for the accreditation (figure 4.2).

Factors influencing teachers’ job satisfaction:
1- Positive work environment
2- Adequate equipment and resources
3- Reasonable working hours
4- Good payment
5- Possibility of growth
6- Performance praise and appreciation
7- Positive relations between teachers and superiors

Figure 4.1: factors influencing teachers’ job satisfaction found in the literature
Accreditation is a kind of quality assurance process that schools undergo by an external committee in order to evaluate their programs and services. In order to be granted accreditation, specific international standards have to be met.

Teacherts’ performance:

1- Preparing effective educational activities
2- Participating in school’s activities
3- Doing one’s best for accreditation
4- Working after school hours when needed
5- Preparing remedial material for low achievers

Figure 4.2: teachers’ performance influenced by job satisfaction

In conclusion, chapter four presented the results of the study and compared them to those found in the literature. The next chapter will include recommendations for further study, implications, limitations, and ethics in research.
Chapter Five

Conclusions

Introduction

This chapter presents a summary including purpose and design of the study, data collection, analysis and results. A discussion of the findings, conclusions, and recommendations for further research are also presented.

Job satisfaction is an influential aspect in the educational profession defining the teacher’s level of performance which is why the issue has been and continues to be under the spotlight and at the center of so much research (Kim & Loadman, 1994). Satisfaction is seen as a key variable in the life and functioning of any organization since it is perceived as a feeling towards one’s work (Vroom, 1964).

Because job satisfaction is a crucial element in defining a teacher’s performance at the school where she/he works, one must investigate the different factors that define whether or not a teacher is satisfied at the work place and to what extent do these factors shape a teacher’s performance in addition to the teacher’s own views on job satisfaction and how it is defined according to a teacher.
This study addressed three questions: first, what is job satisfaction, according to teachers and what are the different factors that influence job satisfaction? How does job satisfaction shape teachers’ performance? 140 teachers were asked to fill out a questionnaire that tackled both variables (satisfaction and performance) 112 questionnaires were filled and returned to the researcher, 15 coordinators were interviewed regarding their relationship with their teachers and how they, the coordinators, treated teachers and helped them carry out their duties as fully as possible, and three focus-group interviews were conducted with 18 teachers also tackling the issues of satisfaction and performance.

Mixed methods design was used involving the completion of a 12 item questionnaire by the teachers, and then the researcher conducted the interviews first with the coordinators and later with the teachers. The results of the questionnaire and the frequency tables were tabulated according to the two variables of this research study. The final results were triangulated thus bringing trustworthiness and credibility to the study findings.

The attempt to explore whether or not the teachers of this particular school were satisfied at their work was met with affirmation. First of all, with regards to teachers’ views of job satisfaction, the majority attributed it
to receiving a good pay whereas others attributed it to being recognized and appreciated for their work.

Second, data show that teachers are satisfied with all the aspects addressed except for pay. Teachers admitted that the school enjoyed a positive work environment where they are praised for their hard work and appreciated for it. They receive the adequate resources they need to carry out their tasks in the teaching/learning process and they also have a possibility to grow and get promoted. Equally important is the fact that the teachers at this school enjoy a positive relationship with their superiors which is another indication for satisfaction. However, the data showed that most of the teachers were tired by the end of the school day but not necessarily overloaded.

Finally, the performance level of the teachers was striking. The majority of teachers revealed that they are willing to perform their duties and what is required from them as best as they could. Data from the questionnaire and the interviews with the teachers affirm the above.

5.1 Recommendations for Further Research

There is a dearth of research on job satisfaction in the educational system and its correlation to performance. However, in Lebanon and the
Middle East this issue is rarely addressed since no evident research has been found to prove otherwise. Research about sources of teachers’ job satisfaction is still very limited in developing countries (Garrett, 1999; Hean & Garrett, 2001). Therefore, it is highly recommended that further research on the topic be researched in different schools and in different parts of Lebanon and the region.

It is also advisable that the researcher investigates teachers’ job satisfaction and its influence on students’ academic achievement.

This study focused on pay, work environment, resources, workload, growth, praise, and relationship with superiors as factors leading to satisfaction or dissatisfaction and how they shape and influence performance. The literature, however, also presents the type of leadership style and the way principals communicate with the teachers as another factor leading to job satisfaction (Balkar, 2009; Griffin, 2010; Egley, 2003; Hulpia et al., 2009). According to Watson et al. (2010) the most influential predictors of satisfaction were holistic wellness and perceived stress. Holistic wellness can be best described as an integrated functioning between the mind, body, and spirit. It was also linked to job satisfaction and proved essential for people to achieve optimal functioning (Fetter & Koch,
2009; Myers & Degges-White, 2007). These factors can be studied further to support the existing body of research.

5.2 Implications

Since job satisfaction is an influential aspect in the educational profession defining the teacher’s efficiency and level of performance (Kim & Loadman, 1994), the time has come for schools to promote and develop their teachers’ job satisfaction. Teachers in Lebanon need to have their teaching conditions be looked at and investigated closely since no evident research other than this study has been conducted on the matter in Lebanon. This study offers the first insight on teachers’ job satisfaction and its influence on their performance in Lebanon.

School principals in Lebanon should check if their teachers are satisfied periodically and evaluate how their level of satisfaction is affecting their performance.

5.3 Limitations

There were some ethical concerns inherent within the design of this study. Since the researcher is employed at the school in this study, the participants for the research were her colleagues. The researcher avoided
bias whenever conducting interviews. To do so, the researcher went back to some of the participants and asked the same questions more than once making sure she was receiving the same responses. Also, the fact that the interviews were recorded was an advantage since the researcher analyzed the participants’ responses and answers word by word.

Moreover, it was very difficult to find research conducted in the Arab world concerning teachers’ job satisfaction and its impact on their performance and base this study on or compare its finding to other studies.

Another limitation of this study is that it was conducted in one school only. It is advisable that further research tackles more schools across Lebanon and not only in Beirut.

The results of this study were in harmony with the existing body of research, nonetheless, more research is needed in this part of the world since studies that explore the sources and influence of teacher job satisfaction in developing countries is still relatively limited (Garrett, 1999; Hean & Garrett, 2001).

5.4 Ethics in Research

Ethical considerations are stated in the following procedures. The researcher received an oral agreement from the principal after explaining
the purpose of the study. The purpose of the study was explained to each individual taking part in this research. Participants were ensured confidentiality; they were constantly reminded that their names would not be used in any way that could harm them or their jobs (some teachers worried that their opinions would be used against if the administration knew about them).

No harm physical or psychological was inflicted on the participants, and they were asked for their consent before taking part in the study (Fraenkel & Wallen, 2003). They were also promised to read any section relating to them or their views upon completion of the study.
References


Sciences, 3, 147-154.


Patton, M. Q. (2001). *Qualitative evaluation and research methods (3rd*


Appendix A

Questionnaire

The following questionnaire is designed to indicate factors influencing teachers’ job satisfaction and their performance. Use the following scaling rate to give your opinion. Circle the number that is most appropriate to you.

Section One: On Job Satisfaction

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-</td>
<td>The school has a positive environment.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2-</td>
<td>You are provided with adequate equipment and resources.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3-</td>
<td>You work very long hours.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4-</td>
<td>You are well paid.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5-</td>
<td>You have a possibility to grow at your job.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6-</td>
<td>You are praised for your performance.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7-</td>
<td>You have a good relationship with your superiors.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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Section Two: On Teachers’ Performance

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<th>Neutral</th>
<th>Disagree</th>
<th>Strongly disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-</td>
<td>You engage your students in educational activities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>9-</td>
<td>You are willing to participate in the school’s activities</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>(outings etc…)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>10-</strong></td>
<td>You were willing to work hard for the accreditation.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>11-</strong></td>
<td>You are willing to stay after school to finish an unfinished task.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td><strong>12-</strong></td>
<td>You are willing to prepare remedial material for students that couldn’t grasp any concept explained in class.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</tbody>
</table>
Appendix B

Focus-Group Interviews’ Questions

Part One: On Job Satisfaction

1- Are you provided with the adequate equipment and resources needed for your material?
2- How do you feel at the end of the day?
3- Do you consider yourself well paid?
4- Have you ever been promoted?
5- Do you receive praise for your performance?
6- What makes you satisfied at the job?
7- Do you have a good relationship with your superiors?

Part Two: On Teachers’ Performance

1- How often do you engage your students in educational activities? Examples.
2- How often do you take part in the school’s activities?
3- During the accreditation and the accreditors’ visits, did you feel yourself as an integral part of the institution and gave your all to help the school?
4- Are you willing to stay after work to finish school related tasks?
Appendix C

Semi-Structured Interview Questions

1- How often do you meet with the teachers?
2- Do you praise your teachers for good performance?
3- How do you keep your teachers informed in what is happening around the school?
4- How often are teachers required to stay in school after the school day is over?
5- How much freedom are teachers given regarding the teaching method/strategies/technique?
6- What do you offer your teachers to facilitate the teaching/learning process?
7- Is there a teachers’ committee? What is its role?
8- It has been said that teaching is one of the most stressful occupations; how do you help your teachers relieve the stress they undergo on daily basis?
9- Are there regular incentives or raises for teachers? Merit system?
10- How do you improve the culture/atmosphere/climate of the school in such a way that would help improve the teachers’ job satisfaction?
Appendix D

Pay

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Appendix E

### Appreciation

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Appendix F

Work Environment

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<tr>
<td>Agree</td>
<td>50.9</td>
</tr>
<tr>
<td>Strongly disagree</td>
<td>34.8</td>
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### Relations with Superior

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Appendix H

Adequate Resources

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Appendix I

Work load

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<tr>
<td>Q5</td>
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<td>-------------</td>
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Appendix J
Strongly agree | 9.8

Appendix K

Engaging students in educational activities

<table>
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## Appendix L

### Participating in school activities

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Appendix M

Willingness to work for accreditation

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Appendix N

Staying after school

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Appendix O

Preparing remedial material for low achievers

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<td>------------</td>
</tr>
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