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## DIPLOMOVÁ PRÁCE

Job Satisfaction of English Teachers in the Czech Republic

Pracovní spokojenost učitelů angličtiny v České republice

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Odevzdáním této diplomové práce na téma Job satisfaction of English teachers in the Czech Republic potvrzují, že jsem ji vypracovala pod vedením vedoucího práce samostatně za použití v práci uvedených pramenů a literatury. Dále potvrzují, že tato práce nebyla využita k získání jiného nebo stejného titulu.

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## **ABSTRACT**

Despite the burgeoning interest in foreign language learning and teaching practices, the research on English teachers' job satisfaction has remained rather scarce, particularly in the Czech context. The current diploma thesis, hence, has aimed to provide insights into the determinants of job satisfaction, with respect to English teachers working at primary and secondary schools. The thesis is categorized into two parts, a theoretical part and an empirical part.

The theoretical part of the study covers the term job satisfaction. It identifies and analyzes existing research to present definitions and major theories and to provide guidance and basis for the research. Then, it expounds both international and Czech literature on job satisfaction among teachers, highlighting the need for conducting the research. The empirical part displays the methodology, covering data collection tools and the sample selection. Next, the findings are presented and discussed to shed light on the issue and to recommend adjustments in the subject matter to improve and prosper English language education in the Czech Republic.

## **KEYWORDS**

Job satisfaction, English teachers, Czech Republic, primary schools, secondary schools, English teachers' salary

## **ABSTRAKT**

Navzdory vzrůstajícímu zájmu o studium cizích jazyků a výukové postupy je výzkum pracovní spokojenosti učitelů angličtiny, zejména v českém kontextu, poměrně vzácný. Cílem této diplomové práce je poskytnout pohled na determinanty pracovní spokojenosti, pokud jde o učitele angličtiny působící na základních a středních školách. Práce je rozdělena na dvě části, část teoretickou a část praktickou.

Teoretická část zahrnuje pojem “pracovní spokojenost”. Identifikuje a analyzuje existující výzkum, předkládá definice a hlavní teorie a poskytuje vodítka a základ pro výzkum. Poté vysvětluje mezinárodní i českou literaturu o pracovní spokojenosti učitelů a zdůrazňuje potřebu provádění výzkumu. Praktická část popisuje metodologii výzkumu zahrnující nástroje pro sběr dat a výběr vzorku. Dále jsou prezentovány a diskutovány závěry studie, které osvětlují danou problematiku a doporučují změny pro podporu výuky anglického jazyka v České republice.

## **KLÍČOVÁ SLOVA**

pracovní spokojenost, učitelé angličtiny, Česká republika, základní školy, gymnázia, platy učitelů angličtiny

## Table of Contents

|  |    |
|--|----|
| INTRODUCTION.....  | 9  |
| THEORETICAL PART.....  | 11 |
| 1. Definition of Job Satisfaction.....                                 | 11 |
| 2. Theories of Job Satisfaction.....                                   | 12 |
| 2.1 Maslow's hierarchy of needs theory.....                            | 12 |
| 2.2 Herzberg's dual factor theory.....                                 | 13 |
| 2.3 Vroom's expectancy theory.....                                     | 14 |
| 2.4 Adams' equity theory.....  | 15 |
| 3. Job Satisfaction Factors.....                                       | 17 |
| 3.1 Pay.....   | 18 |
| 3.2 Promotion.....   | 18 |
| 3.3 Supervision.....   | 19 |
| 3.4 Fringe benefits.....   | 20 |
| 3.5 Contingent rewards.....  | 20 |
| 3.6 Operating conditions.....  | 21 |
| 3.7 Coworkers.....   | 21 |
| 3.8 Work itself.....   | 22 |
| 3.9 Communication.....   | 23 |
| 3.10 Demographic Variables.....  | 23 |
| 3.10.1 Gender.....   | 24 |
| 3.10.2 Age.....  | 24 |
| 3.10.3 Length of experience.....                                       | 24 |
| 3.10.4 Academic qualifications.....                                    | 25 |
| 3.11 Job satisfaction factors in the Czech Republic.....               | 25 |
| 4. Job satisfaction of English teachers.....                           | 27 |
| 5. Summary.....  | 28 |
| EMPIRICAL PART.....  | 29 |
| 1. Research aims and questions.....                                    | 29 |
| 2. Research methodology.....   | 30 |
| 2.1 Participants.....  | 30 |
| 2.2 Data collection tools.....   | 31 |
| 2.2.1 Questionnaire.....   | 31 |
| 2.2.1.1 Reliability and validity of JSS.....                           | 33 |
| 2.2.1.2 Analysis of questionnaire data.....                            | 33 |
| 2.2.2 Semi-structured interviews.....                                  | 34 |
| 2.2.2.2 Sample selection, conducting and analyzing the interviews..... | 34 |
| 3. Quantitative findings.....  | 36 |
| 3.1 Demographic characteristics of the researched sample.....          | 36 |
| 3.1.1 Gender.....  | 36 |
| 3.1.2 Age.....   | 37 |
| 3.1.3 Nationality.....   | 38 |
| 3.1.4 Academic qualifications.....                                     | 39 |

|   |     |
|---|-----|
| 3.1.5 Length of experience.....   | 40  |
| 3.1.6 Types of schools.....   | 41  |
| 3.1.7 Levels of education.....  | 42  |
| 3.2 Job Satisfaction Factors.....   | 43  |
| 3.2.1 Overall level of job satisfaction .....                                 | 43  |
| 3.2.2 Determinants of job satisfaction.....                                   | 45  |
| 3.3.3 Differences in terms of demographic variables .....                     | 47  |
| 3.3.3.1 Gender.....   | 48  |
| 3.3.3.2 Age .....   | 48  |
| 3.3.3.3 Nationality .....   | 48  |
| 3.3.3.4 Academic qualifications .....   | 48  |
| 3.3.3.5 Length of experience.....   | 49  |
| 3.3 The analysis of open-ended questions.....                                 | 49  |
| 3.3.1 Dissatisfied.....   | 50  |
| 3.3.2 Neutral.....  | 50  |
| 3.3.3 Satisfied.....  | 52  |
| 3.4 Summary.....  | 53  |
| 4. Qualitative Findings.....  | 53  |
| 4.1 Salary.....   | 54  |
| 4.2 Promotion.....  | 56  |
| 4.3 Fringe benefits.....  | 58  |
| 4.4 Workload.....   | 59  |
| 4.5 Interpersonal relationships.....  | 61  |
| 4.6 Nature of work.....   | 62  |
| 4.7 Opportunities for training.....   | 64  |
| 4.8 School Policies.....  | 66  |
| 4.9 Government policies.....  | 67  |
| 4.10 Teachers' status in society.....   | 68  |
| 4.11 Summary.....   | 69  |
| 5. Discussion.....  | 70  |
| 5.1 Overall job satisfaction.....   | 71  |
| 5.2 Determinant factors of job satisfaction.....                              | 72  |
| 5.2.1 Satisfier factors.....  | 73  |
| 5.2.2 Factors contributing to job satisfaction moderately.....                | 76  |
| 5.2.3 The influence of demographic variables on teacher job satisfaction..... | 78  |
| 6. Conclusion.....  | 80  |
| REFERENCES.....   | 87  |
| APPENDICES.....   | 101 |



## INTRODUCTION

*“Education is the key to success in life, and teachers make a lasting impact in the lives of their students.”*

Solomon Ortiz

Education provides an empowered future for all individuals, through creating equal opportunities, building bridges between cultures, and prospering social and economical development for all nations. The key variable of quality education at all levels is predominantly associated with qualified teachers who are content with their teaching profession. Satisfied teachers have significant contributions to the educational systems since job satisfaction increases the mental well-being of teachers and students (Toropova, Myrberg & Johansson, 2021) and enhances teachers’ work performance (Caprara et al., 2006), in addition to teacher efficacy. In several empirical studies, lower levels of job satisfaction among teachers is correlated positively with teacher absenteeism (Zembylas & Papanastasiou, 2004), teacher attrition (Veldman et al., 2013), and teacher turnover (Blömeke et al., 2017), which created a major concern for many European countries and the US (Federičová, 2020). The Czech Republic faces teacher shortages as well due to job-related factors such as inadequate salaries. In this thesis, I will particularly focus on the job satisfaction of primary and secondary school English teachers in the Czech Republic due to the fact that only a few educators focused specifically on English teachers’ job satisfaction and its far-reaching implications for the foreign language teaching and learning practices in the Czech context.

In general, studies on English language education predominantly invested in learners’ motivation and teaching methodologies, while the extent to which English teachers are satisfied with their job and its possible outcomes have been overlooked by countries, including the Czech Republic. Accordingly, the Czech education system has been suffering from the shortage of English language teachers since the early 1990s for a variety of reasons (Hanušová, Pišová & Kohoutek, 2019). One of the main reasons was directly related to the communist regime during which Russian was the first foreign

language that had been taught at all levels. The number of English language teachers, back then, was very limited. After the Velvet Revolution in 1989, the Czech education system had changed drastically. Accordingly, Russian as a second language education was no longer compulsory, which led students to choose English as a second language (Mays, 1996). That ‘sudden change’ caused Russian language teachers to study and to teach English at the same time. Moreover, the age of foreign language instruction at schools lowered firstly from grade 5 to grade 4 in 1995, and then from grade 4 to grade 3 in 2006 (Hanušová, Pišová & Kohoutek, 2019). Meanwhile, private schools offered education in English language even earlier, starting from the first grade. In order to meet the growing demand for English teachers, the Czech Republic provided greater opportunities for students to study English language teaching at higher education. However, the issue has not been solved until today since more than half of the Czech public schools lack a sufficient number of qualified teachers, particularly in English language teaching (European Commission, 2020).

This thesis has aimed to investigate the overall level of job satisfaction and the determinants of job satisfaction among primary and secondary school English language teachers in the Czech Republic. Additionally, the influence of demographic variables on the subject matter will be examined. By doing so, the researcher expects to discover the variables that might possibly affect the shortages for English teachers in the Czech context. Uncovering the determinants that lead to job satisfaction/dissatisfaction will help the researcher to provide recommendations for educators and policy makers, besides fulfilling the research gap on the subject matter and providing new directions for the future research.

In order to meet the research aims, the thesis is divided into two categories respectively: a theoretical part and empirical part. The theoretical part of the study defines and discusses the term job satisfaction through international and Czech literature, highlighting the need for conducting the research. The empirical part presents the methodology, findings, and interpretation of data in order to provide recommendations to improve and enhance English language education in the Czech context.

## **THEORETICAL PART**

This chapter is devoted to the collection of research in the concept of job satisfaction, particularly among teachers in educational settings. Firstly, definitions and major theories of job satisfaction are reviewed. The chapter then expounds determinants of job satisfaction amongst teachers in primary and secondary schools, in addition to presenting international and Czech studies in the subject matter.

### **1. Definition of Job Satisfaction**

The development and the maintenance of high-quality education is highly dependent on competent individuals that can find satisfaction in working as teachers. Hence, job satisfaction of teachers is a key element for improving education systems at all levels. Lower levels of teacher job satisfaction reduces student achievement (Noori, Fatemi & Najjari, 2014), teacher productivity, and performance, while increasing the risk for teacher attrition. Thus, understanding the prominent contributors of job satisfaction can be a milestone for increasing productivity in education (Pardee, 1990) across the world.

When it comes to conceptualizing job satisfaction, it might be difficult since it can be affected by several factors. Hence, many scholars offered various definitions regarding what job satisfaction is. In order to present reviewed literature clearly, findings will be classified into two categories: affective variables in job satisfaction and facets of job satisfaction.

Affective variables in job satisfaction focus on emotions and personal characteristics that might have an impact on how individuals perceive their jobs. According to Locke (1969), job satisfaction is finding contentment during a retrospective look at the job experiences. Spector (1997) associated job satisfaction with emotional well-being, suggesting that it refers to how much individuals like their jobs. Armstrong (2006), similarly, associated job satisfaction with feelings and attitudes toward work, and he suggested it happens when individuals feel happy while thinking of their profession.

According to Aziri (2011), affective variables may not reflect the scope of job satisfaction since they mainly focus on how employees feel. Moreover, he states that job

satisfaction itself is connected with various aspects of a job. Thus, facets of job satisfaction can cover various aspects such as pay, promotion, supervision, coworkers, the work itself, working conditions etc.. Blum and Naylor (1968) proposed that job satisfaction is a product of specific aspects of a job ranging from fringe benefits to communication. Similarly, Cranny, Smith, and Stone (1992) conceptualized job satisfaction as being an outcome of work-related factors. It is important for organizations to examine which aspects of a job increase and/or decrease the satisfaction levels in the workplace.

Based upon the existing literature, job satisfaction is a multidimensional phenomenon having affective variables, in addition to its relation to various aspects of a job. Due to its nature, this thesis predominantly focuses on the relationship between job satisfaction and specific aspects of a job, the extent of which is yet to be discovered, specifically for primary and secondary school English teachers in the Czech Republic.

## **2. Theories of Job Satisfaction**

### **2.1 Maslow's hierarchy of needs theory**

In order to shed light on the topic of what motivates people, Maslow (1954) categorized basic needs of humans into a five-tier pyramid model in the following order: physiological needs (e.g., water, food, reproduction, and shelter); safety needs (e.g., security, employment); belongingness needs (e.g., affection, connection, sense of belonging to a group or a society); esteem needs (e.g., self-esteem, confidence, freedom, and status); and self-actualization needs (e.g., self-fulfillment). He proposed that there must be a hierarchical order, in terms of arranging and fulfilling needs. When the lower level needs are satisfied, then the focus is to be on the next level needs.

The use of Maslow's theory has been ubiquitous in many fields from education to business. Based on its principles, the ultimate goal of 'self-actualization' has become the key factor for success in companies. In order to do that, employees' salaries (i.e., first level needs) must be fair, and there should be job security so that employees can be motivated to work harder. Next, there must be a friendly environment in which employees feel a sense of belonging to the organization. Once there are enough rewards and support from the

organization, employees will be in need of fulfilling higher level needs, which in turn, lead to growth and development in the workplace.

Despite its popularity, Maslow's theory was criticized due to the lack of empirical support (Barling, 1977). In educational contexts, Bennell and Akyeampong (2007) argued that Maslow's theory can predominantly be applicable for low-income countries, rather than developed ones in which teachers are paid fairly. They argued that once teachers are underpaid, they cannot be motivated to perform better in the school. Then, fulfilling their basic needs becomes compulsory for them to be motivated, which ultimately affects the quality of education in low-income countries.

## **2.2 Herzberg's dual factor theory**

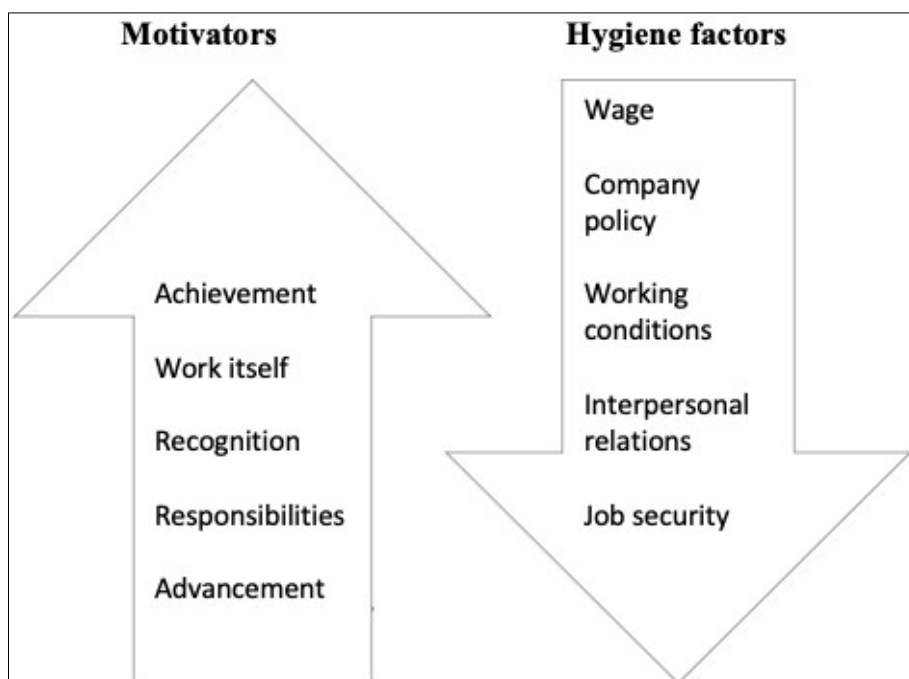
Drawing upon the principles of Maslow's hierarchy of needs, Herzberg (1959)'s dual factor theory advocated the idea that there is a set of factors contributing to job satisfaction in the workplace, while there is also a distinct set of factors contributing to job dissatisfaction in the work place (Haque, Haque & Islam, 2014). Accordingly, Herzberg categorized these factors into two groups: motivators and hygiene factors (see Figure 1). Motivators are related to the intrinsic aspects of job satisfaction such as recognition, achievement, and the work itself. On the other hand, hygiene factors are related to the extrinsic aspects of the job, depending on the job environment and the context such as salary, working conditions, and company policies. Ultimately, the presence of motivators leads employees to be more productive, motivated, and satisfied; whereas, the absence of hygiene factors causes employees to be unproductive, unmotivated, and dissatisfied.

Unlike Maslow's hierarchy of needs theory, which lacks empirical evidence, Herzberg and his team tested dual factor theory through empirical research with participants from different occupations. However, their research has received criticism due to its methodology since they utilized only semi-structured interviews. Many researchers argued that single measurement could lack generalizability and validity (Brenner, Carmack & Weinstein, 1971; Mullins, 2011), thus suggesting the use of various instruments for gathering data. Moreover, a study by Islam and Ali (2013) showed that hygiene factors

caused job satisfaction for university teachers in Pakistan, although original theory suggested that satisfaction only comes from motivators. However, Islam and Ali (2013)'s findings were consistent with dual factor theory, in terms of motivator factors, thus leading researchers to claim that certain inconsistencies might happen due to cultural and contextual differences. Apart from criticisms, Herzberg and its team have been one of the first researchers that provide empirical support for the motivation and job satisfaction in the workplace, which eventually led organizations to provide better conditions for employees.

**Figure 1**

*Herzberg's dual factor theory*



### **2.3 Vroom's expectancy theory**

Vroom (1964)'s expectancy theory is based on the idea that individuals prefer to put inputs that can bring the best available resources. The level of satisfaction is highly dependent on the outcomes of performance since this theory has three key premises as follows:

- Valence is an anticipated satisfaction which will happen once there is an accomplishment. It signifies the importance and the value of an expected outcome that will be acquired after performance.
- Expectancy is the belief that putting more effort into work will result in better performance. It can be dependent on many variables such as availability of resources, support from coworkers, being qualified, and having appropriate skills.
- Instrumentality is the faith that performance will be rewarded.

According to this theory, job satisfaction of employees is the result of their wish to obtain an outcome (valence), the probability that more effort leads to anticipated performance (expectancy), and the belief that performance will be rewarded (instrumentality). In order to calculate the level of job satisfaction, Vroom (1964) multiplied the above-mentioned three premises. He attributed particular value to each of them, ranging from 0 to 1 for expectancy and instrumentality, and -1 to 1 for valence. Ultimately, if any of the factors that Vroom suggested is not present in the workplace, then the overall level of job satisfaction will be null (Chen & Cates, 2018).

Expectancy theory has been researched widely, especially in the field of education. With respect to teachers' job satisfaction, it was used to examine the motivational factors leading to a teaching career. Results found that the motivation for becoming a teacher was due to the desire for social good, building a better future, and teaching to young children (Richardson & Watt, 2006; OECD, 2015). The limitation of this theory is associated with its inapplicability to different cultures and societies since individuals might not have control over their working environments, although they put in more effort and have better performance (Hellriegel, Slocum & Woodman, 2010).

## **2.4 Adams' equity theory**

Adams' (1963) equity theory focuses on the influence of social inequalities in the workplace on employees' job satisfaction. The main goal of this theory is to uncover to

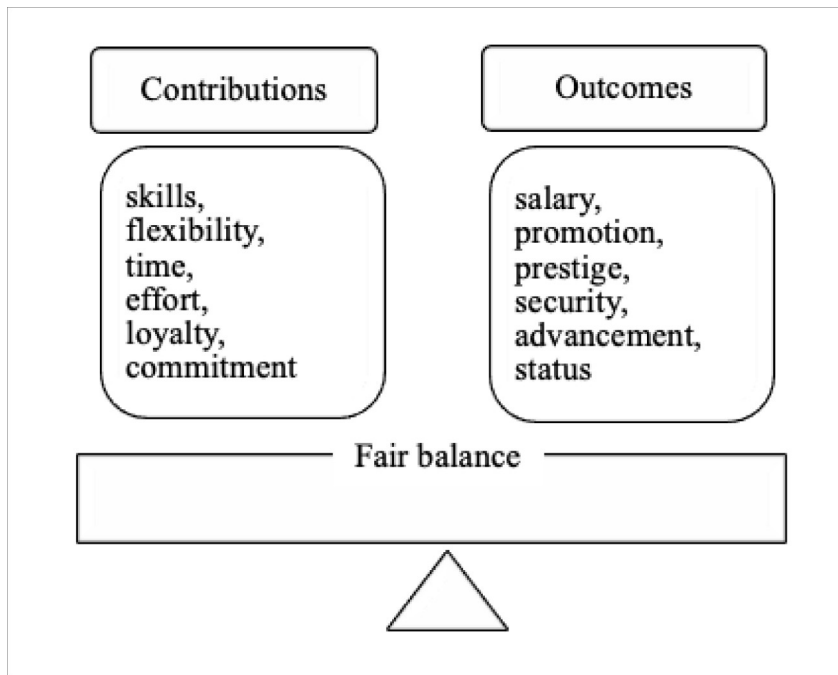
what extent work conditions and salary may affect job satisfaction. Accordingly, it is based on three main premises: (a) employees' contributions (e.g., personal sacrifices, skills, time, and effort); (b) employees' outcomes (e.g., salary, fringe benefits, security, and status); and (c) comparison of coworkers' contributions and outcomes (e.g., levels of discontentment in the workplace when a colleague gets promoted.). (Ball, 2012). With that being said, if employees are paid fairly and treated well by companies, they tend to be satisfied with their jobs. However, if they are underpaid and treated poorly, especially when compared to their coworkers, they are more likely to be dissatisfied with their occupations and organizations. As illustrated in Figure 2, if there is a fair balance between contributions and outcomes in the workplace, there are satisfied employees. Satisfied employees are willing to maintain the balance by putting in an exact amount of work, or they are willing to work more, thus aiming to increase outcomes. However, when there is an unfair allocation of resources, employees face injustice and become dissatisfied with their occupations. In that case, employees try to prevent inequality, by altering the quality of work or being intentionally less productive (Al-Zawahreh & Al-Madi, 2012).

This theory has received criticism due to its subjectivity in deciding which elements should belong to particular categories of input or output. For instance, an employee might perceive 'job knowledge' as an input, whereas his/her colleague might perceive it as an output (Huseman, Hatfield & Miles, 1987). Despite its possible limitations, equity theory has provided comprehensive guidance, in terms of explaining job satisfaction (Miner, 1984).

## **Figure 2**

*Adams' Equity theory*





### 3. Job Satisfaction Factors

Drawing upon the overview of major theories, we can see that there are various factors contributing to the level of job satisfaction in the workplace. Previously mentioned theories have listed various variables which were assumed to be related to job satisfaction/dissatisfaction. However, it is important to review existing literature in order to present which factors affect job satisfaction and to what extent these factors have been perceived as satisfiers or dissatisfiers by employees. To do that, the following parts analyze and synthesize numerous empirical studies thematically. Emphasis will be given on primary and secondary school teachers and English language teachers in accordance with the particular goal of this study. It should be noted that the factors that are listed below do not cover all variables in the subject matter. The researcher chose the following factors for two reasons: (a) they were mainly included in the major theories of job satisfaction; and (b) the questionnaire (i.e., Spector (1994)'s Job Satisfaction Scale) that the researcher utilized to collect data has nine sub-scales that correspond with the below-mentioned specific facets of a job.

### **3.1 Pay**

As income is one of the most important aspects of an adult life to provide livelihood, the influence of pay on employees' job satisfaction has been widely researched across the world. The satisfaction levels of employees might change in accordance with the amount of payment, which ultimately might affect productivity, motivation, and the growth in the workplace. Herzberg's dual factor theory argues that pay can eliminate employee dissatisfaction, while Adams' equity theory views pay as a fair reward. According to Adams (1963), employees will be satisfied as long as they perceive their salary as fair and equal to their efforts. However, it is important to note that employees' perceptions are highly dependent on their environment and the system in which they live. For example, a Swedish teacher would expect to be paid more than their Turkish colleague due to the different living costs. Thus, Swedish teachers' levels of job satisfaction will be dependent on their views in accordance with their living environment.

In educational settings, teaching salary has been found to be positively related to job satisfaction in some studies (Wiśniewski, 1990; Perie, 1997; Sargent & Hannum, 2005; Sönmezer & Eryaman, 2008; Tickle, Chang, & Kim, 2011). On the other hand, several studies indicated that teachers were dissatisfied with their pay, leading to demotivation (Holdaway, 1978; Koustelios, 2001; Jabnoun, 2001). There was no general conclusion in these studies since each of them was conducted in different countries and cultures, which affected the results in terms of teacher job satisfaction. The impact of monetary factors (i.e., noncompetitive salary) on teacher job satisfaction can be varying due to the context. For instance, teachers were less satisfied with pay in developing countries (Sahito & Vaisanen, 2019) in which they are mostly underpaid while having excessive workload.

### **3.2 Promotion**

Promotion is one of the most influential variables of job satisfaction, which affects employee behaviors and attitudes in the workplace. It is used as a reward for good work, and it boosts employees' motivation, hence increasing their productivity (Pergamit & Veum, 1999). Herzberg's dual factor theory discusses that creating opportunities for

employees to get promoted in the workplace leads to job satisfaction. Similarly, one of the studies in the subject matter found that having possibilities and opportunities for promotion within two years increases job satisfaction of employees (Kosteas, 2011).

In the field of education, some studies indicated that promotion was positively correlated with teacher job satisfaction (Achoka, Poipoi & Sirima, 2011; Khaliq, 2018), and it provided better performance and effort in the classroom setting. However, other studies found teachers, in general, were dissatisfied with promotion (Nguni, Slegers & Denessen, 2006; Fuming & Jiliang, 2007). Hence, they concluded that there were limited promotional opportunities that could happen very few times in a teaching career, eventually leading to teacher demotivation and unproductivity.

### **3.3 Supervision**

Supervision activities refer to sharing knowledge and skills, providing emotional support and guidance, and offering feedback to help coworkers in the workplace. It is a reciprocal process that aims to increase the company profits and to enhance professional development of employees (Reed, 2015). Vroom's expectancy theory argues that each employee has different expectations and skills, with respect to what they are able to achieve in the workplace. Hence, organizations must provide adequate supervision to guide employees and to meet their specific needs. On the other hand, Herzberg's dual factor theory suggests that appropriate supervision is a must in the workplace to prevent dissatisfaction.

With respect to teachers, several studies showed that their job satisfaction is positively related with supervision (Tillman & Tillman, 2008; Koustelios, 2011; Ilgan, Parylo & Sungu, 2015; Suchyadi, 2018). Accordingly, if there is adequate support and supervision from principals and supervisors at schools, and mutual trust between teachers and the principal/supervisor, there are satisfied and motivated teachers (Usop, Askandar & Langguyuan-Kadtong, 2013).

### **3.4 Fringe benefits**

Fringe benefits are known as additional compensation to increase productivity and job satisfaction of employees (Ayeniyo, 2015). They can be offered in many forms such as monetary bonuses, health insurance, and free meal plans. A study by Nisar and Siddiqui (2019) showed that benefits such as health insurance and recreation leave (i.e., maternity leave, paid holidays, paid sick leave) had a strong positive influence on job satisfaction of employees, thus decreasing the risk for absenteeism and turnover. When it comes to educational settings, Adamu (2019) found that fringe benefits enhanced the job performance of teachers. Hence, the author suggested there should be ‘surprise packages’ for teachers, which includes free health care and accommodation. However, it was found that teachers were dissatisfied with the fringe benefits they had (Stankovska et al., 2017). The fact that teachers were dissatisfied with the absence of benefits is in line with Herzberg's dual factor theory since it places fringe benefits into hygiene factors whose absence leads to dissatisfaction.

### **3.5 Contingent rewards**

Contingent rewards are positive reinforcements that are offered as a ‘reward’ to those completing an assigned task efficiently. Whether or not rewarding enhances work performance has been widely examined in many theories, particularly in the expectancy theory. Vroom (1964) discussed that each employee has different expectations, with respect to the recognition and/or rewards that they anticipate as a result of their performances. Thus, there are different types of rewards such as social recognition, monetary, written, and constructive feedback. Organizations must provide effective rewards in accordance with the interests of the employees to motivate them.

Göksoy and Argon (2015) found that only a half of Turkish primary school teachers believed their efforts were recognized. The type of rewards they received varied from verbal recognition to monetary rewards. However, these rewards were not sufficient enough to motivate participants to perform better. Authors suggested that there should be more attractive reinforcements, which should be distributed fairly. Several studies found

positive correlation between teacher job satisfaction and contingent rewards (Sergiovanni 1967; Holdaway, 1978; Poppleton, 1989; Kassabgy, Boraie & Schmidt, 2001; Karavas, 2010; Usop et al., 2013). The findings also empirically supported Herzberg's dual factor theory since it argues that recognition is a motivator factor that enhances job satisfaction.

### **3.6 Operating conditions**

The operating conditions indicate the working environment in which employees perform their work. Operating conditions might differ greatly across domains and organizations, thus influencing employees' job satisfaction. According to dual factor theory, organization policies and procedures should be clear to each employee, and working conditions must be safe and healthy. To test dual factor theory, Sergiovanni (1967) investigated the factors affecting job dis/satisfaction through qualitative study with 124 teachers from the US. Results showed that determinants of job satisfaction and dissatisfaction were mutually exclusive. More importantly, operating conditions were variables of dissatisfaction, which empirically supported Herzberg's dual factor theory. However, several educational studies found job satisfaction was positively correlated with working conditions (Wiśniewski, 1990; Ma and MacMillan, 1999; Ma & MacMillan, 1999; Usop et al., 2013; Toropova, Myrberg & Johansson, 2020). It was also found that improvement of operating conditions helped reduce teacher turnover (Sims, 2017).

### **3.7 Coworkers**

The relationship with coworkers is one of the key factors that can affect job satisfaction in many fields. Adequate coworker support as well as good interpersonal relations in the workplace have an impact on the work climate, employees' mental health and general well-being, and employee turnover. Maslow's hierarchy of needs particularly focus on interpersonal relationships in the workplace as a third level tier (i.e., *belongingness needs*). Accordingly, there must be a sense of belonging in the workplace. To do that, good friendship, bonding, and healthy interaction with coworkers must be present, which ultimately can motivate employees to have confidence in themselves to acquire status both in the workplace and in society. A study by the *Institute of Leadership & Management* (2019), which conducted research with 2,141 workers in the UK, proved

that relationships with coworkers was the most influential variable that increased job satisfaction for 77% of the surveyed population.

The influence of relationships with coworkers on job satisfaction have been researched extensively by educational researchers. Accordingly, this factor was found to be positively correlated with teacher satisfaction in several studies (Wiśniewski, 1990; Klecker & Loadman, 1996; Briones, Taberero & Arenas, 2010; Usop, Askandar & Langguyuan-Kadtong, 2013; Khaliq, 2018; Crisci, Sepe & Malafronte 2019; Hawani & Chikha, 2020; Toropova, Myrberg & Johansson, 2021). Moreover, Pepe, Addimando, and Veronesea (2017) aimed at testing invariance in TJSS (Teacher Job Satisfaction Scale) among teachers from six different countries: the US, the Netherlands, Russia, China, Italy, and Palestine. Interestingly, they found that satisfaction was highly associated with interpersonal relationships (teacher-students, teacher-colleagues, teacher-parents), regardless of the context. Existing literature confirmed that building good relationships with coworkers enhanced job satisfaction in educational settings since it provided assistance and support, and created a friendly and motivating environment.

### **3.8 Work itself**

The notion of work itself is a substantial factor for contentment and motivation in the workplace. It is based on the idea that the work assignments are meaningful and important for society. Moreover, the work itself refers to jobs which provide learning opportunities, enhance personal and professional development, and allow employee independence. It also indicates that the job itself is interesting and exciting for employees.

Since the work itself deals with the intrinsic aspects of a job that is not tangible, Herzberg's dual factor theory places it as the source of motivation for employees. Accordingly, organizations must invest in this factor so that they can gratify employees' needs such as status and self-actualization. Dual factor theory has become one of the most used theories regarding teacher job satisfaction, and several studies were dedicated to verify and empirically support it. In general, teachers were found to be satisfied with the

teaching and the nature of their job (Usop, Askandar & Langguyuan-Kadtong, 2013; Abdullah, Uli & Parasuraman, 2009; Koustelios, 2001; Zhongshan, 2000). The leading factors that motivated teachers to enter the profession were to ‘work with children’ (Barmby, 2006) and to ‘give back’ to society (Carrington & Tomlin, 2000). Hence, studies were consistent with Herzberg’s dual factory and suggested that teachers, who were content with their jobs, performed better and were more productive in the classroom.

### **3.9 Communication**

Organization and staff communication have an impact on creating a friendly and healthy environment for employees, which in turn enhances job satisfaction (Dewydar, 2015). The influence of good communication on work performance is important in order to meet the objectives of organizations.

According to De Nobile and McCormick (2008), there are various ways of communicating in educational settings such as official meetings, online seminars, chit-chatting, and noticeboards. Abdullah and Hui (2014) collected data from 226 Malaysian primary school teachers to measure the impact of communication on teacher satisfaction. Results showed that this factor was positively correlated with job satisfaction. In an Italian context, Crisci, Sepe, and Malafronte (2019) also proved that secondary school teachers’ satisfaction increased with good communication.

### **3.10 Demographic Variables**

In addition to above-mentioned factors which emerged as either satisfiers or dissatisfiers, this section reviews the literature to uncover the effects of demographic variables on teacher job satisfaction, which in turn will provide guidance to develop questionnaire items for this research project. It is recommended to note that there might be more demographic variables than those listed below, but this research only chose the ones that were highly discussed in the literature.

### ***3.10.1 Gender***

Educational studies highlighted the importance of gender and its relation with teacher job satisfaction. However the findings varied significantly, in terms of whether it is positively or negatively correlated with job satisfaction. In the US, female teachers were found to be less satisfied with the job and working conditions, when compared to their male colleagues (Liu & Ramsey, 2008). On the other hand, some studies provided contradictory evidence and reported that male teachers were less satisfied with their professional role, when compared to female teachers in the Canadian (Ma & MacMillan, 1999) and in the Swedish context (Toropova, Myrberg & Johansson, 2021). Similarly, Maltese male teachers working at primary schools were less satisfied than their female colleagues in terms of overall job satisfaction (Borg & Falzon, 1989). However, Menon and Athanasoula-Reppa (2011) found no statistically significant association between gender and teacher job satisfaction in Cyprus. The lack of consensus in the literature supported the idea that the effect on gender might be interconnected with other aspects of a job (e.g., working conditions).

### ***3.10.2 Age***

The reviewed literature resulted in heterogeneous findings across countries, with respect to the relationship between age and teacher job satisfaction. For instance, older teachers were reported to be more satisfied than their younger colleagues in the Malaysian context (Abdullah, Uli & Parasuraman, 2009). However, Prick (1989)'s quantitative study with 2,103 secondary school Dutch teachers showed that middle-aged teachers were less satisfied with work itself, when compared to their younger colleagues; thus, leading them to retire earlier than expected. Another study found no significant correlation between age and secondary school teacher job satisfaction in the UK (Crossman & Harris, 2006). Various findings indicated that age factor and its effect on satisfaction might change according to the research setting and culture.

### ***3.10.3 Length of experience***

When it comes to the relationship between length of experience and teacher job satisfaction, there have been inconsistent results in educational studies. Latiff, Majoka, and



Kahn (2017)'s study indicated a positive correlation between experience and teacher job satisfaction and performance. Teachers with 8-10 years of experience were found to have greater levels of satisfaction than those who were at the beginning of their career. This might be due to the employment security or the emerging opportunities for promotion within time and experience. However, experience appeared to be negatively correlated with job satisfaction in a study by Ma and MacMillan (1999) since they found significant differences between experienced and inexperienced teachers, with the former having less job satisfaction than the latter. On the other hand, Topchyan and Woehler (2021) found no significant association between experience and teacher job satisfaction.

#### ***3.10.4 Academic qualifications***

The effect of academic qualifications is another demographic factor that the existing research resulted in heterogeneous findings yet again. For instance, in the Indian context, school teachers having higher academic qualifications were less satisfied with their salaries, when compared to colleagues that held a bachelor's degree (Sharma & Jyoti, 2006). This study was supported by Akhtar, Hashmi, Naqvi (2010)'s study which also found that highly qualified teachers had lower levels of job satisfaction than their less qualified colleagues. On the contrary, in the Malaysian context, teachers having a doctoral degree had higher levels of satisfaction than their less qualified coworkers (Wong & Heng, 2009). These findings, in general, indicated that the satisfaction levels of teachers from different educational backgrounds might be dependent on other factors such as the amount of salary, and teachers' perceptions and expectations regarding teaching.

### **3.11 Job satisfaction factors in the Czech Republic**

Although teacher job satisfaction in general has been widely researched, the issue has received limited empirical support in the Czech Republic (Franěk & Večeřa, 2008). A detailed search has yielded only a few studies in the subject matter in the Czech context, and they were mostly published in Czech language, which created a language barrier for the researcher to convey results properly. The following studies conducted in the Czech context have been presented in accordance with their relevance to the current research.

Franěk and Večeřa (2008) aimed at investigating the effects of demographic variables on job satisfaction among various occupations, including teachers. No statistically significant difference between gender and job satisfaction was found, whereas the influence of age on job satisfaction constantly changed across domains. Moreover, levels of job satisfaction lessened with increasing age. Personality features such as agreeableness, stability, and openness were found to be positively correlated with job satisfaction.

In 2012, A study by Paulík showed that excessive workload increased the stress level of teachers. However participants' job satisfaction remained high, thus leading the author to suggest that it might be due to teachers' personal characteristics such as being optimistic and being able to utilize positive coping strategies. In 2020, Hanušová et al. investigated job satisfaction and its effects on teacher attrition at primary and secondary schools. According to findings, teachers were satisfied with support from colleagues, good relationships with administrators, and well-functioning schools, which in turn, contributed to their stay in schools.

Čech, Gillová, and Cakirpaloglu (2020) focused on the link between job satisfaction and burnout syndrome among 485 kindergarten teachers from the South Moravian Region. Through questionnaires, findings showed that teachers were overall satisfied, particularly with working conditions. Similarly, Smetackova et al. (2020) investigated the relationship between job satisfaction and burnout syndrome among elementary school teachers. The data taken from surveys reported that there were statistically significant correlations between job satisfaction of participants and having support in the workplace.

Results obtained from Czech studies on teacher job satisfaction were important to provide guidance for the current study. Although varied in setting, Czech studies were consistent with the previously mentioned literature, and job satisfaction was measured through similar factors such as demographic variables, workload, working conditions, coworkers, and supervision.

#### **4. Job satisfaction of English teachers**

Teacher job satisfaction in general has been a hot topic of interest in many countries. When it comes to job satisfaction of English teachers, it has not been researched substantially, only having a short history in the field of foreign language education. Moreover, various countries have implemented educational reforms and policies in foreign language teaching and learning practices, by predominantly focusing on learner motivation (Kassabgy, Boraie & Schmidt, 2001). In this section, existing literature has been reviewed and synthesized to better provide the factors affecting job satisfaction of English teachers.

Reviewed studies utilized either quantitative or a mixed methods approach to analyze the subject matter. In the Indian context, Chaudhari and Damor (2019) concluded that only 44% of EFL (English as a foreign language) teachers reported to be satisfied with their jobs, and their satisfaction levels were negatively correlated with the length of experience and workload. In Iran, EFL teachers were satisfied with school climate, and their satisfaction levels were mostly affected by workload, principal support, and teacher autonomy (Rezaee et al., 2020). According to Bagheri and Fathi (2020), there was a positive association between Iranian EFL teachers' job satisfaction and factors related to work itself such as working with children and being creative. On the other hand, their dissatisfaction was found to be due to inadequate educational training, problems with coworkers and principals, and the working conditions (Afshar & Doosti, 2016).

In Turkey, EFL teachers were dissatisfied with limited teacher autonomy and relationships with coworkers and principals (Dincer, 2019), whereas Greek EFL teachers were mainly dissatisfied with working conditions and duties they had (Karavas, 2010). In a study conducted in Egypt and Hawai'i (Kassabgy, Boraie & Schmidt, 2001), researchers found that EFL and ESL (English as a second language) teachers were satisfied with the job itself since it dealt with helping children and preparing them for future (i.e., preparing them for an English speaking job, enhancing their language skills to communicate with English speakers around the world). However, EFL/ESL teachers needed independence in the classroom setting, training for how to build good relationships with students/colleagues/principals, and higher salary.

Drawing upon the reviewed literature, data for EFL/ESL teachers' job satisfaction was collected and analyzed in accordance with the same factors listed in previous parts. However, there has been a lack of information, with respect to what really satisfies and motivates English teachers and how educators and policy makers can make adjustments in foreign language teaching to motivate them. It should be noted that the majority of research on foreign language teaching was based upon language students' motivation and needs. In addition to discovering ways to motivate language learners, the research should also focus on English teachers' job satisfaction and motivation since satisfied and motivated teachers have potential to inspire and motivate their students, which in turn, will enhance the quality of language education.

## **5. Summary**

Theoretical part of this thesis provided an overview of what job satisfaction is and the major theories in the subject matter. Existing literature displays that it is rather difficult to conceptualize job satisfaction since it has a dynamic nature that can be affected by various factors. Due to its complex nature, there has been a lack of consensus in the reviewed literature, in terms of determining job satisfaction factors as satisfiers or dissatisfiers. This study concludes that the level of teacher job satisfaction is subject to change according to setting, and its contributing factors also change across different cultures. Hence, there is no predetermined set of variables that can have the same impact on teacher satisfaction across countries. With that being said, this study presents the need for research on English teachers' job satisfaction, particularly in the Czech context to fulfill the research gap that was found in this review.

## **EMPIRICAL PART**

Empirical part presents the research aims and questions, then it displays the methodology of the current research and illustrates the research design, sample size and selection, and data collection tools. It then focuses on the data analysis of quantitative findings and qualitative findings in which results are presented and interpreted in detail and respectively. The overall conclusion summarizes the thesis, then limitations of the study, recommendations for educators and policy makers, and suggestions for further research are given.

### **1. Research aims and questions**

The objectives of this study are to examine the overall level of job satisfaction of the participants and to better understand which factors determine the job satisfaction of primary and secondary school English teachers in the Czech Republic. It also aims to uncover if there is a statistically significant difference between the job satisfaction of English teachers from different backgrounds (i.e., gender, age, nationality, academic qualifications, and length of experience). In order to meet the aims of the research, the following research questions are formulated:

1- What is the overall level of job satisfaction of primary and secondary school English teachers in the Czech Republic?

2- What are the determinants of job satisfaction of primary and secondary school English teachers in the Czech Republic?

3- Are there statistically significant differences in terms of overall job satisfaction of English teachers from different backgrounds (i.e., gender, age, nationality, academic qualifications, and length of experience)?

## **2. Research methodology**

This study adopted a mixed methods approach, by combining both quantitative and qualitative research. This approach was determined to be the best fit for this particular research project to gather and analyze the required data so that findings will provide adequate answers for proposed research questions. Additionally, utilizing a mixed methods approach, which allows the researchers to collect data through various instruments and analyze it from different sources, was believed to enhance data reliability, validity, and its interpretation (Zohrabi, 2013). Accordingly, in the quantitative part of the research, the focus was on to understand the main factors that have an impact on job satisfaction for the researched sample. On the other hand, the qualitative part of the research was used to have an in-depth understanding of how English teachers perceive those factors and which experiences affected their level of job satisfaction/dissatisfaction. Qualitative research enabled the researcher to predominantly focus on English teachers' authentic and genuine opinions on what makes them satisfied or dissatisfied at the workplace. During one on one conversation, the researcher made sure that the questions and terms were clear so that there could be an accurate description of factors contributing to job satisfaction. To shed light on the subject matter, this study utilized an explanatory sequential design (QUAN+qual) in which the quantitative data was collected in the first phase. It was then followed up by a collection of qualitative data to better explain the first phase quantitative results. Although priority was given to the quantitative phase, the results which were obtained from each approach were merged during the interpretation and discussion phase.

### **2.1 Participants**

The sampling procedure was based on the following strategies: firstly, the researcher sent emails the school principals and vice principals of 'faculty schools' (N = 53) that are affiliated with the Faculty of Education in Charles University, where the researcher is currently completing her Master's degree. It should be noted that there were more 'faculty schools', however, the researcher sent emails the schools that she could find contact addresses of. It is important to highlight that the researcher reached out primary schools (*základní školy*) (N = 47), and grammar schools (*gymnázia*) (N=6) in the Czech

Republic. Accordingly, the researcher kindly asked school principals and vice-principals to share a web-based questionnaire with primary and/or secondary school English teachers who are working at respective faculty schools.

In addition to faculty schools, the researcher selected a few public secondary schools (*gymnázia*), private schools, and language institutes. The selection procedure was based on the districts of Prague, where a school/institute would be chosen from different districts. Additionally, contact information of schools located in other big cities of the Czech Republic, such as Brno, was also included. After the collection of contact information of schools/language institutes, the emails were sent to respective headmasters and responsible staff. 7 schools emailed back, stating that the principals/responsible people shared the questionnaire with all of the English teachers.

The second strategy was dependent on the snowball sampling method. The researcher kindly requested her English teacher friends as well as her colleagues from the Charles University to share a web based questionnaire with their colleagues. Eventually, a total of 82 participants participated in a web-based questionnaire. It is important to emphasize that the researcher deleted two responses later as one participant submitted the questionnaire response twice and the other participant indicated that she was a freelance teacher for adult learners, which did not correspond with the aims of the current research. Hence, there were eventually 80 responses for the web-based questionnaire. A total of 12 participants volunteered to provide contact details for an online interview, however, some of them did not collaborate to participate in an interview later. Hence, there were 8 interviews that were conducted at the end.

## **2.2 Data collection tools**

### **2.2.1 Questionnaire**

For the quantitative part of this study, the researcher utilized a web-based questionnaire on Google Forms for a variety of reasons. An online questionnaire allowed the researcher to save money and time as Google Forms was free to use, and it was easy to create, share, and analyze the results. It was also important for the researcher to tailor items

quickly if there were grammar mistakes, which provided flexibility. Another reason for adopting a web-based questionnaire was due to ethical considerations since it provided fully anonymous responses. Most importantly, due to the global pandemic, utilizing an online survey was the safest and the quickest way to collect required data.

The questionnaire had two main sections – part one and part two (see Appendix A). The first part included questionnaire items to obtain background information of participants. Accordingly, participants were asked for information related to their gender, age, nationality, academic qualifications, length of experience, types of schools, and levels of education. These variables were asked in accordance with the reviewed literature and the proposed research questions.

In part two, the researcher slightly adapted the Job Satisfaction Survey (JSS) by Spector (1994) to meet the objectives of the research project. It required answers for participants' opinions regarding job satisfaction. It included 36 questionnaire items that aimed to assess nine facets of job satisfaction (i.e., *pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication*). The 5-point Likert scale was used for each item, asking for participants to rate each statement on a scale from 'strongly disagree' to 'strongly agree'. With respect to preparing the questionnaire items, the researcher got assistance from her Ph. D. candidate colleague, Angie Moore, who is also studying and working at Charles University. As the colleague of researcher's is a native speaker of English, each questionnaire item was checked under the supervision of Angie Moore. She advised the researcher that the cover letter and some items had sophisticated language that could hinder the understanding of the questions. Hence, some of the wordings in the cover letter and in particular items were changed. For instance, in questionnaire item 19, the original sentence (i.e., "*I feel unappreciated by the organization when I think about what they pay me*") was modified slightly; and the word 'organization' was replaced by 'school/institute' so that it would be suitable for the research context. Similarly, the word 'red tape' in questionnaire item 15 (i.e., "*My efforts to do a good job are seldom blocked by red tape*") was replaced by 'bureaucracy'. Lastly, three optional open-ended questions were included in the



questionnaire so that participants were able to specify their overall level of job satisfaction, to include additional comments, and to provide contact details to participate in an online interview.

### **2.2.1.1 Reliability and validity of JSS**

Spector's JSS was originally designed for social service workers, however the author suggested that it could be used in other domains as well (Spector, 1985). Since its publication, JSS has been widely utilized, and it became one of the most popular data collection instruments in job satisfaction. According to Spector (1985), taken from a sample of 2,870, the reliability of each sub-scale of JSS ranged from 0.60 to 0.82, and the Cronbach's alpha for the total scale was 0.91, thus making this questionnaire the great instrument for assessing job satisfaction. Additionally, the validity and the reliability of JSS was tested and confirmed through several studies from different settings (Fesharaki et al., 2012).

In this study, the researcher calculated the reliability of each sub-scale and the total scale, by using SPSS version 28. Concerning that each sub-scale has 4 items, Cronbach's alpha for sub-scales are listed as follows: pay ( $\alpha=.69$ ), promotion ( $\alpha=.64$ ), supervision ( $\alpha=.84$ ), fringe benefits ( $\alpha=.75$ ), contingent rewards ( $\alpha=.67$ ), operating conditions ( $\alpha=.55$ ), nature of work ( $\alpha=.74$ ), communication ( $\alpha=.72$ ), and coworkers ( $\alpha=.78$ ). When it comes to total scale, its Cronbach's alpha was .91. Hence, the findings indicated that the items have satisfactory internal consistency for this sample.

### **2.2.1.2 Analysis of questionnaire data**

The questionnaire data was analysed, by utilizing Statistical Package for the Social Sciences (SPSS), version 28. Firstly, the descriptive statistics (i.e., frequencies, median, mode, sum) were calculated to shed light on the RQ1 and the RQ2. In order to answer the RQ3, non-parametric statistical analysis was conducted, using Mann-Whitney U test and Kruskal-Wallis H test. It is important to emphasize that there were questionnaire items (N=19) which were negatively worded. Those items were reverse scored in the analysis stage (see Appendix A for negatively worded items).

### ***2.2.2 Semi-structured interviews***

In qualitative research, interviews are considered to be one of the most important data collection tools. Conducting interviews allows researchers to better understand the particular phenomenon since it is designed to gather detailed data. It supplements, completes, and elaborates quantitative findings as well as verifying the results. In this study, interviews were conducted after quantitative findings. It aimed to have an in-depth understanding of how particular factors affect English teachers' job satisfaction in the Czech context. Additionally, it was used to have the independent thoughts of each participant to explore emerging issues in the subject matter during the interview procedure.

After careful consideration, the researcher decided to utilize semi-structured interviews in order to meet the objectives of this study (see Appendix B). Using semi-structured interviews allowed the researcher to ask the same predetermined questions to respondents with different backgrounds. It also allowed the researcher to gain insights into respondents' feelings and thoughts through probing deep into their experiences (Wethington & McDarby, 2015). Preparing main questions beforehand helped the researcher stay focused on the subject matter, tailor questions according to responses, and guide and direct interviews. It was not difficult to make good rapport with interviewees in semi-structured interviews, which enabled the researcher to gain insights into underlying opinions and motivations in the subject matter.

#### **2.2.2.2 Sample selection, conducting and analyzing the interviews**

In general, researchers do not seek for the generalizability of qualitative data, rather they aim to gain insights into the particular phenomenon (Gheondea-Eladi, 2014). Hence, due to its exploratory nature, qualitative research uses a smaller number of participants, when compared to quantitative research. In order to select participants for the semi-structured interviews, the researcher included an open-ended item in the survey, asking for participants' contact details if they would like to participate in an online interview for the qualitative part of this research project. Twelve English teachers, who also participated in an online survey, volunteered for an online interview. The researcher contacted each of

them to arrange the date and time for the meeting. Eventually, a total of 8 English teachers were included in the sample. Each interview was conducted in English language, and each lasted between 30-50 minutes.

Due to global pandemic, the researcher decided to carry out each interview online. This provided flexibility to the researcher and the participants. It was budget-friendly as well as less time consuming, when compared to face-to-face interviews. Additionally, the researcher offered to conduct an interview on Google meet, however each participant was eligible to offer any other online platform where they would feel the most comfortable. Accordingly, interviews were conducted on Webex platform, Zoom, Jitsi, and Google Meet.

When it comes to the interview procedure, the researcher firstly summarized the importance of the study and thanked each interviewee for his/her support and participation in this research project. Then, the researcher kindly requested participant consent to audio record the meeting and highlighted that all data would be confidential. When everything was settled, the researcher asked predetermined questions and open-ended questions in accordance with the flow of the conversation. It was very important not to interrupt participants and be an attentive listener during their responses. At the end of each interview, the researcher expressed her gratitude for the interviewee's time and great support, besides offering them to share the findings of the research project when it is completed.

With respect to qualitative data analysis, the researcher took written jottings during the interviews, highlighting the variables that contributed to satisfaction or dissatisfaction of English teachers. After the completion of each interview, the researcher backed up audio recordings and started writing transcriptions of each interview. Each interview took 5-6 hours to be transcribed, which was time consuming. However, it enabled the researcher to be familiar with the content and better analyze the findings in the later stages. In order to analyze the data, the researcher preferred to use thematic coding. However, the researcher mixed both a deductive approach and an inductive approach in this procedure. Main themes were predetermined based on the existing literature and the questionnaire items.

However, qualitative research is highly dependent on “flexibility and willingness to change the plan of action” (Cohen, 2019, p. 86). Hence, unanticipated thoughts and experiences of participants helped develop new themes during the analysis stage. The results, then, were given in accordance with the predetermined and emerging themes.

### **3. Quantitative findings**

This section presents the main findings that were acquired from a web-based questionnaire. Firstly, information about participants’ demographic variables were given so that the researched sample was clarified. Next, the overall job satisfaction of participants, and the determinants factors of job satisfaction were given, by using descriptive statistics. Then, the researcher presented if demographic variables (i.e., gender, age, nationality, academic qualifications, and length of experience) had an impact on overall job satisfaction of English teachers, by utilizing statistical analysis. Lastly, responses taken from open-ended questionnaire items were presented.

#### **3.1 Demographic characteristics of the researched sample**

A total of 82 participants participated in a web-based questionnaire. However, the researcher deleted two responses later as one participant submitted her response twice and the other participant was an English teacher for adults, which did not correspond with the aims of this research. Hence, there were eventually 80 responses for the web-based questionnaire. Since it is important to give information about the sample characteristics, the researcher summarized the results, in terms of gender, age, nationality, academic qualifications, length of experience, types of schools, and levels of education.

##### **3.1.1 Gender**

The results related to the gender distribution were not evenly balanced as anticipated. Within the sample (i.e, out of 80 participants), there were 54 (67.5%) female English teachers, 24 (30%) male English teachers, and 2 (2.5%) participants who did not want to specify their gender (see table 1). Findings were consistent with the OECD (2019) results as it also found that %76 of teachers in the Czech Republic were females. Hence,

the number of female teachers in the Czech Republic was far above the average of other OECD countries, creating an uneven gender balance in the teaching profession.

**Table 1**

*Frequency distribution for participants' gender*

|        |        | Frequency | %     |
|--------|--------|-----------|-------|
| Gender | Female | 54        | 67.5  |
|        | Male   | 24        | 30.0  |
|        | Other  | 2         | 2.5   |
|        | Total  | 81        | 100.0 |

### **3.1.2 Age**

English teachers were requested to indicate their age among six different age groups as illustrated in Table 2. More than half of the participants were between the ages of 30-39 and 40-49 (N=27 (33.8%) and N=17 (21.3%) respectively). Teachers between the ages of 50-59 consisted of 16 (20%) participants, while 13 (16.3%) participants were between the ages of 25-29. Only 5 (%6.3) teachers were under 25 years old, and the lowest population belonged to the 60 and over age group (N=2, %2.5).

There could be several reasons why only a small number of English teachers were under 25 years old. One of them would be due to their reluctance to enter a teaching career at an earlier age. Another reason could be related to teacher attrition rates which indicates new teachers' preference to leave their teaching profession in the first 2 years of their careers.

According to OECD (2019), the average age of teachers in the Czech Republic is 45 years old, which is relatively higher than the average age of other OECD countries. This might be a concern for the country as there is a growing ageing population in the teaching workforce. It also indicates a risk for the teacher shortages in the upcoming years. A high percentage of the participants in this research was also in their 40s and 50s, suggesting that

they can retire in the near future. With that being said, English teacher shortages of the Czech Republic might still be a problem in the future.

**Table 2**

*Frequency distribution for participants' age*

|     |             | Frequency | %     |
|-----|-------------|-----------|-------|
| Age | Under 25    | 5         | 6.3   |
|     | 25-29       | 13        | 16.3  |
|     | 30-39       | 27        | 33.8  |
|     | 40-49       | 17        | 21.3  |
|     | 50-59       | 16        | 20.0  |
|     | 60 and over | 2         | 2.5   |
|     | Total       | 81        | 100.0 |

### **3.1.3 Nationality**

Participants were requested to indicate their nationality, and their answers were analyzed in two steps. In the first analysis, the researcher coded responses into two groups: Czech teacher and foreign teacher (see Table 3). Of all participants, 53 (%66.3) of English teachers were Czech, while the number of foreign English teachers was 27 (33.8%) in total.

**Table 3**

*Frequency distribution for participants' nationality*

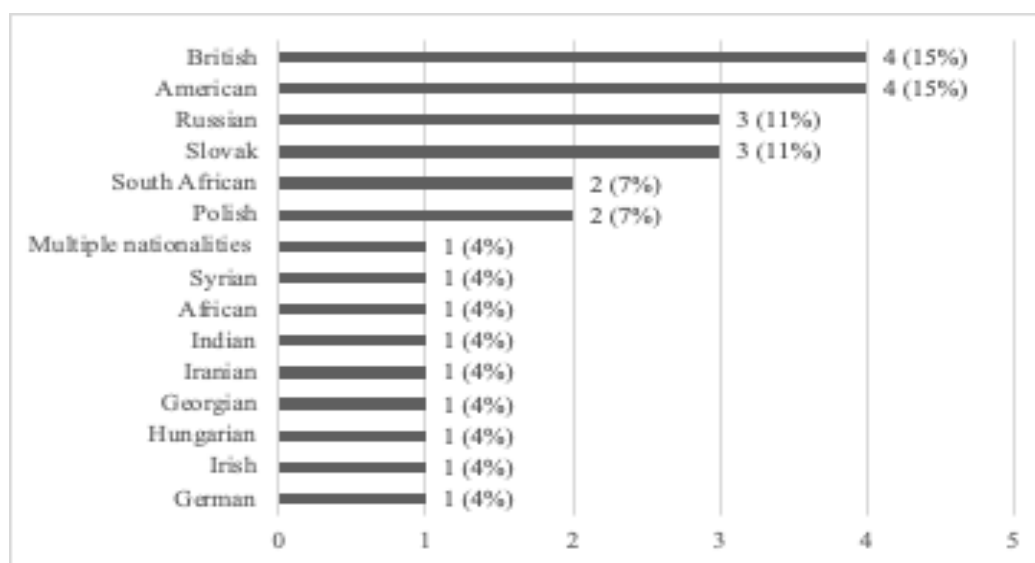
|             |           | Frequency | %     |
|-------------|-----------|-----------|-------|
| Nationality | Czech     | 53        | 66.3  |
|             | Foreigner | 27        | 33.8  |
|             | Total     | 81        | 100.0 |

In Figure 3, the researcher listed the nationalities of foreign English teachers. Accordingly, the majority of English teachers were either British (N=4) or American

(N=4). It was followed by Russian (N=3) and Slovak (N=3), and then South African (N=2) and Polish (N=2) teachers of English. The nationalities of other foreign participants were as follows: German, Irish, Hungarian, Georgian, Iranian, Indian, African, Syrian, and multiple nationalities (i.e., one participant held dual citizenship – Irish and American). Findings showed the cosmopolitan structure of the Czech Republic, and particularly of Prague<sup>1</sup>.

**Figure 3**

*Frequency distribution for foreign teachers' nationality*



### **3.1.4 Academic qualifications**

English teachers' level of academic qualification was asked, by providing four options as illustrated in Table 4. Two thirds of English teachers (N=60, 75%) held a Master's degree, while there were 14 (17.5%) participants that acquired a Bachelor's degree. Only one participant (1.3%) held a doctorate degree.

There were 5 (6.3%) participants who specified their academic qualifications as 'others'. Of all 5 participants, one of them was a doctorate degree student, and the other

<sup>1</sup> Majority of invitation emails for a web-based questionnaire were sent to schools located in Prague, thus the researcher speculates that the findings represent the international environment of Prague.

one was a master's degree student. One of them held a TEFL (teaching English as a foreign language) certificate to work as an international English teacher. Another participant indicated that s/he held Matura (*maturita or maturitni zkouska*) certificate, which is a secondary school leaving examination in the Czech Republic, and stated that s/he is currently an undergraduate student. Lastly, a participant stated that s/he graduated from secondary hotel school (*hotelové školy*). The findings suggest that there might be teachers who do not have proper training to work as an English teacher. It might be related to the insufficient number of language teachers in the Czech Republic, which may be the reason schools/language institutes tend to hire those without having enough training. Another reason might be related to the higher levels of English skills of participants. They might prefer to work as a hobby or they might be willing to work in order to have a livelihood, thanks to their English language skills.

**Table 4**

*Frequency distribution for participants' academic qualifications*

|                            |                   | Frequency | %     |
|----------------------------|-------------------|-----------|-------|
| Academic<br>Qualifications | Bachelor's Degree | 14        | 17.5  |
|                            | Master's Degree   | 60        | 75.0  |
|                            | Doctorate Degree  | 1         | 1.3   |
|                            | Other             | 5         | 6.3   |
|                            | Total             | 81        | 100.0 |

### **3.1.5 Length of experience**

When asked about the length of experience that English teachers had, the majority of participants (N=22, 27.5%) stated they had 6-10 years of experience. It was followed by 15 teachers (18.8%) having 21 years and more experience, and also 15 (18.8%) teachers having 1-5 years of experience. 11 (13.8%) participants had 11-15 years of experience, while there were 8 participants (10%) that were in their first year of teaching (see table 5).

**Table 5**



*Frequency distribution for participants' length of experience*

|                      |                       | Frequency | %     |
|----------------------|-----------------------|-----------|-------|
| Length of experience | This is my first year | 8         | 10.0  |
|                      | 1-5 years             | 15        | 18.8  |
|                      | 6-10 years            | 22        | 27.5  |
|                      | 11-15 years           | 11        | 13.8  |
|                      | 16-20 years           | 9         | 11.3  |
|                      | 21 years and more     | 15        | 18.8  |
|                      | Total                 | 81        | 100.0 |

**3.1.6 Types of schools**

Participants were requested to indicate the types of school that they currently work for. It was a checkbox questionnaire item so that the participants were allowed to choose more than one answer if applicable.

More than half of the participants (N=41, %51.2) worked for public schools, while the next most populous school type was private schools that consisted of 18 (22.5%) participants. 9 (11.3%) teachers worked for language institutes, followed by 4 (5%) participants who worked for public school and a language institute at the same time, and by 4 (5%) participants who worked both at private school and a language institute. Lastly, 2 (2.5%) participants worked both at public and private schools simultaneously, followed by 2 (2.5%) participants that worked at public/private schools and a language institute at the same time (see table 6).

Findings were consistent with Karavas (2010)'s study which suggested that the career of foreign language teachers were not stable as they were often required to work at different organizations simultaneously. Hence, they were expected to adapt to different levels of English skills, different age groups with diverse motivational levels, which in turn, might affect the job satisfaction of English teachers.

**Table 6**

*Frequency distribution for types of schools that participants currently work for*

|                  |   | Frequency | %     |
|------------------|---|-----------|-------|
| Types of schools | Public school   | 41        | 51.2  |
|                  | Public school and private school                      | 2         | 2.5   |
|                  | Public school, private school, and language institute | 2         | 2.5   |
|                  | Public school and language institute                  | 4         | 5.0   |
|                  | Private school  | 18        | 22.5  |
|                  | Private school and language institute                 | 4         | 5.0   |
|                  | Language institute                                    | 9         | 11.3  |
|                  | Total   | 81        | 100.0 |

### ***3.1.7 Levels of education***

Lastly, teachers were asked to indicate in which levels of education that they currently teach. This was also a checkbox questionnaire item, allowing participants to choose more than one answer if applicable. Results showed that 22 (27.5%) participants were primary school English teachers, followed by 18 (22.5%) upper secondary school English teachers, and by 13 (16.3%) teachers who were lower and upper secondary school English teachers. Of all the samples, 12 (15%) participants taught English to lower secondary school students, while 12 (15%) participants taught English both primary and lower secondary students. Finally, there were only 3 (3.8%) participants who simultaneously worked with primary, lower and upper secondary school students (see table 7).

Findings regarding levels of education supported the argument in section 3.1.6. English teachers were mostly required to teach at different levels of education from various age groups, and they were expected to deal with the needs of each student profile.

**Table 7**

*Frequency distribution for levels of education that participants currently teach*

|  |  | Frequency | % |
|--|--|-----------|---|
|--|--|-----------|---|

|                     |  | Frequency |       |
|---------------------|--|-----------|-------|
| Levels of Education | Primary school   | 22        | 27.5  |
|                     | Primary school and lower secondary school                          | 12        | 15    |
|                     | Primary school, lower secondary school, and upper secondary school | 3         | 3.8   |
|                     | Lower secondary school   | 12        | 15.0  |
|                     | Lower secondary school and upper secondary school                  | 13        | 16.3  |
|                     | Upper secondary school   | 18        | 22.5  |
|                     | Total  | 81        | 100.0 |

## 3.2 Job Satisfaction Factors

### 3.2.1 Overall level of job satisfaction

In order to compute and interpret the overall job satisfaction of English teachers, this section was based on the suggestions of Spector (1994), who is the creator of JSS. Hence, the researcher utilized an absolute approach. The 5-point Likert scale was adapted for 36 questionnaire items in total. Possible scores, based on 36-items, can range from 36 to 180. With that being said, a participant can get a minimum score of 36 and a maximum score of 180 according to the summation of his/her responses. Possible scores can range from 36 to 90 for dissatisfaction, and 126 to 180 for satisfaction. Between those categories of dissatisfaction and satisfaction, there is a category of ambivalent which ranges from 90 to 126.

Based upon the above-mentioned approach, the mean scores and standard deviations of the sample were computed in order to reveal the job satisfaction of English teachers (see table 8).

Mean score ( $M = 125.18$ ), median score ( $Mdn = 124.5$ ), and standard deviation ( $SD = 18.06$ ) suggest that English teachers, in general, were more or less ambivalent about their job. Mean score of 125 out of 180 belongs to the ambivalent zone, indicating neutral position of participants. That means, they neither were satisfied nor dissatisfied with their teaching profession. However, it should be noted that the mean score for overall job satisfaction was inclined toward the spectrum of satisfaction, rather than the spectrum of dissatisfaction. Furthermore, the participant with the highest satisfaction level had a score

of 164 out of 180, while the participant who was overall dissatisfied had a score of 88 out of 180.

**Table 8**

*Descriptive statistics of overall job satisfaction of participants*

|                |         |          |
|----------------|---------|----------|
| N              | Valid   | 80       |
|                | Missing | 0        |
| Mean           |         | 125.1750 |
| Median         |         | 124.5000 |
| Mode           |         | 112.00   |
| Std. Deviation |         | 18.05742 |
| Range          |         | 76.00    |
| Minimum        |         | 88.00    |
| Maximum        |         | 164.00   |
| Sum            |         | 10014.00 |

In order to give further detail for the data clarity, frequency of score distribution is given in table 9. It shows that half of the participants (N = 40, 50%) were ambivalent about their job satisfaction, although almost the other half of the participants (N = 39, 48.8%) were satisfied. Only 1 (1.3%) participant rated his/her satisfaction level as ‘low’.

**Table 9**

*Score distribution for overall job satisfaction of participants*

|                                |                             | Frequency | %     |
|--------------------------------|-----------------------------|-----------|-------|
| Categories of job satisfaction | Dissatisfied (Scores 36-90) | 1         | 1.3   |
|                                | Ambivalent (scores 90-126)  | 40        | 50.0  |
|                                | Satisfied (126-180)         | 39        | 48.8  |
|                                | Total                       | 80        | 100.0 |

### **3.2.2 Determinants of job satisfaction**

There are 9 specific facets of job satisfaction that were assessed in JSS (i.e., *pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication*). When it comes to scoring and interpreting the job satisfaction factors, based on 4-items in each sub scale, possible scores can range from 4 to 20. The mean score range of 4-10 indicates dissatisfaction, while 14-20 indicates satisfaction. The mean score range of 10-14 indicates the ambivalence of participants.

Using SPSS, the researcher computed descriptive statistics that were listed in Table 10. Results were listed according to the descending of mean scores. Based on the results, supervision ( $M = 16.43$ ) ranked first, by having the highest mean score. Accordingly, English teachers in the researched sample were mainly satisfied with school principals/headmasters and supervisors. We can say that school principals and supervisors were qualified, competent, and fair in their jobs, thus leading to job satisfaction. Next, English teachers scored nature of work ( $M = 15.93$ ) as one of the job satisfier factors, thus placing it at the second highest mean score. In general, the whole sample shared common thoughts with respect to the teaching itself. For instance, the majority of English teachers shared the idea that their job is meaningful as well as being enjoyable.

Placing it in the 3rd highest mean score, the sub scale of ‘coworkers’ ( $M = 15.9$ ) was determined to be one of the job satisfaction factors. Accordingly, in general, participants were content with their colleagues, and they got along well together, which in turn created a friendly environment for teachers and enhanced their job satisfaction levels. Lastly, among satisfier factors, there was ‘communication’ ( $M = 15.02$ ), which indicated that participants were mainly satisfied with the school-wide and staff communication. Hence, it increased the job satisfaction levels as it created the sense of belonging to a school. Since all the above-mentioned factors (i.e., supervision, nature of work, coworkers, and communication) had the mean score of between 15-17, which indicated the satisfaction zone, this study concluded that all of these factors lead to job satisfaction.

The remaining sub-scales belonged to the range of ‘neither agree nor disagree’ category. Participants were ambivalent about contingent rewards ( $M = 13.51$ ) that they received. Their perceptions about the recognition that they were supposed to have was neutral. This study suggests that the moderate level of satisfaction was due to the insufficient monetary and spoken rewards as well as the lower levels of recognition that English teachers received in exchange for their hard work. Another factor that was rated as ‘moderate’ was fringe benefits ( $M = 12.81$ ). Participants were neither satisfied nor dissatisfied with the amount of benefits that they received from schools/language institutes.

When it comes to the scale of ‘pay’ ( $M = 12.16$ ), teachers shared more or less the same experiences, and they were ambivalent about the salary. The reason why they were not dissatisfied with pay might be due to the new regulations that Czech government applied to increase the teacher salary. On the other hand, this could still not be sufficient for teachers to be satisfied with pay, when compared to living costs, especially in Prague.

Operating conditions ( $M = 12.01$ ) had one of the lowest mean scores. The items included in the sub-scale inquired teachers about the workload and bureaucracy in the workplace. The results were inclined towards dissatisfaction, and it might be due to the paperwork that teachers generally had in addition to teaching. The lowest mean score was calculated for the dimension of ‘promotion’ ( $M = 11.37$ ) This can be due to the fact there are not many options for teachers to get promoted and get paid more. Since the sub-scales of contingent rewards, fringe benefits, pay, operating conditions, and promotion ranged between the mean scores of 10-14, this study concluded that they contributed to English teachers’ job satisfaction moderately.

Seeing the ambivalent results for the majority of sub-scales paved the path for the qualitative part of this research. It can be said from the quantitative findings that teachers were satisfied with some aspects of the job while also being indecisive towards the rest. This study suggests that although there was satisfaction for some facets of a job, some

particular factors must have caused dissatisfaction, thus making participants feel indecisive about the majority of the factors.

**Table 10**

*Descriptive statistics of JSS sub-scales*

| Ranking | Sub-scale            | N  | Sum     | Mean    | Std. Deviation |
|---------|----------------------|----|---------|---------|----------------|
| 1st     | Supervision          | 80 | 1315.00 | 16.4375 | 3.19748        |
| 2nd     | Nature of work       | 80 | 1275.00 | 15.9375 | 2.75288        |
| 3rd     | Coworkers            | 80 | 1272.00 | 15.9000 | 2.96648        |
| 4th     | Communication        | 80 | 1202.00 | 15.0250 | 3.01463        |
| 5th     | Contingent rewards   | 80 | 1081.00 | 13.5125 | 3.07293        |
| 6th     | Fringe benefits      | 80 | 1025.00 | 12.8125 | 3.35681        |
| 7th     | Pay                  | 80 | 973.00  | 12.1625 | 3.11568        |
| 8th     | Operating conditions | 80 | 961.00  | 12.0125 | 2.72584        |
| 9th     | Promotion            | 80 | 910.00  | 11.3750 | 2.80765        |
|         | Valid N (listwise)   | 80 |         |         |                |

### ***3.3.3 Differences in terms of demographic variables***

The third research question was formulated to inquire if there are statistically significant differences between overall job satisfaction of English teachers based on demographic variables. The demographic variables that aimed to be analyzed were as follows: gender, age, nationality, academic qualifications, and length of experience. To do that, first, the researcher performed the normality test for the dependent variable (i.e., total job satisfaction). Results suggested that the data was not normally distributed. Thus, non-parametric tests were utilized such as Mann-Whitney U test and Kruskal-Wallis H test.

### **3.3.3.1 Gender**

In order to find out the influence of gender on overall job satisfaction, Mann-Whitney U test was utilized since the independent variable was made up of two groups (i.e., female and male). Results showed that there were no statistically significant differences of overall job satisfaction between females ( $Mdn = 125.5$ ) and males ( $Mdn = 124.5$ ),  $U = 629$ ,  $z = -.206$ ,  $p = .837$ . Hence, we can say that gender did not have a significant impact on the overall job satisfaction level for the researched sample.

### **3.3.3.2 Age**

The researcher conducted a Kruskal-Wallis H test to uncover the influence of six age groups (i.e., under 25, 25-29, 30-39, 40-49, 50-59, and 60 and over) on English teachers' overall job satisfaction. The results showed that there was no statistically significant difference in six groups  $H(5) = 5.58$ ,  $p = .349$ . Thus, we can indicate that age did not have a significant impact on the overall job satisfaction level for English teachers in this sample.

### **3.3.3.3 Nationality**

When it comes to nationality, Mann-Whitney U test was used once again to see the association between the nationality and the overall job satisfaction of this sample. Results revealed that there was no statistically significant difference in the overall job satisfaction level of Czech EFL teachers ( $Mdn = 124$ ) and foreign EFL teachers ( $Mdn = 125$ ),  $U = 676$ ,  $z = -.402$ ,  $p = .688$ .

### **3.3.3.4 Academic qualifications**

Kruskal-Wallis H test was used to detect if four categories of academic qualifications (category one: bachelor's degree, category 2: master's degree, category 3: doctorate degree, category 4: other) have an impact on English teachers' overall job satisfaction. The results showed that there was no statistically significant difference in these four categories  $H(3) = 1.86$ ,  $p = .603$ .



### 3.3.3.5 Length of experience

Kruskal-Wallis H test was utilized to reveal if six categories of length of experience (category one: this is my first year, category 2: 1-5, category 3: 6-10, category 4: 11-15, category 5: 16-20, category 6: 21 years and more) have an impact on English teachers' overall job satisfaction. The results showed that there was no statistically significant difference in these six categories  $H(5) = 3.22, p. = .666$ . We can conclude that the length of experience did not have any significant effect on the overall job satisfaction level for English teachers in this sample.

## 3.3 The analysis of open-ended questions

The last three items in the survey were made up of optional open-ended questions. One of them asked for a description of overall job satisfaction, the other invited teachers to add comments if they wished. The last question required the contact details of participants who would like to conduct an interview. It was important for the researcher to learn the way English teachers think related to their job satisfaction levels and its factors. This helped the researcher gain understanding of their scale ratings as well as helping formulate interview questions.

In general, those who provided a response for overall job satisfaction (i.e., first open-ended question) included additional comments (i.e., second open-ended question) to back up their statements. Hence, the researcher merged the sentences and investigated them as a whole. Each statement was coded according to three categories: '*dissatisfied*', '*neutral*', and '*satisfied*'. Then, the researched coded these three categories into numerical values on SPSS 28 so that the findings can be suitable to be given under the part of quantitative findings.

Category of '*dissatisfied*' refers to low satisfaction and was coded into 1. It was associated with negative sentences without any positive inclination, just explaining why job satisfaction of teachers was low. Category of '*neutral*' refers to average satisfaction and was coded into 2. It was associated with the sentences that included words such as '*fairly*', '*reasonably*', or included ratings such as '*3 out of 5*'. There were also participants who stated their job was okay and they were more or less satisfied, however there were

many factors that they were not content with. The researcher included these responses into the category of ‘*neutral*’. Finally, ‘*satisfied*’ indicates high satisfaction and was coded into 3. It was associated with positive sentences including words such as ‘*highly satisfied*’, ‘*quite satisfied*’, and ‘*very good*’.

As illustrated in Table 11, Out of 61 responses, 30 participants (49.18%) were satisfied with their job, and 30 (49.18%) participants were ambivalent about their satisfaction levels. The results of those who were satisfied and ambivalent about their job satisfaction were consistent with the findings from JSS questionnaire items. Lastly, only a teacher (1.64%) expressed dissatisfaction with her profession.

**Table 11**

*Distribution of categories of job satisfaction in open-ended questions*

|            |              | Frequency | %     |
|------------|--------------|-----------|-------|
| Categories | Dissatisfied | 1         | 1.64  |
|            | Neutral      | 30        | 49.18 |
|            | Satisfied    | 30        | 49.18 |
|            | Total        | 61        | 100.0 |

### **3.3.1 Dissatisfied**

Out of all responses, there was only one teacher who expressed her dissatisfaction with the job. The participant was dissatisfied with the intrinsic factors of job satisfaction as she was discontent with the extent to which she was good at English language.

“I’m not as good at English as I want to be.” (Female teacher)

### **3.3.2 Neutral**

The responses, which were categorized as ‘neutral’, indicated average satisfaction, having both advantageous and disadvantage factors. Some responses in this category might overlap with the ‘satisfied’ category, however, participants explicitly stated they were not content with particular facets of job, thus leading them to be grouped into this category.

Teachers were mainly satisfied with the intrinsic factors of the job such as the work itself and recognition. However, factors such as pay, promotion, and the Czech education system accounted for the average satisfaction. Some sentences taken from the responses were listed as follows:

“I enjoy the job itself, but I have almost no benefits, and little to no opportunity for promotion or pay rises.” (Male teacher)

“The job itself is fantastic, that's the bureaucracy that makes it difficult. The teaching is satisfying, the problems are the Czech school system, the lack of money for equipment, bureaucracy, etc. etc.” (Female teacher)

“In general I am satisfied. Professional development opportunities are great. The only thing is pay - it's shockingly low” (Female teacher)

“I have no problem with teaching (kids 12-16yo). It is more like the overall state system of state /public schools and the payment etc, the amount of kids in the classrooms etc. that I do not like. But I know there are school where I would be happier in a way, so it is really up to me to move if i feel the urge. All in all, I am happy where I am.” (Female teacher)

“Fairly 3 points out of 5 - I moved to CR (Czech Republic) from Russia more than 10 years ago and figured out that teachers of English have the same issue with payment and other staff in CR.” (Female teacher)

A few participants associated their job satisfaction with their students' progress, and the good relationships that they had with students and coworkers. However, salary, the attitude

of the supervisors, and the excessive workload prevented them from being highly satisfied.

“Salaries should be better; however, it's rewarding when students are good and successful” (Female teacher)

“There are several aspects which can be improved. For example, there is a lot of paperwork. Furthermore, nobody in our supervisor team seems to realize how difficult it is to teach a foreign language...I like my job, I like my students and I like my coworkers. But I would like to focus on doing my job and that's not always possible, because there are many duties which sometimes prevent me from doing it properly.” (Female teacher)

### **3.3.3 Satisfied**

Half of the responses described their contentment in being English teachers. The factors that led to satisfaction were mainly related to the nature of the work and the progress that is visible in students' English language abilities. Some examples taken from the responses were listed as follows:

“I'm super happy and the job is very fulfilling. I really get the sense I help people.”  
(Female teacher)

”It's (teaching English) full of constant rewards, like seeing the proverbial light bulb go off for a student, or hearing them talk about something we covered long after the lesson is over. And it's always great to hear feedback from students about how useful the things we learn are... I think I'm quite satisfied overall because for me, the lessons and the students are the most important aspect of the job. ” (Female teacher)

### **3.4 Summary**

Quantitative findings taken from 80 participants showed that the majority of English teachers in the Czech Republic had ambivalent feelings towards their professional role. They were neither satisfied nor dissatisfied with the job. When it comes to the factors that led to job satisfaction, they were supervision, nature of work, coworkers, and communication. However, the rest of assessed factors were perceived as ambivalent by participants. Researched sample was neither content nor discontent with contingent rewards, fringe benefits, pay, operating conditions, and promotion. However, it should be noted that pay, operating conditions, and promotion were more inclined towards the spectrum of dissatisfaction, rather than the satisfaction. To answer the RQ3, statistical analysis was applied. Findings suggested that there were no statistically significant differences between English teachers coming from different backgrounds (i.e., gender, age, nationality, academic qualification, and length of experience) in terms of overall job satisfaction. Lastly, the findings acquired from open-ended questionnaire items corresponded with the results from closed-ended questions, and they provided more detailed explanation. Overall findings lead to the need for in-depth analysis that will be discussed in the next section.

## **4. Qualitative Findings**

Analysis of qualitative data requires rigorous procedure. In order to complement quantitative findings and to provide valuable insights into the studied phenomenon, the researcher utilized thematic analysis. To do that, both deductive and inductive approaches were used. There were predetermined themes (i.e., salary, promotion, fringe benefits, workload, interpersonal relationships, and nature of the work) that were based on the existing literature. However, in order to cover all the topics that emerged during the interviews (i.e., opportunities for training, school policies, government policies, and teachers' status in society), an inductive approach was used.

There were eight English teachers that were willing to participate in an online interview. Of all participants, six of them were female, while two of them were male. Three teachers were Czech, while the rest of them were foreign teachers of English (i.e., British

(N=2), American (N=1), Russian (N=1) and Syrian (N=1)). Half of the participants (N=4) worked at public schools, while the other half (N=4) worked at private schools. However, 2 teachers were simultaneously working at both private schools and language institutes. The themes, which were created based on the existing literature and which emerged during the interviews, are listed in next sections.

#### **4.1 Salary**

In the interviews, teachers were asked to identify factors associated with job satisfaction/dissatisfaction in the workplace. Moreover, they were asked if the teachers' salaries were good enough to live well in Prague or in other cities they resided in. As a result, the topic of salary was highly discussed in each interview. Two teachers explicitly stated their dissatisfaction with what they earn as English teachers:

“So the first negative (aspect) is the pay. There's never enough pay, no matter what you do unless you work in an international school. It might be the reason I'll leave my current job, and simply get a job in the international school again. Cause although you do work more, you are actually paid a lot more, and you feel like your job is worthwhile... So that's the first one, you aren't paid enough (in a private school).” (Participant 5, male foreign teacher working at a private school)

“What I say like a drawback in the Czech Republic is that the payment. I would say it's unsatisfactory in comparison with the years we have been studying... So that (salary) might be kind of a negative aspect.” (Participant 7, female Czech teacher working at a public school)

When participant 5 was asked about the general recommendations on how to enhance English teachers' job satisfaction, he expressed that:

“Get married! Be supported by someone else, if you are the only breadwinner, then it's a serious point...you are always going to have difficulties.”

2 teachers were satisfied with their salary, however they acknowledged that they were supported by either a partner or family members. They highlighted that if they were the only breadwinner, it would have been difficult to live well, especially in Prague. An example was included to shed light on the matter:

“I have to say that I am married, and my husband is earning a lot of money. So I'm not really worried about this one but I understand that especially for Prague, it's (salary) not enough...I have some single parent teachers around me, and I really don't know how they manage. But we grew up during the communists (regime), so we aren't used to having everything. So it's kind of okay to live modestly with little money, but if you compare yourself to the rest, then it's obviously not enough...I just can't imagine having two kids, having to pay the rent, and for all these extra things, I think it's difficult.” (Participant 4, female Czech teacher working at a public school).

Four participants were satisfied with their current salary at private schools, which enhanced their job satisfaction. However, participant 2 was also working at a language institute at the same time, and she was not content with her salary at a language institute. Additionally participant 8 started her work at a private school after quitting her job at a language institute due to insufficient financial resources. Meanwhile, participant 6 compared his current salary with where he was from, and he expressed his satisfaction in the Czech Republic. Examples are provided below:

“Financially speaking it's (a private school) really good because it can offer you enough money to rent a place, and get sufficient food, and all that kind of living

things you need here for your survival every month...For language school, I think I am not really satisfied, even financially...They don't provide you with a full time contract. They give you only a DPP kind of contract, which is kind of for students. You only have one contract that comes without taxes, and any other types of DPP you have to pay taxes for them. And they (language school) pay 250kr per hour, if you know the currency here, it's not that much. 250kr per hour, then with the taxes, it becomes kind of nothing.” (Participant 2, female foreign teacher working at a private school and a language institute)

“...my satisfaction for salary came from what I was earning at the language school before....it was sometimes very difficult to live on the language school salary. And I really lived like paycheck to paycheck. And that was obviously stressful... At this school (private school), I feel like I'm paid more than I expected.” (Participant 8, female foreign teacher working at a private school)

“It's (salary) one of the reasons why I live in the Czech Republic...I'm from London, so I started my teaching career there and one of the things about teaching in London is you can feel a lot more squeezed financially, whereas here obviously the cost of living is significantly lower, salary is lower as well of course, but I think about money here less than I do in the UK” (Participant 6, male foreign teacher working at a private school)

## **4.2 Promotion**

Most participants remained neutral about the promotional opportunities, which were consistent with the quantitative findings. Participant 4 and 7 explained the state system which financially supports experienced and qualified teachers as a way of promotion. However, the amount of money that the government provides for teachers was not satisfying or motivating enough for them to perform better.



“Well, if you mean the financial promotion, it doesn't really work much in the Czech Republic at the state schools. The private schools are probably very different but at the normal school, you just fall into a kind of a table that is given by the state. And it says that if you're a teacher with this degree, and this years of experience, then you get this pay. Then the principal is given not probably a very big budget to give you some extra money, but so I do get something, it is better than nothing, but it's not really motivating.” (Participant 3, female Czech teacher working at a public school).

“There is some kind of like system that based on your experience of years and based on your education. There is some kind of a pay rise, in 2 years , then 5 years, then something, and everytime you have a better salary. But when I say better, I mean, let's say 1000kr, which is actually nothing. But then you can be like, it's not easy to become a headmaster of a school, but you can be like a deputy, but you need to have further education for to become a headmaster, or you can be in charge of all those English teachers, you don't need any further education for that. So that might be the only promotion I might get.” (Participant 7, female Czech teacher working at a public school).

Another teacher explained that although the opportunities were limited, she was neither satisfied nor dissatisfied with the situation.

“Well for promotion, I don't feel like there are many opportunities, but I don't feel like it is necessary.” (Participant 3, female Czech teacher working at a public school).

Participant 2 was ambivalent about the career aspirations. However, her neutral position was related to being foreign teacher and not having enough Czech language skills. Hence, her limited language skills prevented her from building relationships with parents.

“For a person who is doing a Ph. D., we always try something new, like a promotion, something that has future prospects. As (an English) teacher now, our job is to plan the lessons, and conduct these lesson plans with the students. So it can be automatic and routine after a while. I don't know if there are future prospects. Moving to head teacher, especially for foreign teachers. We (foreign teachers) cannot communicate with parents who don't speak English for example, and we don't speak Czech. We are dealing only with students. I don't know if there are other opportunities (for foreign teachers). As a person who has aspirations – I don't know. Let's see how it goes.”

### **4.3 Fringe benefits**

The topic of fringe benefits was mostly discussed with native speakers of English. The researcher found out that native speakers have relatively more fringe benefits in terms of pay, when compared to Czech teachers of English. The difference might be due to attracting expatriate staff to come and work in the Czech Republic. However, that did not necessarily motivate them to perform better.

“I work at a private school, one of the things which may be suboptimal about working at a private school is that it is not a completely transparent pay scale in the way that there would be in the state school...I would have assumed that there's a premium (pay) on native speakers.” (Participant 8, female foreign teacher working at a private school)

“I have heard from one of my colleagues, who is Czech, she said that as far as she knows, the native speakers' salary is a bit higher. And when I make my invoice, I write, like the principal told me to write 'native speaker', so there must be some

distinction in the salary.” (Participant 6, male foreign teacher working at a private school)

“I’m pretty certain I’m getting paid more, but I don’t know how much.” (Participant 5, male foreign teacher working at a private school)

#### **4.4 Workload**

Some participants had more or less ambivalent feelings towards workload. They acknowledged that they had too much work sometimes, but that did not necessarily cause dissatisfaction. An example was given below to elaborate in regard to this matter:

“Of course some of the paperwork or some of these things (i.e., marking, written evaluation) at the end of semester can be a little bit stressful, but I think that they are like a necessary part of the job.” (Participant 8, female foreign teacher working at a private school)

However, one of the participants particularly was not content with too much paperwork due to the fact that it prevented her from growing professionally.

“The paperwork – it’s sometimes too overwhelming. If there’s a personal assistant of mine that would help me to have more time to really be able to teach and to have more seminars or lectures to get better, that would be better.” (Participant 7, female Czech teacher working at a public school)

Another participant was discontent with the duties and assignments. The assignments were time consuming for her since they were not clearly explained to her, or there were no guidelines to show how to do respective extracurricular assignments.

“Mainly I think that I am given an assignment which I am not really able to do properly. Because I don’t know how to do it, I don’t know what phrases they want

to hear...That's another big discussion that we have here at school. We should have another person at school for filling out the forms...For example, if I go to some school trip, I have to do the agenda concerning the money. It's just crazy for me, because I don't know what I may pay out of the money, what I can't also. I just feel that this should be assigned to another person, not me. Because I can't do it correctly anyway, I'm always doing it the wrong way. Then somebody works with me, we have to spend extra time.” (Participant 4, female Czech teacher working at a public school)

Apart from the extracurricular activities and paperwork, one participant was particularly dissatisfied with her administrative responsibilities, with respect to taking care of students. She stated that she had supervision duties during the school breaks where she would watch over the kids and made sure they were doing well, which caused her to be more stressed as illustrated in the example below. Moreover, nearly half of the participants were not content with supervision duties during break-time since it prevented them from having their lunch properly or meeting their personal needs.

“I'm definitely aware of the responsibilities, and I would say it also has an impact on my job satisfaction because it feels like a burden in a way that you are responsible for the kids' lives and that is scary. This would be the main thing causing dissatisfaction”. (Participant 3, female Czech teacher working at a public school)

However, it should be noted that findings from quantitative data indicated ambivalent feelings toward workload, although in the interviews, there were teachers who explicitly described their dissatisfaction with the excessive work. This might be due to the fact that questionnaire items did not cover extracurricular activities or administrative duties such as watching over the students during break-time.

## 4.5 Interpersonal relationships

Participants were asked to state to what extent they were satisfied with their colleagues as well as the principals/supervisors. The findings were consistent with the quantitative results. Accordingly, three participants were more or less satisfied with their colleagues and the principals. However, their relationships were limited to a school context, suggesting they were not very willing to spend time with their colleagues outside the school. Additionally, participant 7 compared her current school with the previous two public schools in which she was highly dissatisfied with the interpersonal relationships that she had to quit the job.

“What I really appreciate is when there is some kind of, I would say normal, but let's say meaningful communication between me and my boss, and all those people that are above... I have also experienced schools where there was a very unhealthy atmosphere, and that ruined everything, and I had to leave two schools because of that...when I have healthy relationships (with coworkers, students) I'm very satisfied... I don't need to have friends, let's say, at school, even though it's a huge benefit, most of the time I am able to have pleasant conversations with many of my colleagues, however I don't find them as being friends.” (Participant 7, female Czech teacher working at a public school).

“I am satisfied but I am not the friendship-y kind of person, so we get along well, but I don't spend my free time with them (colleagues).” (Participant 4, female Czech teacher working at a public school)

“It's important for me that I get along well with my colleagues, but I don't need to do things with them outside of the school all the time.” (Participant 8, female foreign teacher working at a private school)

Participant 2 was highly satisfied with the fact that her colleagues and the principal were welcoming towards her even though she was a foreign nonnative English teacher.

“The manager (principal), the staff, the head of the English department for example in this school, is really nice. He (head of the English department) didn't have any problems with me coming from a different kind of background, like from the Middle East let's say. They were very supportive, and even acknowledged certificates coming from a foreign countries. This is something that I also liked.” (Participant 2, female foreign teacher working at a private school and a language institute)

Other participants also explained their contentment with colleagues and the principal/supervisor. Specifically, two of foreign English teachers were satisfied with their principals since they provided independence in the classroom setting as illustrated in the second example below.

“I have to say that all the supervisors, headmasters, they try to give us as much support as they can, and they allow us to buy all the equipment we need.” (Participant 3, female Czech teacher working at a public school).

“The second (job satisfaction) thing is fairly good support by the management. It's not terribly controlling, the management, the headmaster is quite open-minded and free. You can pretty much do and teach how you want.” (Participant 5, male foreign teacher working at a private school)

#### **4.6 Nature of work**

Nature of work had one of the highest mean scores in quantitative data, indicating satisfaction. That was also consistent with the qualitative findings since all of the participants were highly satisfied with the teaching itself, which led them to stay in the

profession longer. For example, participant 5 stated it was the work itself that kept him working as an English teacher despite all the other challenges:

“I enjoy the work...I think it's easy enough to say that although it's not well paid, and the conditions may not be the best, it's still a rewarding job in itself.”

Participant 7 shared the reason why she was invested in teaching as follows:

“I don't do that for money or for respect. I just love the progress.” Then she continued her sentences, by stating that “I do feel that what I do is meaningful and somehow helping not only my students, but let's say the society, by helping them (the students) to be better people.”

Most participants shared similar thoughts and experiences as participant 7. The very first factors leading to satisfaction were to do social good, working with children, and feeling useful, and doing something meaningful.

“I definitely think that my subject is, what I teach them is very useful for them, and I'm glad that most of the time they seem to see this too...It does not mean that everybody loves English, absolutely not. For some kids, it's hard; for some kids, they just don't enjoy it. But I don't think that I'll ever be heard “What is this useful for?” or “How will I use this in life?”, which you can hear in other subjects. So I think that in this sense it is definitely a meaningful job.” (Participant 3, female Czech teacher working at a public school)

“I think a lot of the job satisfaction factors are related to doing the job well, and feeling useful. I think that probably the major one is how effective I'm actually

being, how much progress the students are making, and how well the students are responding to whatever the teaching and learning methods I'm presenting them with...I mean there probably are other factors such as how well I get along with my colleagues, the space where I work, my pay, it's relevant but it's not the first thing that I think of that." (Participant 6, male foreign teacher working at a private school)

"I would say that a lot of my satisfaction in my current job comes from the fact that I really feel like I am teaching students to something and I can see progress all the time" (Participant 8, female foreign teacher working at a private school)

#### **4.7 Opportunities for training**

Apart from the above-mentioned themes related to job satisfaction which were determined in advance, there were emerging themes during the semi-structured interviews. One of them was determined to be opportunities for training, which was discussed and recommended by the majority of participants. One of the subthemes was ELT (English language teaching) training which aims to increase teacher qualifications and skills and enable teachers to work internationally. Accordingly, some participants were somewhat dissatisfied with unqualified educators who work as English teachers without having enough training.

When participant 1 and 2 were asked about their recommendations to enhance English teachers' job satisfaction, their answers were listed respectively as follows:

"What I think is that if it's possible that teachers should have some, I would say not practise, but should go to English speaking countries, and have training."

"To have a certificate in ELT. Because I know that people usually graduate with, for example, a degree in education, but they have good skills in English. Then they think "Ok! I'll teach English.". But that doesn't work in Europe I think. You need to



have a certificate for teaching. But not only the certificate, but also the experience with different types of students, especially with children.”

Out of eight participants, there were two teachers who were not particularly qualified to be an English teacher. One of them held a degree in sociology (participant 3), while participant 5 was a native speaker of English who held a degree in theology and philosophy. When asked about their qualifications, participant 3 expressed that she did not have training, however she had a lot of experiences in English teaching as her mother was an English teacher. On the other hand, participant 5 explained that he fell into teaching accidentally, and it was his first time being a full time English teacher in Prague since 2019.

Another emerging sub theme was related to training courses designed for teachers, such as seminars and workshops. Participants shared common views in terms of having extra training to enhance job satisfaction since it will allow them to grow professionally and to become better teachers. For instance, participant 7 stated that there should be meaningful lectures, seminars, and extra training for teaching, while participant 3 highlighted the importance of training on specific issues as follows:

“I definitely feel like giving us some training on behaviour management would be nice, this could help us... and perhaps some courses on how to do life-work balance. Because I feel like there are extreme teachers who work so much...Maybe show us how to effectively prepare our lessons and how to share materials...,teaching teachers how to do work-life balance, how to work effectively, how to manage the classes.”

Participant 6 is particularly involved in creating training opportunities for English teachers since it helps them to stay in the country or in the respective school longer:

“The thing that needs to happen, and this is one thing I work on as well, is you need a kind of professional development system that can be accessed by English speakers, and that is affordable to the schools. You need that to be here in the Czech Republic. Because, my last school where I worked at, the international school of X (school name was hidden), one of the big discussions we were having was we get teachers for 3 or 4 years, and then they move on. They move on despite quite liking the school, and because like it’s a nice place to live, quality of life is good, it’s not expensive, you get paid pretty well compared to the cost of living. They are moving because they were not moving professionally, they didn’t have the additional development either in the school or outside the school like training and courses. That’s what we decided we have to put in the place to keep teachers in the country or to keep teachers in school.”

#### **4.8 School Policies**

Most participants collectively agreed that school policies, which enabled English classes to be split into smaller two groups, had a positive impact on job satisfaction. According to teachers, appropriate class size is important to take care of each student and to teach a foreign language. Accordingly, Czech schools have autonomy to implement a procedure to split an English class of, for instance, originally 30 students into smaller two groups, which in turn helps foreign language learning and teaching practices improve. For instance, participant 4 and 7 described the effectiveness of this policy respectively as follows:

“We do have split classes for English, so I teach only a maximum of 15 students. Sometimes only 9. Depends on the size of the original class. So for the English, the only subject that the class is split. And I liked it, I think it’s great that the class is small.”

“We work with half of the class, which is very much appreciated by me... I can’t imagine working with 30 students at once. So the moment I have like take 11-12

(students), I feel very comfortable, and I feel I can handle everyone and get attention to everyone. But the moment I have like 16 (students) or something, it is kind of more difficult, but still much much better than having complete classes.”

#### **4.9 Government policies**

It is important to take global pandemic into consideration during this study since teachers participated in an online education for over a year. Sudden transition to online teaching and newly introduced adjustments on English language teaching practices outside the school might affect the job satisfaction of teachers. Governmental support for teachers in an unpredictable situation like global pandemic is important for general and mental well-being of teachers as well as their motivation to teach. Although this factor was not included in questionnaire items, in the qualitative part of the research, some teachers expressed their satisfaction with governmental policies during tough times. Examples are given to elaborate on this factor as follows:

“Our school often gives us some bonuses when we do something a little extra. And they aren't only for English teachers, but they are for all the staff, for everybody. For example, when we did the testing ( PCR testing for Covid-19), it had been connected a lot to a difficult covid year that we've just gone through. So we did receive some bonuses for that. Because we are a public school, so we do get the money also from the state. And sometimes the state, in this case, they have given some money to schools. So the teachers, we have some support...it motivated me when we had to do the testing like anti-covid testing. We teachers had to do that to kids. We did not have any special clothes for that, we just had glasses and disinfections. We did that anyway. So we got some bonus for that.” (Participant 3, female Czech teacher working at a public school)

“This year, we got really like extremely high money, probably due to the covid, and the government gave more money.” (Participant 4, female Czech teacher working at a public school)

However, it should be noted that this factor leads to another issue related to testing for Covid-19. Teachers were required to use test kits in order to collect samples so that students were able to be checked if they were covid positive or negative. However, teachers did not have any protective clothes during the sample collection. They only had glasses, gloves, and hand sanitizers. When the researcher asked how the teachers felt when they were responsible for collecting samples, participants 3 and 4 did not say that it specifically caused dissatisfaction. Furthermore, participant 4 included that they (her and her colleagues) generally made fun of this procedure. However, she acknowledged that she was healthy and relatively young, so she was not particularly concerned with the risks for Covid-19. However, she explained the situation with older colleagues as follows:

“It is probably a good point...older teacher with some health issues might feel less comfortable than I do”.

#### **4.10 Teachers’ status in society**

In order to understand whether teachers’ status in society affects English teachers’ level of job satisfaction, the researcher kindly asked participants if they felt that their profession was respected by Czech society in general. Most participants remained undecided. Participant 4 explained the Czech society’s attitudes towards teaching as follows:

“Well it's much better to be an English teacher than, for example, to be a Czech teacher or PE (Physical Education) teacher. But there is a saying in the Czech Republic, maybe it's international, which says that “If you master something, you

do it; and if you don't, you teach it.” So it's not very nice, it says that you are not good enough to do the real job in real life, so you just go and speak about it.”

When asked about the respect towards teachers, participant 7 stated that some fringe benefits, which teachers have in general such as paid holidays, caused negative attitudes from other people:

“I'm not sure, because today our summer holiday/vacation has started, so my friends are “Ok! You have no work.” And I'm like “Okay I know, I have no work.” Because, the moment students have summer holidays it's almost 2 months, we do as well. That's what I am blamed for, having so much free time during summer.”

However, the majority of participants stated that the global pandemic has had an impact on society's general views towards teaching. Parents, who needed to spend more time with their kids and to help them through remote-teaching, have seen the difficulties in keeping the kids in order and teaching them, which in turn increased the level of respect for teachers.

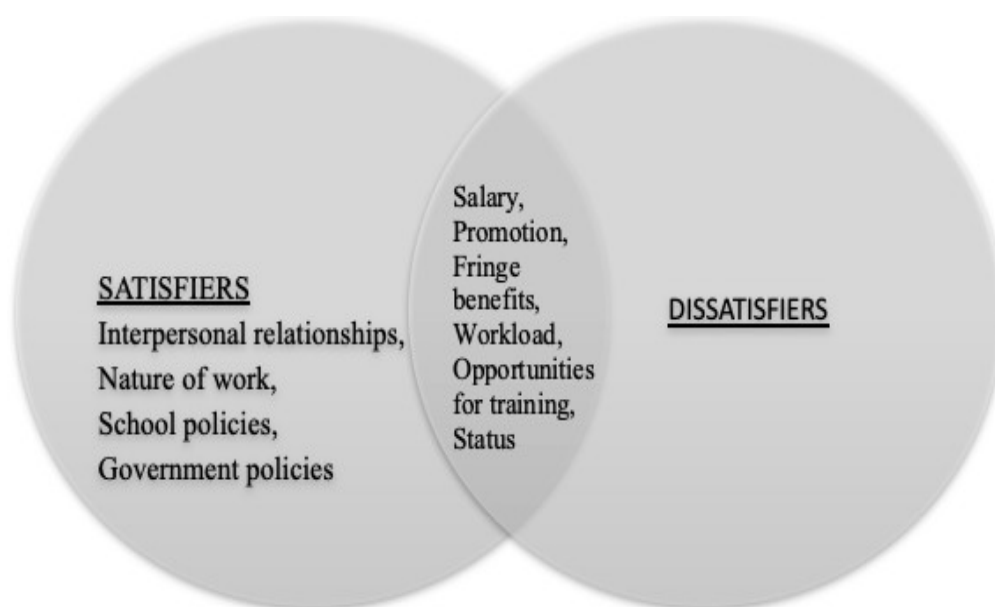
#### **4.11 Summary**

Qualitative analysis taken from interviews with eight participants showed that there is more or less a consistency between the quantitative and qualitative findings. As illustrated in Figure 4, all participants were satisfied with interpersonal relationships (i.e., relationship with colleagues, principal/supervisor support) and the nature of work, which directly influenced them to stay in the profession longer. Additionally, school policies with respect to splitting English classes into smaller groups and the governmental support during global pandemic enhanced job satisfaction of participants. When it comes to the teachers' salaries and the workload, participants had ambivalent feelings, which is in line with the quantitative findings. However, some participants explicitly stated they were

dissatisfied with the salary and the excessive workload. This helped researchers to gain in-depth understanding of which factors specifically contributed to dissatisfaction. For instance, responsibilities such as monitoring the kids during breaks caused negative feelings for teachers. Participants also remained undecided, with respect to opportunities for promotion and fringe benefits. However, it should be noted that native speakers of English had more benefits than their Czech counterparts. Additionally, teachers highlighted the need for training courses on subjects such as behavioral management and ELT training, so that they can grow professionally. The role of status of teachers in the society were also discussed, indicating ambivalent feelings.

**Figure 4**

*Venn Diagram for summary of qualitative findings*



## **5. Discussion**

This section aims to merge, discuss, and interpret quantitative and qualitative findings under the guidance of proposed research questions. The current data was acquired through a web-based questionnaire and semi-structured interviews from primary and

secondary school English teachers in the Czech Republic, and it will be compared with the existing empirical studies on teacher job satisfaction, which mainly utilized Job Satisfaction Survey (JSS) by Spector.

## **5.1 Overall job satisfaction**

According to quantitative results, the overall job satisfaction of the researched sample was in the ambivalent zone. The mean score for total job satisfaction was computed as 125 out of 180, suggesting that participants (N=80) were neither satisfied nor dissatisfied with their profession. However, it should be highlighted that the mean score for total job satisfaction was inclined towards the satisfaction zone, rather than the area of dissatisfaction. When the score distribution was examined, 40 (50%) participants were ambivalent about their satisfaction, while 39 (48.8%) participants were determined to be satisfied. Only one (1.3%) participant was dissatisfied in general. Favourable results obtained from quantitative data were consistent with the qualitative findings. In interviews, when participants (N=8) were asked whether they were satisfied with their current occupation and if they would see themselves as English teachers in 5 years, half of them stated they would continue being English teachers as they were satisfied with their current job. The other half stated they were indecisive, and they could perhaps change the profession or use their maternity leave in the future. However, there was no participant who expressed dissatisfaction in general, with respect to working as an English teacher. Hence, there were generally positive feelings from teachers towards their jobs.

In order to interpret the quantitative results, Paul Spector, who is a creator of JSS, provided educational norms for American studies. Each study utilized JSS as a data collection tool, and results were obtained from eight studies with a total sample size of over 9,000. Accordingly, overall job satisfaction of teachers in the US was calculated as 135 out of 216. The mean score of 135 indicated an ambivalent zone, which is consistent with the findings obtained from English teachers in the Czech Republic.

When it comes to the European context, Crossman and Harris (2006) found that the mean score for overall job satisfaction of British secondary school teachers was 147 out of

216 (i.e., satisfaction) for private schools, and 131 out of 216 (i.e., ambivalent) for public schools. The overall job satisfaction of primary and secondary school teachers was also high in Serbia ( $M = 3.81$ ) (Josanov-Vrgovic & Pavlovic, 2014), in cross-cultural study conducted in Serbia and Bosnia and Herzegovina ( $M = 137$ ) (Paleksić et al., 2017), in Turkey (Demirtas, 2010), and in the Czech Republic (Mokráňová, 2008). The positive findings from European context are more or less in line with the current study in which nearly half of the participants were found to be satisfied with their job.

Findings obtained from the Asian context were similar with the European context, since majority of Pakistani teachers were satisfied with their job (Ahmad, Naveed & Anjum, 2021), and teachers in Oman displayed moderate levels of satisfaction (Al-Mahdy, Al-Harthi & Salah El-Din, 2016). In the African context, teachers had ambivalent feelings about their job satisfaction in Nigeria (Mabekoje, 2009), and in Kenya (Chirchir, 2016).

Although the results were moderately positive, it is important to explore the reasons why the current sample was not highly satisfied with their job and what were the specific factors leading them to have ambivalent feelings towards their profession. English teachers' job satisfaction affects the quality of foreign language education, and it has an impact on bringing up qualified and motivated English language speakers. Having bilingual abilities in the globalized world is an important asset for learners since it helps build bridges between nationalities, and open up new opportunities for the youth to study, to work, and to live abroad. Next part will elaborate on this issue, by focusing on the individual factors that lead to job satisfaction/dissatisfaction for the researched sample.

## **5.2 Determinant factors of job satisfaction**

It is important to identify which factors enhance job satisfaction and which factors cause job dissatisfaction for English teachers in the Czech Republic. In this section, the researcher will focus on two main groups: satisfier factors, and factors contributing to job satisfaction moderately.



### ***5.2.1 Satisfier factors***

Both quantitative and qualitative findings confirmed that there is a strong positive relationship between English teachers' job satisfaction and interpersonal relationships. Interpersonal relationships include the principal/supervisor support, relationships with colleagues, and communication in the workplace. Hence, this study proposes that having principal support and adequate guidance are important assets for English language teachers, especially for the first years of their careers. Nearly half of the participants described that it was challenging to adapt to a new environment when they first started their career, and they had so many questions with respect to how to teach, how to meet students' needs, and how to complete their duties. Moreover, one participant needed to leave two schools due to unhealthy interpersonal relationships. Consequently, it was their school principals and/or supervisors who made the journey easier or challenging at some times.

The reason why this factor has been identified as the most satisfactory one might be related to the communal feeling in general. Although European societies have favoured individualism with the modernization (Swader, 2019), this study predicts that it is crucial for English language teachers in the Czech society to have a sense of belonging to a community. In interviews, it was confirmed that there are events designed for all staff in the schools, so that everybody can gather together and get to know each other, thus increasing the communal feeling. Although it can depend on teachers' personal preferences to have communication with their colleagues outside the school, communication in the workplace has been very important to encourage teachers to perform better. English teachers, for example, are sometimes required to meet together and decide which study books that they need to choose for their students. It is important for each teacher to have a consensus on choosing the appropriate materials, and the fact that there is a healthy relationship with the colleagues increases the productivity and the quality of foreign education.

The findings also confirmed the importance of belongingness needs that was given in the third tier of Maslow's hierarchy of needs. Having good relationships with coworkers

motivated teachers and enhanced their satisfaction. However this finding is somewhat contradictory to the dual factor theory which places extrinsic aspects of the job (e.g., interpersonal relations) into hygiene factors whose existence does not enhance satisfaction.

The second most influential factor that increased the level of job satisfaction for the current sample is determined to be the nature of work, which is related to the intrinsic aspect of the job as described by Herzberg's dual factor theory. Teachers' commitment to their job derived from the fact that their job was meaningful and helpful both for students and society in general. Seeing students' progress over time and having a possibility to inspire them positively increased their ambition to teach. Most participants expressed it was very encouraging to have positive feedback from students. It was also highly satisfying for English teachers to see the improvements of the students' language abilities, especially when they compared the students' skills in English at the beginning and at the end of the school year.

Participants mostly felt themselves lucky since English is seen as a lingua franca which indicates that it is the most popular language to communicate worldwide. Hence, their students' attitudes toward learning English was generally positive, which influenced participants' performance positively. Another reason contributing to satisfaction was to have a chance to be creative in the workplace. Despite having general curriculum and lesson plans, teaching itself is spontaneous which requires teachers to be creative. Moreover, English language teaching is mostly done through engaging and fun activities that are designed by teachers thanks to their creativeness. All of these reasons have made the teaching rewarding in itself, which in turn, decreasing teacher attrition, turnover, and absenteeism. Furthermore, this finding confirmed the dual factor theory as it counts the nature of work as one of the most influential motivator factors to lead to satisfaction in the workplace.

When it comes to the emerging themes during interviews, school policies and government policies appeared as satisfiers. Accordingly, the physical conditions of the classroom are the predictors of job satisfaction/dissatisfaction. In the Czech context, nearly all teachers were happy with the number of students in the classroom setting. This study

assumes that private schools are already providing advanced opportunities for teachers, such as having less number of students to teach in a classroom. When it comes to the Czech public schools, they have an autonomy to split language classes into smaller groups, which is commonly practiced across the country. Having a small number of students in the classroom has various benefits for teachers, such as being able to give attention to each student, being able to meet learners' individual needs, and adapting foreign language activities in accordance with learners' language levels and abilities. Consequently, it increases teacher job satisfaction as well as productivity and performance. It is an important step, especially for public schools, to create better foreign language learning and teaching environments, which should be adopted by other countries as well.

Government policies to provide monetary bonuses and ICT (information and communication technology) support for teachers during sudden transition to ERT (emergency remote-teaching) has been very much appreciated by participants. For instance, the Czech government provided an extra budget for state schools so that they could buy required electronic equipment for those who need it during online teaching. Thus, each student had access to education as they should. Moreover, teachers expressed their gratitude for schools' IT (information technology) teams who provided adequate support for teachers' adaptation procedure to virtual classes, whenever there was a problem. When compared to other contexts, some studies showed that there was a statistically significant association between ERT and lower levels of job satisfaction of teachers due to the insufficient teaching aids implemented by governments (Suganya and Sankarshwari, 2020; Hawani and Chikha, 2020). Thus, the adequate support provided by the Czech government and the Czech schools is set as a good example to inspire other countries during challenging times such as global pandemic.

The factors that lead to job satisfaction for the current sample were consistent with the norms of USA based studies in education. Accordingly, teachers from the US were also highly satisfied with supervision, coworkers, and nature of work. In the European context, the current findings were also in line with Greek teachers who were satisfied with supervision and nature of work (Lavidas et al., 2019), with Turkish secondary school

teachers who were highly satisfied with supervision (Demirdag, 2015). As illustrated in the theoretical part, factors such as the work itself and interpersonal relationships were found to be positively associated with the job satisfaction of teachers, regardless of the context.

### ***5.2.2 Factors contributing to job satisfaction moderately***

In quantitative findings, teachers remained undecided about the pay, promotion, and fringe benefits. Concerning teachers' salary, in interviews, 2 interviewees were dissatisfied; 2 interviewees were ambivalent; while 4 interviewees were content with what they currently earn. Drawing upon their statements, dissatisfied participants confirmed the equity theory proposed by Adams (1963). They perceived their salary as unfair since it did not match with their efforts. Accordingly, their inputs (e.g., skills, commitments) exceeded the output (i.e., income), which led to dissatisfaction. Those who were ambivalent about the pay acknowledged that they were supported by a partner or family members. They stated it would have been difficult to live well, particularly in Prague. Those who were content with their salary were mostly working at private schools, and two of them had higher income due to their native speakerism.

Overall results for moderate satisfaction with the pay showed that the recent pay rises, which were regulated by the Czech government, did not contribute much to levels of job satisfaction. The reason might be due to the fact that teachers' income is still very low, when compared to other employees who hold the same degree of education or even lower both in the Czech and international context (OECD, 2019). With that being said, young and qualified English teachers were not motivated enough to start a teaching career in the Czech Republic, thus leading to serious foreign language teacher shortages across the country. In order to overcome teacher shortages, the Czech Republic implemented a law which enabled unqualified people to enter the teaching profession. Eventually, it affected the foreign language education since there has been an increase in the numbers of unqualified foreign language teachers by 50% across the country (OECD, 2019). The increase in the number of unqualified teachers in foreign education is in line with the

current findings, since there were participants who were undergraduate and who did not have any ELT.

When it comes to the promotional opportunities, it had the lowest mean score among the questionnaire sub-scales, inclining towards the area of dissatisfaction. Drawing upon qualitative findings as well, this study speculates that the financial promotion system that the Czech government offers for the qualified and experienced teachers were not functional enough to make teachers more satisfied or more motivated. Participants also exhibited ambivalent feelings about fringe benefits. However, it was revealed in interviews that native English speakers had more benefits, when compared to their nonnative Czech colleagues. This might be due to attracting expatriate staff since having native speakers of English at the schools was considered as an important asset both by school principals and parents (Tatar, 2019). Moreover, the attitudes of teachers towards benefits is in line with Adamu (2019)'s study who recommended a 'surprise benefit package' for teachers. This study also speculates that teacher incentive programs might be useful to attract, motivate, and satisfy teachers to perform better. These programs might offer free pedagogical training, ICT training for teachers as well as intensive Czech language courses for foreign language teachers. Moreover, performance-based bonuses for teachers might also be an alternative to increase English teachers' job satisfaction.

Another sub-scale that had one of the lowest mean scores was operating (i.e., working) conditions, including features such as workload. Although teachers were neither satisfied nor dissatisfied with this aspect of the job in the questionnaire, the majority of the teachers in the interviews were actually discontent with the excessive workload at their workplace. However, this discrepancy is perhaps related to the questionnaire items, which did not cover different teachers' duties. Accordingly, some teachers were unhappy with complicated assignments which were not clearly explained by their superiors. Other teachers thought that their responsibility to take care of children during breaks put a lot of pressure on their shoulders. Moreover, most teachers did not have enough time to have their lunch properly or meet their personal needs since their free time was occupied with supervision duties.

During interviews, teachers' status in society was discussed extensively, suggesting that most teachers were not particularly content with the respect they received from the public. For instance, they were concerned that their hard work was being overlooked and they were blamed for having paid summer holidays. However, that did not necessarily cause dissatisfaction, which particularly related to the global pandemic since at home isolation made parents appreciate teachers' work more. This factor is closely related to the sub-scale of contingent rewards, which also caused moderate satisfaction, since contingent rewards includes the society recognition and appreciation as well.

The neutral position of teachers in terms of salary, fringe benefits, contingent rewards, and operating conditions were consistent with the norms of USA based studies in education. However, teachers from the US were particularly dissatisfied with their opportunities for promotion, whereas English teachers in the Czech Republic remained undecided about this factor. In the European context, contrary to present findings, Greek teachers were dissatisfied with pay (Lavidas et al., 2019), Turkish secondary school teachers were dissatisfied with pay, contingent rewards, promotion, and operating conditions (Demirdag, 2015), and Macedonian teachers were dissatisfied with fringe benefits and operating conditions (Stankovska et al., 2017). These findings showed that there is no consensus in the existing literature in terms of satisfier and dissatisfier factors, which suggests that job satisfaction factors are subject to change according to context and society. Spector (1997) commented on the lack of consensus, by expressing that job satisfaction factors and their impacts indeed varied across countries. It should also be noted that each study that was compared with the current findings utilized JSS by Spector (1994).

### ***5.2.3 The influence of demographic variables on teacher job satisfaction***

Last research question sought to uncover whether demographic variables have a statistically significant effect on overall job satisfaction of the researched sample. To do that, non-parametric tests were utilized to analyze the following demographic variables: gender, age, nationality, academic qualifications, and length of experience. The present study showed that there was no significant relationship between the above-mentioned

demographic variables and overall job satisfaction for the current sample. These findings were in line with the qualitative findings since participants were more or less representative of the whole sample. Accordingly, regardless of their background information, each participant shared similar views on specific facets of the job (i.e., the nature of work), while they differed in some factors (i.e., pay) moderately.

The reason why there was no significant association between demographic variables (i.e., age, length of experience, and academic qualifications) and English teachers' job satisfaction might be due to the insufficient salary and opportunities for promotion. In the Czech Republic, teachers' salary is dependent on their academic qualifications (e.g., having a Master's degree) and the years of experience they have. However, financial promotion for those, for example, working more than 5 years was not motivating enough to increase the level of satisfaction. Gender also did not have any effect on the total job satisfaction. Hence, we can speculate that there is no gender inequality in the workplace for English teachers in the Czech context. On the other hand, a study by Zou (2015) suggested that the gender differences on job satisfaction might be related to how females and males perceive different factors more important than the others. In this study, participants more or less shared similar views on factors, which then also confirmed by interviews as well.

When the existing literature was reviewed, as illustrated in the Theoretical Part of this thesis, there was no consensus among studies whether demographic variables have an impact on teacher job satisfaction (Bolin, 2007). However, this study established great collaboration with Klecker (1997)'s, Crossman and Harris (2006)'s, and Mabekoje (2009)'s studies, in terms of the impact of gender since none of them reported any association.

It is important to highlight that this study particularly examined the effect of nationality on English teachers' satisfaction in the Czech context. By doing so, the researcher aimed to find out whether foreign nationalities had some kind of fringe benefits to enhance their job satisfaction, when compared to their nonnative Czech teachers of English. As far as the researcher is aware of, there is no research about the impact of nationality on teacher job satisfaction in the Czech context, particularly written in English

language. Thus, it is crucial to focus on this factor. Although there was no statistically significant difference between foreign nationalities and Czech teachers in foreign language teaching, the qualitative part of this research showed that those who were native speakers of English had more benefits than their Czech colleagues. They, for instance, had higher salaries although they had less responsibilities than Czech teachers since they had limited Czech language skills. Due to the language barrier, they were not able to communicate with parents and they were exempt from some duties such as filling out some forms in Czech language.

Another important point was to search the impact of academic qualifications on teacher job satisfaction. This study found no significant association, however it led to an important issue that provides foundation for the further research. There were participants in the questionnaire, stating that they did not complete higher education. In qualitative findings, the researcher found that some teachers were particularly concerned with the fact that their colleagues were working as English teachers without having any pedagogical training. Moreover, two of the participants in the interviews stated that they were experts at other subjects such as sociology, and they started working as teachers in order to have a livelihood. Considering that there are limited opportunities for teacher training as illustrated by the majority of participants, this might affect the quality of foreign education. It is important to have qualifications in teaching foreign languages since the language itself is dynamic and ever-changing, thus in turn, requiring progressive teaching methods.

## **6. Conclusion**

There has been a ubiquitous interest in English language learning and teaching practices. However the research that focuses on English teachers' job satisfaction has remained relatively limited, particularly in the Czech context. To fill the research gap, the current diploma thesis aimed to better understand the determinants of job satisfaction, regarding English teachers working at primary and secondary schools in the Czech Republic. In order to do that, this thesis was categorized into two parts, namely, a theoretical part and empirical part. The theoretical part of the study was based on the term



job satisfaction. It identified the existing literature and presented definitions and major theories, which provided the foundation for the empirical research. The empirical part clearly described and justified the use of mixed methods approach in addition to data collection tools and sample selection. Finally, the findings were explained and discussed to shed light on the phenomenon.

In order to summarize the main findings of this research, the answers for the proposed research questions are listed as follows:

*RQ1: What is the overall level of job satisfaction of primary and secondary school English teachers in the Czech Republic?*

The mean scores for total job satisfaction scale showed that ( $M = 125$ ) English teachers in the Czech Republic were neither satisfied nor dissatisfied with their profession. They, in general, had ambivalent feelings about their job. However, it should be noted that the mean score between 36-90 indicates dissatisfaction, while 126-180 indicates satisfaction. The scores belonging to the range of 90-126 refers to the ambivalent zone. Thus, teachers' general job satisfaction was inclined towards the satisfaction area, rather than the dissatisfaction one. In order to confirm these relatively positive findings, the score distribution of total job satisfaction of participants were examined. The results showed that 40 (50%) participants remained undecided about the job in general, while 39 (48.8%) participants were satisfied. Meanwhile, only one (1.3%) participant was dissatisfied with the overall satisfaction score of 88. In order to understand the quantitative findings better, interviews were conducted. Half of the participants were satisfied in general, and they preferred to continue their profession in the future. However, the other half remained undecided about their general job satisfaction and whether they would still be an English teacher in the future.

*RQ2: What are the determinants of job satisfaction of primary and secondary school English teachers in the Czech Republic?*

In order to gain insights into which factors enhance job satisfaction for the researched sample, slightly adapted version of JSS assessed nine different facets of the job

(i.e., *pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, coworkers, nature of work, and communication*) through 5-point Likert scale from 'strongly disagree' to 'strongly agree'. With 4-item sub-scales, the range score between 4-10 indicated dissatisfaction, while 14-20 indicated satisfaction. The score range between 10-14 was determined to be an ambivalent zone, indicating neutral position of the participants. According to the descriptive statistics, supervision ( $M = 16.43$ ), nature of work ( $M = 15.93$ ), coworkers ( $M = 15.9$ ), and communication ( $M = 15.02$ ) had the highest mean scores respectively. However, contingent rewards ( $M = 13.51$ ), fringe benefits ( $M = 12.81$ ), pay ( $M = 12.16$ ), operating conditions ( $M = 12.01$ ), and promotion (11.37) had lower mean scores respectively, suggesting that participants were neither satisfied nor dissatisfied with these factors. It should be emphasized that the lowest mean scores belonged to the sub-scales of pay, operating conditions, and promotion that might be an indication of need for improvements in respective areas.

To find out to what extent the above-mentioned factors affected the job satisfaction of participants, online interviews with eight participants were conducted. Drawing upon the experiences and personal thoughts of the participants, it was confirmed that interpersonal relationships (i.e., the principal/supervisor support, relations with colleagues, communication in the workplace) and the nature of work contributed to job satisfaction the most. All participants were satisfied with these two factors. Furthermore, two other factors, namely, school policies and government policies appeared to be satisfiers during the interviews. School policies of splitting English classes into smaller groups and the governmental support during the global pandemic enhanced job satisfaction. On the other hand, teachers were neutral about salary, promotion, fringe benefits, and the workload. Some participants even explicitly expressed their dissatisfaction with teachers' salaries and the workload. Additionally, opportunities for training and teacher status in society were discussed, revealing that they contributed to job satisfaction moderately. With that being said there is a need for new policies and adjustments in these factors.

*RQ3: Are there statistically significant differences in terms of overall job satisfaction of English teachers from different backgrounds (i.e., gender, age, nationality, academic qualifications, and length of experience)?*

Lastly, non-parametric statistical tests were applied to explain whether demographic variables had an impact on the overall job satisfaction. According to the results, there were no variables (i.e., age, gender, nationality, academic qualifications, and the length of experience) that indicated a statistically significant effect on the overall job satisfaction.

All in all, this study filled a gap in the existing research, particularly in the Czech context in terms of focusing on English language teachers' job satisfaction. It was found that English teachers, in general, had ambivalent feelings about their profession. When it comes to determinants of job satisfaction, interpersonal relations and the nature of work lead to satisfaction, whereas most participants remained undecided with pay, promotion, fringe benefits, working conditions, and teachers' status in society. Interestingly, these findings were mostly consistent with the US based educational studies, which also utilized JSS as an instrument. Lastly, there has been no association detected between the demographic variables and English teachers' overall job satisfaction. In the next pages, the recommendations are listed to improve and to prosper English language education in the Czech Republic under the guidance of current findings, in addition to providing limitations of this study and the suggestions for the future research.

### Recommendations

1. This study recommends that creating pedagogical training programs for English language teachers would improve their skills in various areas such as digital literacy, behavioral management, and work-life balance. It would provide a chance for them to grow professionally. Both international and local academic lectures, seminars, workshops, and virtual classes would increase English teachers' qualifications, which eventually may lead to increased levels of job satisfaction and productivity.

2. This study recommends that it would be helpful to offer different types of teacher incentive programs such as free meals and performance-based monetary bonuses to attract newly graduated qualified English teachers and to decrease the teacher shortages in foreign language teaching.
3. This study recommends that more practical and functional opportunities for promotion would be adapted. Since teachers' salaries depend on academic qualifications and the length of experience, respective authorities and policy makers would allocate more budget for those who are qualified and experienced to keep them in the profession.
4. This study recommends that providing assistance for teachers in completing extracurricular and administrative tasks would be helpful to decrease the excessive workload which tends to demotivate and dissatisfy English language teachers.
5. This study recommends that it would be helpful for school superiors and ministerial authorities to work together to raise awareness in terms of teachers' status in society. It is important for English language teachers to be recognized and appreciated thanks to their efforts and hard work, so that their levels of job satisfaction and the quality of foreign language teaching would be improved.

#### Limitations of the study

It is important to indicate that this study was conducted during Covid-19 global pandemic, which affected learning and teaching practices across the world. During the empirical stage of the study, some teachers were still at home isolation, offering remote-learning. Moreover teachers also participated in an online education for over a year. Hence, their responses for questionnaire items might be subject to change, when compared to face-

to-face traditional teaching. For instance, in interviews, some participants stated they were satisfied with their pay. However, they added it might be related to the global pandemic since they mostly stayed at home without spending money on extra things such as travelling.

Global pandemic also affected the way the researcher conducted the study. In order to ensure the health of participants as well as the researcher herself, interviews were conducted online, through using online applications such as Google Meet. However, there were problems due to the internet connection in some cases. For instance, the voices of some participants were not clear, so they were kindly requested to repeat their responses, which could affect the quality of data. In some cases, teachers were interrupted by their colleagues during interviews.

Although JSS assessed nine facets of a job, and interviews tried to cover as many factors as possible, job satisfaction itself is a dynamic and multidimensional phenomenon that is in contact with various factors. Hence, it is not feasible to detect, assess, and discuss the impact of each factor. With that being said, there might possibly be other factors influencing the job satisfaction of English teachers in the Czech Republic, which yet needs to be explored. Last but not the least, the sample size was limited, and teachers participated in online interviews thanks to their willingness. This could affect the generalizability of data, which means the results cannot generalize to the whole English teacher population in the Czech Republic.

#### Suggestions for future research

Firstly, nation-wide research with a large sample size is recommended for future research. Investigating this phenomenon, by including more geographical regions as well as rural areas in the Czech Republic will broaden the understanding of the job satisfaction of English teachers.

Further research is needed to examine the effects of many other factors (e.g, teacher-student and teacher-parent relationship, school leadership, stress, anxiety, burnout) that are not included in this study. Additionally, this study can be replicated with a different

population. For instance, participants who work as English teachers at pre-school and/or higher education with different types of contracts (i.e., part-time and full-time) and who are freelancers should be investigated to explore whether the factors found in this study affect English teachers' job satisfaction in the same way.

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## APPENDICES

### **Appendix A: Job Satisfaction Survey for English Teachers in the Czech Republic**

Dear Teacher,

I am conducting a study in order to complete my Master's degree in education at Charles University in Prague. My research project aims to better understand which factors determine the job satisfaction of English teachers in the Czech Republic. To do that, I have prepared a short questionnaire, which you will find below.

I would like to thank you for your time and participation in this research that will provide valuable information for educators and policy makers. Your honest answers are very much appreciated. I assure you that your answers will be held in the strictest confidence and will only be used in this study.

The questionnaire has two parts. The first part requires your background information (i.e., gender, age, nationality, academic qualification, years of experience, types of schools, and levels of education). The second part asks for your opinions regarding job satisfaction. It includes 36 questions with a 5- degree scale from "strongly disagree" to "strongly agree" and three open-ended questions.

If you have any questions, please feel free to contact me. Thank you once again for your support in this research project.

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## **Part One: Background Information**

Please provide appropriate responses for the following questions.

1. What is your gender?

Female

Male

Other

2. How old are you?

Under 25

25 - 29

30 - 39

40 - 49

50 - 59

60 and over

3. What is your nationality?

.....

4. What is your academic qualification?

Bachelor's Degree

Master's Degree

Doctorate Degree

Other (please specify)

5. How long have you been working as an English teacher?

This is my first year

1 - 5 years

6 - 10 years

11 - 15 years

16 - 20 years

21 years and more

6. What are the types of schools that you currently work for?

Public school

Private school

Language institute

7. In which levels of education do you currently teach?

Primary school

Lower secondary school

Upper secondary school

## Part Two: Job Satisfaction

Please rate how satisfied you are with each of the following statements on a scale from 1 - 5.

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly agree

|   | <b>JOB SATISFACTION<br/>SURVEY</b><br>Adapted from Paul E. Spector (1994)<br>Copyright Paul E. Spector 1994, All rights reserved. |           |
|---|---|-----------|
| 1 | I feel I am being paid a fair amount for the work I do.   | 1 2 3 4 5 |
| 2 | There is little chance for promotion on my job.*  | 1 2 3 4 5 |

|    |   |           |
|----|---|-----------|
| 3  | My principal/supervisor is competent in doing his/her job.*                               | 1 2 3 4 5 |
| 4  | I am not satisfied with the benefits I receive as an English teacher.*                    | 1 2 3 4 5 |
| 5  | When I do a good job, I receive the recognition for it that I should.*                    | 1 2 3 4 5 |
| 6  | Many of our rules and procedures make doing a good job difficult.                         | 1 2 3 4 5 |
| 7  | I like the colleagues I work with.*   | 1 2 3 4 5 |
| 8  | I sometimes feel my job is meaningless.   | 1 2 3 4 5 |
| 9  | There is good communication within the school/institute.*                                 | 1 2 3 4 5 |
| 10 | Salary raises are few and far between.*   | 1 2 3 4 5 |
| 11 | Those who do well on the job stand a fair chance of being promoted.                       | 1 2 3 4 5 |
| 12 | The principal/supervisor is unfair to me.*  | 1 2 3 4 5 |
| 13 | The benefits I receive are as good as most other schools/institutes offer.*               | 1 2 3 4 5 |
| 14 | I do not feel that the work I do is appreciated.  | 1 2 3 4 5 |
| 15 | My efforts to do a good job are seldom blocked by bureaucracy.*                           | 1 2 3 4 5 |
| 16 | I find I have to work harder at my job because of the incompetence of people I work with. | 1 2 3 4 5 |
| 17 | I like doing the things I do at work.   | 1 2 3 4 5 |
| 18 | The goals of the school/institute where I work are  | 1 2 3 4 5 |



|    |  |           |
|----|--|-----------|
|    | not clear to me.*  |           |
| 19 | I feel unappreciated by the school/institute when I think about what they pay me.*   | 1 2 3 4 5 |
| 20 | English teachers get ahead as fast at my workplace as they do in other places.*      | 1 2 3 4 5 |
| 21 | The principal/supervisor shows too little interest in the feelings of subordinates.* | 1 2 3 4 5 |
| 22 | The benefit package my workplace offers is fair.*                                    | 1 2 3 4 5 |
| 23 | There are few rewards for English teachers who work at my workplace.*                | 1 2 3 4 5 |
| 24 | I have too much to do at work.   | 1 2 3 4 5 |
| 25 | I enjoy my coworkers.  | 1 2 3 4 5 |
| 26 | I often feel that I do NOT know what is going on with the school/institute.*         | 1 2 3 4 5 |
| 27 | I feel a sense of pride in doing my job.   | 1 2 3 4 5 |
| 28 | I feel satisfied with my chances for salary increases.                               | 1 2 3 4 5 |
| 29 | There are benefits I do NOT have which I should have as an English teacher.*         | 1 2 3 4 5 |
| 30 | I like my principal/supervisor.  | 1 2 3 4 5 |
| 31 | I have too much paperwork.   | 1 2 3 4 5 |
| 32 | I do not feel my efforts are rewarded the way they should be.                        | 1 2 3 4 5 |

|    |   |           |
|----|---|-----------|
| 33 | I am satisfied with my chances for promotion.     | 1 2 3 4 5 |
| 34 | There is too much bickering and fighting at work. | 1 2 3 4 5 |
| 36 | My job is enjoyable.                              | 1 2 3 4 5 |
| 36 | Work assignments are not fully explained.         | 1 2 3 4 5 |

*Note.* \* indicates that the original item is slightly adapted for this study.

Following items are reverse scored: 2, 4, 6, 8, 10, 12, 14, 16, 18, 19, 21, 23, 24, 26, 29, 31, 32, 34, 36.

37) How can you describe your overall job satisfaction as an English teacher?

.....

38) Do you have any additional comments with respect to the factors affecting overall job satisfaction of English teachers?

.....  
.....  
.....  
.....

39) Would you like to participate in an online interview for the qualitative part of this research project? If yes, please provide your contact address below.

.....  
.....  
.....  
.....

## **Appendix B: Semi-Structured Interview Questions**

### **Questions about background information of participants**

1. How old are you?
2. Which major did you study at the university?
  1. Have you got pedagogical training? (for participants that did not graduate from English language teaching)
  3. How long have you been working as an English teacher?
4. How old are your current students?

### **Questions about job satisfaction**

1. What are the factors that affect your job satisfaction/dissatisfaction in the Czech Republic? Could you please give examples?
2. How do you feel about your salary? Do you think it is enough to live well in Prague / the city you live in?
3. What kind of assignments do you have as an English teacher? How do these assignments affect your job satisfaction?
4. How do you feel about your relationship with your colleagues and the principal support? How do these factors affect your job satisfaction?
5. How do you feel about the promotion opportunities for English teachers?
6. Why did you choose to become an English teacher?
7. Do you see yourself as an English teacher in 5 years?
8. Do you have any recommendations on how to enhance job satisfaction of English teachers in the Czech Republic?