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Název tématu: **Job Satisfaction Of Czech Teachers (focused on two factor theory)**

**Spokojenost českých učitelů s jejich zaměstnáním
(zaměřeno na dvoufaktorovou teorii)**

Pokyny pro vypracování:

1. Zjistit, jaká je spokojenost českých učitelů se 16 faktory definovanými v Herzbergově teorii o pracovní spokojenosti
2. Identifikovat hlavní zdroje pracovní spokojenosti českých učitelů
3. Identifikovat hlavní zdroje nespokojenosti českých učitelů
4. Identifikovat důležitost jednotlivých faktorů pro celkovou spokojenost se zaměstnáním
5. Zjistit, jaká je celková spokojenost českých učitelů s jejich zaměstnáním
6. Identifikovat vztah mezi spokojeností se zaměstnáním a věkem
7. Identifikovat vztah mezi spokojeností se zaměstnáním a pohlavím

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Job satisfaction of Czech teachers (focused on two factor theory)

**Spokojenost českých učitelů s jejich zaměstnáním(zaměřeno na
dvoufaktorovou teorii)**

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ABSTRAKT

Tato práce popisuje jak vypadá spokojenost českých učitelů s jejich zaměstnáním. Pomocí průzkumu bylo zjištěno, které faktory přispívají k pracovní spokojenosti českých učitelů a které naopak způsobují jejich nespokojenost, jaká je celková spokojenost učitelů s jejich zaměstnáním a které faktory jsou nejdůležitější pro celkovou pracovní spokojenost učitelů. Dále se tato práce zabývá vztahy mezi pracovní spokojeností a věkem a pracovní spokojeností a pohlavím. Výsledky průzkumu byly porovnány s dvoufaktorovou teorií Frederica Herzberga. Průzkumu se zúčastnilo 41 učitelů gymnázií. Bylo jisté, že mezi faktory, které nejvíc přispívají k pracovní spokojenosti jsou vztahy se studenty a náplň práce. Naopak faktory nejčastěji způsobující nespokojenost se zaměstnáním jsou plat a uznání veřejnosti. Výzkum ukázal, že čeští učitelé jsou ve svém zaměstnání převážně spokojeni. Výzkum prokázal že mezi spokojeností se zaměstnáním a věkem a spokojeností se zaměstnáním a pohlavím není žádný vztah. Vztah se studenty, náplň práce a pracovní podmínky se ukázali být jako faktory, které hrají největší roli pro celkovou spokojenost se zaměstnáním.

ABSTRACT

This paper describes job satisfaction of teachers in the Czech Republic. A survey was designed to find out what are major satisfiers and dissatisfiers of Czech teachers, what is their overall level of satisfaction and which factors are the most important for their overall job satisfaction. Then it studied if there is any relationship between satisfaction and age and satisfaction and gender. Findings were compared with the two-factor theory. Participants were 41 teachers at grammar schools in the Czech Republic. Major satisfiers were found to be relationship with students and the work itself. Major dissatisfiers were found to be salary and recognition from general public. The research found that the majority of Czech teachers is satisfied with their job. It was approved that there is no relationship between overall job satisfaction and age and overall job satisfaction and gender. On the other hand the relationship between satisfaction with one factor – working conditions and age was proved. Work itself, relationship with students and working conditions were found to be most important factors for teachers' overall job satisfaction. However due to small size of sample the findings should be taken carefully.

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CHAPTER 1 INTRODUCTION

1.1 Background

There is quite a lot of interest in job satisfaction in last decades. One reason of it might be that some people believe that it has influence on performance. There is no simple definition of the term job satisfaction. It refers to the relation to the job. If a person has positive relation satisfaction occurs, if the relation is negative job led to dissatisfaction. The first concept of job satisfaction is dated to 1935 and comes from Hoppock who considered that “job satisfaction is composed of what is felt in the working environment and what satisfies the employees both physically and psychologically” (Cheng-Fei Tsai, 2007). Lot of researchers has been interested in this topic and many studies concerning job satisfaction have been done. Two-factor theory is one of the most known job satisfaction and motivation theories. It is based on prediction that some factors led to job satisfaction and some to job dissatisfaction. Factors which led to job satisfaction do not cause dissatisfaction and factors which led to dissatisfaction do not cause satisfaction. This theory invoked lot of discussion.

It should be a part of managers’ work to observe how their employees are satisfied with their jobs. The term is connected with motivation but it is not the same. There is quite lot of researches which explore the relationship between these two terms, but it is still not clear.

It is important to pay attention on job satisfaction and motivation of teachers because they influence lot of young people every day. As Bishay (1996) says „teachers are the most important group of professionals for our nation’s future“. It is worrisome that most teachers are dissatisfied with their job in these days. The causes of low job satisfaction are mainly connected with number of environmental factors, for example nature and pace of organisational change, increasing administrative work, lower value placed on teaching as a profession, work overload etc (Crossman & Harris, 2006).

It is believed that teachers may be motivated differently than people working in other professions because they are more people oriented than profit oriented and because the structure in education system differs from the system in business (Schepers et al, 2005). The organisational structure is rather flat, teachers work primarily with students and do not have a lot of contact with adults. In contrast to teachers people working in business work in hierarchical structure and usually deal with adults. Miskel (1982) adds that intrinsic motivation is the most important for teachers. Affiliation and altruism were found to be major motivators for teachers in study of Dinham and Scott (1997).

The study is focused on teachers in the Czech Republic. Unfortunately there is quite a little known about job satisfaction of Czech teachers, because not many research were made. It is supposed that causes of satisfaction and dissatisfaction do not differ from other countries. But numerous qualified teachers leave their current job and move to other profession, because of the low salary and because they are undervalued by society. It becomes to be a problem, because the average age of Czech teachers has been increasing and people who are teaching often do not have necessary education.

1.2 Aims of study

The aim of this paper is to identify the satisfaction of Czech teachers with 16 factors defined in Herzberg two-factor theory (recognition from general public, achievement, advancement, personal growth, interpersonal relationship with peers, interpersonal relationship with subordinates, interpersonal relationship with superiors, supervision, level of salary, responsibility, company policies and practices, working conditions, work itself, personal life, status, job security). It is looking for major causes of satisfaction and major sources of dissatisfaction.

Then this paper tries to investigate the overall job satisfaction of Czech teachers and tries to examine if there is any relationship between job satisfaction and age and job satisfaction and gender.

The last objective of the study is to examine which motivator or hygiene factor is the most important for job satisfaction of Czech teachers.

1.3 Overview of chapters

Literature review follows this chapter. Different approaches to job satisfaction and motivation are discussed there with emphasis on Herzberg two-factor theory on which my study is based. Then it deals with teachers and their motivation and job satisfaction and shortly summarizes job satisfaction of Czech teachers. Next chapter shows the choice of research strategy and method and describes how the data were collected. The fourth chapter is focused on results of the research and the next chapter discusses these results and compares them with another studies. The last chapter includes conclusion of the study.

CHAPTER 2: Literature Review

2.1 Introduction

The aim of this chapter is to examine what is known about job satisfaction. At the first it looks at the concept of job satisfaction and on different definitions of the term. Then it considers demographic and cultural differences in job satisfaction. Next part shows different theories, with emphasis on Herzberg' two-factor theory. The last part applies to teachers' motivation and job satisfaction, short part is dedicated to satisfaction of teachers in the Czech Republic.

2.2 Job satisfaction

2.2.1 Definition of the term

In comparison with motivation there is quite a little known about job satisfaction. There is an interest in job satisfaction, because it is believed that it has great influence on the performance. To explain the term is very difficult, because it is a multifaceted concept and every person can understand it differently. It is very often connected with motivation but it does not mean the same. The relationship between these two terms is not clear. Mullins (2006) says that: "Job satisfaction is more of an attitude, an internal state." It is a subject of big interest to both people who work in organisations and people who study them. Mullins (2006) adds that in last years it is one of the most frequently studied terms in organizational behaviour research.

The term can be regarded as a global feeling or as constellation of attitudes about different facets of the occupation (Spector, 1997). The overall approach is used when you want to find the overall feeling about the job. The facet approach is used when you want to find out which exact parts of job lead to satisfaction or dissatisfaction.

The term refers to the relation to the job, if this relation is positive the job led to satisfaction, if this relation is negative dissatisfaction occurs. It is often seen not as just one variable, but as a complex of variables. A person can be satisfied with one aspect of his job but on the other hand very dissatisfied with another. Generally we can say that satisfiers lead to greater performance and productivity, so we can expect that if the person is highly satisfied he will perform better. On the other hand, this approach is now infirmed and lot of psychologist have an opinion that satisfaction has an influence on absenteeism and turnover, but not on performance. Vroom (1964) adds that there is no evidence in previous studies that some relationship was found between satisfaction and performance, absenteeism or turnover. Hackman et al (1983) suggest that even if satisfaction has no influence on performance it is important to monitor it, because it is a measure of a quality of life in organizations.

According to Mullins (2006) job satisfaction is influenced by a number of factors, including individual, social, cultural, organisational and environmental factors. As individual factors she states personality, education, age, marital status, intelligence, orientation to work and abilities. Social factors are relationship with co-workers, group working and norms, opportunities for interaction and informal organisation. Cultural factors include attitudes, beliefs and values. As organisational factors she describes nature and size, formal structure, personnel policies and procedures, employee relations, nature of the work, technology and work organisation, supervision and styles of leadership, management systems and working conditions. To the last category belong economic, social, technical and governmental influences.

Locke (1969) defines the overall motivation as „the sum of the evaluations of the discrete elements of which the job is composed “. According to Lawler (1973) „satisfaction is treated as a concept that helps explain why something, such as eating, leads to a change in behaviour, such as a reduction in food-seeking “. Vroom (1964) states that positive attitudes toward the job are

related to job satisfaction and negative attitudes toward the job are related to job dissatisfaction. He believes that satisfaction is very close to valence.

If we describe a person as satisfied with an object, we mean that the object has positive valence for him.

(Vroom, 1964)

He states the most important factors conducive to job satisfaction – “high pay, substantial promotional opportunities, considerate and participative supervision, an opportunity to interact with one’s peers, varied duties and a high degree of control over work methods and work pace “.

Lawler (1973) defines job satisfaction as “determined by the difference between all things a person should receive from his job and all the things he actually does receive”. He adds that some factors lead more to satisfaction than others. Another definition of this term, given by Scarpello and Campbell (1983) assume that “overall job satisfaction is a function of the person and environmental interaction “.

Mumford (1972) examined job satisfaction among computer specialists. He considers job satisfaction as “the degree of fit between what an organisation requires of its employees and what employees are seeking of the firm”. It signifies that this approach emphasis not just individual’s need but also the needs of the firm. He views the relationship between organisation and employee as a “series of contracts“. If there is a good relation between what organizations wants from an employee and what employee wants from the organisation they are both highly satisfied. His research proved that if “there is a good fit between what people seek from work and what they receive they have high job satisfaction“.

Fraser (1983) speculates that also social and biological factors including age, sex or ethnic background may have an influence on job satisfaction.

Evans (1999) defines job satisfaction as “a state of mind encompassing all those feelings determined by the extent to which the individual perceives his job related needs to be being met”. Spector (1997) simply defines the term as “a degree to which people like their job”.

Mumford (1972) distinguishes several schools of thought of job satisfaction. The first is “psychological needs school “. This school is represented by Maslow, Herzberg, Likert and others. According to them the most important factor in job satisfaction is the development of motivation. They concentrate their attention on factors which lead to motivation. A second group of scientist is concentrated into leadership. This group is represented by Blake, Mouton and Fiedler. They think that employee attitudes are influenced by the behaviour of supervisors. A third school, included Lupton, Gowler and Legge highlight the effort-reward bargain. For another school represented by Crozier and Gouldner, management ideology and values have an influence on satisfaction.

Spector (2007) describes two reasons why we should be interested in job satisfaction. First “the humanitarian perspective” is that people deserve to be treated fairly. He adds that job satisfaction can be considered as a reflection of good treatment. Second “the utilitarian perspective” that job satisfaction can lead to behaviour which affects organization. He defines two major categories of antecedents of job satisfaction. First, the job environment – it includes the nature of job, relations with other people at work or rewards. Second, there exist individual factors, such as personality, which have some influence on job satisfaction.

2.2.2 Cultural and Demographic Differences in Job Satisfaction

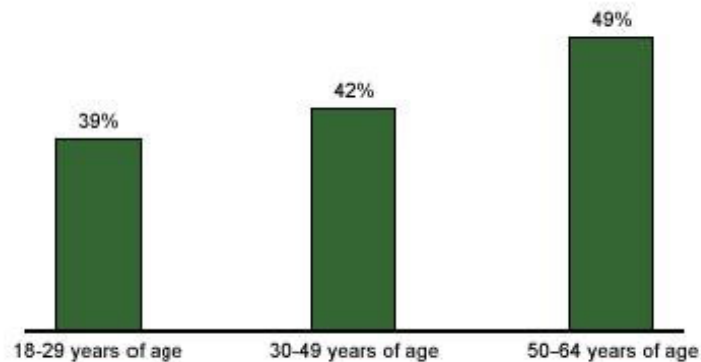
2.2.2.1 Age

Research has shown that age has an influence on job satisfaction but the relation between these two variables is not clear. Most researchers suggest that in general job satisfaction increases with age (Spector, 1997). Wright and Hamilton (1978) describe several hypotheses why age is related to job satisfaction. The first is that values and expectations of people have changed over time. According to them older workers are more satisfied because they expect less from their jobs. The second presumption is that older workers have often better jobs and more skills than their younger colleagues. A study by Saleh and Otis (1964) has shown that the satisfaction increases with age but it does not continue until retirement, because it decreases in the “terminal period” it means five years before retirement.

Figure 1: Job satisfaction by age Groups

How satisfied or dissatisfied are you with your job? Would you say you are completely satisfied, somewhat satisfied, somewhat dissatisfied, or completely dissatisfied with your job?

Percent of adults employed full or part time saying "completely satisfied"



Source: Robinson, 2002

2.2.2.2 Country

Some studies show that there might be differences in job satisfaction across countries. Results show that these differences might not be in overall satisfaction, but there can be large differences among facets. For example working conditions might be better in some countries than in others (Spector, 1997)

2.2.2.3 Gender

Researchers show extremely inconsistent results on how the sex influences job satisfaction. For example Clark (1997) suggests that women have lower expectations so they are easier satisfied. The study from Sousa-Poza (2003) confirms that women have higher level of job satisfaction than men. Benge (1944) or Stockford and Kunze (1950) agree with them and conclude that women are more satisfied with job than men. On the other hand Cole (1940) argues that women have lower job satisfaction than men.

2.2.3 Job satisfaction theories

Major theories of job satisfaction are Fulfilment theory, Discrepancy theory, Equity theory and Two-factor theory.

2.2.3.1 Fulfilment theory

Job satisfaction is described as a difference between what people expect and their experience.

According to Locke (1969) there is a conflict between what worker wants or values and what he receives.

Lawler (1973) explains that supporters of fulfilment approach measure satisfaction by “asking how much of a given facet or outcome they are

receiving “. It means that they are convinced that satisfaction depends on the quantity of outcomes person receives.

2.2.3.2 Discrepancy theory

Researchers who adopted this approach believe that „satisfaction is determined by the differences between the actual outcomes a person receives and some other outcomes level.“ (Lawler, 1973) There are several opinions about what is the other outcome level. Some theories say that it is the “level the person feel should be received“, another see this outcome level as “the level person expects to receive “. Dissatisfaction appears when received outcome is lower than the other level of outcome.

According to Katzell (1964), $\text{satisfaction} = 1 - ([X - V] / V)$, where X presents the actual amount of outcome and V presents the desired amount. He says that satisfaction is the difference between actual amount of outcome and the desired one, but he adds that the difference should be divided by the desired amount. It means that the person will be less dissatisfied with a discrepancy the more he wants of an outcome.

2.2.3.3 Equity theory

This theory is also known as Adam’s equity theory. Adams (1962. 1963) is trying to explain satisfaction as derived by perceived input-outcome balance. The theory says that person is feeling demotivated if he feels that the input he gives in something is greater than the output. People compare their situation, it means their inputs and outputs, with another people, the group of these people he calls the referent group. Among the inputs we can find hard work, ability, loyalty, flexibility, skills, experience, intelligence etc. As outputs he defines financial rewards, responsibility, recognition, praise, status, promotion etc. The evaluation of these factors is individual the same input/output can be relevant for one person while irrelevant for another. The equity occurs when there is a positive balance between inputs and outputs and the referent group. In the opposite case inequity occurs.

2.2.3.4 Two- Factor Theory

This theory of motivation (also known as a Motivation – Hygiene Theory) was developed by Frederic Herzberg (1959), an American psychologist. The theory is based on a research made in Pittsburgh and its surroundings. Semi-structured interviews were used. Accountants and engineers were interviewed about their feelings of satisfaction and dissatisfaction. They should have started with a story when they feel really good or really bad.

Table 1: Percentage of good or bad critical incidents in which each job factor appeared

Factor	Percentage	
	Good	Bad
Achievement (M)	41	7
Recognition (M)	33	18
Work itself (M)	26	14
Responsibility (M)	23	6
Advancement (M)	20	11
Salary (H)	15	17
Possibility of growth (M)	6	8
Interpersonal relations – subordinates (H)	6	3
Status (H)	4	4
Interpersonal relations – superior (H)	4	15
Interpersonal relations – peers (H)	3	8
Supervision (H)	3	20
Company policy & administration (H)	3	31
Working conditions (H)	1	11
Personal life (H)	1	6
Job security (H)	1	1

Source: Herzberg et al, 1959, *Note: Abbreviations are: M=motivator, H=hygiene*

Herzberg found that factors which are related to job satisfaction differ from those which are related to job dissatisfaction. According to this theory satisfaction and dissatisfaction do not exist on one continuum going from satisfaction through neutral feelings to dissatisfaction, but there are two independent continuums, one going from satisfaction to neutral feeling and the second going from neutral feeling to dissatisfaction.

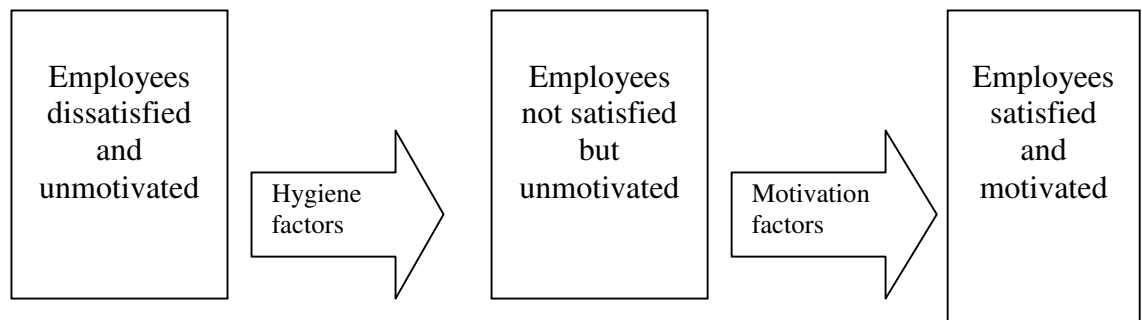
The opposite of dissatisfaction is not satisfaction but no dissatisfaction. It means that the absence of motivators cause no satisfaction, it does not have to lead to dissatisfaction and vice versa. He diversifies hygiene factors and motivators.

Hygiene factors include: supervision, interpersonal relations, physical working conditions, salary, company policies and administrative practises, personal life, status and job security. When these factors are not presented at the work, they cause dissatisfaction. On the other hand when they are presented, they do not cause satisfaction, but they are needed to prevent dissatisfaction. According to this theory when, for example the salary rise, it does not lead to satisfaction, it just remove dissatisfaction.

Motivators contribute job satisfaction. These factors are recognition, achievement, advancement, responsibility, the possibility of growth and work itself.

He adds that satisfiers are related to the environment of work and dissatisfies are related to work itself. He claims that motivators are effective in motivating people, but the hygiene factors are not. But it does not mean that hygiene factors are not important, they are, but in different way. They are necessary to deny unfair treatment; they help to avoid discomfort and unpleasantness.

Figure 2: Two- factor theory



Definitions of factors

1) Recognition

It means the recognition from person who is speaking to us. It could be anyone, supervisor, a peer, a client, colleague, general public etc. Their statement shows some praise.

2) Achievement

This factor is connected with some success, for instance solution of a problem, successful finished job etc.

3) Possibility of growth

It includes the ability to improve personal skills and profession.

4) Advancement

This category refers to the possibility of promotion.

5) Salary

This category includes all types of compensations.

6) Interpersonal relations

This category is divided into 3 parts – interpersonal relationship with peers, interpersonal relationship with superiors and interpersonal relationship with subordinates. It covers social relations within people in organisation.

7) Supervision

The characteristics of this factor are competence/incompetence and fairness/unfairness of the supervisor.

8) Responsibility

Person is satisfied because of being responsible for some task

9) Company policies and administration

This category consists of practice and routines of the company. It is how the company works, what are its usual policies.

10) Working conditions

This factor covers physical conditions of work, facilities available at work, the amount of working hours, work environment etc.

11) Work itself

Satisfaction or dissatisfaction leads from the scope of employment. The job can be interesting, creative, difficult, boring, annoying etc.

12) Personal life

This category includes aspects of personal life which affect the job. It could be some family problems.

13) Status

This term means the position in the organisation.

14) Job security

This factor is connected with the situation of organisation, with its stability or instability, which influence person's job security.

2.2.4 Critical analysis of two-factor theory

Two-factor theory raised lot of discussion. Quite a lot of criticism appeared when the two-factor theory was published but it has also its supporters.

Opponents argue that one factor can cause both, satisfaction and dissatisfaction and that one factor could be a source of satisfaction for one person while it could be a source of dissatisfaction for another person. Sergiovanni (1971) tested Herzberg's theory and found that not all factors are one-sided and that some can contribute satisfaction, but also dissatisfaction. Dunette et al (1967) agree with Sergiovanni, their study proved that some of the factors can be both, satisfiers and dissatisfiers. Also House and Wigdor (1967) agree with this opinion and add that the two factor theory is an

oversimplification of the relationship between motivation and satisfaction, and the sources of job satisfaction and dissatisfaction. Another aspect of their criticism is concerned to the coding procedure used by Herzberg.

A study by Maidani (1999) which tested the Herzberg's theory among public and private sectors found that motivators contribute satisfaction, but hygiene factors also contribute satisfaction rather than dissatisfaction. And this finding contests the two-factor theory, which says that hygiene factors contribute dissatisfaction. Brenner et al (1971) agree with Maidani, his study proved that both motivators and hygiene factors are connected with satisfaction and dissatisfaction. Schwarz (1959) retested two-factor theory using questionnaire instead of interview. His findings were basically in conformity with Herzberg, just small deviations were found. Interpersonal relations with subordinates were found to be rather motivators than hygiene factors.

Brenner et al (1971) criticise the method of measurement that Herzberg used. He used the single method – semi-structured interviews and they say that if he had used some different types of measurement, the results could have been different. The second point of their criticism is that he did not measure the overall satisfaction, so there is not any evidence that factors Herzberg came up with are sources of overall satisfaction or dissatisfaction. Generally we can say that research using the same method as Herzberg used give the same results as two-factor theory. Different methods give different results.

According to Mullins (2006) there are 2 general criticism of Herzberg's theory. The first says that it applies just to manual workers and the second criticizes the methodology used. She says that people are likely to attribute satisfying moments as a result of their performance and dissatisfying moments as a result of external influences. Interviews were interpreted by interviewers so it might be individual how everyone understands it.

Vroom (1964) considers that two-factor theory overemphasizes the importance of self-controlled actions. He says that a person can take credit for his success and blame others for his failure. Bockman (1971) adds that interviewer cannot be sure that the respondent really has the feeling of satisfaction or dissatisfaction, because lot of people respond

even if they do not have any. The second problem is that it is difficult for the researcher to get a true description.

Ewen (1964) pointed out “four major weaknesses” in two-factor theory. The first is “narrow range of jobs investigated”. Herzberg did his research just among accountants and engineers. The second is a use of single method. Then he criticizes that the research has no validity and reliability data. The last point refers to the problem, that Herzberg did not measure the overall satisfaction. He adds that supervision may be a source of recognition as well as salary may represent satisfiers like achievement and recognition. Lindsay et al (1967) came up with 4 critical points of two-factor theory. The most important point is that Herzberg ignores the intermediate level of satisfaction and dissatisfaction.

A study by Friedlander (1963) says that job satisfaction is more complex and that both intrinsic and extrinsic factors lead to job satisfaction. Dunette et al (1967) found that motivators are more important in relation to satisfaction but also in relation to dissatisfaction. Hinrichs and Mischkind (1967) came up with absolutely different conclusion. They did a research among 613 technicians and found that hygiene factors are more important overall than motivators.

Schwab and Heneman (1970) used a “storytelling method” to test 2 aspects of Herzberg’s theory: reliability of responses and analysis and interpretation of responses. Their finding is that the theory as overly-simplified and that it need substantial modification.

Evans (1999) says that: “Two-factor theory is nothing more than conceptual misunderstanding that arises out of failure to recognize the ambiguity of the key term.” She thinks that job satisfaction is composed by job comfort and job fulfilment. Job comfort is about how satisfactory something is, the second element is about how satisfying it is. She adds that Herzberg’s interpretation of job satisfaction is only about what is satisfying.

Even if the theory has lot of critics, there are lot of people who support Herzberg's findings. For example Friedlander and Walton (1964), Myers (1964), Saleh (1964) support the conclusion that factors contributing satisfaction are separate from those contributing dissatisfaction.

2.3 Teachers motivation and job satisfaction

It is very important to monitor teachers' motivation and job satisfaction because they have a big influence on student motivation. According to study of Lens (2005) it is always very difficult to motivate students to learn, but it is more difficult if teacher himself is not motivated. She adds that teacher's motivation has also influence on advance of educational reforms. She explains that motivated teachers to support these reforms.

Quite a lot of studies proved that teachers show lower level of satisfaction and higher level of stress than any other profession. It is believed that teachers' motivation and job satisfaction may be different than in other professions. They are working in different conditions with specific challenges which may result to different motivational forces. Schepers et al (2005) say that people working in non-profit organizations have different personality, values and behaviour than people working in for-profit sectors. They think that people who are working in non-profit sector are more people oriented. Generally it is believed that one of the main motivator for teachers is altruism.

Hackman and Oldham (1980) states 3 factors that should be present. The first is that teachers have to have knowledge of results of their work. They experienced responsibility for these results and the last point is that they perceive their work as meaningful.

According to study of Dinham (1996) "factors contributing to teacher satisfaction are largely different from that contributing job dissatisfaction". The study is based on a research undertaken in Western Sydney, Australia. 527 teachers were asked to fill the questionnaire. Intrinsic rewards such as pupil achievement, teacher achievement,

recognition etc were found as satisfiers. Dissatisfiers were found to be extrinsic, for example, „ the declining status of teachers in society, poor supervision, increased administrative workloads etc. Only 52% of respondents rated themselves as satisfied. The research found that higher satisfaction is not connected with increased age, but greater decline in satisfaction is connected with the length of service at current school.

Nias (1989) disagree with Herzberg two factor theory and point it out as „over-simplistic“. She says that: „ There appear to be aspects of the work which regularly cause unhappiness or frustration but which, once remedied, allow job satisfaction to develop “. She interviewed teachers about what they like about their jobs. The most frequent answer was that they simply like being with children and it is their major satisfier. Other sources of satisfaction were found to be „ the happy atmosphere in the classroom, the gratitude and support of parents, responsiveness of children, seeing children make progress, personal growth, presence of difficulties to overcome, learning something new, appreciation by colleagues or supervisors etc. But nearly quarter of respondents also „derived satisfaction from extrinsic factors.“ They like „ the hours and holidays, they thing they do not have to work very hard, they enjoy the comradeship they found in staffroom etc “. But these extrinsic rewards as sources of satisfaction decrease with years in the occupation.

Nias distinguish between non-satisfiers and dissatisfiers. Non-satisfiers are factors which once they disappear, job satisfaction increase. As the most frequent non-satisfier were found „inefficient administration, poor communication, absence of clear goals, inadequate supervision etc, lack of whole-school aims and policies, common standards and goals, too much freedom, conflict with individual principles, stress, etc. Nias identifies 3 sources of dissatisfaction. First, „schools are uncongenial socially“, This means problems with interpersonal relationship. Second, „working conditions are often unsatisfactory“. Third, “that there is the lack of promotion or career prospects “.

Sergiovanni (1971) tested The Herzberg’s theory asking teachers about their preferences. He used 16 Herzberg Factors („achievement, recognition, work itself, responsibility, advancement, salary, possibility of growth, interpersonal relations – subordinates,

interpersonal relations – superiors, interpersonal relations – peers, supervision, company policy and administration, working conditions, personal life, status and job security“). He found that achievement, recognition and responsibility contribute job satisfaction. If these factors are absent they do not contribute job dissatisfaction. The factors that lead to teacher’s dissatisfaction but not to satisfaction are personal relations with subordinates, peers and supervisions, school policy and administration and personal life. Other 8 factors showed differences, because it was not proved that contribute job satisfaction, not dissatisfaction or contribute job dissatisfaction, not satisfaction on the other hand.

From study of Bishay (1996) results that the most important for job satisfaction is gratification of higher-order needs. The study reports that teachers with higher level of responsibility were significantly more satisfied.

Spear et al (2000) say that almost all research made in Great Britain between 1988 and 1998 reflects that the most important aspect of job satisfaction for teachers is working with children. Another important facet is good relationship colleagues, warm, personal relationship with pupils. Major sources of dissatisfaction are work overload; excessive paperwork and lot of time spend with administration. Teachers often complain that they do not have enough time for their families and private lives. Poor salary is also often mentioned, but it has not so big influence as the other factors. Other sources of dissatisfaction which appear are factors connected with professional development and career prospects.

The research made by Evans (1999) shows that teachers’ job satisfaction is “predominantly contextually-determined”. She explains that it is because the context of their working lives represents the realities of their jobs. One of the interesting things on her findings is that only one person identified salary as a source of satisfaction. Others qualified pay as quite unimportant factor on context with their job satisfaction. She found that school-specific factors, such as enjoying working with children have more influence on job satisfaction than external factors.

From the research of Cockburn and Haydn (2004) came up the same findings as from others researchers. They found that factors leading to job satisfaction pleasure derived from working with children, being in the classroom, see children making progress and friendly climate at work. They also asked teachers what could be done to improve the quality of teachers' life and how to rise their satisfaction. The most often answers were: to reduce class sizes, better resources for teaching and more learning support assistants. From another research made by Cockburn in 2000 are these comments of teachers about what they enjoy about their jobs:

"The hours in the classroom and seeking the children happy and progressing."

"When children are pleased and understanding something or doing something that they thought they could not do".

"The excitement from seeking a child's work that is far better, in whatever aspect, than expected."

"Positive comments from Head, Deputy or colleague."

"Positive feedback from staff and parents."

2.3.1 Job satisfaction of teachers in the Czech Republic

Unlike other countries there do not exist many research about job satisfaction of teachers in the Czech Republic. One exception is a study of Paulik (1999) who studied more than 1000 teachers in various regions in the Czech Republic. He found that teachers are generally satisfied with their job. He claims that the satisfaction differs according to the type of school. Most satisfied are teachers at universities (88,6%), the least satisfies are teachers secondary schools. He adds that women are usually more satisfied than men. Factors that lead to their satisfaction are positive relationship with colleagues, creative work, positive relationship with students and the possibility to form them and the feeling of achievement. Factors which are connected with dissatisfaction

are poor salary and recognition from public, low morale of students, poor cooperation with parents, stress and lack of time and insufficient school equipment.

2.4 Conclusion

The literature review was conducted in order to provide a reader essential conception of job satisfaction, especially of job satisfaction of teachers. It summarized findings of previous research made on this field. Next chapter deals with the methodology used for the purpose of the research, than it shows findings and compare them with the literature review.

CHAPTER 3: Methodology

3.1 Introduction

The aim of this chapter is to introduce the methods which were used to gather data in order to analyze these objectives:

1. To examine the satisfaction of Czech teachers with 16 factors defined in Herzberg's two-factor theory.
2. To identify major sources of satisfaction of Czech teachers.
3. To identify major sources of dissatisfaction of Czech teachers.
4. To identify the importance of each factor for overall job satisfaction.
5. To examine the level of overall job satisfaction of Czech teachers.
6. To identify the relationship between satisfaction and age.
7. To identify the relationship between satisfaction and gender.

Then it explains the usage of the research instrument and describes its advantages and disadvantages. It shows the process of data collection and defines the limitations of the study.

3.2 Research Strategy

According to Saunders et al (2003) research strategy refers to the way which researcher will choose to reach his goal. I decided to use a survey for the purpose of my study. It has become one of the most used strategies in social research. It is usually associated with the deductive approach. According to Saunders deduction involves the development of the theory which is subjected to the test. Robson (2002) states 5 stages which deductive research will progress. The first step is a deduction of hypothesis from the theory. Then we need to express the hypothesis in operational terms and test this operational hypothesis. The 4th stage is to examine the specific outcome of research. The last step is to modify the theory on the basics of our results, if necessary.

Using survey in doing research allows a large collection of data at relatively low cost. Surveys are flexible, they enable the researcher to collect wide range of information, they can be used to study opinions, values, beliefs, behavior etc. Another advantage is that they are relatively easy to analyze. The most common research methods for surveys are questionnaires (Saunders et al, 2003).

This research method has been chosen because the study requires collecting data from about 50 respondents which have to be analyzed in relatively short time. Because this paper studies people's opinions and values using survey is the best choice.

3.3 Research Method

“The way of getting answers to research questions are the research methods” (Robson, 2007). A method can be questionnaire, interview, observation, panels etc.

According to Saunders (2003) interview is “a purposeful discussion between two or more people.” Usually it is face to face but it can be manage also via letter or phone. There are many types of interviews; they differ in the amount of structure (Robson, 2007). Fully structured interviews are similar to questionnaires. Questions are asked by interviewer, usually face to face, and he takes notes about the answers. Semi-structured interviews are more flexible. Interviewer has prepared questions but he can change them depending on how things are going. Unstructured interviews are the most difficult option (Robson, 2007). Researcher introduces the topic, but he let the interviewee to develop his own ideas (Denscombe, 2003). There are many advantages of this method. The face to face contact enable to develop relationship with interviewee which can help with getting better responses and can persuade the respondent to answer all questions. It also gives a chance to researcher to asses the value of answers. It is a flexible method, because the researcher can change the question or ask new question which arise from the conversation with the interviewee. Researcher can obtain very detailed data by this way. Disadvantages of this type of research method are that it is quite time-consuming, difficult for preparation and to analyze.

Because the study requires collecting data from about 50 respondents, using interview would be very time-consuming. There is no point in doing interview for the purpose of this study because questions are clearly given and other comments are not needed.

Robson (2003) defines observation as a method which consists of watching people in some situation and recording what we have seen. The advantage is that it can be used to analyze a wide range of situations. It also produces coded quantitative data which can be easily analyzed. On the other hand is very time-consuming and expansive. This kind of research method is not useful for my study because it does not require watching people or any events.

Panel study is next very common research method. It is a kind of longitudinal study which measures the same sample of respondents at different points in time. Oppenheim (1992) defines two problems connected with panel studies – volunteer bias and contracting sample size. It is difficult to catch all panel members in given time. They also might take an interest in the study and may become more knowledgeable what means fewer representatives for the study. Panel study is not suitable for my research because it does not investigate changes in opinions; it explores opinions in the present time.

For the purpose of my dissertation questionnaire was used. It suits the best the needs of my research. There are many definitions of the term. Saunders (2003) defines the term as “all techniques of data collection in which each person is asked to respond to the same set of questions in a predetermined order”. It is probably the most common data collection method in social research (Robson, 2007). This method is very flexible and it is possible to use it to gather information on almost every topic from any number of people (Moore, 1987). There are several methods how questionnaire can be administered. Self-administered questionnaires are administered by internet, intranet or send by post or delivered by hand to respondent and collected later. “Interviewer-administered questionnaires are recorded by interviewer on the basis of respondent’s answer”. They are usually administered face-to-face or via telephone.

To conduct my research, Internet was used. The advantage of using Internet when doing the research is that it allows quite a large number of respondents in low cost. The disadvantage is that questionnaires administered over the Internet are likely to have lower response rate. Another point is that there are still people who are not Internet literate and it might be a problem for them to complete it. The advantages and disadvantages of using questionnaires are summarized in the table below.

Table 2: Some advantages and disadvantages of questionnaires

Advantages	Disadvantages
Possible to deal with large sample even with relatively small resources	Poor response rate
Do not require personal interaction	Not possible to go into topics depth
Use of pre-coded data	Careful planning and design
The absence of face-to-face interaction eliminates the effect of researcher on the responses	Can give an inflated impression of the value of the findings

Source: Adapted from Robson, C. (2007)

The questionnaire was used for my study because it allows collection of large amount of data. About 50 responses were needed for the purpose of my study. The Internet was used for sending the questionnaires because it does not require a lot of time for doing it and it is cheap. It is the fastest way of sending and filling the questionnaire and it allows easier data collection.

A wide range of questions format exists. *Dichotomous questions* are questions which offer only two alternatives to choose between. *Multiple choice questions* provide a choice of more than 2 options. *Checklist* is the same as multiple choice questions but respondent can tick as many items as he wishes. *Rating scales* are sort of questions where respondent is rating or evaluating something according to a scale. A type of a scale is the *Likert's scale* which is often used to ask people about their attitudes and opinions. It is a bipolar scaling method where respondent is asked to choose a position

on a scale between strongly agree and strongly disagree with something. *Ranking questions* ask to put a number of options into rank order. When using *semantic differential* respondents are asked to rate a single object on bi-polar scale formed from adjectives (for example the lecture is boring.....interesting). The most difficult questions to analyze are open questions. You simply ask a question and provide a space for respondents own ideas.

3.4 Questionnaire Design

The questionnaire contains of 3 parts. The first is the introduction where the general information about the questionnaire is provided, including its purpose and instructions for completing. The second part consists of general questions about gender and age of participants. Teachers were not asked to give their exact age but they allocated themselves into 1 of 5 groups which were: 21-30 years, 31-40 years, 41-50 years 51-60 years and 61-70 years. This information is needed to identify the differences in job satisfaction according to age or gender. The last part is focused on the satisfaction of teachers. Respondents rated their satisfaction with 16 factors connected with their occupation and their overall level of job satisfaction. They were asked to indicate their level of satisfaction on scale from 1 to 5 (1 means that they are highly dissatisfied with the factor, 2 that they are dissatisfied with it, 3 that they have neutral feeling about it, 4 that they are satisfied and 5 that they are highly satisfied with it). Than they were asked to allocate a number from 1 to 16 to each factor according as each factor is important for their overall job satisfaction. 1 means that the factor is the most important for overall job satisfaction, 16 that it is the least important for overall job satisfaction. The meaning of factors is explained below:

- Recognition in this study represents the recognition from general public and the perception of teachers by public.
- Achievement represents some success in the professional life.
- Advancement refers to the possibility of promotion inside the organization which is a school in this case.
- The personal growth is meant by the category possibility of growth. It includes improving skills and getting experience.

- Interpersonal relationship with peers – Peers are represented with colleagues, it means teachers working at the same school in this study.
- Interpersonal relationships with subordinates – Subordinates are replaced by students in this research.
- Interpersonal relationship with superior – This category includes the relationship with the headmaster of school.
- Supervision is understood as a satisfaction with inspection procedures by the headmaster of school and the institutions of ministry of education.
- Personal life is also important category because the satisfaction with personal life can have big influence on satisfaction with the job.
- Company policies and practices includes polices and practices which ensure everyday school operation, teachers duties and rules which have to be adhered.
- Responsibility represents how are teachers satisfied with responsibility that they have at school.
- Salary represents the satisfaction with the level salary.
- Working conditions means mainly the facilities available for teaching for the purpose of this study.
- Work itself refers to the satisfaction with the content of the work.
- Job security is connected with the stability of the employment.
- Status refers to the position in the school.

General questions were asked by means of dichotomous and multiple choice questions. For the purpose of asking questions about job satisfaction rating scales and multiple choice questions were used.

Data were analyzed by means of statistical programme Statgraphics.

3.5 Sample Group and Data Collection

According to Saunders (2003) population is “a full set of cases from which sample is taken”. Sample should represent the whole population, so we have to choose it very careful. A good sample gives us information about the population. Census is used when you can collect data from the whole population. Because for many research questions it is impossible to collect all data sampling is used. It is a process of collecting data from a subgroup (Saunders, 2003). Saunders (2003) suggests using sampling when it is impracticable to survey the entire population, when we have restricted budget for our research, we do not have enough time or if we have collected all data already but do not have enough time to analyze them all. In my case I used sampling because doing census was both impractical and financial demanding and obviously time-consuming.

According to Denscombe (1998) we can use two types of sampling techniques: probability sampling and non probability sampling. In probability sampling the chance of being selected is known for all units and each case have the same possibility to be selected. For non probability samples the probability of selecting is not known. For the purpose of my own research judgment sampling, the type of non probability sampling was used. This form of sample enables the researcher to do the judgment to select objects of the study.

The size of sample is another important issue. It has to be large enough to provide confidence in your data (Saunders, 2003). He adds that “the larger is the sample’s size the lower is the likely error in generalizing to the population”. As Denscombe (1998) says the size of the sample depends on many factors.

Teachers at grammar schools in the Czech Republic create the population of my study. I have chosen 5 grammar schools in the region of Liberec in the Czech Republic and send the questionnaire by e-mail to the staff. 120 questionnaires were sent, but the response rate was quite low – 34%, only 41 questionnaires returned. 55% of respondents are women, 45% are men. 15 of them are between 41-50 years old, 11 are between 31-40 years old, 9 between 21-30 years old and 6 between 51-60 years old.

3.6 Validity, Reliability, Practicality and Ethics of the Study

“Validity refers to whether or not something actually measures what it claims to measure” (Robson, 2007). He adds that it can be improved if the tools used are familiar to the participants. An internet questionnaire was used. It is probable that participants of the research – teachers are IT literate so this tool is easy to use for them. The only aspect which would threaten validity of the research is if teachers would not tell the truth.

Research is reliable if you get the same data when it is repeated under the same conditions. Questions were asked clearly, they should not have cause misunderstanding. In addition instructions how to complete it were given. It is probable that participants will answer the same whenever they will get this questionnaire because the research is focused on their long-time opinions.

Practicality is another important issue while doing a research. Questionnaires were sent by e-mail. This method has lot of practical advantages. It is cheap and participants can fill it when they want to.

According to Brown (2006) ethics are norms that guide are moral choices about our behavior. The aim of ethics in research is to ensure that ethical principles are adhered and that no one suffers from research activities. Issues connected with research ethics are confidentiality, awareness and voluntary participation. The participants of the research should be aware of the purpose of the study and they should not be forced into taking part. In the case of my study participants were introduced to aims of the research in the beginning of the questionnaire. Completing the questionnaire was voluntary and anonymous.

3.7 Pilot Study

A pilot study was conducted before the research. It is a way of testing our proposals which involves trying out the data collection on a small sample (Robson, 2007). He adds that “piloting is a crucial part of the research process”. It can show problems in

understanding questions, instructions or any other problems with the research. The questionnaire was consulted with my tutor and 1 another member of academic staff. Than it was translated to Czech and sent to 3 teachers in the Czech Republic. After their feedback 2 questions were modified because of incorrect understanding.

3.8 Limitations of the Study

Before considering the results of this study, there are a number of limitations which need to be taken into account. The participation on this study was voluntary so the response rate was not very high. 120 questionnaires were sent by e-mail but only 41 return back completed. The reason could be that teachers are busy and do not have time to complete it. This means that the sample group was quite small and cannot perfectly reflect the situation in Czech educational system. The issue connected with people is the quality of responses. It is possible that some answers are not honest and true.

It is with these limitations in mind that the results of this survey should be interpreted with caution.

Chapter 4: Research results and analysis

This chapter presents results of the research. It was conducted at 4 grammar schools in the Czech Republic. 120 questionnaires were distributed, but only 41 returned back. The response rate was 34%.

The aim of this chapter is to show the findings of the research. It gives us the answers for research objectives which are:

- To examine the satisfaction of Czech teachers with 16 factors defined in Herzberg's two-factor theory
- To identify major sources of satisfaction of Czech teachers.
- To identify major sources of dissatisfaction of Czech teachers.
- To identify the importance of each factor for overall job satisfaction.
- To examine the level of overall job satisfaction of Czech teachers.
- To identify the relationship between satisfaction and age.
- To identify the relationship between satisfaction and gender.

The first part of this chapter analyses general questions about age and gender of respondents. Next chapter deals with the job satisfaction with 16 factors defined in Herzberg's theory than it shows the differences between men and women and between age groups. The last part deals with the overall job satisfaction of Czech teachers and focuses on the relationship between satisfaction and age and satisfaction and gender.

4.1 Results of general questions

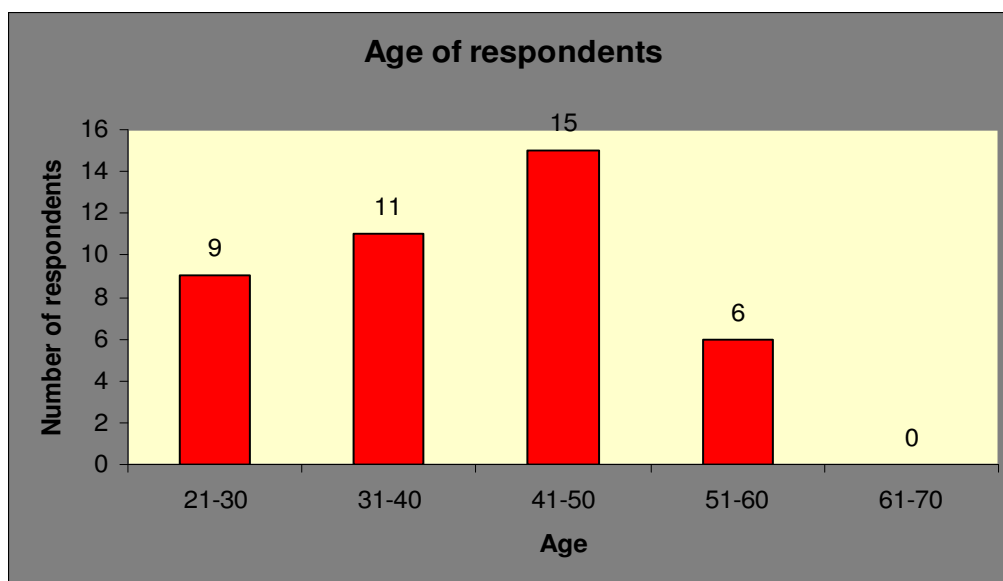
This section describes age and gender of participants of the research.

4.1.1 Age

How old were respondents you can see in figure number 3. As shown in the graph below the majority of teachers were between 41-50 years (36.6%). Because there was

not any teacher between 61-70 years next parts does not deal with this group. According to Ondrej Neumajer (2005) the average age of Czech teacher is 48 years.

Figure 3: Age of respondents



4.1.2 Gender

As shown in the table below 51.2% of participants were women and 48.8% of participants were men. This proportion almost exactly hits the situation at Czech schools. According to Lenka Vochocova (2006) there are about 45% men and 55% women teaching at Czech secondary schools.

Table 3: Gender of respondents

Gender	Count	Percentage
Male	20	48.8
Female	21	51.2

4.2. Results of questions about job satisfaction

4.2.1 Job satisfaction with particular factors

Teachers were asked to indicate their level of satisfaction with particular factors on scale from 1 to 5. 1 means that they are highly dissatisfied with the factor, 2 that they are dissatisfied with it, 3 that they have neutral feeling about it, 4 that they are satisfied and 5 that they are highly satisfied with it. The table below shows the average satisfaction with each factor. For example the average score for the satisfaction with relationship with students is 4.15; it means that in average teachers are satisfied with this factor. Average score for salary is 2.05; it shows that in average teachers are dissatisfied with it.

Table 4: The average score of satisfaction with factors

Factor	Mean
Relationship with students	4.15
Work itself	3.93
Personal life	3.93
Relationship with colleagues	3.71
Job status	3.68
Job security	3.68
Relationship with superiors	3.63
Supervision	3.29
Responsibility	3.32
Working conditions	3.22
Achievement	3.12
Possibility of growth	2.95
Company policies and practices	2.68
Advancement	2.66
Recognition	2.63
Salary	2.05

4.2.2 Major satisfiers and dissatisfiers of Czech teachers

Table 5: Major satisfiers and dissatisfiers of Czech teachers

Rank	Major satisfiers	Major dissatisfiers
1	Relationship with students (90%)	Salary (76%)
2	Work itself (80%)	Recognition (54%)
3	Personal life (76%)	Advancement (39%)
4	Job status (63%)	Company policies and practices (39%)
5	Relationship with colleagues (61%)	Possibility of growth (34%)
6	Job security (61%)	Achievement (32%)
7	Relationship with superiors (58,5%)	Working conditions (22%)
8	Responsibility (46%)	Supervision (12%)
9	Working conditions (46%)	Responsibility (10%)
10	Supervision (44%)	Relationship with colleagues (7%)
11	Achievement (39%)	Relationship with superiors (5%)
12	Possibility of growth (37%)	Job security (5%)
13	Recognition (24%)	Work itself (5%)
14	Company policies and practices (15%)	Personal life (2%)
15	Advancement (7%)	Job status (0%)
16	Salary (7%)	Relationship with students (0%)

Two hypotheses were thrown up in order to find if there is a difference between major satisfiers and major dissatisfiers:

1. Teachers are most satisfied by the intrinsic rewards of teaching.
2. Teachers are most dissatisfied by factors more extrinsic to teaching.

In the table above factors are ordered from the major satisfiers to minor satisfiers and from major dissatisfiers to minor dissatisfiers. As shown in the table the most frequent factors mentioned as causes of dissatisfaction are recognition from general public (54%) salary (76%) advancement (39%) and company policies and practices (39%)

Factors which cause satisfaction in most cases are relationship with students (90%), the work itself (80%), personal life (76%), job status (63%), relationship with colleagues (61%), job security (61%) and relationship with superiors (58,5%).

In the case of achievement or possibility of growth we cannot say if they cause rather satisfaction or dissatisfaction because both answers have almost the same proportion. Supervision and responsibility are likely to cause satisfaction or neutral feeling.

Factors which move about first positions as satisfiers move about last positions as dissatisfiers and vice versa. Factors which move about first positions as dissatisfiers move about last positions as satisfiers.

4.2.2 Satisfaction with particular factors and gender

The table below shows the differences in average score of satisfaction with factors between men and women.

The relationship between satisfaction with particularly factor and age was tested by Chi-Square test. The Chi-Square Test performs a hypothesis test to determine whether or not to reject the idea that the two variables are independent. Since the P-Value is greater or equal to 0.1 we cannot reject the hypothesis that two variables are independent. Since the P-Value is less than 0.1 we reject the hypothesis that two variables are independent at the 90% confidence level.

It has to be mentioned that the test cannot be absolutely exact, because the number of responses was low.

The null hypothesis for this test is that the level of satisfaction with particular factor and gender are independent. Because P-Value is greater then 0.1 in each case we cannot reject the null hypothesis. The test proved that the level of satisfaction does not depend on gender. These two variables are independent.

Table 6: The average score of satisfaction with factors, male and female

Factor	Mean		Ch-Square	P-Value
	Female	0.67		
Recognition	2.52	1.00	0.67	0.7157
Achievement	3.14	3.44	1.00	0.6060
Possibility of growth	3.14	2.34	3.44	0.1795
Advancement	2.62	*	2.34	0.3104
Salary	2.14	2.02	*	*
Relationship with students	4.19	1.04	2.02	0.3648
Relationship with colleagues	3.81	3.62	1.04	0.5940
Relationship with superiors	3.52	1.38	3.62	0.1634
Supervision	3.10	1.70	1.38	0.5021
Responsibility	3.14	2.34	1.70	0.4283
Company policies and practices	2.57	3.15	2.34	0.3104
Working conditions	3.19	1.25	3.15	0.2067
Work itself	3.95	2.11	1.25	0.5343
Personal life	4.10	4.31	2.11	0.3475
Job status	3.67	*	4.31	0.1158
Job security	3.62	3.60	*	*

4.2.3 Satisfaction with particular factor and age

The table number 7 shows the differences in average score of satisfaction between different age groups.

The relationship between satisfaction with particular factor and age was tested by Chi-Square test. The null hypothesis for this test is that the level of satisfaction with particular factor and age are independent.

As shown in the table below, the differences in satisfaction with particular factors between different age groups are not significant. The test proved that satisfaction with particular factors does not depend on age because P-Value was greater than 0.1. The only factor which have significant differences in satisfaction between age groups are working conditions, because the P-Value is 0.0711 which is less than 0.1. The test proved that the satisfaction with working conditions depends on the age of teachers.

Table 7: The average score of satisfaction with factors, age groups

Factor	Mean				Chi-Square	P-value
	21-30	31-40	41-50	51-60		
Recognition	2.44	2.82	2.47	3.00	4.16	0.65
Achievement	3.00	3.09	3.00	3.67	3.84	0.6985
Possibility of growth	2.67	2.82	3.00	3.50	4,73	0,5786
Advancement	2.56	2.36	2.80	3.00	4,9	0,5573
Salary	2.11	1.73	2.00	2.67	8,29	0,2175
Relationship with students	4.44	4.09	4.07	4.00	*	*
Relationship with colleagues	3.78	3.91	3.47	3.83	3.47	0.7483
Relationship with superiors	3.89	3.64	3.47	3.67	8,36	0,2132
Supervision	3.67	2.91	3.33	3.33	8,56	0,2001
Responsibility	3.00	3.45	3.33	3.50	4,41	0,6220
Company policies and practices	3.00	2.73	2.60	2.33	3,58	0,7333
Working conditions	3.33	2.91	3.20	3.67	11,62	0,0711
Work itself	4.00	3.64	4.00	4.17	8,98	0,1474
Personal life	4.11	3.91	3.80	4.00	2,05	0,9147
Job status	3.56	3.45	3.80	4.00	*	*
Job security	3.33	3.82	3.60	3.67	8,1	0,2306

Notes: * - the test could not be performed because one column was empty

Significance level: 0.1

4.2.4 The importance of each factor for overall job satisfaction

Teachers were asked to allocate a number from 1 to 16 to each factor according as each factor is important for their overall job satisfaction. 1 means that the factor is the most important for overall job satisfaction, 16 that it is the least important for overall job satisfaction. Two hypotheses were set up:

- Motivators are more important for overall job satisfaction than hygiene factors.
- Hygiene factors are less important for overall job satisfaction than motivators.

As you can see in the table below the most important factors are the work itself, the relationship with students and working conditions. The least important factors are advancement, job security and company policies and practices.

Table 8: The importance of each factor for overall job satisfaction

Rank	Factor
1	Work itself (M)
2	Relationship with students (H)
3	Working conditions (H)
4	Salary (H)
5	Possibility of growth (M)
6	Achievement (M)
7	Relationship with colleagues (H)
8	Recognition from general public (M)
9	Job status (H)
10	Personal life (H)
11	Relationship with superiors (H)
12	Supervision (H)
13	Responsibility(M)
14	Company policies and practices (H)
15	Job security (H)
16	Advancement (M)

4.2.5 Overall job satisfaction

As shown in the table below the majority of teachers in the Czech Republic is satisfied with their job. 56.10% of them states that they are satisfied with their job and 9.76% says that they are highly satisfied, 29.27% have neutral feeling about it and only 7.32% are dissatisfied. There is no one who is highly dissatisfied with his job.

Table 9: Overall job satisfaction

Factor	% of highly dissatisfied people	% of dissatisfied people	% of people with neutral feelings	% of satisfied people	% of highly satisfied people
Overall job satisfaction	0.00	7.32	29.27	56.10	7.32

The average score for overall job satisfaction is 3.63 (see table below). It means that in average teachers have feeling between satisfaction and neutral.

Table 10: The average score for overall job satisfaction

Factor	Mean	Standard deviation
Overall job satisfaction	3.63	0.73

The table below shows the average score for overall job satisfaction of male and female.

Table 11: Overall job satisfaction and gender

Factor	Mean	
	Female	Male
Overall job satisfaction	3.62	3.65

The table number 12 shows the average score of overall satisfaction for different age groups.

Table 12: Overall job satisfaction and age

Factor	Mean			
	21-30	31-40	41-50	51-60
Overall job satisfaction	3.33	3.45	3.73	4.17

4.2.6 The relationship between overall job satisfaction and age

The relationship between job satisfaction and age was tested by the Chi-Square Test and analysis of variance. Because the response rate was very low the results of this analysis cannot be exact.

Chi-Square Test tested whether the level of overall job satisfaction depends on age of teachers. The null hypothesis was that the level of overall job satisfaction and age are independent Chi-square test proved that there is no relationship between job satisfaction and age. Because P-Value is greater than the significance level we cannot reject the null hypothesis that the level of job satisfaction and age are independent.

Details of the test are summarized in the table number 13.

Table 13: Chi-Square Test for relationship between job satisfaction and age

H0:	The level of overall job satisfaction and age are independent
H1:	The level of overall job satisfaction and age are dependent
Significance level:	0,1
Chi-Square:	3,59
P-Value:	0,7319

The relationship between age and level of satisfaction was also tested by analysis of variance. The null hypothesis was that variances of level of satisfaction of each age group are equal.

Table 14: Analysis of Variance

H0:	Variances in 4 samples are equal				
H1:	Variances in 4 samples are not equal				
Source	Sum of squares	Df	Mean square	F-Ratio	P-Value
Between groups	3.01	3	1.006	2.013	0.129
Within Groups	18.49	37	0.4498		

Since the P-value of the F-Test is greater than or equal to 0.05 there is not a statistically significant difference between variances at 95% confidence level. It means that there is no relationship between the level of satisfaction and age.

4.5 The relationship between overall job satisfaction and gender

Chi-square test and t-test were performed to identify the relationship between overall job satisfaction and gender. Chi-Square test proved that there is no relationship between the level of overall job satisfaction and teacher, because P-Value was greater than significance level. Overall job satisfaction does not depend on gender of teacher. Details of the test are summarized in the table below.

Table 15: Chi-Square Test for relationship between job satisfaction and gender

H0:	The level of overall job satisfaction and gender are independent
H1:	The level of overall job satisfaction and gender are dependent
Significance level:	0,1
Chi-Square:	0,27
P-Value:	0,8741

T-test was performed in order to find out if the level of satisfaction depends on gender. Since the P-Value of the test is greater than the significance level the null hypothesis cannot be rejected at 95% confidence level. It means that the level of satisfaction does not depend on gender.

Table 16: T-test

H0:	Means in 2 samples are equal
H1:	Means in 2 samples are not equal

Significance level:	0,05
t-statistics	0.129613
P-Value:	0.8977775

Chapter 5: Discussion

The aim of this chapter is to summarize the key findings of the research. Then it tries to compare them with earlier findings of different studies.

This study was conducted to identify job satisfaction of teachers at secondary schools in the Czech Republic. It also found what are the major sources of satisfaction and dissatisfaction of these teachers and what is the relationship between job satisfaction and age and job satisfaction and gender. Then it identifies the most important factors for teachers' satisfaction.

The study of 42 teachers at grammar schools in the Czech Republic shows that teachers are satisfied with their job. Almost 64% of participants rated themselves as satisfied or highly satisfied with their job. It is delightful that only 7% of teachers are dissatisfied with their job. Contrariwise there is still large proportion of people who states that they have neutral feeling about their satisfaction so they are not satisfied nor dissatisfied – 29%. These results correspond with results of Paulik (1999) research who found that about 70% of teachers at Czech colleges are satisfied.

The study found that there is no relationship between the level of overall job satisfaction and age and the level of overall job satisfaction and gender. These findings correspond with the study of Dinham (1996) but it disagrees with other authors, for example Spector (1997) who claims that increased age predicts increased satisfaction. Earlier findings about the relationship between job satisfaction and gender are considerably inconsistent, but results of my research show that there is no relationship between these two variables.

It was found that factors contributing to satisfaction are different from those contributing to dissatisfaction. Major satisfiers for Czech teachers are relationship with students, work itself, personal life, job status and relationship with colleagues. The hypothesis that teachers are most satisfied by the intrinsic rewards of teaching was confirmed. All of these factors except job status are considered to be intrinsic. These

findings correspond with the study of Dinham (1996) and other researchers who states working with children, positive relationship with them and with colleagues and achievement as major satisfiers of teachers. It also corresponds with the research made in the Czech Republic by Paulik (1999).

The second hypothesis that teachers are most dissatisfied by factors more extrinsic to teaching was not confirmed. Major dissatisfiers for Czech teachers were found to be salary, recognition, advancement, company policies and practices and the possibility of growth. This finding does not support the hypothesis that teachers are most dissatisfied by extrinsic factors of teaching because 3 of first 5 factors are intrinsic (recognition, advancement and possibility of growth). But it is consistent with findings of Paulik (1999) who states that major dissatisfiers are poor salary and recognition from public, low morale of students, poor cooperation with parents, stress and lack of time and insufficient school equipment. It is interesting that teachers are dissatisfied with the recognition from general public because according to the study of Cervenka (2005) teacher is 4th in the list of professions according to prestige.

If we compare these results with the two-factor theory we can see that there are several discrepancies. The theory says that hygiene factors do not cause satisfaction, they just prevent dissatisfaction and that motivators cause satisfaction but they do not cause satisfaction. If we look at the results we see that there are 3 hygiene factors between 5 major sources of satisfaction – relationship with students, relationship with colleagues and personal life. The same conflict occurred in the case of dissatisfiers. 3 of 5 major dissatisfiers are classified as motivators (recognition, advancement, the possibility of growth). Generally, results of my study are consistent with the affirmation of other researchers that one factor can be source of satisfaction for one person and source of dissatisfaction for another person. My study as well as study of Maidani 1999 proved that both motivators and hygiene factors are connected with satisfaction and dissatisfaction.

The study found that work itself, relationship with students, working conditions, salary and the possibility of growth are the most important for the overall job satisfaction of

Czech teachers. 3 of these factors (relationship with students, working conditions and salary) are defined as hygiene factors by Herzberg. Hypotheses that motivators are more important for overall job satisfaction and hygiene factors are less important for it was not confirmed. Results show that hygiene factors are also important for overall job satisfaction. This conclusion is closely related to the claim of Hinrichs and Mischkind (1967) who found that hygiene factors are more important for job satisfaction than motivators. It is another point which disagrees with the two-factor theory. These results are consistent with findings of Spear et al (2000) who states that one of the most important factors for teachers' job satisfaction is working with children and positive relationship with them.

As you can notice two factors which are the most important for the job satisfaction of teachers at grammar schools in the Czech Republic, the relationship with students and the work itself are also major sources of their satisfaction. On the other hand next three factors – working conditions, salary and the possibility of growth are one of the most important factors but teachers are generally dissatisfied with them. It is up to school executives to focus on these factors and increase the satisfaction of teachers.

The research shows that there is no relationship between the satisfaction with particular factors and gender. The satisfaction with particular factors does not depend on gender. It was found that the only factor whose level of satisfaction depends on age is working conditions. In the case of other 15 factors the relationship between satisfaction and age was not proved. Different level of satisfaction at younger and older teachers could be explained by different requirements of each age group. Younger teachers have often higher demands concerning equipment and technical aids for classwork. On the other hand older teachers are used to contemporary conditions and often do not have any experience with potential equipment so they are satisfied with what they have.

Chapter 6: Conclusion

Generally, teachers at grammar schools in the Czech Republic are satisfied with their jobs. But there is still large proportion of people who are not dissatisfied or satisfied. Because satisfaction of teacher's is not important just for teachers themselves, but it also has influence on their students, it should be as high as possible. So there is quite a lot what can be done for them to be more satisfied.

The major dissatisfier for Czech teachers is their salary. If we have a look on it, we cannot be surprised. According to Lidove Noviny (2007) the salary of Czech teachers is 2,5-3 times lower than the salary of teachers in other European union countries and it does not reach the average salary in the Czech Republic. But the situation is getting better and the salary has been increasing. Salary is closely related to the recognition so it is obvious that the second major dissatisfier is recognition from general public.

Major satisfier was found to be relationship with students and the work itself. It means that teachers generally like their job. They are satisfied with its essence and like what they do. Satisfiers are connected with the work, contrary to dissatisfiers which are not connected with the work but with its environment.

The study proved that there is no relationship between overall satisfaction and age as well as between overall satisfaction and gender. We cannot say which group of teachers is more or less satisfied, because the satisfaction does not depend on age not even on gender. The relationship between satisfaction with particular factors and age or gender also was not proved. The only factor which shows dependence between satisfaction and age are working conditions. The satisfaction with this factor increases with age.

The findings of the study do not support two-factor theory, several discrepancies were found. We cannot say that motivators cause satisfaction and hygiene factors just prevent dissatisfaction, because according to the study some hygiene factors are major satisfiers of teachers (relationship with students and colleagues, job status) and are also one of the

most important for their overall job satisfaction (salary, working conditions, relationship with students).

It is evident that problems of teachers' job satisfaction are difficult and extensive. It is necessary that researchers and educational authorities pay attention to this problem.

It has to be kept in my mind that the study was conducted with limited conditions and worked just with 41 teachers. But as you can see results are consistent with lot of earlier studies so they should be relevant.

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Appendices

Appendix 1: Questionnaire in English

PART 1: Introduction

Please read the following before completing the questionnaire:

I am a final year student of University of Huddersfield and the questionnaire is a part of my dissertation. It has been designed to show the level of satisfaction with chosen factors and the overall level of satisfaction of Czech teachers. For the purpose of the research I would be grateful if you could complete the questionnaire below. It should not take more than 10 minutes.

Please note that by completing this questionnaire you have provided your consent to participate in this study.

Instructions:

- Please try to answer all questions
- Try to be honest in your answers

The questionnaire is anonymous.

Thank you for your time in completing this questionnaire.

If you have any queries, please do not hesitate to contact me on:
veronikamokranova@seznam.cz

Thank you for your help

Veronika Mokranova

Part 2: General questions

Gender:

- a. ☐ Male
- b. ☐ Female

Age:

- a. ☐ 21-30
- b. ☐ 31-40
- c. ☐ 41-50
- d. ☐ 51-60
- e. ☐ 61-70

Part 3: Questionnaire

1) Please Indicate how satisfied are you with following factors in your current job.

1= highly dissatisfied, 2= dissatisfied, 3 = neither dissatisfied nor satisfied, 4= satisfied, 5=highly satisfied

- | | |
|---|-----------|
| a) Recognition from general public | 1 2 3 4 5 |
| b) Achievement | 1 2 3 4 5 |
| c) Possibility of growth | 1 2 3 4 5 |
| d) Advancement | 1 2 3 4 5 |
| e) The level of salary | 1 2 3 4 5 |
| f) Interpersonal relations with peers | 1 2 3 4 5 |
| g) Interpersonal relations with superiors | 1 2 3 4 5 |

h) Interpersonal relations with subordinates	1	2	3	4	5
i) Supervision				1	2 3 4 5
j) Responsibility	1	2	3	4	5
k) Company policies and practices				1	2 3 4 5
l) Working conditions				1	2 3 4 5
m) Work itself				1	2 3 4 5
n) Personal life				1	2 3 4 5
o) Status				1	2 3 4 5
p) Job security				1	2 3 4 5

2) Indicate the level of your overall job satisfaction.

1= highly dissatisfied, 2= dissatisfied, 3 = neither dissatisfied nor satisfied, 4= satisfied, 5=highly satisfied

My current level of satisfaction 1 2 3 4 5

3) Please allocate a number from 1 to 16 to each factor according to its importance for your overall job satisfaction. (1 = the most important, 16 = the least important)

Recognition from general public

Achievement

Possibility of growth

Advancement

The level of salary

Interpersonal relations with peers

Interpersonal relations with superiors

Interpersonal relations with subordinates

Supervision

Responsibility

Company policies and practices

Working conditions

Work itself

Personal life

Status

Job security

Appendix 2: Questionnaire in Czech

1. Úvod

Vážený respondent,

Jmenuji se Veronika Mokráníová a jsem studentkou Univerzity v Huddersfieldu. obracím se na Vás s prosbou o vyplnění jednoduchého dotazníku, který je součástí mé dizertační práce. Týká se spokojenosti českých učitelů s vybranými faktory jejich zaměstnání.

Dotazníky jsou zcela anonymní a jejich vyplnění by nemělo trvat déle než 10 minut. Snažte se prosím zodpovědět všechny otázky a vždy zaznamenejte odpověď, která je Vám nejbližší.

Máte-li nějaké dotazy či připomínky, kontaktujte mě na e-mailu veronikamokranova@seznam.cz

Děkuji za spolupráci a za Vaši pomoc,

Veronika Mokráníová

2. Osobní otázky

Pohlaví:

- a. ☐ Muž
- b. ☐ Žena

Věk:

- a. ☐ 21-30
- b. ☐ 31-40
- c. ☐ 41-50
- d. ☐ 51-60
- e. ☐ 61-70

3. Job satisfaction

- 4) Prosím uveďte, jaká je úroveň vaší spokojenosti s následujícími faktory v rámci vašeho zaměstnání.

1= vysoce nespokojen(a), 2= nespokojen(a), 3 = ani spokojen(a) ani nespokojen(a), 4= spokojen(a), 5=vysoce spokojen(a)

q) Uznání veřejnosti	1 2 3 4 5
r) Dosažení úspěchu	1 2 3 4 5
s) Možnost osobního růstu	1 2 3 4 5
t) Možnost povýšení	1 2 3 4 5
u) Výše platu	1 2 3 4 5
v) Vztahy se studenty	1 2 3 4 5
w) Vztahy s nadřízenými	1 2 3 4 5
x) Vztahy s kolegy	1 2 3 4 5
y) Kontrola nadřízenými	1 2 3 4 5
z) Výše zodpovědnosti	1 2 3 4 5
aa) Školní řády a předpisy	1 2 3 4 5
bb) Pracovní prostředí	1 2 3 4 5
cc) Náplň práce	1 2 3 4 5
dd) Osobní život	1 2 3 4 5
ee) Moje pozice ve škole	1 2 3 4 5
ff) Jistota pracovního místa	1 2 3 4 5

- 5) Uveďte prosím jaká je úroveň Vaší celkové spokojenosti s Vaším zaměstnáním.

1= vysoce nespokojen(a), 2= nespokojen(a), 3 = ani spokojen(a) ani nespokojen(a), 4= spokojen(a), 5=vysoce spokojen(a)

1 2 3 4 5

- 6) Přiřaďte následujícím faktorům čísla od 1 do 16 podle jejich důležitosti pro Vaši celkovou spokojenost se zaměstnáním. (1 = nejvíce důležitý, 16 = nejméně důležitý)

Uznání veřejnosti
Dosažení úspěchu
Možnost osobního růstu
Možnost povýšení
Výše platu
Vztahy se studenty
Vztahy s nadřízenými
Vztahy s kolegy
Kontrola nadřízenými
Výše zodpovědnosti
Školní řády a předpisy
Pracovní prostředí
Náplň práce
Osobní život
Moje pozice ve škole
Jistota pracovního místa