

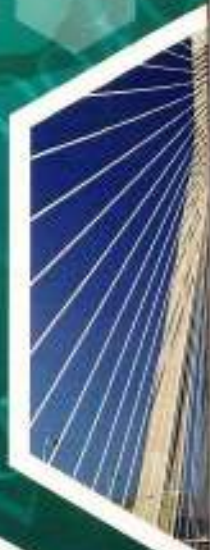
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TABLE OF CONTENTS

S.NO	TITLE	AUTHOR(S)	PAGE NO
1.	Learning Style of Senior Secondary Woman Students in Relation to Their Academic Achievement	R.K. Parua & Nanda Kishor Sahoo	1-6
2.	Exploring EFL Teachers' Views on Job Satisfaction in Beninese Public Secondary Schools	Pedro Egounleti, Ulrich Hindeme & Jean-Marc Gnonlonfoun	7-18
3.	Management of Diversification at Primary Education Level in Nigeria by the School Administrators	Paul Nwakpa	19-24
4.	Higher Education as a Tool for Woman Empowerment in Rural Areas: An Analytical Study with Special Reference to Kakopather Development Block, Tinsukia	Bibimoni Gogoi	25-30
5.	Anti-Bacterial Activity of Rhododendron Arboreum Plant Against Staphylococcus Aureus	Jyotsna Singh, Madhur Sharma & Rakesh Kumar Sharma	31-38
6.	Organizational Climate and Academic Staff Job Satisfaction for Functional Development In Tertiary Educational Institutions in Ebonyi State South East of Nigeria	Paul Nwakpa	39-48
7.	Comparison of Passive Voice in the French and Azerbaijani Languages	Kamala Karimova	49-58
8.	The Independence Period Poetry of Azerbaijan and "Kitabi Dede-Gorgud"	Nizami Muradoglu	59-68
9.	The China Factor in India-Myanmar Relations	Konsam Meipak Singh	69-76
10.	The Discursive Manifestation of Gender and Generational Gap in Algeria / The Case of Algerian High School Teachers' Perception of Age and Gender	Founes Oussama & Pr. Benneghrouzi Fatima Zohra	77-88
11.	Annotated Bibliography on Online Education in Higher Education	Tara L. Young	89-94

S.NO	TITLE	AUTHOR(S)	PAGE NO
12.	Embracing Technology in Higher ED	Tara L. Young	95-96
13.	Synthesis of Social, Human Development and Learning	Tara L. Young	97-100
14.	Biometrics and Importance of the Egg Mass of the Processionary, Thaumetaupoea Pityocampa Schiff on the Cedar of the Atlas, Cedrus Atlantica Manetti	Bouchou Lynda & Gahdab Chakali	101-114
15.	Human Behavior Effects on the Water, Soil and Air of the Coastal Area NW-Libya- Case Study	Khalil Ibrahim Al-Samarrai	115-126
16.	Make in India: New Initiative for Growth and Development	Diksha Gupta	127-132
17.	Left Periphery and Feature Checking of Wh-Questions in Tao Te Ching	Ma Daoshan	133-144
18.	Mathematics Teachers' Practice of Continuous Professional Development (CPD) In Gedeo Zone	Asnake Muluye, Kassahun Nigatu & Halgeyo Jiloo	145-156
19.	The Formation and Development of the Mukhammas Genre in the Azerbaijani Literature	Naila Mustafayeva	157-166
20.	"A Comparative Study of the Male and Female Undergraduate Students on their Attitude towards Entrepreneurship in Relation to Their Academic-Achievements"	Pramod Kumar Rajput	167-180
21.	Nurse-Patient Interaction: Considerations for Care	Ernestina Safoa Donkor & Kwadwo Ameyaw Korsah	181-188
22.	Social Evils and Dickens's Reforms Through Oliver Twist, Hard Times, and Great Expectations: A Critical Analysis	Marcellin Abadame & Taofiki O. Koumakpai	189-202
23.	Morphosyntactic Study of Verb: The Case of Fulfulde	Umaru Kiro Kalgo	203-208
24.	Land Tenure System and Natural Resource Conflict in North East of Nigeria	Thankgod, Daso Christopher, Rufus, Anthony & David E. Eyo	209-216
25.	Estimate the Efficacy of Taping and Semirigid Brace on Subjects with Unilateral Chronic Ankle Instability	Shadab Uddin & Shahhid Reza	217-230
26.	Of Doppler Effect, a Third Beam or Cave of Ali Baba Einstein's Principle of Relativity Contradicts Doppler Effect	Mohamed Y Barzaq	231-248

EXPLORING EFL TEACHERS' VIEWS ON JOB SATISFACTION IN BENINESE PUBLIC SECONDARY SCHOOLS

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ABSTRACT

Following increasing complaints of Beninese EFL teachers about dissatisfaction towards their profession, the present descriptive qualitative study was set up to explore EFL teachers' views on job satisfaction in Beninese public secondary schools. Documentary research on job satisfaction and motivation help to pinpoint intrinsic and extrinsic aspects of motivation and teachers' expectations which are dealt with in the light of public school settings and teachers' expectations. Data was collected through the means of a two-part questionnaire administered to 100 EFL teachers selected randomly. The analysis of the results indicates that the majority of EFL teachers are dissatisfied with their teaching job. Recognition of teachers' role and value, extra financial recognition measures as well as the integration of teachers in the decision-making chain has been suggested as the essential levers on which to act to improve teachers' job satisfaction.

KEYWORDS: Benin, Job Satisfaction, EFL Teachers' Views

INTRODUCTION

Problem and Purpose

Workers such as teachers are often viewed as people with more work-related problems since they are highly devoted and committed. In fact, teachers are nowadays facing many issues that contribute to health problems and a decreased level of job satisfaction. For example, overcrowded classes and overloaded teaching and administrative chores make teachers feel overburdened. Some other factors generating decreased job satisfaction among teachers are time constraints and the sense of diminishing safety due to students' aggressive behavior in the classroom. Moreover, students' social problems have become more serious and difficult for teachers to deal with. It is then important that research is made to find out how English language teachers feel about their work in Benin, and what issues they find rewarding and challenging in their job. This will help different school actors explore and adopt alternatives to boost teachers' job satisfaction.

As such, the major purpose of the current study is to explore EFL teachers' views on job satisfaction in Beninese public secondary schools. It intends to provide answers to the following sub-questions: 1) which factors related to teachers' job enhances EFL teachers' job satisfaction and has a greater significance on it? And 2) which factors related to teachers' job decrease EFL teachers' job satisfaction and have less significance on it?

LITERATURE REVIEW

Job satisfaction can be simply defined as the affective orientation that an employee has towards his or her work (Price, 2001). In other words, it is an affective reaction to a job that results from the comparison of perceived outcomes with those that are desired (Kam, 1998). Shortly, job satisfaction describes the feelings, attitudes or preferences of

individuals regarding work (Chen, 2008). Furthermore, it is the degree to which employees enjoy their jobs (McCloskey and McCain, 1987). And also, it is possible to see a number of theories developed to understand its nature in literature. Vroom (1964), through his need/value fulfillment theory, states that job satisfaction is negatively related to the discrepancy between individual needs and the extent to which the job supplies these needs. On the other hand, Porter and Lawler (1968) collect the influences on job satisfaction in two groups of internal and external satisfactory factors. According to them, internal satisfactory factors are related the work itself (such as feeling of independence, feeling of achievement, feeling of victory, self-esteem, feeling of control and other similar feeling obtained from work), whereas external satisfactory factors are not directly related to work itself (such as good relationships with colleagues, high salary, good welfare and utilities). So, the influences on job satisfaction can be also divided into work-related and employee-related factors (Glisson and Durick, 1988).

On the other hand, Arvey and Dewhirst (1976) took 271 scientists as a study sample, and found that the degree of job-satisfaction of the workers with high achievement motivation exceeded that of workers with low achievement motivation. Also, autonomy is an important concern for employees' job satisfaction. For example, Abdel-Halim (1983) investigated 229 supervisory and non-supervisory employees in a large retail-drug company and concluded that individuals who have high need-for-independence performed better and were more satisfied with high participation for non-repetitive tasks (Kam, 1998). Additionally, administrative styles, professional status and pay are known as important factors influencing job satisfaction. For example, Carr and Kazanowsky (1994) successfully showed that inadequate salary was highly related to employees' dissatisfaction. And recent studies (Dogan and İbicioglu, 2004; Knoop, 1991) showed that a participative management style was mostly preferred by today's managers to increase their employees' job satisfaction.

Consequently, numerous researches have been going on job satisfaction for many years. And it is commonly thought that job satisfaction influences organizational behavior, namely it positively affects employee working performance and organizational commitment, and negatively influences employee turnover (Agarwal and Ferrat, 2001; Poulin, 1994; Chen, 2008). Moreover, the relationships between job satisfaction and many variables such as motivation, stress, salary, promotion, role conflict, distributive and procedural justice, role ambiguity, autonomy, workload, leadership style, educational level, emotional intelligence are still being analyzed in different fields as an attractive and important subject of management literature (Ross and Reskin, 1992; Agho et al., 1993; Stordeur et al., 2001; Chu et al., 2003; Kafetsios and Zampetakis, 2008). For example, Sengin (2003), and Hinshaw and Atwood (1984) identify variables that influence employee job satisfaction as: (1) demographic variables: education, experience, and position in the hierarchy; (2) Job characteristics: autonomy, tasks repetitiveness, and salaries; and (3) organizational environment factors: degree of professionalization, type of unit. And Mrayyan (2005) says that the variables of encouragement, feedback, a widening pay scale and clear job description, career development opportunity, supportive leadership style, easy communication with colleagues and social interaction positively affect job satisfaction, whereas role stress has a negative influence on it. Similarly, the research made by Chu and his friends (2003) demonstrates that satisfaction is positively related to involvement, positive affectivity, autonomy, distributive justice, procedural justice, promotional chances, supervisor support, co-worker support, but it is negatively related to negative affectivity, role ambiguity, work-load, resource inadequacy and routinization.

As far as the specific settings of school are concerned, few studies have so far been conducted. Mäenpää (2005) conducted that aimed to find out which factors in English teachers' job give teachers genuine satisfaction, which factors

they experience as satisfactory and which aspects they were dissatisfied with. Her findings implied that teachers have rather individual views about job satisfaction. A particular aspect of the job, for example salary, proved out to be genuinely satisfying for some teachers, while others regarded it as merely satisfactory or even as a source of dissatisfaction. Moreover, the participants in the study experienced some factors of the job having a good and a bad side at the same time. The teachers in her study received most job satisfaction from working with students and colleagues, teaching the language, feelings of successful teaching and the appreciation received from headmasters of the schools. In addition, working environment, teaching materials, headmaster, salary and colleagues were seen as satisfactory. However, these aspects also generated dissatisfaction, alongside with the amount of work. Mäenpää (2005) states that half of the teachers in her study were generally satisfied with their job and half of them were not. Interestingly, all the teachers had reported the amount of work being unreasonably extensive.

Evans (1998) set out to study which factors in teachers' work influence their job satisfaction and job motivation, using Frederick Herzberg's motivation-hygiene theory as her basis. One of her key findings was that job satisfaction is to a large extent contextually determined. Most of the teachers who took part in the study reported that school-specific factors had the most significant influence on their job satisfaction. According to her, the reason behind the significance of school-specific factors is that they constitute teachers' working lives. Teachers carry out their work at context-specific levels and, thus, the school environment proved out to have the most significance on their job satisfaction. In addition to school-specific factors, Evans (1998) says that, in her study, the teachers felt remarkable job satisfaction if they achieved something at work, for example if they came up with a task which enhanced pupils' learning.

METHODOLOGY

This descriptive qualitative research was set up to explore EFL teachers' views on job satisfaction in Beninese public secondary schools. Data was collected by administering a questionnaire to 100 teachers selected randomly throughout the country. The questionnaire consisted of two parts: one with nine open-ended questions and another in which is listed a series of factors influencing teachers' job satisfaction. The participants were asked to choose a suitable option to express how great importance the particular factors have on their job satisfaction. The analysis of data was carried out following Creswell (1998)'s spiral approach.

RESULTS

Following the design of the questionnaire, the first reported results are those of the open ended questions. In order to present the findings clearly, the nine questions have been divided into three categories: 1) general level of job satisfaction and expectations regarding teachers' work, 2) satisfying and dissatisfying features in teachers' work and 3) incidents at work which caused a lot of satisfaction or dissatisfaction.

General Level of Job Satisfaction and Expectations Regarding Teacher's Work

The first three questions dealt with the general level of job satisfaction and the expectations the participants had for teachers' job. In the first question the researcher wished to find out how satisfied the participants are in general with the teaching profession. All of the participants reported being either satisfied or very satisfied with their profession. They felt that the teaching profession suited their character and abilities. However, a few of the participants wanted to point out that they are satisfied specifically with the teaching part of their job, but that the additional activities are not satisfying.

The second question enquired the participants about their expectations concerning a teachers' job. A very common expectation for the job among the participants was teaching students English language and cultural matters and, thus, interacting with them. In addition, the participants mentioned wanting to set model for students, and turning them into active and motivated language learners and users. They also reported on expecting to be able to apply in practice things they had learned in theory during their university studies.

In the third question the participants were asked to assess whether the teaching profession has met with their expectations or not, and if something in their job surprised them. Most of the participants felt that the job has met with their expectations, and most of them had also found some aspects of the job surprising. Some of these surprising issues were the lack of time for performing their job properly enough, the lack of respect in the relationships between students and teachers and the amount of other job tasks in addition to teaching.

Satisfying and Dissatisfying Features in Teacher's Work

Questions four, five, six and seven were about the features in teachers' work which the participants found satisfying, dissatisfying or in need for development. When asked about matters that the participants wished to develop in their work in the fourth question, most of them reported on wanting to use more various teaching methods and materials and wanting to take more part in further teaching training programmes. However, all of them felt that their schedules were too tight for them to actively train themselves, or that too little money is available in schools for training teachers. Due to lack of time and constant hurry at work, a few of the participants also felt that there are not enough possibilities for a teacher to take care of oneself physically and emotionally. In addition, criticism was placed on the working morale of students, and a few participants wished to find ways to get students to take on more responsibility of doing their homework and of their studies in general.

The fifth question enquired the participants about the most satisfying feature in their work. All of them mentioned interaction with students to be the most satisfying part of their job. This included getting students interested in something, watching them learn, grow and develop in their use of language, succeed in their studies and being able to teach them other things than just language. In other words, the participants were satisfied if they managed to encourage open discussion in class about any matter in life. They felt pleased if students were able to count on them in other matters than just language learning and course related issues. In addition, some participants mentioned a good working atmosphere in class and the 'flow-phenomenon', meaning that sometimes students work in class with such eagerness and pleasure that time just flies, without any one even noticing it.

The sixth question aimed to find out which general factors in a teacher's job (for example salary) were not liked. The participants reported on various different aspects. For example, salary, hurrying, physical environment, the increasing amount of job tasks, the seasonal piling up of work and large student groups i.e. overcrowded classes were mentioned in the replies. They felt that their job is getting more and more demanding with all the extra activities in addition to teaching. Some of these activities included meetings with school staff, students' parents and taking part in developing the school. In relation to the increasing amount of work, a lot of dissatisfaction was expressed about the salary which stayed the same, no matter how much more work the teachers did. Moreover, participants did not clearly mention if these aspects of their work had been tried to improve significantly.

In the seventh question, the participants were asked to analyse which aspects in their own personal job (for

example atmosphere among colleagues) they were unsatisfied with. Almost all the participants listed the same things under this question as question number six. These things included hurrying, the amount of work and large student groups. Moreover, the participants reported on minimal amount of cooperation with colleagues, conflicts with colleagues, poor working materials and working environment, the feeling of inadequacy no matter how much work they did and vague common guidelines given by the school on how to proceed, for example, in different types of situations with students. In short, participants saw the general dissatisfying features in teachers' job to be the ones to cause most problems in their own personal working life also.

Incidents at Work Which Caused a Lot of Satisfaction or Dissatisfaction

Questions eight and nine gave the participants a chance to describe a good and a bad work day or a work related incident in their own words. In the eighth question the participants were asked to describe an incident or a day when they felt very satisfied with their job. Due to the nature of this question the replies were rather individual but common to the replies was that the participants had felt very satisfied with their work when classes went according to plan and even extra work was done, when they had managed to teach some difficult aspect of language to students so well that everyone had understood it, when they had had good discussions in class in English and when they had received positive feedback from their students. Here are a couple of examples of answers:

- *'Dealing with important and large issues related to humanity in language classes gives me the most satisfaction. It is very rewarding to meet one of your students and hear him tell you he used some pieces of advice u gave him. It is also interesting to hear them tell you "I've understood the lessons"'*
- *'If one has planned one's lessons well plus maybe some extra work, and it all goes well and one gets the students to work with motivation, appreciate their own work and also the teacher's work.'*

The ninth open ended question required the participants to describe an incident or a day when they were very dissatisfied with their job. The replies to this question were also individual by nature. Some common features in the replies were not having enough time to listen to students and help them, holding an unsuccessful class, saying something offensive by accident in class, and receiving bad feedback about teaching and having a conflict with a student. Here are a couple of examples of the replies to this question:

- *'When there is no time for some students' important issues during recesses. That bothers one for a longtime. It is as if one loses an opportunity there.'*
- *'If one has ruined classes by hurrying too much, it bothers one afterwards.'*

The second part of the questionnaire, the numerical evaluation of different aspects in teachers' work, is presented below with the help of tables.

Environmental, Social and Career Aspects

In Table 1 below, I listed the factors which represent the environment and frames of a teacher's job. These are working space, equipment, materials, the size of teaching groups, working hours, holidays, salary and work amount. As can be seen from the table, most of the participants placed either remarkable significance to job satisfaction on these job related factors, or saw them as being necessary factors to it. Moreover, only a few participants thought that these factors have either no significance or only some significance to their job satisfaction. The difference between remarkable

significance and necessary in the tables is that without necessary job factors one cannot feel satisfied with one's job at all. In other words, necessary factors are compulsory and they need to be taken care of in order for one to feel satisfaction of one's job. Factors with remarkable significance are not compulsory to satisfaction, meaning that one can feel satisfied, even if those factors are not fully taken care of.

Numbers of Table 1 are in accordance with the replies the participants gave in the open-end questions. For example, salary, vast work amount and large teaching groups were frequently mentioned in the replies as a cause for dissatisfaction. Accordingly, high value was placed on them also in the numerical evaluation part.

Table 1: Job Related Factors Concerning the Environment and Frames of a Teacher's Job

Job-Related Factors	No Significance to Job Satisfaction	Average Significance to Job Satisfaction	Remarkable Significance to Job Satisfaction	A Necessity for Job Satisfaction	Total % (N=100)
Working Space/Materials/Equipments	00	00	40	60	100
Size of classrooms (teaching groups)	00	10	50	40	100
Working hours	10	20	70	00	100
Holidays	00	20	60	20	100
Salary	00	20	70	10	100
Amount of work (workload)	00	10	50	40	100

Table 2 shows the social aspects related to teachers' work which is relations with colleagues and headmaster, appreciation / recognition / support from colleagues, appreciation / recognition / support from headmaster, relations with students, appreciation from students and relations with students' parents. Most of the participants marked the relations with their colleagues and headmaster and the appreciation coming from them as having remarkable significance to their job satisfaction. In addition, many participants saw relations with students affecting their job satisfaction in a remarkable way, and reported the appreciation coming from students being a necessary factor to it. However, in the case of relations with the parents of students, more than half of participants placed only some significance to them, while a few participants saw them having no significance at all, and other few placed remarkable significance on them.

Table 2: Job Related Factors Concerning the Social Aspect of Teacher's Work

Job-Related Factors	No Significance to Job Satisfaction	Average Significance to Job Satisfaction	Remarkable Significance to Job Satisfaction	A Necessity for Job Satisfaction	Total (N=100)
Relations with colleagues / headmaster	00	00	60	40	100
Appreciation / recognition / support from colleagues	00	30	60	10	100
Appreciation / recognition / support from headmaster	00	20	60	20	100
Relations with students	00	00	30	70	100
Appreciation from students	00	00	70	30	100

Relations with the parents of students	20	60	20	00	100
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Table 3 shows how the participants viewed the administrative and advancement aspects of a teacher's job affecting their job satisfaction. These factors included working and managing principles of the school, opportunities to influence the job / the decisions, getting responsible tasks, developing in one's job / self development / learning new things and opportunities of promotion.

As can be seen from the table, opportunities to influence one's job had the most importance to the participants' job satisfaction, since most of them marked those as having a remarkable significance.

In addition, getting responsible tasks was a remarkable factor to more than half of the participants, and developing in one's job was remarkable to half of them. Moreover, working and managing principles of the school had remarkable significance to half of them. On the contrary, the least significance to job satisfaction was placed on opportunities of promotion, since half of participants saw it having no importance at all, and half marked it having only some significance.

Table 3: Job Related Factors Concerning the Administrative and Advancement Aspects of a Teacher's Job

Job-Related Factors	No significance to Job Satisfaction	Average Significance to Job Satisfaction	Remarkable Significance to Job Satisfaction	A Necessity for Job Satisfaction	Total (N=100)
working and managing principles of the school	00	10	50	40	100
opportunities to influence the job / the decisions	00	00	80	20	100
getting responsible tasks	00	40	60	00	100
developing in one's job / self development / learning new things	00	10	50	40	100
opportunities of promotion	50	50	00	00	100

DISCUSSIONS

According to the study results, job related factors concerning the environment and frames of a teacher's job were given great value by the participants. Working space, equipment, materials, salary, holidays, working hours, the size of teaching groups and work amount were all seen as having a great significance on job satisfaction. Many participants reported that having good teaching equipment, environment and materials is a necessary basis for one to do one's job well. This was particularly emphasized by teachers who worked in schools that did not seem to have all the necessary equipment. Accordingly, poor environment, equipment and materials decrease job satisfaction, since teachers feel that they are not able to perform their job well enough.

In the case of working hours, work amount and salary most of the participants reported that the amount of work and other work tasks than teaching is ever increasing, and that their salary is not in accordance with it, since it does not increase. Aila and Halme (2003) came to the same conclusion in their questionnaire with which they set out to explore how well language teachers in comprehensive schools are doing and feeling in their jobs. They also ran into a lot of dissatisfaction about teachers' salary because, in addition to teaching, teachers often have to carry the roles of a social worker, a police, a parent and Public Relations -person for their schools. Aila and Halme (2003) found out that the unchanging amount of salary in relation to the work becoming more and more demanding caused frustration among teachers. When it comes to working hours, the participants often mentioned that their amount of weekly working hours is huge and exhausting, especially during examination periods. Mustonen and Saarinen (2003) report in their study of secondary school teachers' working hours that the weekly amount of work increased for English teachers. In addition, they mentioned that the number of English teachers' weekly working hours during matriculation examinations was more than for teachers of other languages.

The size of teaching groups is a significant factor for teachers' job satisfaction because too large groups increase social problems in class, and make the differentiation of teaching suitable for every student very difficult for the teacher, as Aila and Hurme(2003) point out. Large teaching groups and overcrowded classes also mean that teachers have less time to concentrate on the actual task of teaching, since they constantly need to take care of problematic situations and disturbance caused by students in the class. The fact that these environmental factors in teachers' work are significant to job satisfaction means also that if they are poorly attended, it decreases job satisfaction.

According to the answers, some of the job factors having most significance on teachers' job satisfaction were the social relations with colleagues and students, and the appreciation coming from them. Furthermore, relations with students and the appreciation coming from them were seen as one of the most important social aspects affecting job satisfaction. The reason why social relations play quite an extensive role in making teachers feel good about their job could be because teachers' job is independent and even lonely sometimes. There is actually not a lot of job related cooperation between teachers in schools and, therefore, good relations with colleagues are seen as valuable in order for teachers to socialize with each other. Most of the interaction in school takes place with students and, thus, relations with students are among the most significant social job satisfaction factor for teachers. Moreover, the participants clearly reported that students are the most important and valuable part of their work, and that they do their work especially for students. Interestingly, relations with students' parents were not seen as significant on job satisfaction as the other social relations. This could be explained by the fact that secondary school teachers actually do not need to communicate with students' parents often, and they usually contact them only if a student has problems in school. Then, it can be said that the social aspect of teachers' work, meaning relations with colleagues and students had a great significance on job satisfaction and enhanced it. On the contrary, if there are major problems in the social relations in schools, it decreases job satisfaction.

As to factors concerning the administrative and advancement aspect of a teacher's job, the participants reported that opportunities to influence their job and the decisions made in school, getting responsible tasks and developing in one's job is highly valuable on their job satisfaction.

Opportunities to influence one's job is meaningful because teachers need to feel that they are in control of how their job changes and develops, and because they want to be seen as essential members in the decision making processes. In addition, getting responsible tasks was significant to job satisfaction because it could be related to achieving

appreciation and recognition from colleagues and students. In other words, the more responsible tasks one gets, the more social respect one receives.

Developing in one's job was viewed as significant to job satisfaction, since teachers need to keep themselves updated on the subject they teach, and on the way they teach. Many participants mentioned that they wished to be able to take part in teacher training programmes much more often, and to pay special attention to keeping up with the latest teaching methods and materials because it also affects the level of interest and motivation of students. However, many of the participants mentioned that their schools do not offer many chances for taking part in training programmes. Aila and Hurme (2003) faced the same problem in their questionnaire. Teachers genuinely wish to train themselves further and society expects them to do so, but it can be impossible due to financial issues. In addition, Mustonen and Saarinen (2003) point out that the training possibilities are often unequal in different regions, since some teachers need to put more of their own money into training themselves than others.

The least significance to job satisfaction was placed on opportunities of promotion which could be explained by the lack of possibilities of proceeding in a teaching career. Basically, in the school world the only possible promotion for teachers is becoming a headmaster which many teachers do not really desire. Headmasters mostly deal with the administrative tasks of schools, and many teachers do not want to give up teaching, since it would at least to some extent alienate them from students and impact on their time. Accordingly, they really do not see promotion as relevant to their job satisfaction. When it comes to administrative and advancement aspects of teachers' job, they can decrease job satisfaction if teachers feel they do not have enough possibilities for training and challenging themselves. Some of the participants reported on the lack of money for training teachers.

The results of this research were to some part congruent and to some extent divergent with Herzberg's motivation-hygiene theory. According to Herzberg (1971), *achievement, recognition, work itself, responsibility* and *advancement* are job factors which generate job satisfaction and have more significance on it. These studies reinforced Herzberg's view in that the participant-teachers reported the above mentioned factors giving them significant satisfaction. Especially achievement, which in this case was often mentioned by the teachers as getting students to learn, ranked highly in the study results as a significant factor for job satisfaction. In addition, recognition from colleagues and headmaster received high priority. Responsibility was also seen as an important factor for job satisfaction, since most of the participants thought that getting responsible tasks had a remarkable significance on it. In the case of Herzberg's *work itself* -factor, this research revealed that in addition to it being important on job satisfaction and generating it also caused dissatisfaction. The content of teachers' job, meaning the actual teaching and the communication with students, gave the participants significant satisfaction, but the amount of work was a dissatisfying feature to most of the participants. Moreover, the current study results revealed that advancement in one's job is not a significant factor for teachers' job satisfaction, which is in conflict with Herzberg's view.

Herzberg (1971) stated that such job related factors as *company policy and administration, supervision, salary, interpersonal relations* and *working conditions* are less significant to job satisfaction and generate even dissatisfaction. However, my research revealed all of these factors as being important on teachers' job satisfaction. Especially social relations with colleagues and students and working conditions were seen as either remarkable factors or necessary factors to satisfaction. This study's results were in line with Herzberg's view in that the teachers often reported on, for example, poor working environment and salary causing dissatisfaction.

Herzberg (1971) concluded that the more abstract, psychological motivation factors (*achievement, recognition, work itself, responsibility, advancement*) are the source of genuine job satisfaction, while the more concrete, environmental hygiene factors (*company policy and administration, supervision, salary, interpersonal relations, working conditions*) are less important. This general view came across from my research as well, apart from the few exceptions mentioned earlier. The importance of the abstract job factors was especially visible in the answers the participants gave to the open-end questions. They highlighted such matters as seeing students learn; having open discussions with them, conveying cultural and language information, acting as good role models and helping students become independent, active citizens as the most satisfying things in their work.

IMPLICATIONS

As teaching is a very demanding job, teachers are always focusing on preparing their courses. By so doing, they devote no time to any other income-generating activity. It is recommended that the government sees to place them in better living conditions by increasing their salary. The recurrent problem of lack of classrooms should be solved through more efficient construction programs. Materials and other necessary equipment should be solved. This would help address some issues such as open air classes, conflict over classroom use and limit over crowdedness.

Special rejoicing occasions such as “la nuit de l’enseignant” should be more often organized at school level, province level or nationwide so as to promote teachers with good performance. Awards could also be created in the same respect. Occasions should also be given to students to express themselves formally regarding benefits they draw from teachers’ practices, models and pieces of advice. It is lastly recommended that the government design specific policies related to teachers’ promotion.

School authorities are recommended to see to the best possible working conditions to teachers. They should be the first ones to encourage teachers by pointing out their achievements and giving them due recognition for it through their praises. They are also recommended to make constructive analyses and remarks to teachers so as to help enhance their self as well as professional development. They should also be the ones that give teachers new and challenging responsibilities in school. As they are the ones who recommend teachers for promotion, it is expected that they show fairness in the treatment of both male and female teachers and between permanent and part-time teachers. Thus, humiliating practices, despotic behaviors and disrespectful comments should be banished or severely punished.

CONCLUSIONS

Apart from teachers, students are the second most important actors in the educational system. As to the issue of teachers’ job satisfaction, students are suggested to do their best to voice teachers’ contribution to their holistic being. They should, in this regard, seize any opportunity available to them to tell teachers they are doing good job. This would contribute greatly to teachers’ self esteem as well as recognition by peers and the society. They are also suggested to ease classroom management to their teachers by avoiding unnecessary disruptive behavior and remaining on task.

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