



Mapping The Job Satisfaction of Teachers in Mauritius Across Their Career Cycles

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DECLARATION

Submitted in fulfilment of the requirements for the Degree of Philosophy, in the Post-Graduate Programme in Education, University of KwaZulu-Natal, Pietermaritzburg, South Africa.

I, LEENA SUBRUN, declare that

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ABSTRACT

The job satisfaction of teachers has been a topic of research for decades, and extensive knowledge has been gained over the years. Globally, the role, tasks and challenges that teachers face in their daily work have changed drastically over the years, continuously impacting their job satisfaction throughout their careers. Similar changes have been observed in the Mauritian context.

In Mauritius, teachers have to change schools every five years, which is associated with various factors that affect their job satisfaction at different points in their careers. Many studies on job satisfaction are snapshots of the phenomenon at a particular point in time. Little is known about how job satisfaction changes over the course of a specific teacher's career. This study looked at job satisfaction from a dynamic perspective and examined the job satisfaction of experienced teachers retrospectively. In this sense, the job satisfaction of teachers with at least twenty years of professional experience was analysed using a convergent mixed-methods design. Herzberg's (1966) two-factor theory and Vroom's (1964) expectancy theory formed the theoretical framework of the study.

Three sets of data were collected to answer the three research objectives that guided the study. The quantitative data collected from 126 state secondary school teachers in four educational zones of Mauritius using an adapted version of the Teachers' Job Satisfaction Questionnaire (Lester, 1987) showed that teachers generally tend to maintain medium to high levels of job satisfaction. However, fluctuations occur at the beginning, middle and end of their careers. The main factors influencing teachers' job satisfaction include the job itself, teachers' health and well-being, the category of students and the type of school.

Eleven teachers took part in the qualitative part of the study and described their experiences over 20 years using graphical representations and in-depth semi-structured interviews. Personal characteristics, autonomy, control and contextual factors such as transfers, school management, collegiality and student behaviour were found to be additional factors influencing job satisfaction. While the study confirms several factors that affect job satisfaction, the focus on long-term job satisfaction extends the current understanding of its inter- and intra-individual variability. The analysis of the data also led to the formulation of a new model of job satisfaction, termed the "elastic model" of job satisfaction.

KEY TERMS: Elastic model, job satisfaction, mixed-methods research, retrospective study, secondary school teachers.

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LIST OF ABBREVIATIONS

| | |
|-------|---|
| DDP | Departmental Development Plan |
| HSC | Higher School Certificate |
| JDI | Job Descriptive Index |
| JSS | Job Satisfaction Survey |
| MIE | Mauritius Institute of Education |
| MOEHR | Ministry of Education and Human Resources |
| MSQ | Minnesota Satisfaction Questionnaire |
| PGCE | Postgraduate Certificate in Education |
| PRB | Pay Research Bureau |
| PSC | Public Service Commission |
| QA | Quality Assurance |
| RQ | Research Question |
| SC | School Certificate |
| SDP | School Development Plan |
| SSS | State Secondary School |
| TJSQ | Teacher Job Satisfaction Questionnaire |
| TJSS | Teacher Job Satisfaction Scale |
| TVET | Technical Vocational Education and Training |

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CHAPTER ONE

BACKGROUND, CONTEXT AND STRUCTURE OF THE STUDY

1.1 Introduction

Education is the key to a successful future in any country. Teachers are the backbone of society, especially in developing countries where much emphasis is placed on quality education. Teachers undoubtedly occupy an unrivalled position as they ensure the growth and development of an educated and cultured world. It is therefore essential for the improvement of education systems that teachers are satisfied throughout their teaching career so that there are fewer career changes and less early retirements.

Over the years, however, the teaching profession has become increasingly challenging as teachers respond to the demands of policy makers, administrators, headmasters, students and parents. The work of teachers is complex as they evolve in a multi-layered ecosystem consisting of a number of contextual elements, such as the organisational set-up of the school, administrative demands, accountability mechanisms, changing student profiles, curriculum changes, educational reforms and the values of the education system in general. It also brings constant challenges and new demands as teachers progress through different stages of their careers. For example, the COVID-19 pandemic recently prompted teachers around the world to rethink their teaching strategies and adapt to blended learning (Sutarto et al., 2020; Mali & Lim, 2021). Philipp and Kunter (2013) mentioned that teachers spend a lot of time teaching. In addition, they have a variety of tasks such as planning, lesson preparation, preparing and correcting tests, keeping records of student performance, project work, meeting with parents, attending school conferences, and administrative work (Philipp & Kunter, 2013).

With the changing times, teachers' work has intensified (Fitzgerald et al., 2019; Lawrence et al., 2019; Pacaol et al., 2021). In addition, factors such as working conditions (Baroudi et al., 2022), school culture and teaching autonomy (Xia et al., 2022), roles and responsibilities (Sherpa & Bachhar, 2018; Tiwari & Pant, 2017) have changed over the past two decades, which have impacted teachers' job satisfaction, especially in a rapidly advancing world where their tasks

have changed enormously. Experienced teachers looking back on their work will have noticed such changes and the intensification of work at different stages of their career. As a result, some teachers may find it challenging to maintain high levels of job satisfaction throughout their careers. Robbins and Judge (2013) defined job satisfaction as a positive feeling about one's work. Job satisfaction is crucial for teachers' well-being, reduces the risk of burnout and prevents turnover (Madigan & Kim, 2021; Skaalvik & Skaalvik, 2017, 2009). It is an essential component that plays a significant role in teacher retention (Mondejar et al., 2022; Okeke & Mtyuda, 2017; Omar et al., 2018). Therefore, it is necessary to maintain an appropriate level of job satisfaction throughout a teacher's career to avoid teacher burnout and prevent attrition.

However, maintaining job satisfaction throughout a teacher's career is a challenge as the phenomenon is highly complex and subjective. With this in mind, this study examines the job satisfaction of experienced teachers and identifies factors that may influence their job satisfaction over time. The chapter presents the context of the study, states the reasons, introduces the research questions and finally outlines the structure of the thesis.

1.2 Changing roles and responsibilities of teachers around the world

Teaching is considered a noble profession (Angelista, 2018; Bezen et al., 2017). Traditionally, the teacher's role was to stand in front of the class and deliver lesson notes as they held the monopoly of knowledge. Teachers were seen as role models (Cheung, 2020) as they had a relatively high social status and received a lot of respect from society. However, globalisation and technological change have changed society's perception of teachers. Over the past two decades, education systems around the world have undergone curriculum and technological changes and educational reforms, among others, which have gradually changed the role and tasks of teachers.

Harley et al. (2000) have identified six roles of teachers: Learning facilitator, pastoral caregiver, administrator, learning programme designer, lifelong learner and community developer. Currently, teachers play many roles in facilitating the teaching and learning process (Archana & Kumbakonam, 2017; Konstantinidou & Scherer, 2022; Lee & Tan, 2018; Raufovich et al., 2022). For example, they act as controllers when they fully manage a class and as prompters when they support students, encourage them and make suggestions on how to proceed with a task. They are

learners when they integrate new technologies into their teaching, and assessors when they evaluate students' performance and give feedback after each assessment. They are managers when they lead the class, organisers when they organise various school activities, and tutors when they coach and give advice. Similarly, teachers act as facilitators, guides, mentors, motivators and carers (Sherpa & Bachhar, 2018). Teachers cannot work in isolation to create a good learning environment. They need the support and co-operation of all stakeholders, including headmasters, the inspection department, quality assurance officers and the Ministry of Education. In general, teachers also work with parents to promote the success of their children. For example, they deal with disciplinary problems at school with the help of concerned parents (Salleh & Rosli, 2019). Sometimes teachers also act as friends, philosophers or parents to control the situation (Sherpa & Bachhar, 2018). Thus, a positive teacher-student relationship encourages students to work harder and lead to academic achievement (Thornberg et al., 2020). Over the past two decades, the role of the teacher has changed enormously worldwide; teachers no longer just impart knowledge, but play multiple roles in the classroom.

However, the world has changed and teachers have realised that they cannot continue with the same teaching methods they used two decades ago. With the integration of ICT in the classroom, students are less dependent on teachers as they can access information quickly using digital technology (Harris et al., 2016; Ngeze, 2017, Rana & Rana, 2020; Raja & Nagasubramani, 2018). Therefore, teachers today need to adapt their teaching strategies to students' learning styles, especially with regard to the possibilities of new technologies. In addition, teachers are expected to adopt new pedagogical methods to connect with their students so that they can continue to teach in a virtual environment.

In addition to changing roles, teachers' tasks have also changed significantly over the last two decades. Teachers have to multitask as they have to cater to the different needs of students (TALIS, 2018). For example, teachers have additional meetings, paperwork and other activities (Pacaol, 2021; Tancinco, 2016). According to Ayeni and Amanakwe (2018), teachers' work consists of organising the curriculum, preparing lesson notes, engaging learners through continuous assessment, grading scripts, managing the class and reporting to the administration. Educational reforms have also had an ongoing impact on teachers' work environments, leading

to an intensification of teachers' workloads (Lingam et al., 2017). Fitzgerald et al. (2019) has even labelled the intensification of teachers' work as a "tsunami" of paperwork.

In addition, working conditions in schools have also changed over the years (Toropova et al., 2020). For example, teachers are faced with the problems of overcrowded classrooms (Meier & West, 2020; Osai et al., 2021), lack of resources (Du Plessis & Mestry, 2019; Ferri et al., 2020; Rekaa et al., 2019), constant changes to the curriculum (Jenkins, 2020; Putwain & von der Embse, 2019), an increased number of lessons per week (Jomuad et al., 2021; Skinner et al., 2021; Stacey et al., 2022), ongoing seminars and workshops (Humaira et al., 2021; Sandra, 2021; Yuan, 2020). In addition, teachers need to constantly find new ways and strategies to connect with students, gain their trust and improve their cognitive, affective and behavioural engagement. They need to educate themselves through training and workshops to adapt to the changing circumstances and keep up with the new demands of society (Garzón Artacho et al., 2021; Smith & Sheridan, 2019).

Thus, teachers who have been in the profession for a long time may have undergone many changes, such as changing roles, increased workload, curriculum changes, and other challenges that constantly affect teachers' job satisfaction (Mahmood et al., 2021; Ozkan & Akgenç, 2022). Therefore, it is essential to investigate how these changes affect teachers' job satisfaction at different stages of their careers.

1.3 Changing roles and responsibilities of teachers in Mauritius

Having outlined the roles and responsibilities of teachers globally, I now present the situation of teachers in the Mauritian context. Over the years, Mauritian teachers have also experienced changes such as curriculum changes, integration of ICT, intensification of work, changing roles, although some specific dynamics in Mauritius may also have affected their job satisfaction over the course of their careers. This section will first describe the Mauritian education system and the changes that Mauritian teachers have experienced over the last two decades. This is important to understand how much the system has changed in order to then argue that these changes may have influenced Mauritian teachers' job satisfaction over time.

1.3.1 Changes in the Mauritian education system

Mauritius is a small island developing state in the Indian Ocean. The Mauritian education system is governed by the Education Act of 1957 (Pay Research Bureau [PRB], 2021). It comprises pre-primary education, primary education (Grades 1 to 6, formerly Standards I to VI), secondary education (Grades 7 to 13, formerly Form I to Form VI) and tertiary education. The current vision of the Ministry of Education is mainly guided by the principles of equity, equality and social inclusion (PRB, 2021). The education system aims to provide engaging and quality education. Education is compulsory until the age of 16 and the government provides free education from pre-school to higher education.

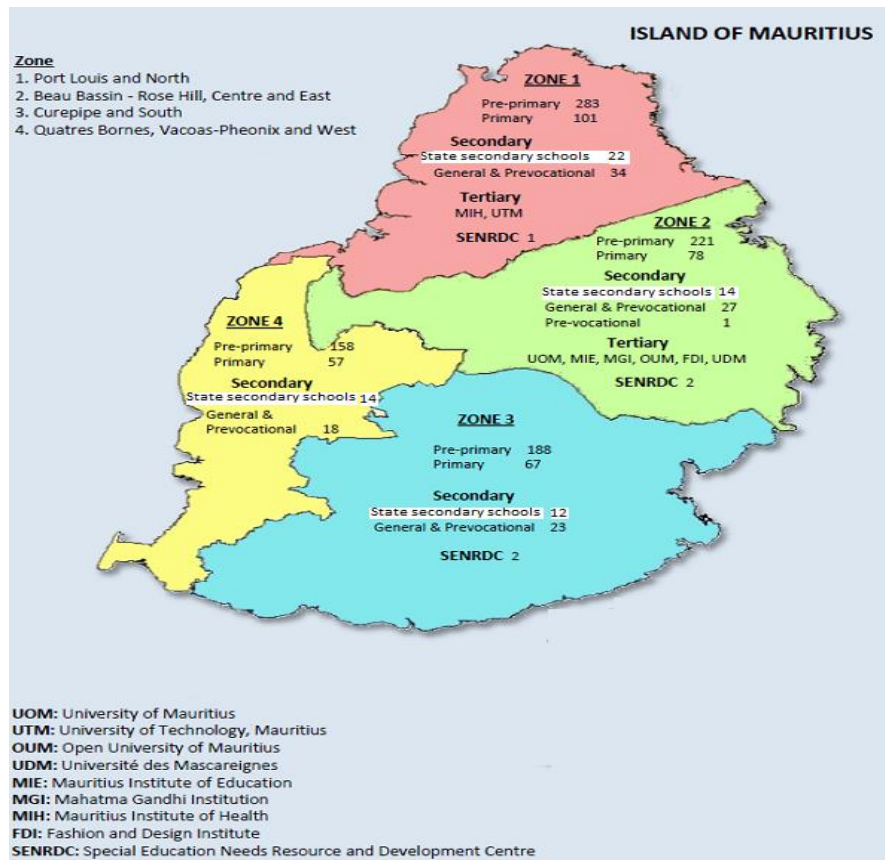
I will now describe the structure of secondary education, which is particularly relevant to my study. Government secondary schools, private aided secondary schools and private unaided secondary schools are the three types of secondary schools in Mauritius. Government secondary schools and private aided schools are free of charge. However, private and unaided schools are not governed by the same rules and regulations as government secondary schools. Figure 1 shows the number of government secondary schools in each of the four education zones in Mauritius.

Before 2020, state secondary schools were categorised into low, average and high performing schools depending on the performance of the students at the time of admission. The high-performing students were enrolled in high-performing schools (Star Schools), while the low-performing students went to low-performing schools. The three categories of schools run classes from Class 7 to Class 13 (formerly Class I to Class VI). The schools were also divided into boys' and girls' schools.

From 2020, government secondary schools in Mauritius will be divided into two categories: regional schools and academies (previously high-performing schools). At the end of Grade 6, students take the Primary School Achievement Certificate (PSAC) and are enrolled in the nearest regional secondary school regardless of their results. In 2019, there are 62 state secondary schools with approximately 6000 students enrolled in Grade 7.

Figure 1

Education zones in Mauritius



Note: Adapted from Education card (Ministry of Education and Human Resource [MOEHR], 2017, p 2).

At the end of ninth grade, students take the National Certificate of Education (NCE). Normally, those who achieve the best results transfer to one of the 12 academies and enter the tenth grade. The remaining students now have the choice of either continuing their academic education in the regional school where they were enrolled in Grade 7 or opting for a vocational specialisation in Technical and Vocational Education and Training (TVET) institutions.

Currently, only the academies are mixed schools at the secondary level and they only have classes from grade 10 to 13. The class size is 40-45 students for all grades in both the academies and the regional schools. On average, there are 60 teachers per school. However, approximately

30% of the teachers are temporary teachers (on a contract basis, not permanent). Teachers can also be transferred to any category of state secondary school within their respective education zones.

The Ministry of Education is responsible for the development, management and funding of government secondary schools. According to the Pay Research Bureau (PRB) report, the government aims to promote a

Mauritian society in which every child has his or her rightful place for personal growth and overall development, and to enable the young people of Mauritius to develop into rational, autonomous individuals capable of constantly adapting to changes in all walks of life while maintaining moral integrity and a sense of caring for all other members of society (PRB, 2016, p. 330).

In addition, the Mauritian Ministry of Education has the mandate to:

- Develop a culture of achievement and excellence by promoting an efficient and effective education and training system that is inclusive and integrated, comprehensive and holistic.
- Promote innovation and create new knowledge for the socio-economic and sustainable development of the nation.
- Ensure that learning opportunities are accessible to all, provide learners with values and skills that enhance their personal development, strengthen their critical and enquiring thinking and encourage them to innovate and adapt to change in an increasingly globalised environment. (PRB, 2016, section 22.2, p. 339).

In recent decades, the Mauritian education system has been continuously remodelled through various educational reforms (as described above). In addition, the educational reforms have gradually changed the working conditions and workload of state secondary school teachers. For example, the Master Plan 2000 (Ministry of Education and Human Resources, MOEHR, 2000) introduced additional formalities such as the preparation of the School Development Plan (SDP) and the Departmental Development Plan (DDP). The SDP and DDP are now prepared annually by teachers, proposing strategies to improve the overall performance of the school. Teachers are also required to attend regular meetings to implement their development plan.

The Education Reform in Action 2008-2014 (MOEHR, 2008) brought with it the inclusion of children with special needs and teachers had to develop new teaching methods. In addition, activity periods were added to teachers' schedules to balance academic lessons and give students the opportunity to develop their hidden talents. With the construction of computer laboratories in state schools, the work of typists gradually shifted to teachers. The introduction of the nine-year school system in 2017 (MOEHR, 2014) also meant that the National Certificate of Education (NCE) examination is conducted in every school, increasing the workload of teachers in terms of correction, marking and reporting of results.

In line with the Public Service Commission (PSC, 2019), teachers' duties have expanded in recent years. Apart from teaching, preparing schemes of work, weekly plans, lesson plans, continuous assessment, examination and reporting of results, the following additional duties have been assigned to secondary school teachers in Mauritius over the years (PSC, 2019):

- Conducting extension courses, holiday courses and other extra-curricular activities as directed.
- Assisting in the preparation and writing of curricula for secondary school or other post-primary institutions and recommending the use of appropriate textbooks.
- Ensuring the overall development of students – intellectually, emotionally and morally.
- Participate in workshops and seminars to improve the teaching/learning process and keep abreast of new trends and developments in education as required.
- Advise on issues related to educational principles and practises at all levels and promote related activities.
- Supervise the E-Govt Unit as required.
- Carry out related duties as may be assigned.

Two decades ago, many secondary school teachers entered service with only a Higher School Certificate (HSC) or Diploma as qualification, which they later upgraded to degrees. Furthermore, teachers did not need a professional qualification to work in secondary schools. Recently, the PGCE (Postgraduate Certificate in Education) has become a requirement for the post of secondary school teacher (PRB, 2016).

In addition, secondary school teachers with at least ten years of teaching experience can apply for the post of QAD (Quality Assurance Division) officer, and teachers with at least fifteen years of teaching experience can apply for the post of deputy headmaster (PSC, 2019). Therefore, few teachers have more than twenty years of experience in the same position as in-service teachers. Those who are in service as teachers can apply for the post of senior teacher after twenty-four years of service. The duties of senior teachers are different from those of teachers. They have fewer teaching hours and are more involved in administrative work.

Perhaps even society's perception of teachers' work has gradually changed. It is becoming increasingly difficult to work with the new generation whose parents assume that teachers are public servants who are paid to look after their children during the day. Moreover, as a small island with only one institution (Mauritius Institute of Education, MIE) that trains teachers in the education sector, people know each other personally or professionally. It is likely that connections with influential people are an advantage for some teachers when seeking promotion. However, for those outside the networks, this can be frustrating as they may not receive support from insiders. Also, on a small island, there are limited opportunities for advancement and mobility.

Teachers are important assets to schools and are deployed to government secondary schools in Mauritius depending on the staffing needs of the schools. A Mauritian teacher usually works at the same school for about five years and is then transferred to another government secondary school. This has been criticised as teachers have to adapt to a new school climate every five years. The Quality Assurance Division (QAD) has proposed that from 2020 there must be at least ten years between two consecutive transfers. This change is likely to discourage transfers by influential people, stabilise school culture and encourage affiliation. The career cycle of teachers is about forty years and in Mauritius, a teacher who has been working for two decades is likely to be transferred at least four times. However, the workload of teachers varies in different categories of schools, which may affect teachers' job satisfaction differently.

There have been significant changes in the Mauritian education system. Teachers have witnessed many developments at different levels over the last 20 years, from policy changes and the introduction of ICT to changing perceptions of teachers in society and how their careers will

develop. The roles and responsibilities of teachers have changed. Educational reforms have continually increased the burden of paperwork, which has been accompanied by an intensification of their work that may have affected their job satisfaction over time.

Ultimately, different factors can weaken or strengthen teachers' job satisfaction at different stages of their careers. For example, a teacher who is satisfied with their job at one point in their career may no longer be satisfied later on. The pattern of job satisfaction can therefore fluctuate and lead to peaks, troughs and swings over time. Furthermore, many teachers like their job despite the ups and downs that accompany it. Therefore, it is important to study the job satisfaction of Mauritian teachers as they are regularly transferred from one school to another.

1.3.2 Changes in Mauritian schools

The above section (1.3.1) focussed on the educational reforms and more general aspects that may have changed. This section focuses on schools in particular and what may have changed at the meso and micro levels. There have been significant changes in Mauritius over the last two decades: New schools with modern infrastructure have been built; whiteboards and markers have replaced chalk and blackboards; some schools also have projectors and laptops, and teachers make soft copies of their lesson notes. In addition, some schools have online mark sheets that allow teachers to complete students' report cards online at their own pace. However, although Mauritius is a small island, not all schools have the same facilities, resources and infrastructure. The working conditions, the school climate and even the type of students are different in each school. This frustrates teachers working in other schools (Ramdonee, 2017). The differences between schools in Mauritius can also affect teachers' job satisfaction, which is the focus of this study.

As in other countries, Mauritian teachers face enormous professional challenges (Kisto, 2020). The implementation of continuous educational reforms and the revision of curricula over the past two decades has brought many changes to the education system that have impacted the job satisfaction of secondary school teachers. A significant change took place in 2003 when government secondary schools were reorganised into two categories: Form V and Form VI (Obeegadoo, 2002). After completing Form V, students transferred to Form VI schools. Form V schools run classes from Form I to Form V, while Form VI schools include only Lower Six and

Upper Six classes. A minority of teachers were selected to work in Form VI schools, although all teachers were qualified and authorised to work with Lower Sixth and Upper Sixth students. The workload of teachers in Form VI schools differed from that in Form V schools, leading to frustration and dissatisfaction among teachers. A few years later, the Ministry of Education decided to revert back to the previous system and re-categorise all government secondary schools into Form I to VI.

Another important change was the abolition of ranking and the introduction of regionalisation of schools, which also affected the teachers' assignment (Reddi, 2015). The ranking system divided schools into high-performing, average and low-performing schools. Teachers taught only one category of students at a time. Different schools used different textbooks depending on the ability of their students and lesson notes were prepared accordingly. However, with the abolition of the grading system and the introduction of regionalisation, teachers were faced with the challenge of teaching students of different abilities in the same class. Many state secondary schools were built and more students were given access to the schools closest to their homes, regardless of their results. This affected the quality of admission to government secondary schools and ultimately the quality of teaching in the classroom (Chidambaram, 2016). In the same class, high-performing students were given extra assignments while low-performing students were only given extra tuition, which led to unrest and indiscipline in the class as students did not work at the same pace.

Since the introduction of the nine-year school system in 2017 (Betchoo, 2017; Ramdonee, 2017), all regional secondary schools consist of mainstream classes (Grade 7 to Grade 13) and extended classes (Grade 7 to Grade 9). Students in the mainstream programme pass Grade 6 in primary school and progress to Grade 7 in secondary school. However, students in the extended programme are those who fail Grade 6 or achieve very poor results but are still promoted to Grade 7 to ensure continuous basic education up to the age of 16. Meanwhile, ordinary teachers are forced to teach in the extended programme classes, although several unions have fought against the government's decision. Before 2017, only teachers with special training were assigned to the Extended Programme. This problem of the Extended Programme is causing

considerable dissatisfaction among teachers (Ramdonee, 2017). The new criteria for selecting teachers to teach in these extended classes are still unknown.

In addition, from 2017, state secondary school teachers will have to teach physically and mentally disabled students together with high-achieving and low-achieving pupils in the same class as part of inclusive education. Before the introduction of nine years of schooling, students who required special support and care attended specialised schools. Currently, Mauritian teachers have to play multiple roles simultaneously to cater to the needs of each student in a class. In addition, from 2021, some selected secondary schools, formerly known as “Star Schools”, will be run as academies. After Grade 9, the best students on the island began attending the academies. Teachers working at the academies are only required to teach grades 10 to 13, while teachers at the other state schools teach grades 7 to 13, as the average and underperforming students continue to attend the same school after grade 9. Nevertheless, there are differences between teachers working at different schools as their duties are different.

With the establishment of the Quality Assurance Department (QAD) in 2012, Mauritian teachers also receive regular classroom visits every month from Quality Assurance Officers who provide pedagogical counselling. They inspect classes with regard to teachers’ professional development and identify training needs. Teachers must also submit additional documentation to these officers. They must: keep a separate record of student attendance and tardiness for each class; prepare reports on underperforming students and develop appropriate support plans; prepare student profiles categorising students into underperforming, average and high performing students; plan three different types of homework/classwork for these three categories. At the end of each term, in addition to manually completing the report cards that are given to them, students are required to complete two separate electronic mark sheets for each class in two different formats: the first for school purposes and the second for the quality assurance officers. In addition, the QAD has recently introduced a system of colour coding to rate the effectiveness of schools. For example, the school is labelled a green school if results are exceptional. If performance is adequate, it is a yellow school; if results need improvement, it is a red school (Quality Assurance Framework, 2019). Consequently, teachers working in red zones work under

enormous pressure as quality assurance officers closely monitor the lessons delivered by these teachers.

1.3.3 My motivation for conducting the study

My experience as a chemistry teacher in several secondary schools in Mauritius has enabled me to develop a sense of the constraints faced by Mauritian teachers during their service, such as lack of resources, inadequate working conditions, poor management, disruptive behaviour of students and parental interference, which constantly affect teachers' job satisfaction. Consequently, teachers' job satisfaction depends not only on the expectations that each teacher has of his or her job, but also on various other factors that teachers encounter in their daily routine at work. For example, I have seen that the way teachers are treated by their superiors in the workplace has an impact on them. Apart from curriculum changes, the introduction of new policies and practises and coping with increasing workload, teachers also have to deal with the problems of regular transfers and pressure from QAD officials. Teachers' work has changed on several levels and in different ways. All these changes and challenges faced by Mauritian teachers over the last two decades could therefore have an impact on their job satisfaction at different stages of their career.

My interest in studying the job satisfaction of secondary school teachers is rooted in the fact that I have been a teacher in a state secondary school for 15 years and have witnessed many changes in schools that have resulted in my colleagues going through ups and downs throughout their careers. However, I have always wondered why some teachers were happy while others were unhappy with the same job. Therefore, I was very interested in understanding the job satisfaction of teachers and identifying the reasons for the rise and fall of their job satisfaction.

1.4 Research problem

As outlined above, the roles and responsibilities of teachers worldwide have changed drastically over the last two decades. Similar changes can also be observed in the Mauritian context and experienced teachers who have spent so many years in their profession may have been confronted with various factors such as educational reforms, additional paperwork, changes in the curriculum and the introduction of ICT from the beginning of their career to the present time.

These changes have been considerable and may have significantly affected teachers, including their job satisfaction. Therefore, it seems useful to examine how these changes have affected the job satisfaction of experienced teachers over the course of their careers.

In addition to these changes experienced by teachers worldwide, the situation in Mauritius is unique in a special way. Teachers have to move from one school to another after a certain period of time, which happens several times in the course of their career. As a result, Mauritian teachers are exposed to different working environments and numerous factors such as location, types of schools, categories of students, workload, relationships with colleagues, availability of resources, workload and leadership style of headmasters. Depending on individual expectations, some teachers may be able to adapt to the changing factors when they are transferred, while others may struggle to cope with the situation in their new schools. It is therefore of great importance to examine how the changes in the environment have contributed to teachers' job satisfaction, especially in the context of Mauritius with its unique challenges.

This study focuses on the dynamic nature of job satisfaction and explores how the various challenges faced by Mauritian teachers over the past two decades have influenced their job satisfaction over time. The intention was to understand the potential variations in job satisfaction and thus to retrospectively trace the patterns of job satisfaction of experienced teachers with at least twenty years of work experience. This complex issue requires a thorough study that retrospectively examines the level of job satisfaction. To this end, a mixed methods study was planned using both quantitative and qualitative data.

The objectives of the study were: firstly, to capture the variations in teachers' job satisfaction from the beginning of their career to the present time of their career and to determine whether these patterns differ between participants; secondly, to analyse the work-related factors that led to the variations in job satisfaction; and thirdly, to contribute to a better understanding of experienced teachers' job satisfaction

Mauritian teachers are transferred from one school to another several times during their career and are confronted with numerous factors. Some factors may ensure that teachers are satisfied with their jobs, while others may reduce their job satisfaction. Different factors may have different relationships with job satisfaction. Therefore, it is worth looking at the job satisfaction

of teachers in Mauritius retrospectively and in response to all the changes they have experienced over these 20 years and it is likely that change has taken place.

1.5 Research questions guiding the study

In this sense, the research questions (RQ) and the corresponding hypotheses of my thesis are:

Question 1. Has the overall level of job satisfaction of teachers changed significantly over the course of their career?

Null hypothesis 1

The overall job satisfaction of teachers does not vary significantly over the course of their career.

Alternative hypothesis 1

Teachers' overall job satisfaction varies significantly over the course of their career.

Question 2. Has teachers' job satisfaction changed significantly over the course of their career?

Null hypothesis 2

The level of job satisfaction does not vary significantly between teachers over the course of their career.

Alternative hypothesis 2

The level of job satisfaction varies significantly between teachers over the course of their career.

These research questions were answered using quantitative data on teachers' job satisfaction, which was analysed retrospectively, accompanied by graphical representations of job satisfaction drawn by the teachers. In addition, the study also aimed to analyse the factors that influence teachers' job satisfaction at different stages of their careers, which led to the third research question:

Question 3: What factors influence teachers' job satisfaction throughout their careers?

Null hypothesis 3

Work-related factors do not show differentiated patterns of relationships with teachers' job satisfaction across their careers.

Alternative hypothesis 3

Work-related factors show different patterns of relationships with teachers' job satisfaction throughout their careers.

This research question was addressed in both the quantitative and qualitative parts of the study. A questionnaire was used to assess the extent of a number of factors (identified from the literature review; see Chapter 2 for details) and multiple regression was used to determine their relationship with job satisfaction. To complement this, data were collected from semi-structured interviews with participants to explore possible other work-related factors that may have influenced teachers' job satisfaction throughout their careers, or factors that have a more complex pattern of relationships with job satisfaction.

The fourth research question was formulated to focus on understanding experienced teachers' job satisfaction and its development.

Question 4: How can the development of teachers' job satisfaction be theorised?

This research question was answered by the qualitative part of the study.

Overall, the results of this study are expected to provide insight into the factors that influence teachers' job satisfaction over a long career. Ultimately, the study can contribute to improving or reproducing ideal working conditions, preparing teachers for the profession, counselling prospective teachers and supporting experienced teachers. Policy makers will benefit from this study as they will gain a better insight into the aspects that make experienced teachers satisfied with their work towards the end of their career and thus prevent early retirement.

1.6 Reasons for the study

Teachers are considered professionals (Chu et al., 2015) and are very important for the overall development of a nation through their influence on the education system (Baety, 2021; Putra,

2019; Sarnok et al., 2019). Furthermore, teachers are vital to the country as they contribute to a positive school climate and the holistic development of students (Kuusimaeki, 2019; Sagar, 2019). In fact, a teacher's professional activity is highly influenced by job satisfaction and various studies (Fute et al., 2022; Limna et al., 2022; Wolomasi et al., 2019) have shown that teachers' job satisfaction is important for the success of the education sector. Therefore, there is a need to continuously investigate teachers' job satisfaction.

Over the years, the responsibilities, tasks and even the nature of teachers' work have changed worldwide (Chan et al., 2021; Hargreaves & Fullan, 2020; Kusumaningrum et al., 2019; OECD, 2014; Zhao & Watterston, 2021). There are new societal challenges, and the demands and expectations of the education system are also gradually changing.

The role of a teacher is no longer limited to teaching students, but also to ensuring that students receive high-quality teaching. The everyday life of teachers is hardly the same: teachers can face many difficulties in their profession itself, ranging from school facilities (Alyaha & Mbogo, 2017b), behavioural and academic problems (Schwab, Eckstein, & Reusser, 2019), indiscipline among students (Atunde & Aliyu, 2019; Mareš, 2018) to pressure from interest groups. In addition, studies have shown that the teaching profession is stressful, teachers are overworked and early retirement among teachers is higher than in other professions (Alshaer & Kaviani, 2019; Diliberti et al., 2021; Eskic et al., 2019; Hester et al., 2020; Kellmann, & Heidari; 2020; Rodrigues et al., 2020). Skaalvik and Skaalvik (2011, p.1030) define teacher job satisfaction as “teachers’ affective reactions to their work or role as a teacher”. When teachers are satisfied, they are engaged, participate in the continuous improvement of their schools, are more productive and can bring out their best qualities (Halim et al., 2021; Molero Jurado et al., 2019; Pazim, 2021). Job satisfaction also prevents high teacher turnover and the intention to leave the job (Madigan & Kim, 2021). However, lack of job satisfaction is associated with absenteeism (Jafar Jalal et al., 2013), stress (Khasawneh et al., 2013), tardiness (Mallillin, 2017), low morale (Lueleci & Çoruk, 2018), emotional exhaustion, lower performance (Ouedraogo et al., 2013; Talabi, 2016), teacher burnout (Skaalvik & Skaalvik, 2017; Wang et al., 2022) and staff turnover (Adeoye, 2016; Ertuerk, 2022). Therefore, satisfied and motivated teachers are essential for an education system. If this is the case, it is important to focus on what makes teachers happy in their job.

Admiraal and Røberg (2023) have recommended investigating the job satisfaction of teachers at different career stages in order to retain more teachers in the profession. Therefore, it is necessary to explore the job satisfaction of experienced teachers to understand their career trajectories and identify the factors that lead to job satisfaction throughout their careers. There are a number of studies on teachers' job satisfaction (Cansoy, 2019; Judge et al., 2001; Shim et al., 2022; Smet, 2022; Toropova et al., 2020). However, these studies focus on factors that influence job satisfaction at a specific point in the career. Therefore, further research is needed to capture teachers' job satisfaction at different stages of their careers, as teachers face new demands throughout their careers, such as changing curricula, implementation of new policies, and increasing workload. My study aims to contribute to a deeper understanding of experienced teachers' job satisfaction by examining teachers' job satisfaction retrospectively over the last 20 years. Such a study makes it possible to track patterns of job satisfaction over the entire career.

Moreover, various studies on job satisfaction consider it as a momentary phenomenon by assessing job satisfaction only at a specific point in time (Dicke et al., 2020; Kasalak & Dagyar, 2020; Sahito, 2020; Xia et al., 2022, Yoon & Kim, 2022). Previous studies focus on the complexity of job satisfaction but neglect the dynamic aspect of job satisfaction. Illies and Judge (2002, p. 1120) stated that “one-time measures of job satisfaction prevent researchers from recognising patterns of changes in job satisfaction and their causes”. Meanwhile, Toropova et al. (2020) recommended a trend analysis of teachers' job satisfaction including a longitudinal component. However, conducting a longitudinal study over several years is a very demanding, time-consuming and difficult endeavor. I did not have the time nor the funding for it. Thus, a retrospective study design was chosen.

This study aims to contribute to a better understanding of the changing and dynamic nature of teachers' job satisfaction over time by conducting a retrospective study in which experienced Mauritian teachers report on their past and current levels of job satisfaction and what factors have contributed to a change in job satisfaction. Using a mixture of quantitative and qualitative methods for data collection (following a mixed methods design, see Chapter 4), the trajectories of job satisfaction over the entire career are analysed. In addition, Mauritian teachers have been exposed to dramatic changes in the education system over the last 20 years, echoing global

changes. But they have also worked in conditions that are specific to Mauritius and that are likely to contribute to changes in job satisfaction across the career.

In addition, studies in different contexts have focused on factors leading to job satisfaction or the relationship between job satisfaction and influencing factors such as working conditions (Cerci & Dumludag, 2019; Toropova et al., 2020), promotion opportunities (Sahito & Vaisanen, 2020), leadership styles (Anastasiou & Garametsi, 2021), working environment (Basalamah & As'ad, 2021; Hartinah et al., 2020), student discipline (Toropova et al., 2020), supportive school culture (Lopes & Oliveira, 2020; Liu et al., 2021), collegial relationships among colleagues (Toropova et al., 2020).

Teachers in Mauritius are constantly exposed to numerous work-related factors that can be perceived as challenging, such as the introduction of ICT in education (Dhital, 2018; Foutsitzi & Caridakis, 2019), changing assignments due to successive educational reforms and new jobs due to teacher transfers (see above for a detailed description). Ultimately, the ever- changing job demands may affect how teachers perceive their profession and influence their job satisfaction not only at one point in time but at different stages of their careers.

However, the correlations between the elements and job satisfaction have mostly only been analysed at one stage of a teacher's career. There is little knowledge about the different factors that influence teachers' job satisfaction at different stages of their careers. There is still a need to analyse and explore the different factors that influence teachers' job satisfaction at different stages of their careers in order to gain a better insight into long-term job satisfaction. Therefore, this study will further deepen the understanding of teachers' job satisfaction by exploring the factors that maintain teachers' satisfaction throughout their careers and not just at a specific point in time.

Teachers are exposed to different factors throughout their careers, and different factors can continuously influence teachers' job satisfaction at different stages of their careers. Therefore, this study will provide deeper insights by focusing more on the dynamic nature of job satisfaction and assessing the changes in the level of job satisfaction of experienced teachers from the beginning of their career to the present time of their career. It is considered that a more in-depth mixed methods study approach, in addition to the usual surveys, is required to analyse

teachers' job satisfaction over the course of their careers. Investigating teachers' job satisfaction in the Mauritian context will therefore allow researchers to develop a global perspective on the phenomenon.

1.7 The purpose of the study

The purpose of the study was to assess the variations in teachers' job satisfaction from the beginning of their careers to the current point in their careers, to determine whether these patterns differ between participants, to analyse the work-related factors that have led to the variations in job satisfaction, and to contribute to a better understanding of experienced teachers' job satisfaction. Job satisfaction reflects a teacher's journey and shaping job satisfaction is a process that takes place over several years. Teachers may not have the same views on their job satisfaction throughout their careers. It may be possible to assess teachers' job satisfaction at a particular point in time using known variables from standard instruments. However, qualitative perspectives are also important to take into account all relevant considerations that lead to the construction of job satisfaction.

To fully achieve the objectives, a more complex design must be chosen. First, quantitative data are needed to identify changes in job satisfaction over the course of past careers, to identify participant-specific patterns, and to examine how different work-related factors may influence job satisfaction at different stages of the career. However, questionnaire data may not allow full insight into possible dynamics. Therefore, I supplemented the questionnaire data with graphical representations of job satisfaction over the last 20 years. A subgroup of teachers was invited to participate in the qualitative part of the study and they drew a graph of their job satisfaction to show changes in job satisfaction in relation to specific events in their careers. This provided further insight into the dynamics of job satisfaction across careers. Such key points in careers could not be identified through questionnaire data alone.

In addition, semi-structured interviews were conducted with the subset of participants to deepen understanding of the dynamics of job satisfaction and how different work-related factors may have influenced changes at job satisfaction over the past 20 years.

Therefore, this study used a pragmatic paradigm that examined teachers' job satisfaction across their careers and utilised a convergent mixed methods design. Mixed methods research is referred to as the third methodological movement (paradigm), with quantitative and qualitative methods representing the first and second movements (paradigms) respectively (Ridenour & Newman, 2008; Teddlie & Tashakkori, 2009).

The mixed methods approach provided a deeper understanding of experienced teachers' job satisfaction. The use of a convergent, mixed methods approach allows a comprehensive picture of teachers' job satisfaction to be developed and a more complete understanding of the phenomenon to be obtained than when only qualitative or quantitative data are used. The advantage of this design is that qualitative data (via semi-structured interviews and graphical representations of job satisfaction) were generated that could be compared with quantitative results (via questionnaires), so that a deeper understanding was gained by comparing these types of data.

1.8 Definition of terms

Burnout. “Burnout is a persistent response to chronic emotional and interpersonal stressors in the workplace and is defined by the three dimensions of exhaustion, cynicism, and inefficiency” (Maslach et al., 2001, p. 397).

Hygiene factors. Unsatisfactory experiences related to work; dissatisfaction (Porter et al., 2003).

Job satisfaction. “A pleasant emotional state resulting from the judgement that one’s work fulfils or promotes one’s professional values” (Locke, 1970, p. 317).

Motivators. “Factors inherent in the content of the work itself; satisfaction” (Porter et al., 2003, p. 9).

Teacher attrition. “Teacher attrition refers to qualified teachers who leave the profession for reasons other than reaching retirement age ” (Kelchtermans, 2017, p. 963).

Teacher retention. The ability to attract teachers to the profession while reducing teacher attrition and attrition (Ingersoll, 2001).

Teacher turnover. Teachers who transfer to other schools or districts or take other teaching jobs; “stayers” (Ingersoll, 2001).

1.9 Organisation of the chapters of this thesis

Chapter one explains the background and educational context in which the study was conducted in order to understand the aims of the research. The chapter also includes the research questions, the rationale and an overview of the research methodology.

Chapter two reviews the existing literature on job satisfaction, examines the definitions of job satisfaction and explores various studies on teachers' job satisfaction. The chapter also discusses the gaps in the literature and provides a critical evaluation of job satisfaction instruments.

Chapter three explains the relevant theories of job satisfaction and discusses the theoretical framework underpinning the current study. The chapter evaluates and explains the fusion of Herzberg's two-factor theory and Vroom's expectancy theory, which serves as a guide for the study.

Chapter four describes the methodology and research design of the study, the selection of participants and the choice of instruments for data collection. It also explains the intention of the pragmatic paradigm and mixed methods approach for the study.

Chapter five presents the common themes of the quantitative and qualitative data analysis. It also describes the quantitative data using multiple regression analysis and the Wilcoxon Signed Rank Test with related samples. In addition, the statistical diagrams from the quantitative data are compared with the graphical representations sketched by the participants during their semi-structured interviews.

Chapter six presents the qualitative data, that includes four short stories from semi-structured interviews. The four teachers talked about their experiences as teachers, the challenges and opportunities that have characterised their job satisfaction during their long careers. The chapter also contains an analysis of the individual stories. Ideologically, this study differs from other studies looking at changes in teachers' job satisfaction as it was a study in that teachers were asked to recall the challenges and successes, events and practises that have influenced their satisfaction over the last twenty years of their careers. The participants in the study were

secondary school teachers with at least twenty years of teaching experience in state secondary schools. 126 teachers participated in the quantitative part of the study, 11 of whom contributed to the qualitative part, which involved drawing graphic representations and semi-structured interviews.

Chapter seven provides the interpretation of the quantitative and qualitative results in order to achieve the research objectives. The chapter also looks at the similarities and differences between the two data sets. Finally, the chapter emphasises how the findings complement each other to understand the differences in teacher job satisfaction.

Chapter eight presents the key findings of the study and explains the development of the elastic model of job satisfaction, which provides an understanding of teachers' job satisfaction over a long career span. The chapter also discusses the implications and recommendations for future research and an overall conclusion of the study.

1.10 Summary of the chapter

This chapter presents the study on the job satisfaction of experienced teachers, emphasising the context within the Mauritian education system. It begins with an overview of the changing role of teachers, both in Mauritius and globally, and how these changes have impacted on their job satisfaction. The chapter then looks at the particular challenges faced by Mauritian teachers, such as frequent school relocations, and their impact on job satisfaction. The chapter centres on examining changes in job satisfaction over the course of a teacher's career, looking at the factors that influence these changes. The study adopts a mixed methods approach, utilising both quantitative and qualitative data — questionnaires and interviews — to understand these factors and their relationship to job satisfaction over time.

The aim of the study is to unravel the dynamics of job satisfaction, taking into account the changing roles and environments of teachers in Mauritius. By uncovering key factors that impact job satisfaction, the study aims to inform policy makers to improve working conditions and address issues that lead to early retirement.

The chapter also addresses the methodology of the study and discusses the selection of participants, data collection techniques and methods of analysis. It concludes with the

implications of the study, recommendations for future research and a concise summary of the findings. The next chapter looks at the existing literature on job satisfaction, which provides a basis for understanding the context and findings of the current study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter set the context of this study and emphasised the evolving role of teachers both globally and in Mauritius. I also outlined the rationale for our research and explained the research questions that this study aims to answer. This chapter reviews the existing literature on job satisfaction, a topic that has attracted considerable attention in the field of industrial and organisational psychology, as noted by Judge & Church (2000). The relevance of job satisfaction spans across various sectors, including management (Katebi et al., 2022), education (Bibi et al., 2019; Park et al., 2023; Viano & Hunter, 2017) and banking (Afif et al., 2023; George, 2015; Kaur, 2015; Mainardes et al., 2019), to name a few.

The literature on job satisfaction, especially in the context of teachers, is extensive and includes important contributions from researchers such as Anastasiou & Garametsi (2020), Chitra (2020), Dicke et al. (2020), Idris (2021), Kurt & Demirbolat (2019), Meredith et al. (2023), Sirait et al. (2022) and Toropova et al. (2020). Over time, the definition of job satisfaction has evolved, leading to a differentiation of concepts and a focus on different outcomes and potential predictors of job satisfaction. This chapter aims to discuss these developments in depth. However, it is crucial to note that despite the wealth of studies, there remains a gap in describing and assessing the evolution of teachers' job satisfaction over the course of their careers. Understanding the variations in experienced teachers' job satisfaction and the impact of various work-related factors on this satisfaction over time is still limited.

This chapter will explore various facets of job satisfaction, focusing on the factors that influence teachers' job satisfaction. I address the challenges that teachers face throughout their careers that may contribute to varying levels of job satisfaction at different stages. The review includes an examination of the development of definitions of job satisfaction, the conceptualisation of job satisfaction and the affective dimension of job satisfaction, particularly in relation to the impact of affect on teachers. It also addresses the evaluative dimension of job satisfaction, explaining

the various intrinsic and extrinsic factors that influence it. In addition, the chapter discusses the outcomes of job satisfaction, common factors that influence it, the gaps in the literature, and a critical reflection on job satisfaction assessments. The chapter concludes with a summary of the key points.

2.2 The development of definitions of job satisfaction

Job satisfaction has been studied over several decades, and over time definitions have evolved to reflect the complexity of the phenomenon. Many researchers have viewed job satisfaction as a loving state of positive feelings toward one's work. As early as 1969, Smith et al. viewed job satisfaction as a feeling someone expresses about their job. Later, Locke (1976, p. 1304) described job satisfaction as “a pleasant state of positive emotional state resulting from evaluation of one’s work or work experiences.” This definition was assessed based on a person’s emotions towards their work. Good (1973, p. 320) viewed job satisfaction as the satisfaction that arises from “the individual’s personal interests and attitudes toward work,” while Preedeedilok (1986) linked job satisfaction to good feelings toward the job.

Similarly, Kaliski (2007) linked job satisfaction to a sense of fulfilment. Job satisfaction has also been described as “the positive emotional response to the work situation” (Kainth & Kaur, 2011, p. 2). Thompson and Phua (2012) stated that affective job satisfaction is a subjective feeling. Although these definitions give importance to the affective aspect of job satisfaction, the idea that feelings change over time is not taken into account in the descriptions.

In addition, other researchers have focused on evaluative aspects of job satisfaction, which depends on what the person expects from the job. Sariwulan et al. (2019) found that a teacher has certain expectations when taking up a position. When these expectations are met, they are satisfied, which increases their efficiency and performance. However, if expectations are not met, employees will not be efficient. As a result, the teacher may quit his or her job. Some work to obtain certain rewards; Statt (2004) mentioned that job satisfaction depends on the extent to which an employee is satisfied with the benefits he or she derives from work.

In addition, from an evaluative perspective, Herzberg (1966) pointed out that motivators and hygiene factors determine an individual's job satisfaction. Additionally, Hackman and Oldham

(1976) found that the nature of the task could also influence job satisfaction. Thus, job satisfaction can be viewed as a mix of different variables from which everyone develops their own level of job satisfaction.

Nevertheless, some researchers have defined job satisfaction in terms of work efficiency. For example, Strauss and Leonard (1960, p. 27) recognised the importance of organisational goals and stated that job satisfaction is a “satisfying feeling about the work and willingness to achieve the organisational goal.” Later, Vroom (1964) defined job satisfaction as a response to the role one plays at work; For example, a person is satisfied when their work performance is good. Langton et al. (2010, p. 98) referred to job satisfaction as “a person’s general attitude toward his/her job.” According to Okoye (2011), job satisfaction is the extent to which an employee is satisfied with his or her job. An employee may perform very well but still not be satisfied, or another may be satisfied with the working conditions but still not satisfied because priorities are not the same for everyone. Therefore, there are differences in definitions of job satisfaction (Zembylas & Papanastasiou, 2006) and there is no universal and uniform definition for the phenomenon (Alzaidi, 2008).

These definitions each focus on feelings about the job, job expectations, attitude toward the job, performance, or other work-related factors. According to Luthans (1998), job satisfaction is related to three facets. First, the affective aspect of job satisfaction is associated with an emotional response to work. Second, Luthans focused on relationships and found that job satisfaction depends on results. The final aspect is that job satisfaction is determined by people’s attitudes toward pay, promotion, work, opportunities, colleagues, and supervision.

The definition of job satisfaction among teachers also varies in the literature. Some researchers have looked at teachers' job satisfaction from an affective perspective. Skaalvik and Skaalvik (2011, p. 1030) have described teachers’ job satisfaction as “teachers’ affective reactions to their work or to their teaching role”. According to Al Tayyar (2014, p. 43), “teachers’ job satisfaction refers to [the] general and specific positive feelings and attitudes of secondary school teachers related to the needs they expect to be met by their job”. However, other studies have described teachers' job satisfaction from an evaluative perspective. Song (2007, p.11), for example, mentions that teachers' job satisfaction is an “overall attitude and views of teachers toward their

working conditions and profession". Teachers' job satisfaction has also been linked to motivation for work and levels of morale (Otanga & Mange, 2014). However, Zembylas and Papanastasiou (2006) consider teachers' job satisfaction as the result of the relationships between teachers and their teaching.

Although various researchers have analysed job satisfaction from their perspective, the degree of importance attached to different aspects of job satisfaction varies. The definitions continue to centre firstly on the affective aspects, secondly on the evaluative aspects and thirdly on the relationships between job satisfaction and its consequences at a given point in time. However, the definitions do not take into account the fact that the factors can change and influence job satisfaction to different degrees at different points in time. Most researchers (Toropova, 2020; Xia et al., 2022; Yoon & Kim, 2022) have explained job satisfaction at a specific point in time; their descriptions do not take into account the fluctuations in the level of job satisfaction over time. Job satisfaction is subjective and may have different meanings for teachers working in different contexts. This study examined teachers' job satisfaction, focussing on the different challenges teachers face during their careers, the feelings teachers have about their job, the intrinsic and extrinsic factors they consider important, and the expectations they have of their job.

2.3 Conceptualising job satisfaction

Despite the large number of articles dealing with job satisfaction (Fute et al, 2022; Judge et al., 2017; Locke, 1976; Moorman, 1993; Perera et al., 2022; Vroom, 1964; Xia et al., 2022), the literature mainly focuses on three broad dimensions: the affective, cognitive, and behavioural components of job satisfaction (Hulin & Judge, 2003). This section describes the different dimensions and outcomes of job satisfaction.

2.3.1 The affective dimension of job satisfaction

Since the early work on job satisfaction, research has emphasised that job satisfaction has a strong affective dimension (Moorman, 1993; Thompson & Phua, 2012). According to Moorman (1993), affective job satisfaction is based on a general emotional evaluation of work. Kepler (1994) described job satisfaction as feelings related to the nature of one's work. In the early

studies, research on affective job satisfaction had expanded and two important affective aspects were investigated: positive and negative affect (Watson & Tellegen, 1985). Positive affect refers to feelings such as pleasure, excitement, arousal, relaxation, contentment, satisfaction and happiness, while negative affect is associated with depression, misery, grief, sadness, nervousness, unhappiness, stress and insomnia (Watson & Tellegen, 1999).

Affective job satisfaction is subjective; therefore, different employees may have positive or negative feelings about the same job. According to Judge (2009), affective disposition influences how a person evaluates information about their work. For example, it is unlikely that all teachers will express similar feelings about their job in the education sector. One teacher may show joy and enthusiasm about teaching, while another teacher may be depressed, frustrated or angry about their job. Over time, however, the feelings of different teachers may vary, and a teacher may experience changing feelings about the same job. According to Judge and Kammeyer-Mueller (2012), job satisfaction is an “evaluation of one’s job that express one’s feeling toward, beliefs about, and attachment to one’s job” (p. 344). Various studies have linked teachers’ affective experiences to job satisfaction (Buonomo et al., 2020; Judge et al., 2017). Furthermore, Burić and Moe (2020) found that teachers’ job satisfaction is related to positive affect. For example, job satisfaction is associated with happiness (Buragohain & Hazarika, 2015).

Similarly, in other studies, job satisfaction has been positively associated with motivation (Batool et al., 22; Breaugh et al., 2017; Steijn & Van der Voet, 2019) and engagement (Van Wingerden et al., 2017). Richardson (2014, p. 3) defined teacher motivation as “the internal and external factor that stimulate desire or energy in teaching to be continuously interested and committed to make their best effort to support students’ learning goals”. Furthermore, studies have shown that teachers’ motivation and job satisfaction are crucial for teaching effectiveness, school improvement and the long-term growth of any education system (Baroudi et al., 2022; Oubibi et al., 2022; Rechsteiner, 2022).

Additionally, Day (2004) linked different aspects of the job, stating that “teacher commitment is closely related to job satisfaction, morale, motivation and identity, and is a predictor of teachers’ work performance, absenteeism, burnout and turnover as well as an important influence on students’ achievement in attitudes towards school” (p. 51).

On the contrary, when people have negative feelings about their work, they are dissatisfied with their job. They are emotionally exhausted, may feel stressed, their anxiety levels rise and they experience burnout. According to Bakker et al. (2014), a person can experience burnout in any job if there is a difference between the demands and the renewal of resources.

Various studies have linked burnout to negative job satisfaction (Gharakhani & Zaferanchi, 2019; Khamisa et al, 2017; Singh & Singh, 2018; Skaalvik & Skaalvik, 2010). Teachers have to take on many roles at the same time, which generally causes anxiety, exhausts them and ultimately leads to burnout (Agyapong et al., 2022; Mancini et al., 2022; Skaalvik & Skaalvik, 2009; Wang et al., 2022).

Workplace stress is also seen as a negative emotion and there are often links between workplace stress and job dissatisfaction (McVeigh et al., 2019; Ouellette et al., 2018; Troesch & Bauer, 2017). Teacher stress has been observed to be a negative emotion experienced by many teachers (Collie & Mansfield, 2022; Lizana & Lera, 2022; Ramberg et al., 2022). Teaching is considered one of the most stressful social activities (Ismail et al., 2019; Zang et al., 2022). Various other researchers have shown that teaching is a highly stressful activity and that teachers' job satisfaction is negatively correlated with stress (Dodanwala & San Santoso, 2021; Han et al, 2021; Hassan et al., 2020; Klassen & Chiu, 2010; Parveen & Bano, 2019).

Positive and negative affect provide a subjective evaluation of job that continuously influences teachers' levels of job satisfaction throughout their careers. Teachers may feel optimistic, pleasant, calm, relaxed and happy about their job at one point in their career, but sad, nervous, discouraged and frustrated at another. These feelings change from time to time and can therefore affect feelings about the profession differently. As a result, a teacher may be satisfied with their job at one point in their career and unhappy at another. Therefore, it is important to consider teachers' changing feelings and emotions about their job when assessing job satisfaction at different points in time.

2.3.2 The evaluative dimension of job satisfaction

Some researchers have investigated job satisfaction from the evaluative perspective. Judge et al. (2017, p. 357), for example, assume that "job satisfaction is the assessment of the favorability of

a job, typically arrayed along a continuum from positive to negative”. Moorman (1993, p. 761) also characterises job satisfaction as “a more logical and rational evaluation of working conditions and opportunities”. Harrison et al. (2006) view job satisfaction as an evaluation of the facets of work.

Similarly, Gkolia et al. (2014, p. 322) claim that job satisfaction “is "the overall evaluation somebody receives from his/her [sic] working environment”. Similarly, Herzberg (1959) mentioned that job satisfaction is influenced by two sets of factors: Hygiene factors and motivators. Hygiene factors or extrinsic factors are essential workplace factors that prevent employees from being dissatisfied. However, Herzberg (1966) assumed that these do not necessarily contribute to a positive development of satisfaction over longer periods of time. Examples of hygiene factors include company policies, administrative policies, pay, benefits, interpersonal relationships, job security and physical working conditions.

In contrast, Herzberg (1966) defined motivators or intrinsic factors as factors inherent in work that have the power to generate positive satisfaction and encourage employees to perform better. Motivators are intrinsically rewarding and are also referred to as satisfiers. Motivators usually represent psychological needs and are seen as additional benefits. Promotion, recognition, a sense of achievement, responsibility and meaningfulness of work are motivators. Furthermore, Gawel (1996, p. 1) pointed out that “motivators (satisfiers) were associated with long-term positive effects in job performance, while the hygiene factors (dissatisfiers) consistently produced only short-term changes in job attitudes and performance which quickly fell back to its previous level”.

Similarly, Spector (1997) used a nine-facet approach to measure the evaluative aspect of job satisfaction. These included supervision, type of work, pay, working conditions, contingent rewards, fringe benefits, communication, promotion and colleagues. However, these facets mirror the hygiene factors proposed by Herzberg. Similarly, Sierpe (1999) emphasises evaluative job satisfaction and identifies eight facets of job satisfaction: the nature of the job, work colleagues, procedures, rewards, benefits, pay, promotion and supervision. The facets mentioned by Spector and Sierpe are very similar and correspond to Herzberg’s hygiene factors.

However, apart from these factors, Mullins (2005) found that individual and demographic factors can influence job satisfaction and categorised the factors into five groups. The first group is individual factors, namely character, age, marital status and qualifications. Second, there are social factors such as relationships with colleagues and other employees in the workplace. Thirdly, there are cultural factors, which include norms, beliefs and values.

The fourth factor is organisational factors, which include working conditions and management. And finally, environmental factors include social, economic, and political influences. In addition, Kabir and Parvin (2011) mentioned that the quality of the work environment, job tasks, leadership and socialisation can influence job satisfaction.

All these conceptualisations led to research on different outcomes; some are more affective and related to teachers' well-being. In an evaluative conceptualisation, research has focused more on work performance. It is important to be aware of the possible outcomes of job satisfaction as these are highly associated with debates on teacher well-being (Dreer, 2021; Ortan et al., 2021), stress (Parveen & Bano, 2019; Wang et al., 2020) or burnout (Atmaca et al., 2020; Smetackova et al., 2019). Other researchers focused on the influences on teacher performance (Wolomasi et al., 2019; Wula et al., 2020). These findings are discussed below. Knowing them, one can understand how important it is for teachers to be satisfied in their profession. If teachers do not maintain or recover their job satisfaction over a long and demanding career, this can have detrimental effects for both themselves and the education system. These potential effects are summarised below.

Apart from subjective feelings about their job, teachers are also exposed to various objective factors that influence their job satisfaction at different stages of their career. The various factors may have led to teachers' job satisfaction being restored or maintained. Therefore, a deeper analysis is essential to improve understanding and identify the short- and long-term factors that influence teachers' job satisfaction during their long careers. After summarising the possible findings, the factors that lead to job satisfaction will then be discussed.

2.3.3 The results of job satisfaction

Research (Brezicha et al., 2020; Dicke et al., 2020; Wang et al., 2022) has often focused on the potential outcomes of job satisfaction to increase efficiency at work. Job satisfaction can lead to

positive consequences, while job dissatisfaction can have negative consequences. For example, high job satisfaction in teachers can lead to positive outcomes such as work performance, student performance, organisational citizenship behaviour, punctuality and life satisfaction (Banerjee et al., 2017; Gu & Zhou, 2020, Santoso et al., 2020). In contrast, teachers' job dissatisfaction leads to burnout, absenteeism, stress, and exhaustion (Arismunandar et al., 2022; Atashpanjeh et al., 2020; Mijakoski et al., 2022; Okeke & Mtyuda, 2017).

In the education sector, great importance is attached to teachers' job satisfaction as it can influence a school's performance. According to Niati et al. (2021), performance is the ability of an individual to complete a task and achieve organisational goals in a given period of time. It is generally believed that good performance leads to job satisfaction, and Kurt & Demirbolat (2019) confirmed this by finding a positive relationship between performance and job satisfaction. Similarly, a study by Afshar and Doosti (2016) on teachers' job performance showed that satisfied teachers showed better job performance than their dissatisfied colleagues. A study on teachers' job satisfaction and students' academic performance also found a positive correlation between the two variables (Ekpenyong & Joseph, 2017). Similarly, Werang and Agung (2017) observed a positive relationship between teachers' job satisfaction and their performance. However, in a similar study, no significant relationship was found between students' performance and teachers' job satisfaction (Iqbal et al., 2016).

Similarly, Judge (2009, p.119) reported: "Job satisfaction matters as employees who are satisfied with their jobs tend to perform better, withdraw less, and lead happier and healthier lives". However, Aziri (2011) pointed out that a satisfied person does not necessarily perform well.

Other studies (Lopes & Oliveira, 2020, Pazim, 2021) have also shown that teachers' job satisfaction affects students' performance. Banerjee et al. (2017) also found that teachers' job satisfaction affects student achievement in maths and reading. In addition, employees expect to be compensated for the work they do. Compensation is any kind of reward that a person receives in return for performing organisational tasks. It can be both financial and non-financial and contributes significantly to employee motivation, performance and satisfaction. Financial rewards can be direct or indirect rewards. Direct rewards are paid in the form of salaries, bonuses and commissions. This salary or compensation motivates employees and their behaviour towards

the employer's goals (Oshagbemi, 1998). Similarly, teachers expect a good salary for their strenuous work at school. Researchers have linked job satisfaction to teachers' salaries. Pay can be used by education systems as a reward/incentive for teachers who perform their job with satisfaction and quality. However, pay as a reward may not work completely (Abd-El-Fattah, 2010; Saquib et al., 2013). Teachers seem to find recognition as an incentive for satisfactory work better than pay.

Moreover, it has been observed that teachers who are satisfied with their work often do extra work, are usually willing to help in all school activities, and always show organisational citizenship behaviours (OCBs) (Somech & Ron, 2007). For example, in a study by Shrestha and Bhattarai (2022), a positive correlation was found between teachers' job satisfaction and organisational citizenship behaviours. Similarly, Tulung et al. (2020) showed that secondary school teachers' job satisfaction influences their OCB.

In addition, several studies focus on the relationship between teachers' job satisfaction and their self-efficacy (Burić & Kim, 2021; Ortan et al., 2021; Song et al., 2020). For example, the studies by Kasalak and Dagyar (2020), Skaalvik and Skaalvik (2010) and Renbarger and Davis (2019) found a strong positive relationship between job satisfaction and self-efficacy. Gkolia et al. (2014) reported that “teachers who are satisfied with their jobs usually have a high degree of professional capabilities and feel that they could manage, organise and perform specific tasks and behavior, even in case of failure” (p. 322). In addition, Taiwo et al. (2019) attempted to find correlations between job satisfaction and other factors such as punctuality. The results showed that teachers with higher job satisfaction scores were more punctual at work than those with low scores.

On the other hand, a lack of job satisfaction among teachers can have negative effects such as lower productivity, absenteeism, poor teacher performance and a high turnover rate. For example, a study conducted in Nigeria found that a lack of job satisfaction has a negative impact on teacher productivity (Yusuf et al., 2015). Furthermore, Utami et al. (2021) found that job satisfaction is negatively correlated with absenteeism, meaning that absenteeism is higher when job satisfaction is low. The findings of Da'as (2021) have also shown that a lack of job

satisfaction can lead to high teacher absenteeism. Apart from this, many countries have problems with teacher turnover due to low job satisfaction (Torres, 2019).

Naz and Murad (2017) claimed that teachers' dissatisfaction generally has a negative impact on their performance and eventually leads to high turnover. Shah and Jumani (2015) and Valentine et al. (2011) also found a negative relationship between turnover intentions and job satisfaction. In addition, Smetackova et al. (2019) found that low job satisfaction in teachers can lead to chronic exhaustion and ultimately burnout. Therefore, job satisfaction enhances teachers' performance and increases the productivity of the education system ((Hoboubi et al., 2017; Utami & Vioreza, 2021; Usop et al., 2013). Furthermore, when teachers are satisfied, the absenteeism rate decreases (Vishwakarma et al., 2015), teacher turnover is low (Madigan & Kim, 2021) and the attrition rate also decreases (Stamolampros et al., 2019). However, when teachers are dissatisfied with their job, this leads to a high turnover rate, increased absenteeism, low performance and a decline in the quality of education. Therefore, it is necessary to continuously investigate teachers' job satisfaction to improve the education system.

The above illustrates the importance of focussing on teachers' job satisfaction. Satisfied teachers do extra work, are more punctual and more committed. If there is a lack of job satisfaction, there is a risk that teachers will become ill, perform less well or even leave the profession. It is therefore crucial to understand what makes teachers satisfied with their work, which you will describe below.

Furthermore, the outcomes and predictors of job satisfaction appear to be intertwined. What can be described as a reward or incentive for job satisfaction and work performance can become a predictor of subsequent job satisfaction. This dynamic needs to be understood in a study which attempts to capture job satisfaction over time using possible chains of events. A retrospective study such as this aims to track how certain conditions function as outcomes of job satisfaction and as predictors of subsequent job satisfaction over the course of teachers' careers.

2.4 Work-related factors that influence teachers' job satisfaction

In this section, I first describe the work-related challenges faced by teachers worldwide and then make links to the specific situation in Mauritius. I then focus on the role of potential work-

related resources on teachers' job satisfaction. This is followed by a summary of the potential role of demographic variables, and I conclude by arguing about changes over the course of a career.

Teachers prepare younger generations for society and, as in other professions, the working environment is constantly subject to change, and not just for teachers. School culture, student and parent expectations, teacher rewards and working conditions differ from country to country (Stromquist, 2018). It has also been observed that teachers' roles are constantly changing over time. For example, the job profile of teachers is extremely complex (Philipp & Kunter, 2013), with increasing workload and multitasking trends in the education system (Alkahtani et al., 2016). In the long term, factors such as workload, working conditions, leadership, student behaviour and relationships with colleagues can also significantly affect teachers' well-being, morale and willingness to work and influence their job satisfaction.

A workload is a form of responsibility that teachers are expected to fulfil (Akob, 2016). This includes planning, teaching, reporting to parents, meetings, extracurricular and co-curricular activities, file management and all other duties as a teacher. According to Shafie et al. (2014), workload refers to “a formal responsibility entrusted by the school, and that must be performed by the teacher” (p. 22). Responsibility also refers to “the desire to be accountable for one's work, to help one's students learn, and to have the opportunity to participate in policy or decision-making processes” (Lester et al., 2014, p. 159). It has been observed that teachers who are satisfied with their workload and responsibilities perform better and that higher workload has been associated with low job satisfaction (Admiraal, 2023).

With increasing experience, teachers use different strategies to manage their different tasks (Philipp & Kunter, 2013). Such a finding suggests that teachers adapt to working conditions in different ways at different stages of their careers. This means that they may also experience different levels of job satisfaction at different stages of their careers.

Lester et al. (2014) refer to working conditions as “the physical conditions of the work environment as well as the overall aspects of the school organisation as defined and communicated by its administrative policies” (p.159). Teachers generally value a physical environment “that are safe, comfortable, close to home, are clean, have adequate tools,

equipment, and buildings that are in good condition” (Alyaha & Mbogo, 2017b, p. 123). According to Taleb and Fathi (2013), working conditions are related to the attractiveness of the teaching profession and job satisfaction. Ntagahali (2016) reported that working conditions are a major factor influencing teachers’ job satisfaction. Similarly, Ertuerk (2022) postulates that organising working conditions can improve teachers’ job satisfaction.

In addition, the study by Toropova et al. (2020) found a significant relationship between working conditions in schools and teachers' job satisfaction. Similarly, Amin (2015) found a correlation between teachers’ job satisfaction and their working conditions. However, the study by Alyaha and Mbogo (2017b) on the "Impact of working conditions on teachers' job satisfaction" found that working conditions were both positively and negatively correlated with job satisfaction. The same study also found that favourable working conditions or working environments lead to job satisfaction, while poor working conditions lead to job dissatisfaction. On the other hand, Zembylas and Papanastasiou (2006) linked poor working conditions to low job satisfaction among teachers. Similarly, the study by Modest and Onyango (2021) found that poor working conditions lead to low job satisfaction among teachers. The working conditions of teachers are not the same in every school and teachers are also exposed to different working conditions throughout their careers. Therefore, different working conditions affect their job satisfaction differently and teachers may have different levels of job satisfaction. Teachers who are exposed to different environments throughout their careers may also have different levels of job satisfaction.

Employees expect to be remunerated for the work they perform. Remuneration is any kind of reward that a person receives in return for performing organisational tasks. It can be both financial and non-financial and contributes significantly to employee motivation, performance and satisfaction. Financial rewards can be direct or indirect rewards. Direct rewards are paid in the form of salaries, bonuses and commissions. This salary or compensation motivates employees and their behaviour towards the employer’s goals (Oshagbemi, 1998). Similarly, teachers expect a good salary for their strenuous work in school. Researchers (Hasanah & Supardi, 2020; Melaku & Hundii, 2020) have linked job satisfaction to teachers’ salaries. Saqib et al. (2013) found that the pay of teachers in different colleges in Sialkot significantly

influenced their job satisfaction. However, another study on the longitudinal effects of salary on teachers' job satisfaction showed that an increase in salary had no effect on the job satisfaction of these teachers over the years (Abd-El-Fattah, 2010). This shows that teachers' pay, or salary could be considered as a short-term factor that influences teachers' job satisfaction. In addition, teachers work hard to improve the education system and expect certain non-financial rewards such as recognition. Recognition refers to "the attention, esteem, prestige, and appreciation of superiors, colleagues, students, and parents" (Lester et al., 2014, p. 159). Such rewards may not be enough to sustain teachers' satisfaction throughout their careers, and it is important to examine at what past stages of their careers this have worked.

Teachers face challenges at every stage of their career; over time they become more aware of their professional success and progression. They eventually look for ways to improve their performance and develop their full potential to seek promotion. A promotion is defined as a transfer of an employee up the organisational hierarchy with new responsibilities to achieve professional heights (Abuhashesh et al., 2019; Miah, 2018; Razak et al., 2018). Promotion opportunities are cited as one of the most important factors for teachers' job satisfaction (Hanif et al., 2021; Olofinkua, 2020; Sahito & Vaisanen, 2017). Advancement opportunities in the teaching profession are limited – especially in Mauritius (as described in Chapter 1). Nevertheless, it appears to be a better source of job satisfaction than pay. There is a need to investigate how limited promotion opportunities have affected teachers' job satisfaction over the course of their careers.

One of the biggest challenges faced by teachers worldwide is indiscipline and violence in schools (Neto & Baretto, 2018; Ngwokabuenui, 2015). As early as 1999, Denga identified some discipline problems in schools such as cheating in examinations, theft, sexual offences, vandalism, foul language, truancy and school refusal. Over time, as society's perceptions changed, discipline problems became more alarming. Landers et al. (2008) reported that "challenging behaviour can cause teachers to feel they are less effective; they become discouraged, stressed, frustrated, burn out, and feel like quitting the job" (p. 26). Furthermore, according to Betoret and Gomez-Artiga (2004), disruptive student behaviours are responsible for teacher stress, burnout and job dissatisfaction. Sims (2017) reported a positive relationship

between discipline and teacher job satisfaction. Technology is an important tool which many teachers around the world utilise. For example, teachers use online resources to prepare their lessons, use laptops to conduct lessons and complete online grade sheets for students. The Covid-19 situation has been a catalyst for the introduction of technology into the education system in many countries. However, some teachers still lack confidence and are stressed when it comes to using technology in teaching (Dhawan, 2020). There are two different views on the impact of information and communication technology (ICT) on teachers' job satisfaction. For example, a recent study by Xu and Jiang (2022) found that the use of ICT has a positive impact on the job satisfaction of new teachers. Torres (2021), on the other hand, found that ICT reduces job satisfaction as it leads to mental exhaustion. Teachers are therefore exposed to various challenges over the course of their career, which can also influence their job satisfaction.

Many face numerous challenges in preparing students for a complex and diverse world, from the beginning of their careers as novice teachers to the pre-retirement phase as experienced teachers. The literature indicates that other factors such as teacher-student ratio (Kambuga, 2013), job flexibility (Rosenblatt, 2001), work location, amount of paid leave, sick leave, and working environment (Muhammad et al, 2015; Kuncoro & Dardiri, 2017), students' behaviour (UNESCO-IICBA, 2017), students' reactions (Xinrui & Ling, 2012) and the emergence of new technologies (Sahito & Vaisanen, 2017) continuously influence teachers' job satisfaction at different points in their careers.

In addition to work-related challenges and their impact on job satisfaction, research has also looked at the possible influence of teachers' work-related resources on job satisfaction. Skaalvik and Skaalvik (2010), for example, found that teachers' autonomy and good relationships with other teachers increase their job satisfaction. Admiraal (2023, p.16) mentioned that "healthy collaborative relationships with colleagues and good relationships with management" correlate positively with teachers' job satisfaction. According to TALIS (2013), collaboration among teachers increases job satisfaction. Other studies have also found that good relationships between colleagues promote job satisfaction in the workplace (Kristin, 2005; Lin & Lin, 2011; Rhodes et al., 2007; Stankovska et al., 2017; Wall, 2008). In contrast, unfavourable relationships are a cause of dissatisfaction (Gesinde & Adejumo, 2012; Podlewska, 2016). In the Mauritian context,

where teachers are transferred every few years, this somewhat disrupts the working environment, teacher autonomy and also the collaboration and relationships between colleagues. This can ultimately affect the job satisfaction of Mauritian teachers at different stages of their career.

In addition, sustainable leadership is crucial for any school (Kalkan et al., 2020), and school leaders influence the working environment in a school (Sargent & Hannum, 2005). Several studies also establish a link between teachers' job satisfaction with rectors' leadership style and supervision. For example, a study in Tanzania found that the leadership style applied by the head teacher has an influence on teacher job satisfaction (Nyenyembe et al., 2016). The study by Cakmak et al. (2015) on the impact of leadership style on job satisfaction also came to similar conclusions. In another study that investigated which leadership style promotes teacher satisfaction, the results showed that the democratic leadership style of rectors leads to high teacher job satisfaction (Machumu & Kaitila, 2014). In addition, Mensah (2016) found a significant relationship between the leadership style of rectors and teachers' job satisfaction. However, according to Lee et al. (2018), headmasters struggle to find the right leadership style for their schools. Rectors in different schools use different leadership styles, which affect teachers' job satisfaction differently. Sims (2017) found that “better school leadership is strongly associated with higher teacher job satisfaction” (p. 7). According to Budiasih et al. (2020), teachers' job satisfaction improves when they get along with the leadership style of their rectors. Various studies (Anastasiou & Garametsi, 2020; Cubay, 2020; Maldrine & Kiplangat, 2020; Poole, 2018) have also shown significant correlations between the leadership styles of rectors and teachers' job satisfaction. Furthermore, a combination of leadership styles is expected to improve job satisfaction (Mwesigwa et al., 2020). Leadership seems to play a crucial role in teachers' lives and it is worth investigating how leadership influences teachers' job satisfaction throughout their careers.

Other studies investigated the relationship between teachers' job satisfaction and students' performance (Dicke et al., 2020; Heyder, 2019). They found that teachers feel satisfied when their students perform well in exams and achieve good results. In addition, job security can also be important for teacher satisfaction. For example, Akpan (2013) found that job satisfaction

among university teachers correlates with job security. Similarly, Dhuryana and Hussain (2018) discovered a correlation between teachers' job security and their job satisfaction.

The above studies have shown that teachers are exposed to a variety of factors throughout their career (e.g. working conditions, salary, job security, leadership, relationships, student behaviour, ICT) that can develop job satisfaction dynamics. Therefore, it is important to examine teachers' intra-individual levels of job satisfaction throughout their careers and how their previous experiences have influenced their job satisfaction at different stages of their careers.

In addition, teachers' job satisfaction has been linked to their demographic information (Alyaha & Mbogo, 2017a, Chahar & Pyari, 2019). For example, Gligorović et al. (2014) found that male teachers were slightly less satisfied with their job than female teachers. In addition, Shrestha (2019) found in a more recent study that age group also has an influence on teachers' job satisfaction and that older teachers were more satisfied than other teachers.

Many teachers can face these challenges, adapt to new changes and restore the balance of their job satisfaction. According to Ritter et al. (2016, p. 1657), workers adapt to positive and negative work experiences, but when a worker "is experiencing negative stimuli, a concurrent decrease in their job satisfaction is expected." For example, some teachers are more physically and emotionally affected by various challenges than others and cannot maintain their level of job satisfaction throughout their careers. In addition, teachers have their own expectations of their job. For example, one teacher may be satisfied with their promotion no matter how poorly their students perform. Another teacher may be satisfied with the non-academic performance or holistic development of their students, even if their academic results are not good. Still other teachers are satisfied when they achieve the best results in school.

A teacher's satisfaction with their work is a feeling that changes over time, as their expectations of their job also change over the course of their career. Therefore, it may be worthwhile to examine job satisfaction on an intra-individual level. In addition, different factors may influence individual teachers differently, resulting in different levels of job satisfaction among individual teachers. It is therefore important to analyse the job satisfaction of teachers at an inter-individual level over a longer period.

While most studies focus on teachers' job satisfaction, some also emphasise teachers' dissatisfaction with their profession. For example, Okeke and Mtyuda (2017) conducted a study to understand teachers' perspectives on dissatisfaction with their profession. The study found that inadequate support from administration, lack of recognition from rectors, overcrowded classes, insufficient resources, and lack of discipline among students are the causes of teacher dissatisfaction. Furthermore, in a recent study, Muniz et al. (2020) investigated how job dissatisfaction can directly and indirectly influence the emergence of negative health beliefs among teachers in professional contexts. Furthermore, Zembylas and Papanastasiou (2006, p. 229) identified "social problems, students' lack of interest, bad behaviour, lack of professional autonomy in schools, and limited promotion prospects".

Furthermore, it is necessary to examine the dynamics of teachers' job satisfaction over the course of their careers to date to understand how individuals' job satisfaction has changed over the course of their careers, to understand whether different teachers exhibit different patterns of job satisfaction in the past, and to examine how different work-related factors (work-related challenges or resources) may have contributed to the changes in job satisfaction over the course of teachers' careers to date.

2.5 Dissatisfaction with teachers' jobs

Teachers may experience both job satisfaction and job dissatisfaction during their careers. Research tends to focus on more or less high levels of job satisfaction (as described above). However, as Huberman (1989) mentioned, some stages of teachers' career cycle can be bitter or cheerful. Discrepancy theory, proposed by Locke in 1976, attempts to explain why employees express satisfaction and dissatisfaction with their jobs. This theory, also known as affect theory, assumes that job satisfaction arises when there is no discrepancy between what someone expects from their work and what they have. Dissatisfaction with work, on the other hand, occurs when someone does not get what they want from their job. For example, teachers' unfulfilled desires can lead to dissatisfaction, while job satisfaction can be the result of a fulfilled desire for a teaching job. When teachers do not get what they believe they deserve, they are sometimes upset. The discrepancy causes them to work harder to achieve their goal, and so they increase their job satisfaction. For example, teachers strive hard and constantly improve themselves to get a

promotion. Teachers therefore have different perceptions of their job, their expectations of job are different and the value they place on job factors is also not the same, which can lead to job satisfaction or job dissatisfaction.

The effects of the different factors can sometimes be positive but can also have a negative impact on a teacher's working life and job satisfaction. Therefore, it is necessary to continuously investigate the level of job satisfaction of teachers at different points in time. There is little knowledge about how job satisfaction and dissatisfaction of teachers are related and therefore it is worth investigating.

2.6 Understanding the gaps in the literature

The existing literature shows that most studies on job satisfaction tend to examine the relationship, correlation or impact of certain factors on teachers' job satisfaction: the correlation between pay and job satisfaction (Gius, 2013; Malik et al., 2012; Yang et al., 2008), the link between stress and job satisfaction (Ahsan et al., 2009; Al-khasawneh & Futa, 2013), the relationship between working conditions and job satisfaction (Kinzl et al., 2005; Sell & Bryan, 2011; Bakotic & Babic, 2013), the correlation between leadership and job satisfaction (Chan, 2019; Puni., 2018), the relationship between self-efficacy and job satisfaction (Burić & Kim, 2021; Demir, 2020; Kasalak & Dağyar, 2020; Klassen & Chiu, 2010) and the relationship between job satisfaction and work experience (Gu, 2016).

Previous studies (Ali, 2021; Dicke et al., 2020; Polatcan & Cansoy, 2019; Sahito & Vaisanen, 2020; Wang et al., 2022) investigated the influence of a selected set of factors on teachers' job satisfaction. However, this may not reflect the full impact of the different factors on teachers' job satisfaction. Instead, teachers' job satisfaction may be influenced by several elements simultaneously. The current study assesses a number of relevant factors in the quantitative part and the qualitative part of the study contributes to the understanding of the complex influence of all these factors on teachers' job satisfaction.

Furthermore, not all teachers are affected by the same factors. Studies (Anastasiou & Garametsi, 2020; Bin Nordin et al., 2019; Toropova et al., 2020) usually focus on the overall job satisfaction of a group of teachers and less emphasis is placed on individual differences in teachers' job

satisfaction. There is still a need for an intra-individual understanding of teachers' job satisfaction across careers. There is also a need to compare job satisfaction at an inter-individual level. This study examines and compares patterns of job satisfaction among experienced teachers

Another common feature of previous studies (Anastasiou & Garametsi, 2020; Burić & Moe, 2020; Sun & Xia, 2018; Toropova et al., 2020; Zakariya et al., 2020) on teachers' job satisfaction was that teachers' job satisfaction was not described at different points in their careers. There is a need to understand how job satisfaction may differ at different points in an individual's career. This study attempts to capture the job satisfaction of teachers at different points in their careers to date in order to address this gap. Comparing the profiles of teachers to understand what contributes to their job satisfaction may improve understanding of the factors that may play a role at particular points in their careers. It may also be possible to compare teachers' expectations with changes in the education system over recent decades.

Previous studies (Boswell et al., 2005, 2009) on job satisfaction have compared job satisfaction in previous occupations with that in new occupations. The results indicate that there is little knowledge about whether job satisfaction in the same occupation changes over several years. A more in-depth study is needed to increase knowledge about the complexity of the concept and how job satisfaction changes over the course of a career without changing jobs. Therefore, this study focuses on the possible change in teachers' job satisfaction over time.

The first advantage of the current study is that it attempts to capture the development of teachers' job satisfaction from an intra-individual perspective. Previous research has shown that teachers with different levels of experience report different strategies for coping with their work. This could also be the case for job satisfaction. Secondly, the trajectories of job satisfaction could be different for different teachers, so an inter-individual perspective needs to be taken. Thirdly, as described above, the factors may be interrelated. A study is needed which examines the relative effects of the different factors on job satisfaction at different stages of a teacher's career. A more holistic understanding of the interrelatedness of these factors should also be developed. There is also a need for a study that allows comparison with past changes in the education system. Fourthly, there is still a need to better understand teachers' job satisfaction. Definitions are varied

and several concepts have been presented. Research is still needed on how to understand teachers' job satisfaction.

Overall, understanding of the complexity of the phenomenon still needs to be improved, particularly the variations in teachers' job satisfaction under conditions where the factors influencing their work are constantly changing. This also changes the way in which teacher' job satisfaction is assessed at different points in their careers. Therefore, I examined the job satisfaction of experienced teachers from a dynamic perspective, assuming that the level of job satisfaction changes over time.

2.7 Critical reflections on the assessment of job satisfaction

The concepts, definitions, theories, and lens through which researchers study job satisfaction have evolved and become more complex over time (Ali & Anwar, 2021; Judge et al., 2017; Khan et al., 2021). Considering all these developments, many researchers have developed various job satisfaction instruments to measure job satisfaction of employees from different aspects. Despite the large number of studies, there are still some limitations that do not allow a holistic understanding of teachers' job satisfaction.

To achieve the objectives of the current study, a retrospective study is required. Though retrospective studies deal with the problem of recall biases, they are primarily done to reduce cost and duration of follow up (Talari & Goyal, 2020). A retrospective study will make it possible to explore the dynamics of teachers' job satisfaction by looking back at their past careers. The intra-individual and inter-individual dynamics of job satisfaction explained above will be addressed in this way.

Job satisfaction has been assessed in different ways over the years. Some researchers use complex scales and assess different facets. Wanous et al. (1997) argue that “there are still good reasons for preferring scales to single items. Nothing reported thus far should be interpreted as questioning the use of well-constructed scales in comparison to a single item measure. It should be interpreted, however, as a case for the acceptability of single-item measures when either the research question implies their use or when situational constraints limit or prevent the use of scales.” (p. 250).

Job satisfaction scales have mainly focused on the evaluative aspect and the factors that influence job satisfaction (Bayona et al., 2020; Bernarto et al., 2020; Cortini et al., 2019; Hoff et al., 2020; Worth & Van den Brande, 2020). Researchers have placed less importance on affect and feelings as a component of job satisfaction than on cognitive elements, which are also very important in assessing job satisfaction (Judge & Klinger, 2012). Many researchers studying job satisfaction favour the quantitative method using questionnaires for data collection (Spector, 1997) because it is less time consuming, can appeal to a larger number of participants and the data can be easily quantified. Researchers (Lester, 1987; Pepe, 2011; Spector, 1985; Weiss et al., 1967) have continuously developed questionnaires to investigate different facets of job satisfaction.

Researchers (Dicke et al., 2020; Utami et al., 2021, Wula et al., 2020) favour multidimensional surveys based on multiple scales and different facets of job satisfaction. The Job Descriptive Index (JDI) is an example of a job satisfaction questionnaire. It is a 72-item instrument designed to assess the dimensions of job satisfaction: work, supervision, pay, advancement opportunities and colleagues. Another example is the Minnesota Satisfaction Questionnaire (MSQ), which was developed by Weiss et al. (1967) and is a standard instrument for measuring job satisfaction. There are two types of the Minnesota Satisfaction Questionnaire: the long form and the short form. The short form consists of 20 items, while the extended version includes 100 questions and 20 subscales to measure job satisfaction (Hirschfeld, 2000). Similarly, Spector's (1985) Job Satisfaction Survey (JSS) is a 36 item scale with nine subscales: communication, pay, promotion, supervision, benefits, contingent rewards, operating procedures, nature of work and colleagues. In addition, the Teacher Job Satisfaction Questionnaire (TJSQ) is a scale developed by Lester (1987) to assess the job satisfaction of teachers. It is a questionnaire with 66 items consisting of nine subscales: Working Conditions, Pay, Job Security, Responsibility, Supervision, Recognition, Colleagues, Work Itself and Promotion. The TJSQ has been used in several studies (Baroudi et al., 2022; Idris, 2021; Rezai et al., 2022, Tahir & Sajid, 2019). For example, it has been used to assess the job satisfaction of private school teachers (Ariffin et al., 2013) and to determine the job satisfaction of secondary school teachers (Gihar & Mishra, 2018).

However, some researchers believe that the most appropriate way to measure job satisfaction is to use a single-item scale in which employees are asked to rate on a 5-point scale, such as "How satisfied are you with your job?" (Nakata et al., 2012; Scarpello & Campbell, 1983). In addition, single-item scales are used in studies where quantitative measurements need to be parsimonious (Allen et al., 2022). They are used under time-constrained conditions, particularly when participants are asked to reflect on their job satisfaction at different points in their career. In addition, single items have been used to minimise respondent burden, reduce criterion contamination and increase validity (Fisher et al., 2016). On the one hand, some researchers believe that measurement with a single item requires less time and is more cost-effective (Wanous et al., 1997). On the other hand, there is criticism of the reliability of single-item measurement, so which it is rarely used in studies. Other researchers (Dicke et al., 2020; Utami et al., 2021, Wula et al., 2020) favour multidimensional surveys based on several scales and different facets of job satisfaction.

Other researchers (Bin Nordin et al., 2019; Skaalvik & Skaalvik, 2015; Torres, 2019) have also used the qualitative approach to assess teachers' job satisfaction. Interviews allow for more comprehensive information about job satisfaction, and participants can elaborate on their preferences for job satisfaction (Spector, 1997). For example, in a study conducted by Sahito and Vaisanen (2017), qualitative research designs were also used to investigate how time management factors affect the job satisfaction of teacher educators. In semi-structured interviews, participants were able to explain their personal meanings of job satisfaction, suggesting that teachers constructed their job satisfaction based on their realities and expectations. Although qualitative approaches capture teachers' personal views, the data cannot be quantified as with quantitative approaches.

Furthermore, both qualitative and quantitative methods have their advantages and disadvantages. Therefore, a combination of both methods could be beneficial as it combines their strengths and provides a solid understanding of the phenomenon (Scammon, 2013; Wisdom, 2012). Furthermore, a mixed methods study allows the researcher to compare the results, look for similarities and differences, and thus make new sense of the data.

Some researchers (Alrawashdeh et al., 2021; Gaias et al., 2018; Rezaee et al., 2018; Zhang & Yuan, 2020) utilised the mixed methods approach in assessing teachers' job satisfaction as it combines the strengths of quantitative and qualitative approaches. Malina et al. (2011) pointed out that combining quantitative and qualitative methods leads to more substantive research findings, and according to Maxwell (2016), mixed methods provide a deeper understanding of the phenomenon. For example, a mixed methods design was used to investigate and understand the impact of the instructional practises on teachers' job satisfaction (Kouali, 2017). Similarly, Larkin et al. (2016) used a mixed methods approach to assess the dimensions of job satisfaction that influence teachers' job satisfaction, organisational commitment and turnover intentions.

However, researchers (Rezai et al., 2022; Tahir & Sajid, 2019; Wang et al., 2022) have mainly assessed job satisfaction from a static perspective, and the scales have mostly measured them only at one point in their career. Researchers have not taken into account that different factors may influence teachers' job satisfaction differently at different stages of their careers. Therefore, it is important to adapt these instruments to measure teacher' job satisfaction at different points in their careers.

In a few cases where researchers have investigated job satisfaction from a dynamic perspective, these have been longitudinal studies using the same instrument to collect data at different time intervals. For example, in a study by Boswell (2005), job satisfaction was measured at one-year intervals over five years using the three-item instrument developed by Judge, Cable, Boudreau and Bretz (1995). There is little evidence that job satisfaction has been assessed in a comprehensive way to do justice to the complexity of the phenomenon and the dynamic aspect of job satisfaction. There is still a need to develop methods that can dynamically assess job satisfaction at different stages of the career cycle and require less effort compared to longitudinal studies.

An example of a longitudinal study is the study by Boswell et al. (2005), which aimed to determine the honeymoon hangover effect and the correlation between employees' job changes and their level of job satisfaction. High-level managers participated in the study and their job satisfaction was analysed for each job change. The study spanned five years of data collection. According to Boswell et al. (2005), the honeymoon hangover effect occurs over the course of a

career, i.e., a strong peak (honeymoon) and a decline (hangover) in job satisfaction. The study also showed that job satisfaction was low before a new job, increased with each new job and decreased again after some time. However, the longitudinal study was limited to a period of one year for data collection. Because the data collection took so long, the number of participants decreased over the course of the study period. Therefore, future studies should focus on a research design that uses an alternative method for a longitudinal study.

In another longitudinal study, Boswell (2009) also investigated the role of job change in changing the job satisfaction of new entrants to the labour market. The study involved 132 organisations and online surveys were conducted at four points in the first year of new employment: the first day, the third month, the sixth month and the anniversary. A three-point measure was used and the results showed that participants were satisfied with their new job after being dissatisfied with their previous job. With the new job, job satisfaction initially increased and then decreased again. A complex curvilinear pattern was observed. However, a limitation of this longitudinal study was that the number of participants decreased after each interview, which means that researchers should find other ways to collect data.

A study by Riza et al. (2018) also investigated job satisfaction in relation to time. The aim of the study was to develop and test a model relating age and length of service to job satisfaction. The researchers wanted to investigate the influence of time on job satisfaction. However, it was also a longitudinal study in which data collection was conducted over forty years. The data collection consisted of two nationally representative samples. The process began with young adults and progressed through several career stages, including the first job and subsequent job changes. Job satisfaction was measured at different points in time with a single item: 'How do you feel about your job? The results showed that participants' job satisfaction increased with age. Thus, the results contributed to the exploration of the dynamic aspect of job satisfaction. However, there is still a need to investigate the job satisfaction of teachers from a dynamic perspective.

The few studies (Boswell et al., 2005; Boswell, 2009; Riza et al., 2018; Skaalvik & Skaalvik, 2020) that considered job satisfaction as a dynamic concept were mostly longitudinal studies and the period of data collection spanned several years. A more dynamic measurement is needed to comprehensively analyse teachers' job satisfaction at different points in time. A mixed methods

design could be beneficial and relevant to obtain retrospective information. Other creative methods also need to be developed, such as the use of probes to measure teachers' job satisfaction at different points in their careers

Teachers' job satisfaction is not expected to remain the same throughout their careers. Therefore, job satisfaction should be analysed from a dynamic perspective and measured at different points in teachers' careers. However, conducting a longitudinal study can be challenging considering how little time is available for my study. In addition, teachers may also withdraw from participating. Alternatively, I believe that retrospective studies can provide the same information without the need for lengthy data collection. For example, teachers could be asked to recall their past experiences and explain the factors that have influenced their job satisfaction over the course of their long careers. However, one problem that can arise in such a study is recall effects. To minimise these effects, teachers can be given enough time to reflect on their past experiences so that they do not miss any important information. The use of questionnaires can also help to increase the effectiveness of the retrospective study and improve the understanding of teacher' job satisfaction. Thus, the literature from previous studies helped to design the current study to investigate the job satisfaction of experienced teachers at different stages of their careers. I aim to combine quantitative and qualitative methods to compare, recognise similarities, identify possible dissimilarities and open up new avenues of interpretation.

The methodology chosen therefore depends on the objectives of a particular study, and over time different job satisfaction instruments have evolved to meet the needs of the study. Job satisfaction measurement instruments include various factors that influence job satisfaction, but most do not capture all facets of job satisfaction in one and the same questionnaire. Therefore, it is essential to use other complementary instruments to account for the complexity of the phenomenon. It is also essential to combine methods to capture all the factors that can influence a person's job satisfaction in different time periods. Thus, having explored the different types of instruments used to assess teacher' job satisfaction in previous studies, I have found that a mixed methods design can potentially explore teachers' job satisfaction better than separate quantitative and qualitative approaches.

2.8 Summary of the chapter

This chapter provides a comprehensive overview of the literature on job satisfaction with a particular focus on the teaching profession. It looks at the development of definitions of job satisfaction and examines both the affective and evaluative aspects of the concept. The chapter also examines the various outcomes and determinants of job satisfaction, emphasising the role of work-related factors. The discussion also extends to the particular challenges that teachers face throughout their careers and how these impact on their job satisfaction. The importance of understanding and addressing job satisfaction in order to improve the education system as a whole is emphasised.

The chapter also examines the influence of various factors on teachers' job satisfaction, including workload, working conditions, salary, promotion opportunities and relationships with colleagues, to name but a few. It emphasises the need to examine these factors across different career stages and the potential role of demographic variables. The literature suggests that job satisfaction is influenced by a variety of factors such as gender, age, work-related challenges and individual expectations. It also suggests that job satisfaction is a dynamic concept that changes over time and at different career stages. Despite previous studies focussing on specific factors, a more holistic understanding of job satisfaction is called for.

This chapter also discusses the evolution of methods for assessing job satisfaction, from the Teacher Job Satisfaction Questionnaire (TJSQ) and single-item scales to qualitative and mixed-method approaches. It emphasises the need for a dynamic assessment of job satisfaction that takes into account changes over the course of a teacher's career and follows up with the challenges and objectives of the study, emphasises the importance of examining job satisfaction from a dynamic perspective, and provides empirical data on dynamic job satisfaction.

The following chapter provides the theoretical basis for the present study.

CHAPTER THREE

THEORETICAL FRAMEWORK

3.1 Introduction

This chapter builds on the foundations laid in the earlier chapters, which discussed the background to the study, outlined the research objectives and provided a comprehensive literature review of teacher job satisfaction. The primary aim here is to investigate and understand the job satisfaction of teachers who have been in the profession for at least twenty years. To achieve this, the chapter is structured to first examine the different career stages of teachers to understand how their job satisfaction might evolve over time. This is followed by a detailed analysis of key job satisfaction theories, including Maslow's hierarchy of needs, Alderfer's Existence, Relationship and Growth (ERG) theory, Locke's discrepancy theory and Hackman & Oldham's Job Characteristic Model. These theories are crucial for understanding the complexity and development of job satisfaction.

In particular, this chapter pays special attention to Herzberg's two-factor theory, as it is especially relevant for understanding the job satisfaction of teachers with long work experience. It also discusses Vroom's expectancy theory, which sheds light on how teachers' expectations and values in relation to their job factors may have changed over the years. This theoretical exploration aims to provide a comprehensive understanding of the variables that influence the job satisfaction of long-term teachers, providing valuable insights for the field of educational research and teacher development.

By the end of this chapter, readers will gain a deep and nuanced understanding of the theoretical underpinnings of teachers' job satisfaction and the dynamic factors that influence it at different stages of a teacher's career.

3.2 Career stages of teachers

As the groups of participants in this study are experienced teachers who have at least twenty years of teaching experience in secondary schools, it was considered useful to know the different

career stages that these teachers may have passed through during their careers. Teachers face challenges at every single stage of their career, which can affect their job satisfaction over time. Knowing the different stages can therefore help to better understand the fluctuations in job satisfaction over the course of a career.

A teacher goes through several phases or stages during their long career of about forty years, assuming they stay in the profession. One of the most influential authors to attempt to describe these stages was Huberman (1989). He described five career stages that teachers go through over time as they gain more experience. According to him, the beginning of the career is called the career entry stage. It is a survival phase in which a teacher plays different roles, experiences a reality shock and tries to understand the teaching profession. It is also known as the discovery phase, in which teachers develop an enthusiasm for their students, their class and their school. After three years of teaching experience, the teacher enters the second phase, known as the engagement phase or stabilisation phase. In this phase, teachers are aware of their responsibilities and are committed to their work. Once the teacher has stabilised in the profession, they enter the third phase, known as the experimentation phase or stocktaking, depending on whether the teacher is positive or negative. In the experimentation phase, teachers may, for example, see disciplinary problems as a challenge and rethink their teaching strategies. Others may experience disillusionment and cannot decide whether they should stay in the teaching profession or leave it. The fourth phase is either the phase of serenity or the phase of conservatism. The final stage is the detachment stage, which can be either serene or bitter (Floden & Huberman, 1989). Mauritian teachers may also go through some or all of these stages and develop different feelings towards their profession at different points in their career. In addition, some teachers are satisfied with their work at the end of their career, while others are dissatisfied, depending on the factors and challenges they have overcome along their career path. Therefore, it is important to investigate what maintains teachers' satisfaction at different stages of their careers.

Super (1980, 1996) has already introduced the life course rainbow, which explains the different roles of a person in the different stages of their life: childhood, adolescence, adulthood, middle age and senescence. According to Super (1996), a person's roles change over time, or some become less or more important than others at different stages of life. The role of a teacher also

changes over the course of a lifetime, both as an individual and as a teacher. Professional and life roles coincide, but a successful teacher knows how to balance their professional and personal life. Very often, however, changes in life roles have an impact on work and changes in work have an impact on a teacher's life. For example, a person may have health problems for a period of time which may also affect their work. Teachers' expectations and priorities may change over time, ultimately leading to fluctuations in job satisfaction over the course of a career.

Fessler (1985) added to the literature on teaching careers by identifying eight stages of professional growth and development for teachers: pre-professional, induction, skill building, enthusiasm and growth, frustration in the profession, stability and stagnation, end of career, and exit from the profession.

The pre-professional phase is a time of preparation. During the familiarisation phase, teachers learn basic skills and cope with daily work demands. In the skill- building phase, teachers can improve their teaching skills by experimenting with new methods and ideas. In the career development phase, teachers make professional progress and achieve a high level of job satisfaction.

In the stability phase, teachers reach a plateau and are less interested in further training programmes. In the career frustration phase, teachers face obstacles and often question their decision to enter the teaching profession. In the career decline phase, teachers prepare to leave the profession. For some teachers, this phase can be a happy phase characterised by a sense of fulfilment, while for others it can be a bitter phase. Finally, leaving the profession is the time after teachers have left their jobs.

Change and development are part of a teacher's career; teachers are constantly growing and developing. With increasing experience, novice teachers become apprentices and gradually progress to the next level. According to Steffy and Wolfe (2001), there are six stages of the developmental continuum: novice teacher, apprentice, professional teacher, experienced teacher, distinguished teacher, and emeritus teacher (active retired teacher). Huberman (1989), on the other hand, has divided the career cycle of teachers into three main categories: Novice teacher, mid-career teacher, and end-of-career teacher.

Hargreaves (2005) characterised early career teachers as young teachers who are very enthusiastic, energetic, flexible and open to change, while late career teachers are those whose energy is slowly waning. Teachers at the end of their careers are positive thinkers, negative thinkers or disillusioned teachers. The positive thinkers are teachers who believe they can do their best for their students. The negative thinkers show resistance and protect their own interests. The disillusioned teachers are those who have lost their ideals and motivation (Veldman. et al., 2016).

Various researchers (Floden & Huberman, 1989; Hargreaves, 2005; Steffy and Wolfe; 2001) have presented models of career stages for the professional development of teachers throughout their careers. They have conceptualised sensitive stages throughout the career but have not developed notions of continuous change. However, not every teacher goes through all of these stages in a similar way. Their teaching experiences are unique as they encounter different situations in their lives.

Thus, from a broader perspective, the same factors do not always affect teachers; therefore, their job satisfaction may vary at different stages of their careers. This study identifies the factors that influence Mauritian teachers' job satisfaction at different stages, recognising that a career cycle is only a fraction of an entire life cycle.

3.3 Common theories of job satisfaction

Researchers have continuously explored different theories of job satisfaction to identify the factors that influence the level of job satisfaction and to find ways to improve employee job satisfaction. These theories have evolved to meet the new demands of the world of work. Some influential theories that regularly shape the understanding of teacher job satisfaction are discussed in more detail in the following sections.

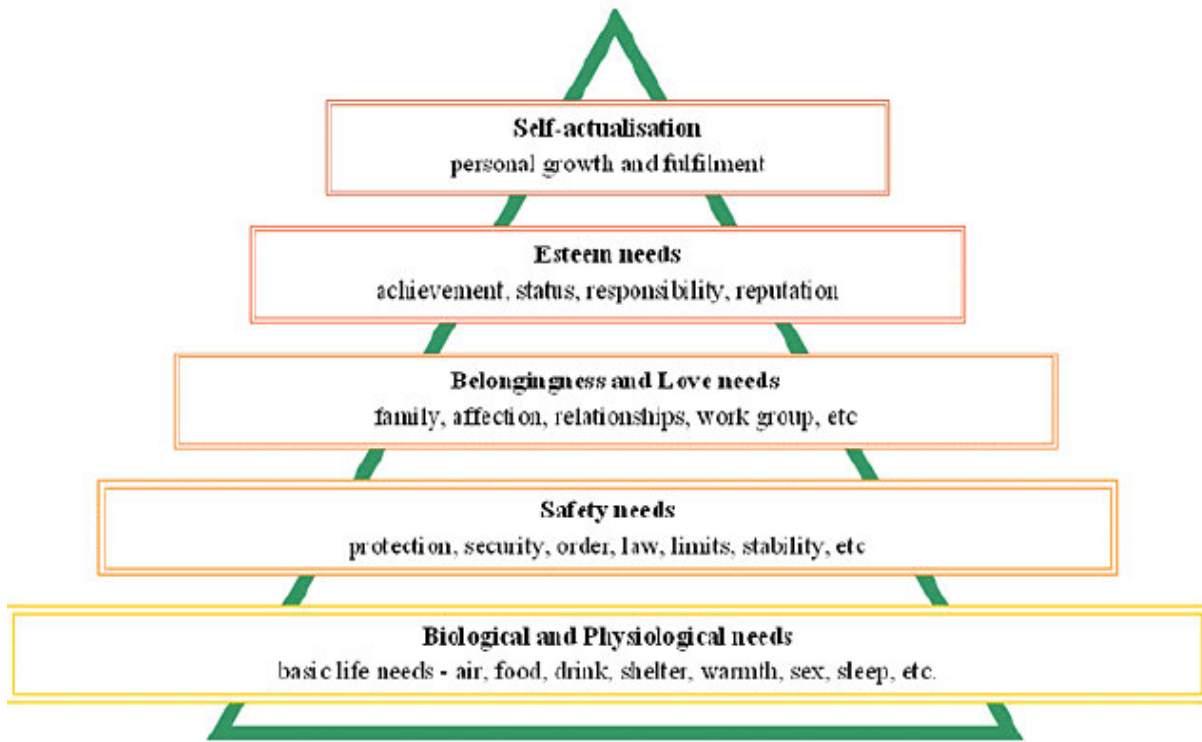
3.3.1 Maslow's hierarchy of needs

Maslow's Hierarchy of Needs (Maslow, 1943) is one of the first theories to consider the needs of employees as a key factor in their job satisfaction. The theory consists of five levels: The first is the psychological need, the second is the need for security, followed by the needs for love and

affiliation, the fourth is the need for esteem and finally the need for self-actualisation, as shown in Figure 2 (Tanyanyiwa, 2015, p. 60).

Figure 2

The Maslow's Hierarchy of Needs



Note: From “Motivational factors influencing littering In Harare’s Central Business District (CBD), Zimbabwe”, by V. I. Tanyanyiwa, 2015, *Journal of Humanities and Social Science*, 20 (2), p. 60.

Psychological needs refer to vital needs such as air, food, clothing and shelter, while safety needs refer to the security of a job. The need for belonging refers to the relationship between family, friends and loved ones. Esteem needs are the feeling of self-confidence, freedom and independence, while self-actualisation refers to a sense of accomplishment. According to Maslow’s hierarchy of needs (1959), new needs arise as soon as the lower needs are satisfied and the person constantly moves towards the higher needs in order to satisfy them.

The satisfaction of needs at the lower level therefore influences the realisation of needs at the higher level. However, one of the weaknesses of the theory is that it assumes that people are the same and have similar need orientations (Kaur 2013, Shikalepo, 2020). Furthermore, there is little evidence that only one need is satisfied at a time (Beardwell & Claydon, 2007). Maslow's hierarchy of needs has more historical value, but is still helpful in understanding the factors that contribute to teachers' job satisfaction. Teachers differ in character and may have different preferences for their needs.

Shikalepo (2020) mentioned that understanding the different individual needs can enable school leaders to meet the specific needs of teachers. In education, basic salary, favourable working conditions and availability of resources such as canteen facilities, classroom fans, computer labs and library facilities are the psychological needs that influence the job satisfaction of teachers in general. Over the years, however, the basic needs of teachers have changed relatively. For example, working conditions are no longer the same; the use of projectors, laptops and internet connections are now important tools needed for teaching. If these psychological needs are not met, this can affect teachers' well-being and result in them no longer fulfilling their tasks with the same vigour (Kaur, 2013). As a result, changes in psychological needs can also affect teachers' feelings about their job and their job satisfaction.

The next level of security needs may not apply to teachers working in government secondary schools in Mauritius as they are government employees and have permanent job security. However, teachers working in public schools do not have the same job security. For these teachers, job security is one of the most important factors contributing to their job satisfaction. In addition, teachers work with students, rectors, parents, administrators and other teachers. Consequently, a sense of belonging and a good relationship between the different stakeholders are crucial for teachers' job satisfaction and the fulfilment of social needs. If social needs are not met, teachers may feel isolated and gradually turn away from their profession (Shikalepo, 2020).

In addition, many teachers attach great importance to the need for esteem. They desire to have status in society and to be respected by students and parents. They can feel humiliated if their needs for esteem are not met (Martin & Joomis, 2007). Finally, the need for self-actualisation is

fulfilled when teachers can set themselves apart from others through their skills, competencies and achievements (Kaur, 2013; Martin & Joomis, 2007).

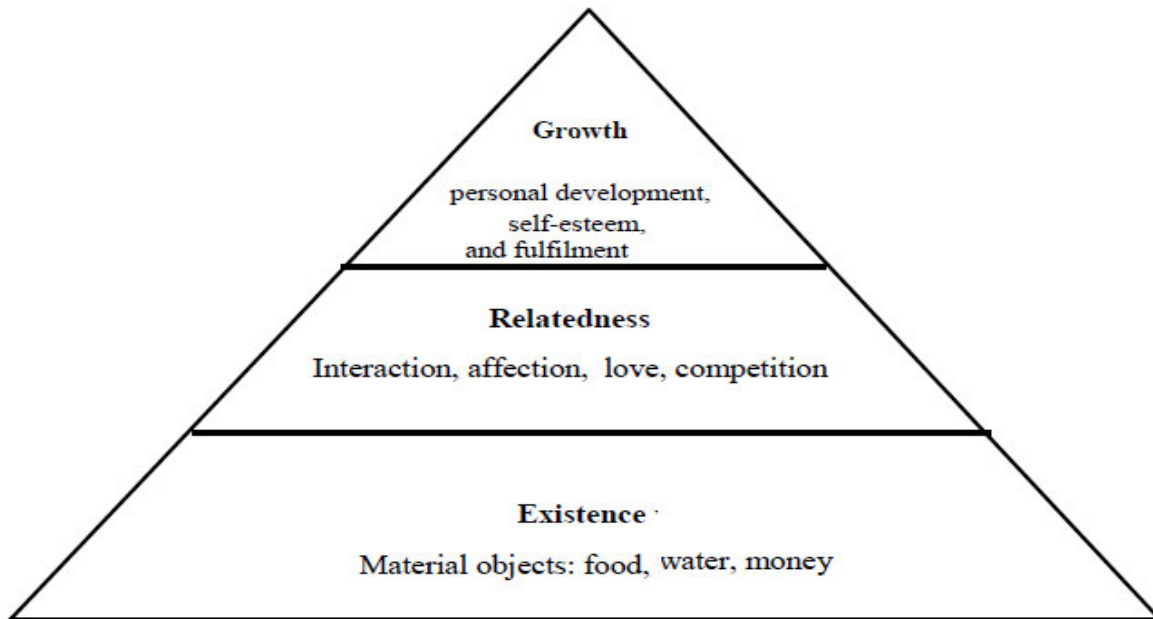
According to Marston (2014), a teacher can fulfil their higher-level needs when their lower level needs are met. Firkhan et al. (2021) add that an individual cannot achieve self-satisfaction in their profession if their human needs are not met. Tambunan et al. (2016) utilised Maslow's hierarchy of needs to investigate how teacher motivation and satisfaction improves teacher performance in the teaching and learning process. Other educational studies (Fisher & Royster, 2016; Khan et al., 2021) have also benefited from Maslow's hierarchy of needs. Their findings show that implementing the theory increases employee job satisfaction.

3.3.2 Alderfer's Existence Relatedness Growth (ERG) theory

The ERG theory (Alderfer, 1969) is a revised version of Alderfer's Maslow's hierarchy of needs (Schultz & Schultz, 1998) and is also based on individual needs. However, Alderfer divides Maslow's five needs into existence, relationship and growth needs, as shown in Figure 3 (Shikalepo, 2020, p. 68). Existence needs are satisfied by basic needs such as air, food, water and working conditions, while relationship needs are satisfied by a good bond between colleagues, bosses and friends. Growth needs are met through opportunities for personal development in the workplace. When the lower needs are satisfied, a person tries to fulfil a higher need. However, if the higher need is not satisfied, the person invests more in the lower needs. The theory has some similarities with Maslow's theory, although the ERG theory assumes that needs are not hierarchical. In addition, ERG theory views need as a continuum and assumes that more than one need is active at the same time (Schultz & Schultz, 1998). Furthermore, Crooks (1997) postulates that unfulfilled needs can lead to frustration and that the satisfaction of needs is sought at a lower level.

Figure 3

The Existence Relatedness Growth (ERG) theory



Note: From “The role of motivational theories in shaping teacher motivation and performance: A review of related literature”, by E.E. Shikhalepo, 2020, *International Journal of Research and Innovation in Social Science*, 4 (4), p. 68.

3.3.3 The Job Characteristic Model

The Job Characteristic Model was proposed by Hackman and Oldham in 1976 (Hackman & Oldham, 1976; Robbins, 2001). The model examined how job characteristics affect employee job satisfaction and contribute to job enrichment. In other words, Hackman and Oldham refined the understanding of the characteristics of satisfying jobs. Skill variety, task identity, task significance, autonomy and feedback are the five main characteristics of the model.

Firstly, skill variety refers to how a person performs different tasks with different skills. Teachers need to cater for both low-achieving and high-achieving students and therefore use different strategies when dealing with students in the classroom. Secondly, task identity occurs when one person fulfils all tasks. For example, teachers have a goal that they must achieve at the end of

each term. They must complete a certain part of the curriculum within a certain amount of time. Third, the importance of the task is the extent to which a person understands the importance of the task. Teachers' tasks are crucial because students' future mainly depends on their hard work. Teachers have the responsibility to complete their tasks before the exams. Fourthly, autonomy refers to the freedom with which the person performs the task. For example, teachers can choose their own teaching strategies and assessment dates.

Finally, feedback refers to the reaction one receives from others to one's own task. At the end of the semester, the students' results give the teachers feedback on the extent to which the work has been mastered and understood by the students. Thus, the different job characteristics influence teachers' job satisfaction in different ways. In this sense, Dicke et al. (2020) claim that teachers' need for achievement leads to higher job satisfaction.

Furthermore, according to Langton et al. (2010), managers can increase their employees' job satisfaction by manipulating the five key job characteristics. The job characteristics model has often been applied in the education sector. For example, Hagmann (2017) used the model in a study to investigate the job satisfaction of teachers and trainers in an education centre. Hagmann affirms that all five characteristics of the model must be present for a job to be satisfying. Kass et al. (2011) also used the model to examine the relationships between the core characteristics and student behavioural outcomes.

3.4 Theories underlying the current study

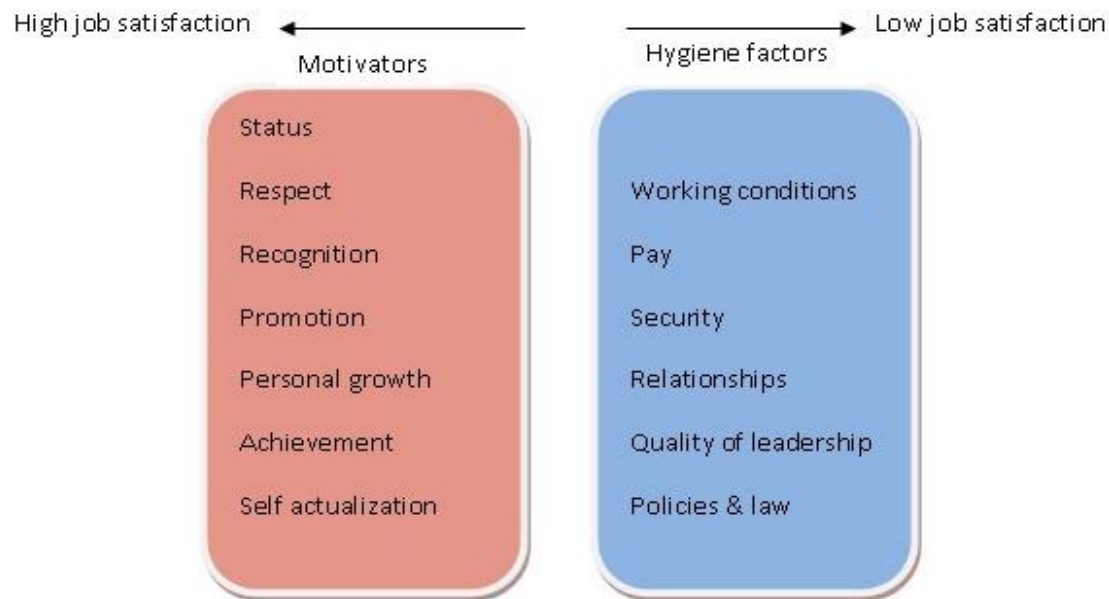
In this section, Herzberg's two-factor theory and Vroom's expectancy theory are described. Each theory is followed by an evaluation of the respective theory.

3.4.1 Herzberg's two-factor theory

This study looks at the potential factors that can influence teachers' job satisfaction over two decades. In 1959, Herzberg theorised to identify the factors that cause job satisfaction and prevent employee dissatisfaction in the workplace. He described two categories of factors that influence job satisfaction: Hygiene factors and motivators, as shown in Figure 4 (Al Tayyar, 2014, p. 52). Herzberg's two-factor theory has laid important foundations for understanding the role of these factors in shaping job satisfaction.

Figure 4

Herzberg's two-factor theory



Note. Adapted from PhD Thesis, “Job satisfaction and motivation amongst secondary school teachers in Saudi Arabia”, by K. Al Tayyar, 2014, p. 52.

Hygiene factors are important to prevent dissatisfaction in the workplace. However, Herzberg (1966) assumed that hygiene factors do not necessarily contribute to a positive development of satisfaction over longer periods of time. Another group of factors that are important for the development of long-term job satisfaction are motivators. Herzberg defined motivators as factors that can make employees satisfied with their work. They are therefore also referred to as satisfiers or intrinsic factors. The motivators or satisfaction factors are described as inherent to the work. Employees perceive these factors as intrinsically rewarding, and this is how they unfold their effect. Hygiene factors are also extrinsic factors that prevent employees from being dissatisfied. According to the theory, hygiene factors are physical working conditions, pay, job security, benefits, interpersonal relationships, company policies and administrative policies.

Motivators, on the other hand, symbolise the psychological needs that are perceived as additional benefits. Examples of motivators are status, respect, promotion, recognition, sense of

achievement, personal growth and meaningfulness of work. These are non-financial rewards that teachers normally expect from their work.

Teachers encounter various factors that contribute to job satisfaction or the avoidance of job dissatisfaction. For example, working conditions are one of the first factors that employees look for when choosing a job. Good working conditions such as ventilation, space, availability of water, a clean workplace, good infrastructure and adequate resources can improve teachers' morale and prevent job dissatisfaction. For example, Ford et al. (2018) highlighted that an effective response to working conditions is associated with teacher' job satisfaction. However, Simon and Johnson (2015) found that poor working conditions in schools may be a more important reason for the high turnover rate among teachers.

In addition, pay or salary is another important factor that influences teachers' job satisfaction. According to Amin (2021), salary accounts for a significant part of overall job satisfaction. Teachers' salaries differ from country to country, but every teacher expects a good salary for their strenuous work in school. Similarly, researchers (Fauziyana et al., 2021; Ahad et al., 2021) found that salary significantly affects teachers' job satisfaction. However, Abdulahi (2020) found no significant relationship between teacher' job satisfaction and their salary. In support, Hasanah and Supardi (2020) found that salary contributes less to teachers' job satisfaction compared to work environment. In addition, teachers' job security is also important. Akpan (2013) confirms that job security also leads to job commitment, while Olsen and Huang (2019) found that teachers with less job security are less satisfied. It is therefore to be expected that teachers with job security are more satisfied than those without.

In addition, administrative support or support from the headmaster is also an important factor that can influence teachers' job satisfaction. However, Ansley et al. (2019) found that insufficient administrative support is related to low job satisfaction among teachers. A study by Bhatti et al. (2012) on the relationship between leadership style and job satisfaction of teachers in public and government schools in Lahore found that teachers in public schools have high job satisfaction when they are supported by the administration. Moreover, the same study showed that educators like to work under a democratic leadership style compared to an autocratic leadership style. They preferred to work in a collaborative environment where they felt free to

share their views and opinions, especially when things went wrong. The study shows that a sense of ownership gives them satisfaction. It is also important to have good relationships with colleagues in order to create a good working environment.

Teachers appreciate their achievements being recognised by headteachers. This can be in the form of recognition for their work, which further motivates them to work better. Shrestha (2019) asserts that recognition is crucial for teachers' motivation and is a determinant of teacher job satisfaction. Similarly, Sahibzada & Khawrin (2023) mentioned that recognition has a positive influence on employees' job satisfaction. Mustapha and Zakaria (2013) also found that growth and promotion opportunities lead to job satisfaction. Mostly, however, the nature of the work has a significant impact on job satisfaction. For example, a person who enjoys teaching will feel more job satisfaction than someone who is not passionate about their work.

3.4.2 Evaluation of Herzberg's two-factor theory

Teachers are often transferred where they are exposed to changing extrinsic factors, such as working conditions, the quality of leadership by the headmaster, the relationship with colleagues, the nature of the students, and even the changing policies of different administrations. In addition, teachers are also influenced by intrinsic factors as they strive for status in society, earn the respect of their students, and also strive for promotion and achievement. Therefore, Herzberg's two-factor theory was appropriate for the present study as it considers both the intrinsic and extrinsic factors as well as the short- and long-term factors that may influence teachers' levels of job satisfaction.

Although the two-factor theory was developed by Herzberg in 1959, it is still relevant in various educational institutions worldwide. According to Shikapelo (2020), Herzberg's two-factor theory has helped school leaders understand the factors that motivate teachers. For example, in a recent study by Amoako et al. (2019, p. 1), Herzberg's two-factor theory was used to examine how lecturers in public and private universities in Ghana are motivated to enter the teaching profession. In another study by Bett (2019), Herzberg's two-factor theory was used to identify factors that contribute to the motivation of lecturers in Kenya. In addition, a study in Taiwan (Chu & Kuo, 2015) investigated the applicability of Herzberg's two-factor theory in an

educational institution. The theory was used to determine the extent and impact of hygiene factors and motivators on teachers' professional commitment in Taiwan.

In addition, Altalic et al. (2016) investigated the job satisfaction and motivation levels of high school teachers in Turkey with regard to the hygiene factors and motivators identified by Herzberg. In addition, the theory was also applied in determining the job satisfaction of university teachers in Pakistan (Ghazi et al., 2013).

In contrast, Herzberg's theory has been criticised by some researchers (Ewen, 1964; Lunenburg and Ornstein, 2008; Vroom, 1964) for the dualism between factors that has not been consistently demonstrated in studies, the lack of a measure of overall job satisfaction, the lack of empirical basis and the methodological weaknesses of the study. In addition, the theory does not account for situational variables and tends to correlate job satisfaction with productivity. The theory also ignores individual differences and preferences in the factors (Locke, 1976). For example, one teacher may be very satisfied with their or her working conditions, while another may find the working conditions very poor. A hygiene factor for one teacher can also be a motivator for another (Shikalepo, 2020). The concept of hygiene factors and motivators was unreliable in a study by Maidani (1991). He found that hygiene factors and motivators are satisfying for employees.

In addition, a teacher's likes and dislikes and expectations of the job may change over time. For example, salary may be important at the beginning of a career, but over time other aspects such as recognition or personal growth may become more important. In addition, Twenty-First Century theory does not factor in the evolution of needs. For example, factors such as technological change are not part of the theory. With technological advances, drastic changes have occurred in the education system. Teachers used to work with chalk and blackboard, now they use laptops and projectors as teaching aids. The theory is therefore only temporary and does not consider the changing work factors that occur throughout a person's career. Therefore, a complementary theory is needed that considers the subjectivity of teachers and their individual expectations and anticipates changes during their teaching career.

3.4.3 Vroom's expectancy theory

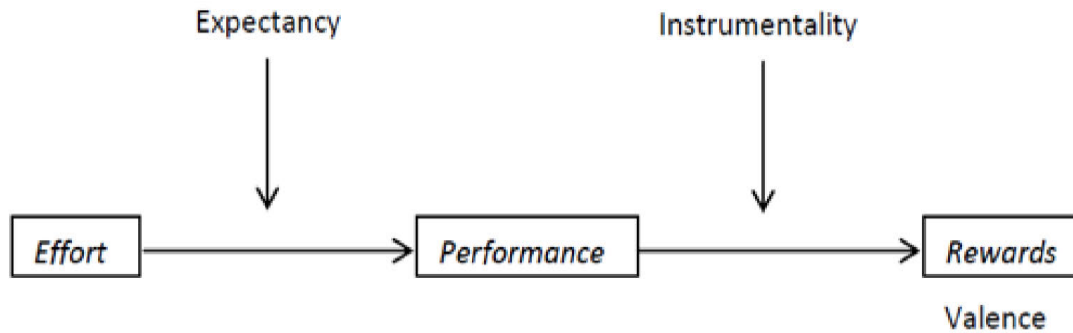
In today's educational landscape, ministries of education are inventing various means to ensure quality education. As a result, almost all education systems focus primarily on outcomes in terms of student achievement, children's holistic development, teachers' performance and overall school performance. However, teachers also have their own expectations for outcomes, which are different for each teacher and can ultimately affect teacher job satisfaction. DeRosa (2016) investigated the role of expectations on teachers' job satisfaction and the results showed that teachers prioritise their expectations, which affects their job satisfaction. Therefore, expectancy theory was equally important in the creation of this study as it assumes that individuals work towards achieving desired outcomes and being rewarded accordingly.

Vroom's (1964) expectancy theory is a theory of cognitive processes that consists of three components: expectancy (E), instrumentality (I) and valence (V), as illustrated in Figure 5 (Lunenburg, 2011, p. 2). Firstly, expectancy is assumed to be the positive correlation between effort and performance. It is the belief that hard work will lead to good performance. Expectancy ranges from 0 to 1 (Lunenburg, 2011). For example: teachers put in maximum effort to complete a project at school. If the probability of completing the project is very low, the expectation is 0, but if the probability is very high, the expectation is almost 1.

Secondly, instrumentality is the relationship between performance and outcome. It is the belief that an individual effort will be rewarded (Amrilloevich, 2022). It also ranges from 0 to 1. For example, if the probability of receiving a reward is high, instrumentality is 1, but if the probability is low, instrumentality is 0. Thirdly, valence is the desired reward one receives when expectations are met. For example, valence is positive and high when teachers value the rewards they receive after completing a project. Rewards may include recognition from the rector, a promotion or salary increase, and taking responsibility for certain committees at the school level. The presence of high expectation, high instrumentality and high valence can lead to higher job satisfaction among teachers. However, it is assumed that the value or preference for a particular reward can change over time, which will also change teachers' levels of job satisfaction.

Figure 5

Vroom's expectancy theory



Note. From “Expectancy theory of motivation: Motivating by altering expectations”, by F.C Lunenburg, 2011, *Journal of Management, Business and Administration*, 15 (1), p. 2.

The main focus of the Mauritian education system is still on academic results. As the schools are goal orientated and want to see their names listed among the top schools, they currently function as a reward and punishment system. Like other countries, the Ministry of Education of Mauritius has developed strategies to improve results. The Quality Assurance Framework, for example, is a system developed by the Department of Quality Assurance and Inspection to assess the performance of students, teachers and the school. School and student performance are colour coded according to the area and key areas achieved against set benchmarks (QAF, 2019). For example, the school is categorised as green if the results are good for three consecutive years. The school is in the yellow zone if the results are moderate or mediocre. Finally, the school falls into the red zone if the results are poor or need improvement. It seems that all teachers working in the red zone are under constant pressure to improve their results through regular classroom visits by head teachers and quality assurance officers. Consequently, achieving better results has become the main goal for all teachers working in the yellow and red zones. A teacher's job satisfaction can therefore be influenced by the results and rewards they receive at the end of the year.

Furthermore, in Mauritius, every teacher has to fill in a form, called the Performance Management System (PMS), in which their performance and the results they have achieved during the year are assessed and graded. The PMS is important because the records are used when teachers apply for higher positions. Therefore, teachers strive to achieve better results that will allow them to get into the green zone. Also, teachers need to prove their hard work to avoid transfers; this could also affect their job satisfaction.

3.4.4 Evaluation of Vroom's expectancy theory

Expectancy theory has been used in several studies in the educational context (Alston et al., 2017; Amali et al., 2023; Chopra, 2019; Khan et al., 2021; Min et al., 2020) as the theory assumes that effort leads to good performance, good performance leads to rewards and desired rewards lead to job satisfaction. For example, Vroom's theory was applied in a recent study to understand teachers' aspirations and identify their subjective expectations for continuous professional development (Amrilloevich, 2022). Similarly, Nokay et al. (2023) utilised Vroom's theory to explain the contribution of lifestyle to teachers' work motivation, which is indirectly related to teacher' job satisfaction. Previously, Muguongo et al. (2015) used Vroom's expectancy theory as a theoretical framework to determine the relationship between remuneration and job satisfaction among secondary school teachers in Kenya. The study found that teachers were dissatisfied with all aspects of the remuneration they received. Furthermore, based on Vroom's theory, Khan et al. (2021) suggested that higher educational institutions need to ensure that they provide well-deserved incentives to their teachers and that teachers should be trained to improve their talents and achieve the best results.

According to Vroom's theory, sufficient efforts must be made to achieve the desired goal. In the Mauritian context, for example, teachers' work is not the same in different types of schools, such as low-performing or average schools. Therefore, teachers cannot expect to achieve the same results in different categories of schools. Although teachers invest more in low-performing schools, they may not achieve the same results as in high-performing schools. As a result, not every teacher receives the same job satisfaction from student achievement. However, some teachers do not value high achievement as much as others and find satisfaction in other things. For example, some teachers feel satisfaction when they are promoted or given a higher position.

Other teachers feel satisfaction when they receive recognition and respect from society. Some feel satisfaction when their students become responsible citizens. Because teachers' expectations, their efforts and the value they place on rewards vary, the way a teacher defines job satisfaction also varies. One of the drawbacks of Vroom's expectancy theory is that it is very subjective and assumes that everyone has different expectations of their work (Shikalepo, 2020). What is important to one person may not be to another (Shikalepo, 2020). This is where it becomes interesting for my study, as it states that teachers can be influenced differently by different factors. In addition, Vroom's theory considers a person's previous experiences, their self-confidence and attaches great importance to personal drive in achieving the expected results (Amrilloevich, 2022).

Time can also play a role in teachers' job satisfaction. Depending on their career stage, teachers expect that their efforts will be more or less successful in achieving their goals. Younger teachers may assume that if they just try harder, they will perform better and their students will perform better as well. Later in their careers, teachers may become disillusioned when they realise that they have no control over other factors that come into play at different career stages. In addition, teachers at different career stages may believe that they will receive some reward or recognition. However, the values they associate with these rewards may change over the course of the career. Huberman (1989) also pointed out that after the stabilisation phase, there is a shift in career stages depending on the teacher's orientation, with teachers favouring certain aspects of the job over others.

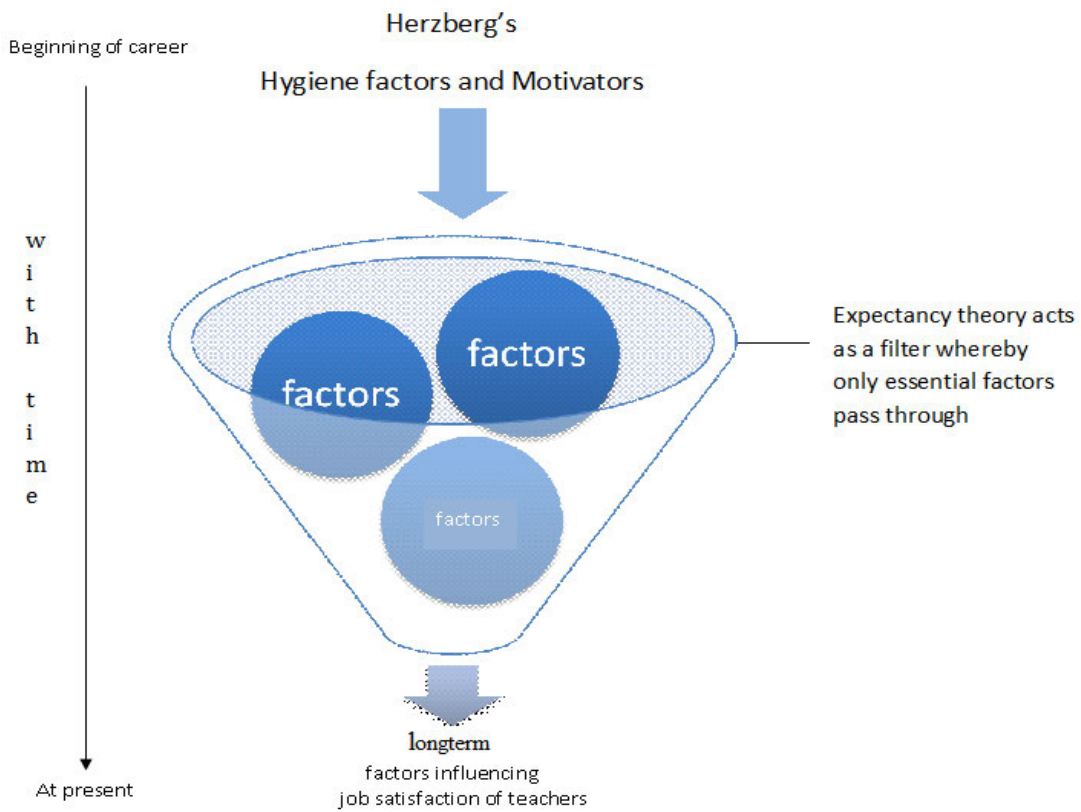
Hygiene factors and motivators can also relate to Vroom's theory. However, the value teachers place on these factors may change over time and may be prioritised differently depending on the stage of their career. For example, salary may not be as important at the beginning when teachers enter the profession with a lot of enthusiasm. However, salary may suddenly become more important when teachers start a family. Later, this may change again because teachers value other factors at a different stage of their career. Perhaps the value of recognition or the expectation of how much effort must be invested to achieve a goal change.

For this study, a self-developed combination of Herzberg's two-factor theory and Vroom's expectancy theory was used, as shown in Figure 6. The factors contained in the funnel represent

the extrinsic and intrinsic factors of Herzberg's two-factor theory that influence the job satisfaction of teachers at different career stages. The funnel represents the expectancy theory, which acts as a philtre, i.e. the expectations of success, the value of goals and the expected rewards, leading to a different weighting of the factors.

Figure 6

Combination of Herzberg's two-factor theory and Vroom's expectancy theory



Note: Self developed

As the extrinsic and intrinsic factors go through the funnel, the factors are filtered through the expectancy theory, and what comes out of the funnel are the long-term factors that influence teachers' job satisfaction. This study considers job satisfaction as a dynamic phenomenon and assumes that different factors influence job satisfaction at different times. It also assumes that a teacher is influenced by several factors at the beginning of his/her career that have a direct

impact on job satisfaction. Thus, a teacher at the beginning of their/her career is influenced by factors such as work location, work environment, salary, promotion, policy decisions and supervision. Therefore, Herzberg's extrinsic and intrinsic factors at the beginning of the career are of great importance for avoiding job dissatisfaction and maintaining job satisfaction. However, as teacher familiarise themselves with their work, their expectations and values change. Therefore, it is assumed that the expectation theory works like a philatelic and that only the significant factors influence the teacher's job satisfaction at any given time. For example, a novice may be influenced by salary, school environment or administrative issues. However, with increasing experience, the same teacher may rate the performance of their students higher than working conditions or the availability of resources in schools. This is where expectancy theory comes into play.

A combination of the two theories helps to understand that job satisfaction results from a complex weighting process of these factors and their values for the individual, how much effort one should put in and what kind of rewards one might receive. This weighting process can vary depending on the stage of the career. Therefore, teachers' job satisfaction can fluctuate over time. Therefore, both Herzberg's two-factor theory and Vroom's expectancy theory are helpful in creating this study.

3.5 Summary of the chapter

This chapter provides a comprehensive exploration of the theoretical underpinnings of teacher job satisfaction. It begins with an overview of the career stages of teachers to understand how job satisfaction can evolve over the course of a teacher's career. Several key job satisfaction theories are then discussed in detail, including Maslow's Hierarchy of Needs and Alderfer's Existence Relatedness Growth (ERG) theory. Each theory is critically examined for its relevance and applicability to the teaching profession, using examples from previous studies in education as context. The chapter also examines how these theories can be applied specifically to teachers with at least twenty years of professional experience and provides an in-depth analysis of the factors that influence job satisfaction at this career stage. The chapter concludes with a proposal for a combined theoretical framework that incorporates elements of Herzberg's two-factor theory and Vroom's expectancy theory to guide future studies of teacher job satisfaction. This overview

serves as a foundation for understanding the complex factors that influence teacher job satisfaction and how they may change over the course of a teacher's career. The next chapter discusses the methodology used to capture teachers' job satisfaction from a dynamic perspective.

CHAPTER FOUR

RESEARCH METHODOLOGY

4.1 Introduction

In the previous chapter, the theories of job satisfaction and the theoretical framework of this study were explained. This chapter describes the methodology of this study which aims to investigate and understand the patterns of job satisfaction among teachers in Mauritius and the factors that influence these patterns. The study also aims to understand the challenges faced by teachers as they transition from novice to experienced professionals, particularly with regard to the various intrinsic and extrinsic factors they face during their careers.

The objectives of this study have determined the research design and necessitated specific methodological considerations, including the choice of paradigms, methodological approaches, data collection methods and instruments. Given the dynamic nature of job satisfaction, the study utilises a mixed methods approach combining both quantitative and qualitative aspects.

In this chapter, the research approach and paradigm, the data collection process and the validity and ethical considerations are explained in detail. It also discusses the strengths and limitations of the chosen methods, which depend on the content and specificity of the study.

The study is based on a pragmatic paradigm that allows the use of different methods to understand the research problem. The choice of a mixed methods approach, in particular the convergent parallel design, is justified by the objectives of the study.

This introduction forms the basis for a comprehensive discussion of the research methodology, which provides the reader with a clear context for understanding the research process and the rationale for the choice of methods.

4.2 Research approach and research paradigm

The mixing of quantitative and qualitative approaches in one and the same study is referred to as a mixed methods approach (Glogowska, 2011; Zhang & Creswell, 2013). The mixed methods approach has been labelled as the third methodological movement (Biddle & Schafft, 2015;

Molina-Azorín, 2016). According to Creswell and Clark (2011), there are six ways to combine quantitative and qualitative methods: the sequential explanatory design, the sequential exploratory design, the embedded design, the transformative design, the multiphase design and the convergent parallel design. In a sequential explanatory design, quantitative data is collected and analysed in the first phase, followed by the collection and analysis of qualitative data. In a sequential exploratory design, the first phase involves collecting and analysing qualitative data, followed by the quantitative phase. In an embedded design, quantitative and qualitative data are collected and analysed simultaneously. The transformative design emphasises the theoretical framework. In a multiphase design, the quantitative and qualitative phases are used repeatedly. In the convergent parallel design, quantitative and qualitative data are collected simultaneously. However, the choice of the respective mixed methods design depends on the objectives of the study. A convergent mixed method was chosen for this study, which is explained in more detail in section 4.3.

According to Sarantakos (2013), research methodology is a prototype that includes theoretical values and strategies about how a study is conducted within a particular paradigm. Biesta (2010) affirms that paradigms are valuable tools for the research process. Guba and Lincoln (1994, p. 106) interpret a paradigm “as a basic set of beliefs or a worldview that guides” the researcher in choosing the methodology for his or her study”.

A pragmatic paradigm was used in the study. According to Creswell (2003, p. 11), the pragmatic paradigm is “one that places the research problem at the centre and applies all approaches to understanding the problem”. Tashakkori and Teddlie (2003) describe a pragmatic paradigm as a paradigm that provides the underlying philosophical framework for mixed methods research. Furthermore, according to Kivunja and Kuyini (2017), the pragmatic paradigm is a way of resolving philosophical disagreements that might otherwise persist. Creswell (2007) argues that pragmatism is not tied to a particular philosophical stance. The researcher can use multiple methods, but the research methods or strategies used should always be orientated towards the research problem. Furthermore, Kivunja and Kuyini (2017) describe pragmatism as the strongest philosophical basis for justifying the use of multiple approaches in a single analysis.

The nature of this study required a pragmatic paradigm that incorporates objectivity and subjectivity (Creswell, 2014) in order to fulfil the research objectives. The first aim was to capture variations in teachers' job satisfaction from the beginning of their career to the current point in their career and to determine whether these patterns differed between participants. This required the use of quantitative indicators. Thus, the study initially required an objective and quantitative approach. According to Hayes et al. (2013), quantitative research involves collecting and analysing numerical data. In this study, data was collected on the job satisfaction of experienced teachers in state secondary schools in Mauritius. In addition, the quantitative approach has also been defined as "the "collection and analysis of numerical data to describe, explain, predict or control phenomena of interest" (Gay et al., 2000, p. 7). For example, in this study, Likert scales were used to measure the level of job satisfaction as well as various factors that could affect job satisfaction. Inferential and multivariate statistics were used to determine whether the various potential factors actually predict the phenomenon of job satisfaction. In addition, graphical representations drawn by the participants were used to answer question 1.

The second aim was to analyse the work-related factors that led to the variations in job satisfaction and, thirdly, to contribute to a better understanding of experienced teachers' job satisfaction. Therefore, a subjective and qualitative approach was adopted to understand teachers' perspectives on job satisfaction over the past two decades. Qualitative data (from semi-structured interviews) were compared with quantitative data (from questionnaires) to answer RQ 2. Kaya (2013, p. 312) defines the qualitative approach as "an emergent, inductive, interpretive and naturalistic approach to the study of people, cases, phenomena, social situations and processes in their natural setting in order to reveal the meanings that people attach to their experiences of the world in a descriptive form". Therefore, the current study required a quantitative approach based on measurable outcomes. In addition, emphasis was placed on teachers' understanding and interpretation of job satisfaction, which required a qualitative approach.

4.3 Research design of the study

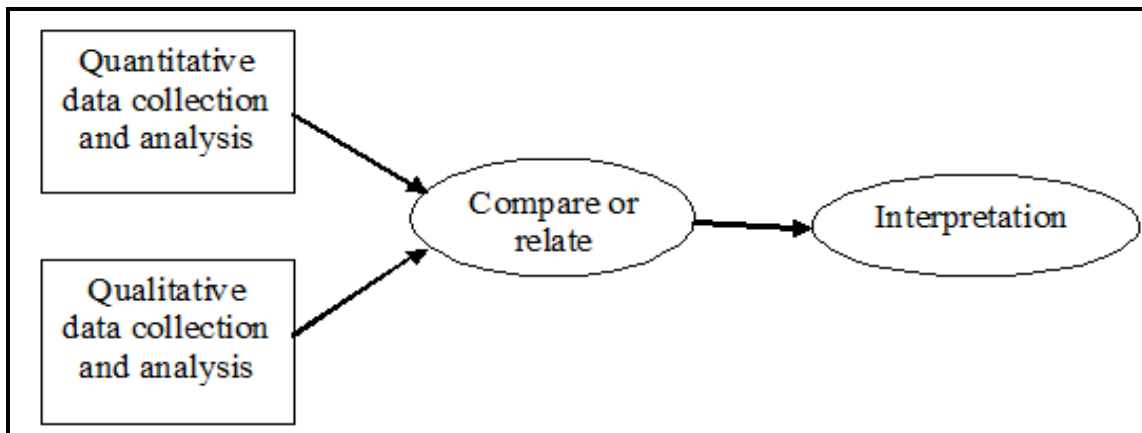
To answer the research questions, a convergent mixed-methods design was used in this study, as shown in Figure 7. According to Creswell and Clark (2011), a convergent design, which follows pragmatism as a theoretical assumption, is an efficient and popular approach to mixed methods

research. In such a design, quantitative and qualitative data are collected and analysed simultaneously (Creswell, 2014), but data analysis is conducted separately.

Based on the research objectives, both quantitative and qualitative techniques were used to collect data in this study. Questionnaires were used to collect quantitative data on the level of job satisfaction and the factors that contribute to teachers' overall job satisfaction. Graphical representations were used to map variations in individual teachers' job satisfaction and semi-structured interviews were used to collect qualitative data to explain the circumstances responsible for variations in job satisfaction. The two data sets were collected simultaneously but analysed methods design enabled a holistic understanding of teachers' job satisfaction and a complete picture of the phenomenon (Creswell & Clark, 2011). Both the combination and comparison of the quantitative and qualitative data sets provided a more comprehensive analysis of teacher job satisfaction.

Figure 7

Convergent mixed-methods design



Note: From *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed., p. 270) by J.W. Creswell, 2014, Sage.

Similar to Johnson and Onwuegbuzie's (2004) finding that a mixed methods approach leads to credible results, in this study the data from the teachers' narratives were able to corroborate the survey data and vice versa. In addition, the approach provided a quantitative picture and

individualised qualitative findings. Thus, the quantitative data provided a general picture of teachers' job satisfaction, while the qualitative data revealed individual job satisfaction from the beginning of the career to the current point in the career. Similarly, the quantitative data identified factors influencing teachers' job satisfaction under three different conditions, while the qualitative data explained how the factors influenced their job satisfaction throughout their careers. The mixed methods approach also helped to gain complementary views on teachers' job satisfaction and ensured that maximum information was gained about the phenomenon.

A convergent mixed methods research design enabled me to explore the different facets of teachers' job satisfaction, which would not have been possible using quantitative or qualitative methods alone. The methodology allowed me not only to compare the results and look for similarities, but also to identify discrepancies that allowed me to theorise and make new sense of the data. So, the discrepancy between the results is an interesting thing that allowed me to come to new conclusions. The information provided by the teachers in the quantitative phase about their job satisfaction was matched with the qualitative phase, so that the convergent mixed-methods approach could contribute to a better understanding of experienced teachers' job satisfaction.

Another advantage of the mixed methods approach was that it combined the strengths of qualitative and quantitative research and provided a solid understanding of the phenomenon (Scammon, 2013; Wisdom, 2012). A mixed methods approach has three main strengths (Venkatesh et al., 2013): It simultaneously addresses exploratory and confirmatory research questions, allows for more robust inferences about the study, and provides different views on the phenomenon. Furthermore, Maarouf (2019) argues that a mixed methods approach offers the advantage of triangulation, which enriches and strengthens the research findings. However, some of the challenges of the mixed methods approach are: it is labour intensive, interpretation of the data requires knowledge of both quantitative and qualitative aspects as there may be conflicting results, and researchers need to be strategic in order to draw meaningful conclusions from the findings. The different methods of data collection are presented below in the order in which they were used to answer the objectives and research questions of this study.

4.4 Quantitative phase of the study

This section describes the main components of the quantitative phase of the current study, including the selection of participants, data collection procedures and data analysis of the quantitative phase of the study.

4.4.1 Recruitment of the sample for the quantitative part of the study

There are four educational zones in Mauritius and the potential participants for this study were teachers from state secondary schools from the four different educational zones. State secondary schools were selected because they all follow the same rules and regulations set by the Ministry of Education. Another criterion for the selection of participants was that the teachers should have been in their profession for at least 20 years (in line with Huberman, 1989). Furthermore, a career length of twenty years was chosen as this is the minimum number of years on average that a teacher works before being promoted to a higher position in the education system. Furthermore, a teacher in Mauritius works for a maximum of five years at one school before being transferred to the next school. Therefore, it is assumed that a teacher has experienced at least three different types of schools, school cultures, administrations, supervision, working conditions, types of students, colleagues, leadership and other factors in a twenty-year career.

The following considerations were made to determine the potential size of the target population and sample: Over the last two decades, many state secondary schools have been built in Mauritius, with many senior teachers being promoted to deputy rector and rector of schools. In addition, since 2008, with the introduction of the Quality Assurance Division, many senior teachers have been appointed as Quality Assurance Officers. With an estimated average of three teachers per school with about twenty years of teaching experience, this results in a target population of 186 teachers in these four zones. As Mauritius is a small island, the entire teacher population that met the inclusion criteria was selected as the target population and therefore the census method was used. A census is a total count of a variable that is more accurate, detailed and comprehensive than sampling methods (Bell et al., 2023; Kish, 1979). For the quantitative portion of the study, a full census was used to collect information on all teachers with at least twenty years of experience in the population.

Before the study began, permission was obtained from the Ministry of Education and Human Resources to obtain permission to conduct the study in the four education zones. Once permission was granted, the rectors of each school were contacted to gain access to the schools. Following the approval of the rectors, the participants were approached and the questionnaires were distributed once they had given their consent.

Table 1 shows the potential target group (potential sample) and the number of study participants (actual sample) from each zone.

Table 1

Sample overview

| Zone | Number of state secondary schools | Potential Sample | Actual Sample |
|-------|-----------------------------------|------------------|---------------|
| 1 | 22 | 66 | 49 |
| 2 | 14 | 42 | 38 |
| 3 | 12 | 36 | 24 |
| 4 | 14 | 42 | 17 |
| Total | 62 | 186 | 128 |

Table 2

Number of questionnaires

| | Distributed | Returned | Unreturned | Incomplete | Outliers | Basis for analysis |
|---------------|-------------|----------|------------|------------|----------|--------------------|
| Number | 186 | 128 | 58 | 2 | 4 | 122 |
| Percentage, % | 100 | 68.8 | 31.2 | 1.1 | 2.2 | 65.6 |

After data cleaning and removal of outliers, only 122 questionnaires were used for data analysis, and the final response rate was 65.6%, as shown in Table 2.

A total of 186 questionnaires were distributed in all state secondary schools in Mauritius. 128 questionnaires were returned, representing a response rate of 68.8% (see Table 2 for details). One of the disadvantages of using questionnaires was that two respondents returned incomplete questionnaires. The number of missing cases was calculated and more than 50% of the missing values were recorded from the two incomplete questionnaires. These two questionnaires had to be excluded from the sample. There were no missing values for the remaining questionnaires.

4.4.2 Demographic data of the participants

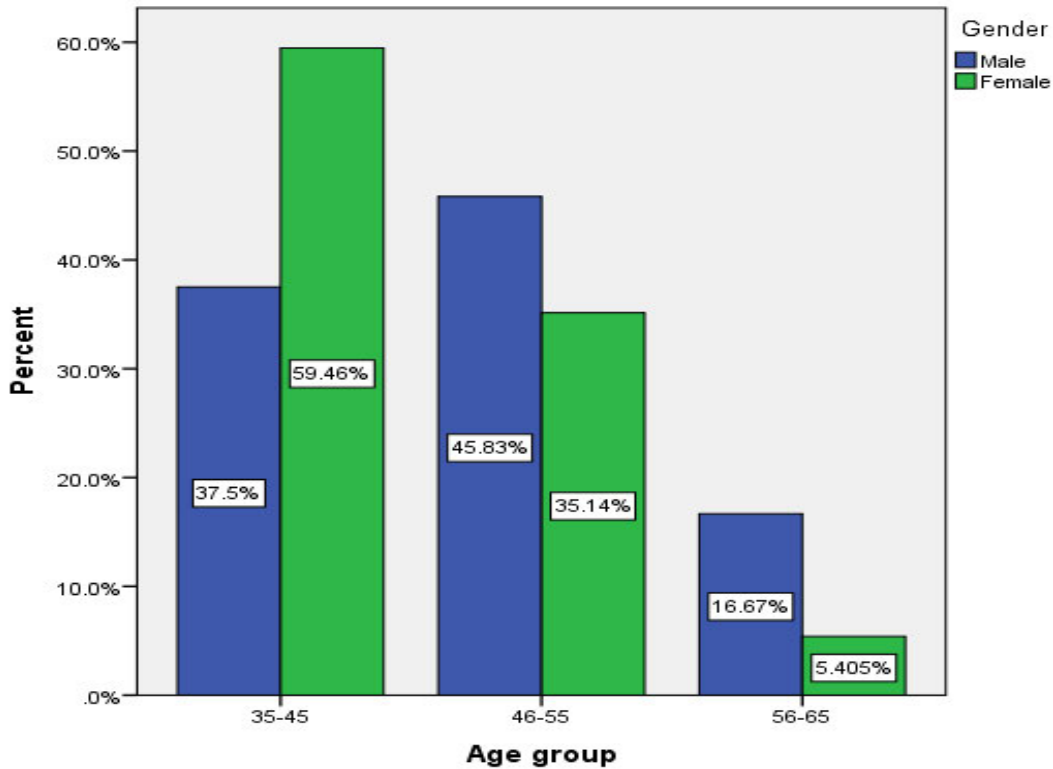
The minority (39.3%) of participants in the final sample were male, while 60.7% were female. In addition, teachers reported their age in three categories: 35-45, 46-55 and 56-65 years. Most teachers (50.8%) were between 36 and 45 years old, 39.3% were between 46 and 55 years old and a smaller number of teachers (9.8%) were between 56 and 65 years old. This low number suggests that teachers may have been promoted to higher posts or have stopped teaching and retired. The result also showed that most of the participants were married (90.2%), while only 9.8% were unmarried.

Furthermore, Figure 8 shows that there were more male than female teachers in both age groups 46-55 and 56-65. However, it was observed that a larger number (59.5%) of female participants were between the ages of 35-45 and only 40.5% of male participants were between the ages of 35-45, reflecting the reality of the Mauritian education system where the younger generation has more female teachers in state secondary schools.

The highest educational qualifications of the participants were listed in four categories: Degree only, Degree + PGCE, Degree + Masters and Degree + PGCE + Masters. The results show that most teachers had a degree and a PGCE (39.3%), followed by a degree only (28.7%). Few had a PGCE and a Masters (20.5%), while the smallest proportion of teachers had a Masters degree (11.5%).

Figure 8

Gender distribution in different age groups

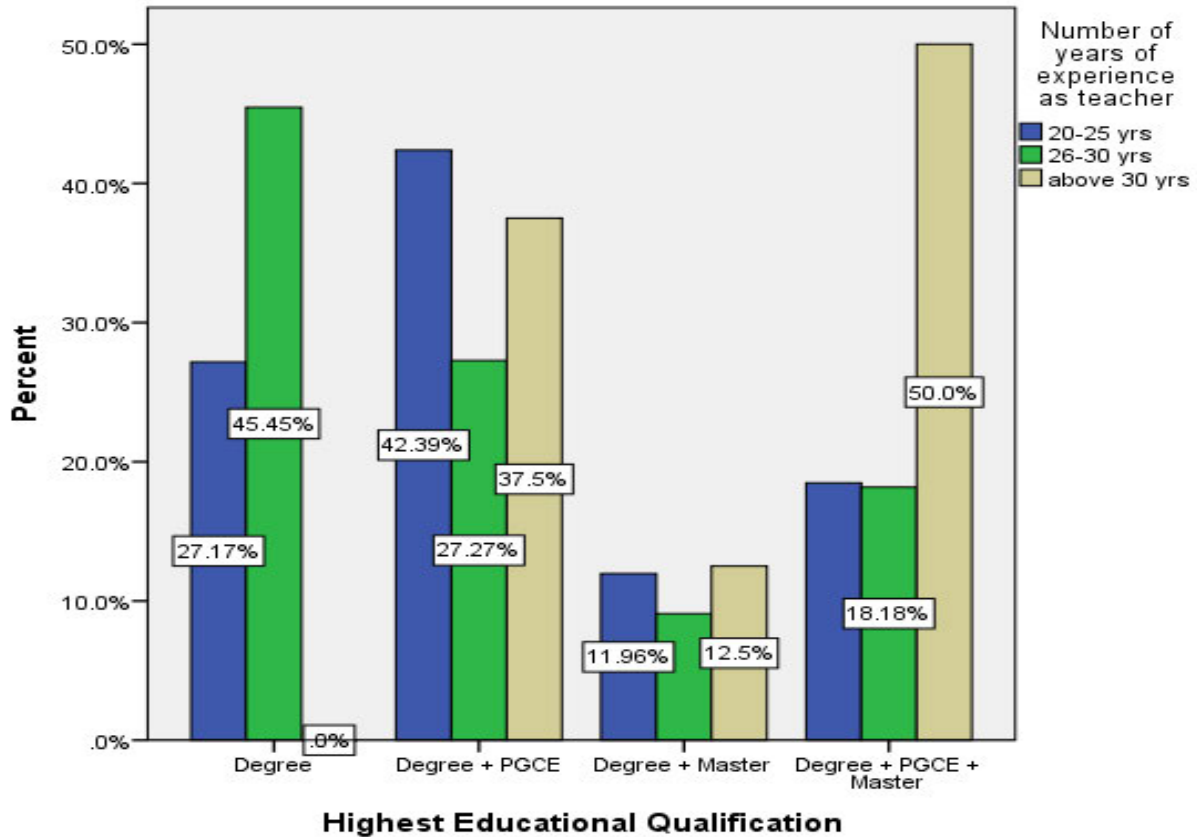


Note. $N = 122$.

Figure 9 shows the participants' highest qualifications according to their teaching experience. The groups ranged from a degree only to a degree + PGCE + Masters. In the more experienced group, i.e. those with more than 30 years teaching experience, none had only a degree. It is evident that teachers tend to gain higher qualifications over time. Furthermore, in the past, teachers received a pay increase for each higher qualification they achieved. However, after the 2013 PRB, teachers no longer received additional pay rises. It was also found that only 10.7% of participants were senior teachers, while the majority (89.3%) were not.

Figure 9

Highest educational qualifications according to years of experience

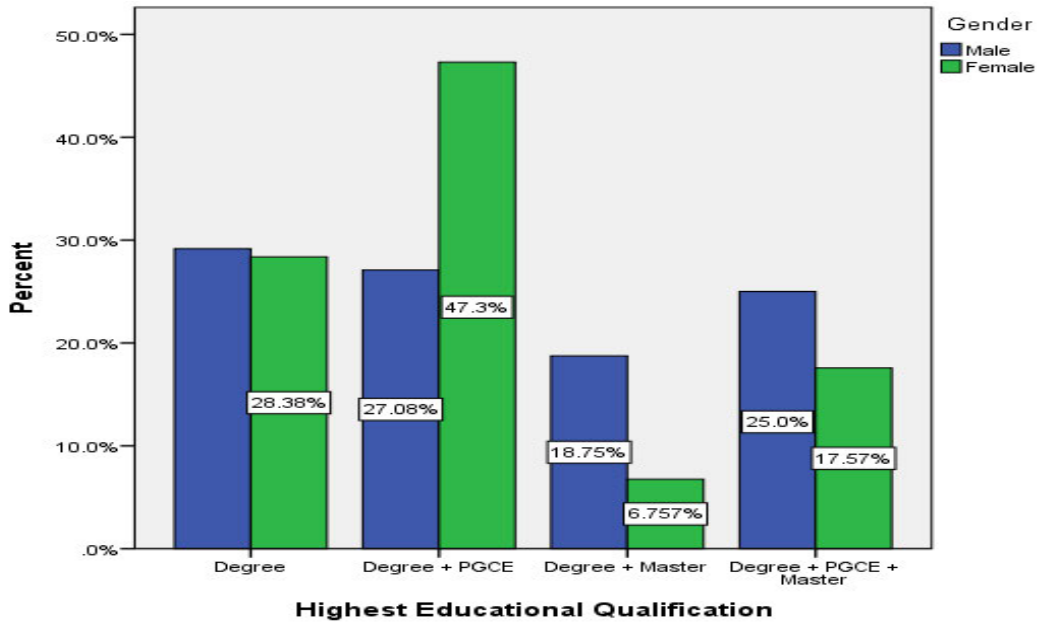


Note. Total $N = 122$.

In addition, almost three quarters (75.4%) of the participants had between 20 and 25 years of teaching experience, while 18.3% had between 26 and 30 years of teaching experience. Few had more than 30 years of teaching experience (6.3%), as many teachers were promoted or retired after 30 years. In addition, Figure 10 shows a relatively higher percentage of female teachers with PGCEs than male teachers. However, more male teachers have higher qualifications than female teachers.

Figure 10

Highest qualification according to gender



Note: Total $N = 122$

4.4.3 Quantitative data collection

The process of data collection involves many steps consisting of interrelated tasks that help to evaluate the research questions posed by the researcher (Creswell, 2007). A questionnaire was designed to collect data from the target population in the four educational zones of Mauritius. A questionnaire is a simple tool for collecting and recording a large amount of data (Denscombe, 2010) about a particular phenomenon. According to Wimmer and Dominick (2011), it is the most commonly used instrument for quantitative data collection.

A questionnaire was used for three main purposes: First, to assess the variability of job satisfaction in teachers' careers, i.e. to compare the results obtained at three different points in their teaching careers, as it was a retrospective study. Secondly, to assess the work-related factors potentially contributing to job satisfaction under the three conditions (early career, mid-career, current time in career) and the baseline information collected was analysed in more detail in the

second part of the study. Thirdly, the questionnaire helped to trigger the recall process and prepare participants to answer semi-structured questions at their own pace.

The quantitative data collection took longer than expected and spanned from August 2019 to March 2020. Gaining access to the state secondary schools was a major challenge. As I had to visit all state secondary schools in the four education zones, I first selected a teacher from each school, explained the objectives of the study and handed over printed copies of the questionnaires. The initial response rate was extremely low, which justified my visit to the schools to meet all the other potential participants. In addition, I was not well received, so I made several visits to these schools to explain the aims of the study and obtain teachers' consent to participate. I also made several phone calls to obtain the completed questionnaires from the participants. I personally went back to the schools to collect all the questionnaires.

4.4.4 Development of the questionnaire

The first objective was to retrospectively record the job satisfaction of experienced teachers with at least twenty years of professional experience. The quantitative part of the study therefore aimed to collect data on teachers' job satisfaction at three points in time: early career, mid-career and current career (based on Huberman, 1989). In the quantitative phase, a customised questionnaire was completed. As time was short to conduct the study, a retrospective approach was chosen to capture teachers' job satisfaction at baseline, mid-career and at the present time of the study (see section 2.7 for details on the strengths of a retrospective study). In this part of the study, the memory effect may have played a role. Participants were asked to recall their past experiences of their work and work-related factors at these three points in their careers. Teachers were carefully instructed to recall specific points in their careers so that they could complete the questionnaire in their own time and at their own pace to recall the specific situations as clearly as possible. In addition, different data sets were triangulated to account for memory effects. In addition to the questionnaire data, graphical representations of job satisfaction since the beginning of their teaching career were created by the participants and semi-structured interviews were conducted to shed more light on the phenomenon (see sections 4.5.2 and 4.5.3 for more details).

The following scales and instruments were used in the study. Job satisfaction was assessed with two items from the Teacher Job Satisfaction Questionnaire (Lester, 1987) (“The work of a teacher is very pleasant” and “Teaching is an interesting work for me”). The internal consistency of the job satisfaction scale was acceptable (McMillan & Schumacher, 2010) for job satisfaction recall at baseline (Cronbach's $\alpha=.64$), mid-career (Cronbach's $\alpha=.61$) and current (Cronbach's $\alpha=.61$). 126 responses for these items were recorded on a 5-point response scale from one to five.

The use of scales with few items is controversial in the literature. There is evidence for the use of single-item scales in questionnaire studies, which need to be parsimonious (Allen et al., 2022; Fisher et al., 2016; Nakata et al., 2012; Scarpello & Campbell, 1983) (see further details in section 2.7). Some researchers (Bisby et al., 2022; Cuijpers et al., 2009; Loewe et al., 2005; Young et al., 2009) have favoured 2-item scales because they are less costly and less time consuming compared to multi-scales. For this study, the job satisfaction scale also had to be parsimonious due to the nature of the questionnaire (asking at three different points in the career). The questionnaire was designed to be short and concise so that participants would not spend too much time completing it.

Items from an adaptation of the Teacher Job Satisfaction Questionnaire (TJSQ; Lester 1987) and the Copenhagen Psychosocial Questionnaire (COPSOQ; Kristensen et al., 2010) were used to assess relevant work-related factors of teachers. The Teacher Job Satisfaction Questionnaire (TJSQ) was developed by Lester (1987) to assess factors that may influence teachers' job satisfaction based on existing job satisfaction theories. The TJSQ consists of nine subscales: Working Conditions, Pay, Job Security, Work Itself, Recognition, Supervision, Promotion, Responsibility, and Colleagues. Lester (1987) reports internal consistencies for each subscale as follows: Supervision (Cronbach's $\alpha=.92$), Relationship with colleagues (Cronbach's $\alpha=.82$), Working conditions (Cronbach's $\alpha=.83$), Pay (Cronbach's $\alpha=.80$), Responsibility (Cronbach's $\alpha=.73$), Work itself (Cronbach's $\alpha=.82$), Recognition (Cronbach's $\alpha=.74$). Sadeghi et al. (2021) in their study investigating the relationship between Iranian English and non-English teachers' job satisfaction and their teaching effectiveness reported a reliability of .84 for the Lester Teacher Job Satisfaction Questionnaire.

The 'promotion' subscale 'was not included in this study as teachers in the Mauritian context cannot be promoted in the first 15 years of their teaching career.

The TJSQ only includes intrinsic and extrinsic factors. The Copenhagen Psychosocial Questionnaire (COPSOQ; Kristensen et al., 2010) is an instrument developed by the National Centre for the Working Environment (NRCWE; Copenhagen, Denmark) to assess the psychosocial work environment. It consists of factors relating to workplace demands and well-being. The aim of this study was to assess the intrinsic, extrinsic and general well-being of teachers. Therefore, items from the TJSQ and the COPSOQ were used and adapted where necessary. Some items of the questionnaire were adapted to the Mauritian context. For example, 'supervisor' was replaced by 'rector' and reverse-coded items were adapted.

Originally, the instrument assessed the following ten scales (see blank questionnaire in Appendix I):

- (i) Working conditions - refers to how well teachers adapt to the physical working environment, school policies and other aspects of school organisation.
- (ii) Pay - refers to the financial support and other benefits teachers receive.
- (iii) Job security - refers to the likelihood of staying in the profession.
- (iv) The work itself - refers to the daily work, creativity, opportunities to develop new teaching methods and autonomy to use one's skills innovatively in designing tasks.
- (v) Work demands - refers to the tasks and workload of teachers.
- (vi) Recognition - refers to an act of consideration and praise that teachers receive from their rectors and students for their work.
- (vii) Supervision - refers to the support, assistance and encouragement teachers receive from their rectors or head of departments.
- (viii) Accountability - refers to teachers' responsibility for planning their lessons and feeling in control of their tasks. It also refers to the student-teacher relationship and involvement in school policies.
- (ix) Relationships with colleagues - refers to the support received and co-operation between colleagues.
- (x) Well-being - refers to the good health and well-being of teachers.

This study was conducted as a retrospective study (see section 2.7 for details on retrospective studies). The most appropriate design for research on this topic would have been a longitudinal study, collecting data at three different points in time over the course of 20 years. However, this approach was not practically possible for this study. A means had to be found to measure the level of job satisfaction of teachers at different points in their careers. Therefore, the questionnaire was designed to allow participants to recall and compare their experiences at the three time periods (early career, mid-career, current career). These were presented side by side in the questionnaire (see Figure 11, the snapshot for the ‘General working conditions’ category below). In addition, respondents were given clear instructions on how to complete the questionnaire and the fact that they were asked to reflect on their past experiences was emphasised. Respondents were asked to recall their previous job satisfaction and working conditions at the beginning, middle and current stages of their career using the same items.

Figure 11

Snapshot of questionnaire

| | | | | | | | | | | | | | | | | | | | |
|--|--|--|----------------------|--|----------------------------|---------------------|---|---|-------------------|-------------------------|---|----------------------------|---|---|-------------------|---|---|---|---|
| <p>Please compare how much satisfied you were with your general working conditions, pay and job security at the beginning of your career, at the middle of your career (10-15 years after you joined this job) and also at present.</p> <p>Using the scale shown below, rate the following aspects of your job. Please tick as appropriate (✓).</p> | | | | | | | | | | | | | | | | | | | |
| 1 Strongly disagree | | | 2 Disagree | | | 3 Neutral | | | 4 Agree | | | 5 Strongly agree | | | | | | | |
| 1. Compare General working conditions | | | | | | | | | | | | | | | | | | | |
| General working conditions (resources, support) at school | | | | | | | | | | | | | | | | | | | |
| Please tick the most appropriate answer. | | | | | Beginning of career | | | | | Middle of career | | | | | At present | | | | |
| Physical working conditions in my school are good (e.g ventilation, space, water, cleanliness, etc) | | | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Physical surroundings in my school are good (e.g location of school) | | | | | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

A 5-point Likert-type response scale was used, ranging from 1 to 5, with 1 being "strongly disagree", 2 being "disagree", 3 being "neutral", 4 being "agree" and 5 being "strongly agree". Below is a summary of the scales used to assess the teachers' work-related factors at the three time points (see Table 3). The overall reliability of the scales was between .88 and .91, which according to McMillan and Schumacher (2010) is considered reliable if the reliability value is greater than .70. However, the reliability tests for the individual dimensions showed that the two dimensions of job security and job demands had a very low Cronbach's alpha. The job security and job demand scales were not included in the study as a Cronbach's alpha value of less than .50 is unacceptable (George & Mallery, 2003). The two scales (job security (TJSQ, Lester, 1987), job demands (COPSOQ, Kristensen et al., 2010) were excluded from further data analysis due to unacceptable internal consistencies. A summary of the scales used in the study can be found in Table 3.

Table 3

Scales assessing work-related factors, number of items and internal consistencies (Cronbach's Alpha)

| Scale, abbreviation of scale and Source | Number of items | Example of item | Cronbach's Alpha Beginning of career, b | Cronbach's Alpha Middle of career, m | Cronbach's Alpha Present, p |
|---|-----------------|--|---|--------------------------------------|-----------------------------|
| General working conditions, GWC (TJSQ, Lester, 1987) | 5 | "Physical working conditions in my school are good." | .83 | .75 | .78 |
| Pay (TJSQ, Lester, 1987) | 4 | "Teacher income is adequate for daily expenses." | .54 | .52 | .50 |
| Work itself, WI (TJSQ, Lester, 1987) | 8 | "Teaching encourages me to be creative to develop new teaching methods." | .52 | .53 | .54 |
| Responsibility, Res (TJSQ, Lester, 1987) | 6 | "I am not responsible for planning my lessons." | .86 | .87 | .86 |
| Relationship with colleagues, RelC (TJSQ, Lester, 1987) | 8 | "I like the people with whom I work." | .57 | .59 | .60 |

| | | | | | |
|---|----|---|-----|-----|-----|
| Recognition, Reg (TJSQ, Lester,1987) | 3 | “I receive recognition from my HOD/rector.” | .78 | .79 | .83 |
| Supervision, Sup (TJSQ, Lester,1987) | 13 | “My HOD/rector offers suggestions to improve my teaching.” | .88 | .79 | .88 |
| Health and Well- being, HW (COPSOQ, Kristensen et al., 2010) | 5 | “I often feel worn out.” | .74 | .68 | .66 |

The internal consistencies of the scales ranged from Cronbach's alpha =.52 to Cronbach's alpha =.88. The overall reliability at baseline, mid-career and at the present time of the study was .89, .88 and .91, respectively.

Individual items were used to capture the demographic variables of the participants, e.g. gender, age, marital status, educational qualifications and number of years of teaching experience.

Participants were asked to develop a code on the questionnaire to ensure anonymity of the data. These codes helped to link the data from the quantitative phases with the qualitative phases. In addition, the questionnaire was used to select participants for an in-depth study of teachers' job satisfaction. Teachers with different levels of satisfaction were the potential participants for the second part of the study. However, as the voluntary participation of the participants had to be respected and only a few participants gave their consent to the interviews, a random sample was drawn.

The responses to the questionnaire provided data from a population of experienced teachers and allowed an initial analysis of the variability of job satisfaction across careers. Participants were asked to write a code on the questionnaire to ensure their anonymity, rather than their real name. The codes also helped to link the data from the quantitative phase with the qualitative phase. In addition, the questionnaire was used to select participants for an in-depth study of teachers' job satisfaction. Teachers with different levels of job satisfaction were considered for the second part of the study. However, as the voluntary participation of the participants had to be respected and only a few participants gave their consent for the interviews, a convenience sampling was used.

A field test was conducted in August 2019 to refine the instrument used for quantitative data collection. Seven participants, consisting of three male and four female teachers with 18-19 years of teaching experience, took part in the field test. The teachers were informed about the purpose of the field test. However, some could not understand some questions in the questionnaire and asked for further clarification so that some questions in the questionnaire could be rephrased.

4.4.5 Quantitative data analysis

The quantitative data were analysed using SPSS 25.0 (George & Mallery, 2018). After adjusting the items, the negative items were also reverse coded. The quantitative data collected were from a Likert scale with a rating from 1 to 5. As in similar studies (Kengatharan, 2020; Oubibi et al., 2022; Zakariya, 2020), these data are treated as continuous. Subsequently, the values of variability were calculated to identify participants with low and high job satisfaction. A normality test was also performed to determine the shape of the distribution and whether a parametric or non-parametric test should be performed. The Kolmogorov-Smirnov test was used to determine whether the samples were drawn from a population that follows a normal distribution or a non-normal distribution. Table 4 shows that the distribution for the job satisfaction scale was not normal.

Table 4

Normality test-Kolmogorov-Smirnov

| | Normality test | | |
|--------------------------|-----------------|--------------|---------------|
| | beginning, b | middle, m | present, p |
| Overall job satisfaction | □ 0.00 | □ 0.00 | □ 0.00 |

Therefore, non-parametric tests were used to find significant differences between the values for the three conditions (early-career, mid-career and current-career). Repeated measures can be used in two ways: One way is to use them for different levels (measured at different points in

time). However, there is a second way to use repeated measures. This is the case when the measurements are taken under different conditions (the independent variable is measured under different conditions). The instruction in this study was to ask teachers to recall different points in their careers (which can be considered different conditions). This reasoning follows Laerd (2020).

This is also in line with Geffen and Pitman (2019), who state that it is a factorial design with repeated measures, which always implies a temporal element among other assumptions. However, they introduce and focus on a second option: a cross-sectional repeated measures design in which the measurements are taken during a very short period of time. This would apply to this study, in which job satisfaction is to be assessed in a very limited time frame.

With this in mind, the Wilcoxon signed-rank test was used. The Wilcoxon signed-rank test is a non-parametric statistical test used to compare two related samples, matched samples, or repeated measures on a single sample to determine whether their mean ranks differ in the population (Durango & Refugio, 2018). In line with Field (2005), this test can be used “in situations where there are two sets of values to compare but they are from the same participants” (p. 534). It was conducted to find statistical differences between two values for different conditions of the same participants (beginning vs. middle, middle vs. present, beginning vs. present). Although the data were collected at a single point in time, they were conceptualised as three different conditions reflecting different points in the career. One moment captured different moments in the entire career. The Wilcoxon signed-rank test was used to identify possible differences in job satisfaction. When we compared the teachers' ratings across the three conditions, the ratings were different in most cases, which is indeed reflected in the different values of the mean scores for the three different moments (see Table 9).

In addition, Spearman correlations were used to find significant associations between the variables (Field, 2013), while multiple regression analysis was used to identify significant effects of each factor on teachers' job satisfaction for each condition. The assumptions of the multiple regression were tested and are summarised in Table 5.

Table 5*Assumptions of multiple regression*

| Assumptions | Data obtained |
|--|---|
| The independence of residuals (or errors) | In model summary table, the Durbin-Watson value was between 1.5 and 2.5. |
| No significant outliers, high leverage points, and highly influential points | In residual statistics table, Cook's distance $< 4/n$ or < 1 |
| No multicollinearity of the independent variables | Correlation coefficients were between 0.3 and 0.8, tolerances > 0.1 and 3, variance inflation factors (VIFs) < 10 |
| The homogeneity of residual variances (homoscedasticity) | There was visual inspection of the scatterplots. |

The assumptions were met and therefore multiple regressions were performed. In addition, dummy variables were created for the category of students (high-performing students, average students, low-performing students) and the type of school (boys' school, girls' school) before conducting the multiple regression analysis. A dummy variable is a numerical variable used in regression analysis to represent subgroups of the sample in a study.

In addition, the chi-square test was used to determine the relationship between job satisfaction and the independent variables (e.g. the category of students).

4.5 Qualitative phase of the study

One way of mapping teachers' job satisfaction was to use quantitative data to compare their job satisfaction under three conditions (at the beginning, in the middle and at the present time of the study). However, the quantitative data only gave an overview of the general trend of teachers' job satisfaction. In reality, teachers experience more than three turning points during their careers. Teachers understand and interpret things differently. Therefore, a deeper understanding of teachers' job satisfaction was sought in the qualitative phase. A qualitative research method makes it easier to understand an individual's way of thinking about a phenomenon. This part of the study aimed to explore teachers' job satisfaction and the factors that determine job satisfaction over time. It was also useful in identifying potential patterns of job satisfaction among teachers with at least twenty years of work experience.

4.5.1 Qualitative sampling methods

The questionnaires used in the quantitative part of the study were to be used in selecting potential participants for the qualitative part based on their ratings for early, mid-career and current conditions. However, after completing the questionnaires, only 17 out of 122 participants decided to take part in the qualitative phase (drawing session and semi-structured interviews). Naturally, the voluntary nature of participation was respected. Participants were contacted by telephone and meetings were arranged when convenient. Golzar et al. (2022) defined convenience sampling as a method of selecting participants from the target population based on ease of access. This technique was used because it is cost-effective, requires little effort, provides a wealth of qualitative data, and does not require a list of all population elements (Acharya et al., 2013; Alvi, 2016). According to Jager et al. (2017), random sampling is efficient and easy to conduct, but due to poor generalisability, this sampling technique may provide biased estimates of the target population.

Before the data was collected, the participants were informed about the graphical representation and the aims of the survey. A sample size of 11 depended on theoretical saturation. Saunders (2012) explains that saturation in qualitative research occurs when the researcher no longer receives new data after continuously sampling and analysing data. According to researchers (Constantinou et al., 2017; Hennink et al., 2019; Saunders et al., 2018), the size of the qualitative sample depends on data saturation and not on "how many" (Baker et al., 2020). For example, Hennink et al. (2019) conducted five interviews for code saturation, while Guest et al. (2006) and Marse (2000) conducted six to 12 interviews.

Table 6 shows the demographic characteristics of the teachers who participated in the qualitative phase of the study (drawing of the graphical representation and semi-structured interview).

Table 6*Participants' demographics for the qualitative phase*

| Code | Pseudonym | Gender | Age Group | No. of years of experience | Senior Educator | Subject Area |
|--------|-----------|--------|-----------|----------------------------|-----------------|------------------|
| NA04ND | Nanda | M | 45-55 | 20 | No | Computer studies |
| BR04Au | Abraham | M | 45-55 | 26 | No | English |
| DA15SE | Asha | F | 45-55 | 29 | Yes | Chemistry |
| SO15FE | Sam | M | 45-55 | 28 | Yes | Hindi |
| MA22Ap | Shirin | F | 55-65 | 30 | Yes | Urdu |
| GI16Ju | Meera | F | 35-45 | 26 | No | Hinduism |
| KA18Oc | Kirti | F | 35-45 | 22 | No | French |
| PA16Ap | Raina | F | 35-45 | 20 | No | Hindi |
| PR03AU | Ram | M | 45-55 | 21 | No | Chemistry |
| PR13MA | Ushna | F | 35-45 | 20 | No | English |
| MA02SP | Madi | F | 45-55 | 27 | No | Tamil |

4.5.2 Qualitative data generation

Firstly, a visual method was used to record the level of job satisfaction of each participant who agreed to participate in the qualitative part of the study. This section therefore describes the methods of data generation using the visual methodology, which formed the basis for the stimulated semi-structured recall interviews that followed.

The visual methodology is a means that was used as a visual stimulus to elicit responses (Bagnoli, 2009). According to Frith et al. (2005), it is also a way of exploring participants' experiences. Various methods have been used for visual data collection, e.g. self-portraits, graphic surveys, maps, collages, diagrams, drawings, photographs, matrices and video footage (Bagnoli, 2009; Copeland & Agosto, 2012; Guillemin, 2004; Radley et al., 2005; Ross et al, 2009). However, the method used depends on the objectives of the study. In this study, graphical

representations served as visual data. Visual methods “allow the researcher to unfold more layers of meaning, increasing the richness and validity of the data” and “help to increase the trustworthiness of the results through member checking” (Glaw et al., 2017, p.1).

As a retrospective approach was chosen, where teachers had to recall the past twenty years of their teaching career, it would have been challenging to accurately depict the increases and decreases in their job satisfaction directly in the interview. Therefore, before the semi-structured interview, the teachers were asked to draw a diagram of their job satisfaction in relation to the number of years of teaching experience. The drawing helped them to remember. They were given A4 paper and a pencil to draw their diagrams. The participants were given a clear explanation that the aim was not to get a perfect drawing, but to create a good representation of their changing job satisfaction over time. They were allowed to erase and redraw until they were satisfied with the drawing and were sure that it reflected their job satisfaction at different points in their career. The graphic representation was preferred to words because it gave the teachers enough time to remember the highs and lows of the last twenty years of their teaching career and to visualise them on paper. It also helped the teachers to easily recognise their changing job descriptions.

However, while drawing, some participants explained the patterns of their diagrams without waiting for the semi-structured interview to discuss their graphic representations. I noted their explanations without asking further questions so as not to disturb their concentration while drawing. Sketching the graphs took fifteen to twenty minutes, indicating that the participants were intensely involved in the memorisation process. The graph drawn by each participant was then used as a probe to facilitate discussions during the semi-structured interviews. An example can be found in Figure 12.

Figure 12

An example of a participant's graphical representation

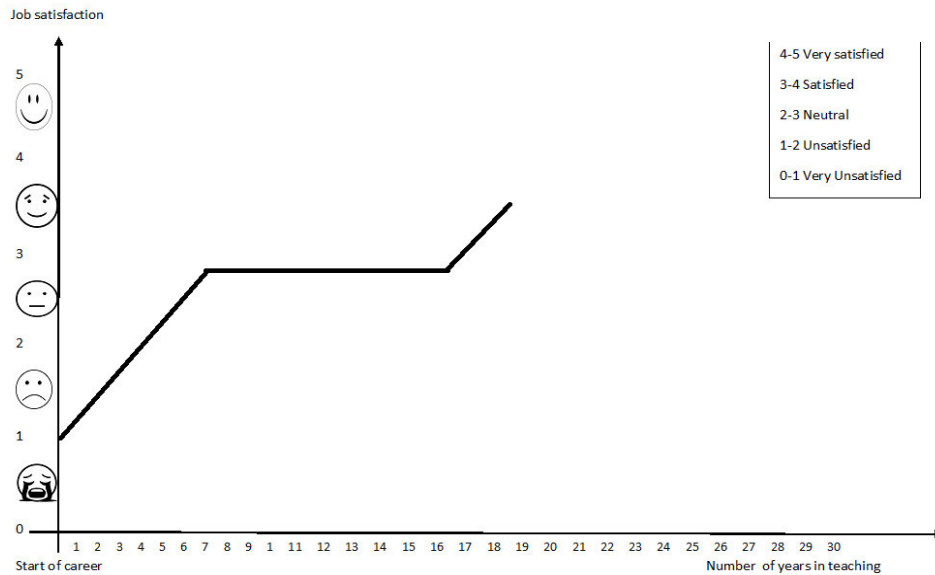


Figure 12 shows an example of how a participant's job satisfaction may have changed over the course of their career. The graph illustrates an initial low level of job satisfaction that initially increased and remained constant for a number of years before increasing again.

One of the purposes of asking the participants to draw the graphs was to give them enough time to reflect on the joyful moments and the challenges that led to the ups and downs in their job satisfaction over the last twenty years. Subsequently, the graphic representations were used in the semi-structured interview to stimulate participants' memories and help them identify factors that have influenced their job satisfaction over time. For example, during the interview, participants could look at the graph and explain why there was an increase or decrease at a certain point in their career. The graphs were therefore initially used to retrospectively record the changes in the participants' job satisfaction over a period of twenty years. They also served as a stimulus for qualitative, semi-structured interviews to explain the factors that caused the changes in job satisfaction at certain points in their careers.

The stimulated recall technique used in the research uses prompts such as pictures or video sequences to get participants to think about their past and remember things. Stimulated recall is part of the opening interviews where background questions and open-ended prompts are used to elicit a better response from participants (Plaut, 2006; Slough, 2001). However, given the problems with memory and recall of information, caution should be exercised when using stimulated recall (Gass & Mackey, 2000). In this study, graphic representations were used as prompts in the semi-structured interviews with the teachers. Participants were given sufficient time to reflect on their careers from the beginning to the present to ensure that they did not miss any important moments. In this way, the graphic representations helped participants to recall situations that might be overlooked in a face-to-face interview. On this basis, an in-depth interview was conducted with each participant to analyse job satisfaction in more detail.

4.5.3 Semi-structured interviews

According to Bryman and Bell (2011), interviews are the most commonly used method in qualitative research. There are three types of interviews: structured, unstructured and semi-structured (Robson, 2011). Punch (1998) described unstructured interviews as a method used to understand the opinions of individuals without an organised set of predefined questions. Structured interviews, on the other hand, usually consist of a series of predefined, ordered questions that are repeated for all participants. On the other hand, semi-structured interviews are more flexible.

As Cohen et al. (2011) stated, semi-structured interviews were used for three main purposes. Firstly, they served as a data collection tool to capture teachers' job satisfaction in terms of their feelings and emotions towards their profession at different points in their careers. Secondly, they helped to identify the relationships that participants made between the factors and their level of job satisfaction. Thirdly, they were used to complement the questionnaire used in the quantitative part of the study.

The second part of the study focussed on face-to-face, semi-structured interviews as a qualitative data collection technique that was quite flexible and allowed participants sufficient time to reflect and answer open-ended questions. The interview questions were based on the work of Herzberg (House & Wigdor, 1967), where participants in the study were asked to recall a moment when

they felt exceptionally good about their work, and were then asked about the reasons for these feelings. In a second series of interviews, the same participants were asked about negative feelings about their work and the associated reasons.

In this study, the purpose of the semi-structured interview was to explore the teachers' careers and to understand the various factors that influenced their job satisfaction at different points in their careers. With this in mind, the first question “Could you please explain the graph you have drawn?” aimed to understand the different fluctuations in job satisfaction over the course of their career. The second question “What factors led to joyful moments during your career?” was asked to understand the factors that caused teachers' job satisfaction. The third question, “What has caused you to feel that your job satisfaction is not consistent?” was asked to alert participants to possible incidents affecting their job satisfaction. The fourth question “What factors were responsible for the increase in your job satisfaction?” and “What factors were responsible for the decrease in your job satisfaction?” were asked to understand the factors responsible for the increase and decrease in job satisfaction.

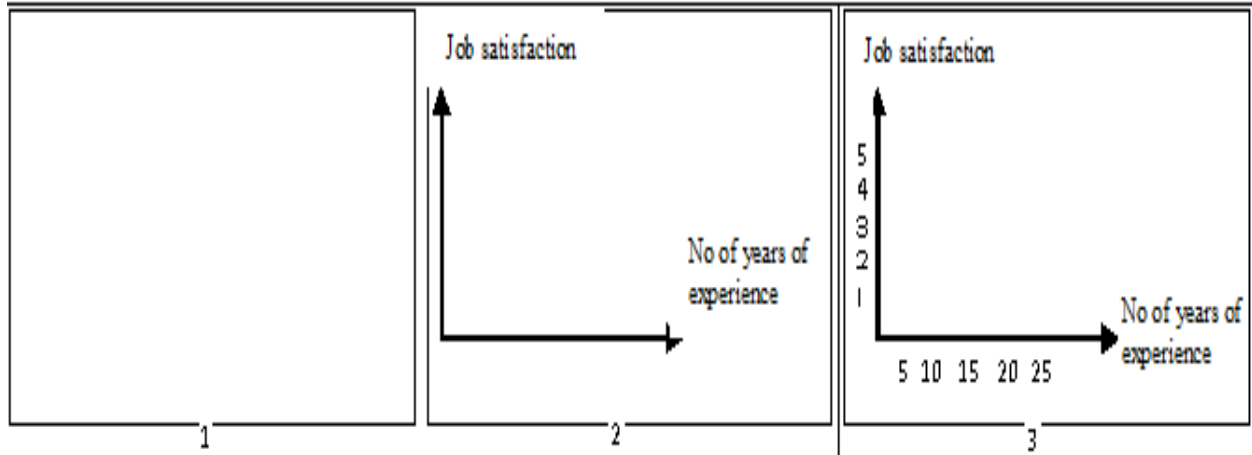
The semi-structured interview (see interview schedule in Appendix II) was conducted to further explore and understand the job satisfaction of the teachers. In addition, the semi-structured interview allowed for subjective responses from the participants about their perceptions of job satisfaction and enabled a better understanding of the phenomenon. The semi-structured interview also helped to consolidate the results obtained from the questionnaires and to gain new insights into factors influencing teachers' job satisfaction.

4.5.4 Field test of the qualitative instruments

In a second field test in November 2019, the use of a graphic representation to record teachers' job satisfaction was tested. Two teachers were given a blank A4 paper and asked to compare their job satisfaction with the number of years of experience. However, it was found that both teachers had difficulty sketching the graphs. Therefore, I drew the axes on another A4 paper and asked the teachers to redraw the graph. It was found that the teachers still had difficulty drawing the different levels of job satisfaction. Therefore, the scales on both axes were refined and the teachers were given another paper with well-labelled axes. An example of the three grids used in the qualitative field test is shown in Figure 13.

Figure 13

Example of grids used in the qualitative field testing



The grids were used in the field test of the semi-structured interviews. A refined grid used for the study can be found in the appendices (see Appendix III). The interview schedule was tested to see if it was clear to the participants and if they gave the expected explanations.

4.5.5 Qualitative data analysis

This section explains the steps that were used to analyse the qualitative data. According to Benjamin and Williams (2022), the common components of qualitative analysis include recognising patterns, themes, categories and regularities in order to make sense of the data. In addition, the analysis of qualitative data represents an explanation of the data and there are no set guidelines for how qualitative data should be analysed and presented, but the type of analysis conducted should exist through commitment to the principle of fit for purpose (Benjamin & Williams, 2022). For this study, the qualitative data will be presented in a narrative form, which will then be used to develop the themes for analysis. Table 7 provides an overview of the qualitative data analysis.

Table 7*Steps for qualitative data analysis*

| Level of analysis | Details |
|---|---|
| Level 1 | Analysing the patterns in graphical representations |
| Matching graphical representations and semi-structured interviews | Transcription of semi-structured interviews Triangulation of patterns drawn in graphical representations and patterns mentioned in the semi-structured interview Colour coding of transcripts Presentation of actual data in the form of short stories |
| Level 2 | Analysis of stories to identify codes |
| Analysis of themes | Grouping of codes to generate themes |
| Level 3 Analysis | Discussion of findings |

Once the field work was completed, I started with the organization of the data. The first stage involved examining the different graphical representations sketched by the 11 participants and categorising the graphical representations into similar, dissimilar and extreme patterns.

The next stage was the transcription of semi-structured interviews. Each participant's full audio was transcribed and translated since the interviews were conducted in French, Kreol and English. The translation was necessary to cater for readers who did not understand Mauritian Kreol. Since the task was lengthy and tedious, I became immersed in the data by listening to the audio repeatedly to ensure the transcription and translations were conducted correctly. Bailey (2008, p. 127) affirms that "transcription seems as an easy and straightforward technical task, but in fact, it is a very meticulous task as it involves judgment and interpretation".

Thereafter, the patterns sketched by participants were triangulated with the inclines and declines mentioned in each semi-structured interview to ensure data reliability. I reviewed the data several times to become familiar with each participant's data. Once satisfied with the trustworthiness and authenticity of the data, colour coding was applied to generate initial codes relating to job satisfaction. However, the colour coding became complicated with time and it

became difficult to identify factors causing inclines and declines in job satisfaction at different points of the participants' careers. Thus, tables became useful in identifying and categorising the factors into those increasing job satisfaction levels and those decreasing job satisfaction levels. It was observed that the factors were double-edged, both increasing and decreasing teachers' job satisfaction. It was necessary to find another way to deal with the contradictions and ambiguities in the data so as to make sense of participants' responses.

Therefore, to understand the participants' teaching journey in a better way and to connect with the participants' experiences, the transcribed data was turned into narratives. This was done by removing the interviewer questions from the interview data. Some of the data was moved around to bring a flow and to understand the journey in a chronological manner. Table 8 shows an example of how the transcribed data was used to form narratives.

Table 8

Conversion of transcribed data into short story

| Transcribed data | Short story created |
|--|---|
| <p>Interviewer - I would like to know a little more about your teaching career. How and why you choose to become a teacher?</p> <p>Asha - When I was a student, I observed that whenever my friends were having some problems, I was always willing to help them.</p> <p>It is my nature to help.</p> <p>I was getting positive response. I wished to become a teacher one day.</p> <p>I was not aspired to get a high-profile job. It was not my dream.</p> <p>I always wished to become a secondary school teacher. The first time I applied for the job, I got it. This is what I always wanted. I was happy.</p> | <p><i>I always wished to become a secondary school teacher. When I was a student, I observed that whenever my friends were having some problems, I was always willing to help them. The first time I applied for the job, I got it. I was happy to get the job.</i></p> |

The short stories helped to gain a comprehensive understanding of how and what influences teachers' job satisfaction at different stages of their careers. These stories made it easier to recognise the patterns of job satisfaction of individual participants. In addition, the patterns of job satisfaction obtained from the stories could be triangulated with the patterns obtained from the graphical representations and also with the quantitative plots.

On the one hand, the short stories confirmed the factors analysed in the quantitative part of the study. On the other hand, the short stories also provided new insights into other components that influenced the teachers' job satisfaction as they progressed from novice to experienced teachers. New codes were identified from the short stories and the codes that described similar ideas were then grouped under the same theme (see chapter six for a thematic explanation of the results).

Through the stories, the qualitative methods helped the readers to visualise the lived experiences of the participants in the school and bring in the human side. These methods also deepened the understanding of experienced teachers' job satisfaction. However, qualitative methodology may have some potential limitations, such as researcher bias and the challenges of interpreting qualitative data. Another researcher might interpret the same data differently.

4.6 Validity and reliability of quantitative data

Validity and reliability are important aspects of all studies. The nature of validity differs between quantitative and qualitative data, but ensures that the researcher is measuring the correct concept (Cohen et al., 2011). Furthermore, Linn and Gronlund (2000, p. 75) mentioned that validity cannot be measured by a numerical value, but rather as a "degree of mattering". For the quantitative part, teachers' job satisfaction was assessed by adapting existing job satisfaction questionnaires to the respective context, thus fulfilling the requirements for validity. In addition, the results obtained from the questionnaires were linked to the qualitative part in order to increase the validity of the study. Burns (1999: p. 160) emphasises that "validity is an essential criterion for assessing the quality and acceptability of research." Furthermore, the use of a mixed methods approach leads to more valid results, as the strengths of one method compensate for the weaknesses of another (Scandura & Williams, 2000).

Reliability was described by Sekaran and Bougie (2014) as the consistency and stability of a measurement instrument. Cohen et al. (2011) defined it as the dependability, consistency and replicability of the measurement instrument over time and with the same respondents. For the present study, the reliability of the job satisfaction scales was assessed by calculating Cronbach's alpha as a measure of the internal consistency of the scales (Table 3).

4.7 Trustworthiness of qualitative data

Trustworthiness refers to authenticity, richness, honesty, strength of feeling, depth and subjectivity (Cohen et al., 2007). Lincoln and Guba (1985) assert that credibility, transferability, dependability and confirmability of data are essential in assessing the trustworthiness and value of a study.

Credibility refers to the verification that the data provided by participants is accurate and reflects their original views. In addition, the credibility of qualitative data can be ensured by using multiple views throughout the data collection process to ensure an adequate amount of data. According to Bowen (2009), triangulation helps to achieve a convergence of data that improves credibility. Credibility was achieved by spending sufficient time with participants to allow them to describe their professional experiences in detail. Their graphic accounts were triangulated through the semi-structured interviews to confirm the credibility of the data. According to Nightingale (2020), triangulation improves validity and provides a deeper understanding of the phenomenon and different ways of looking at the research problem.

According to Korstjens and Moser (2018), transferability refers to the extent to which the results of qualitative research can be transferred to other settings or contexts with other participants. Clear assumptions, the research situation in relation to the research context and the participants established transferability.

Dependability is used to measure the consistency of a study's findings. Thorough data collection techniques, proper documentation and storage of raw data helped to ensure the dependability of the final data set.

Confirmability of qualitative data is ensured when the data is checked and rechecked throughout the process of data collection and analysis to ensure that the results can be replicated by others. Another researcher cross-checked the data to achieve confirmability.

4.8 Ethical considerations

Ethical considerations are an essential part of a research process (Bickman & Rog, 2009) and researchers need to consider these issues appropriately at different stages of the study. According to Cohen et al. (2011), ethical considerations are moral principles or a set of rules that impose a certain code of behaviour on researchers towards respondents. Therefore, ethical issues were considered at every step in the present study.

Data collection took place only after the ethics committee of UKZN (see Appendix IV) and the Ministry of Education of Mauritius (see Appendix V) had given their approval. Once ethical approval was obtained, permission to conduct the research was sought from the individual gatekeepers (rectors of state secondary schools) (see Appendix VI). It was also essential to obtain informed consent from the participants (see Appendix VII). Informed consent enabled the participants to understand the procedures involved in the study (Best & Kahn, 2001).

Participants' rights were respected before data collection began. Firstly, the aims and purposes of the study were clearly explained to the participants. Participants had the opportunity to ask questions to clarify their doubts about the study. In addition, the Belmont Report (Paxton, 2020, Parker et al., 2019) established three basic ethical principles that protect the human subjects involved in the research (in this study, the teachers): Respect for person, beneficence and justice. The principle of respect for the person was achieved through the voluntary participation of the teachers. They were informed about the voluntary participation and the right to withdraw from the research process at any time. I also ensured the confidentiality of all data provided by the participants. Furthermore, the questionnaires used were anonymous and the participants were asked to write a personal code on the questionnaires, which was helpful in tracking the interview. In addition, I asked the volunteers for their consent to have the interviews recorded on tape. The recordings were kept on a password-protected computer and a compact disc was locked in a drawer except during transcription. Once the transcription was completed, the recordings were

deleted. Pseudonyms and codes were used for each participant. All written documents linking participants to their pseudonyms, including consent forms, were locked in a drawer.

The principle of utility was achieved by treating the participants in an ethical manner and respecting their decision to participate in the quantitative part and the qualitative part of the study. Teachers were informed that their data would be used for further analysis. Only 17 participants gave their consent to participate in the semi-structured interview and agreed that their personal data and graphical representations would be used for further data analysis. In this way, the participants' decision was respected and their well-being safeguarded.

The principle of equity was achieved by approaching the entire population of teachers who met the criteria for participant selection. Thus, potential participants had an equal chance to participate.

4.9 Summary of the chapter

This chapter has presented the research methodology used to investigate teachers' job satisfaction and the factors that influence their job satisfaction in the Mauritian context. A mixed methods approach was used in the study, combining quantitative and qualitative methods to provide a comprehensive understanding of the research problem.

In the quantitative phase, questionnaires were distributed to teachers with at least 20 years of teaching experience in state secondary schools in Mauritius. Despite the difficulties in gaining access to the schools and the initially low response rate, the study achieved a final response rate of 65.6% after data cleaning and removal of outliers. The data was analysed using SPSS 25.0, using non-parametric tests to identify significant differences in job satisfaction at different points in a teacher's career.

In the qualitative phase, semi-structured interviews were conducted and visual methods were used to examine the factors that determine job satisfaction over time. The study found that the visual methodology helped to trigger participants' memories and enabled them to visualise their changing job satisfaction over time. The data was analysed by identifying patterns and themes, and trustworthiness was established through credibility, transferability, dependability and confirmability.

The study followed ethical principles to protect participants, including voluntary participation, confidentiality and the right to withdraw from the study. The results of this study provide valuable insights into teachers' job satisfaction and the factors that influence their job satisfaction, which has important implications for policy and practise in the education sector. The next chapter presents common themes from the data collected and discusses these findings in more detail.

CHAPTER FIVE

THEMES EMERGING FROM QUANTITATIVE AND QUALITATIVE DATA

5.1 Introduction

Building on the methodology outlined in the previous chapter, this chapter provides an in-depth examination of the key findings of the comprehensive study of teacher job satisfaction. This research is based on both quantitative and qualitative data and aims to provide a multi-layered understanding of how job satisfaction evolves over the course of a teacher's career and the different factors that play a role in shaping these changes.

The chapter is divided into three distinct parts, each addressing a particular aspect of our research objectives. In Part I, the focus is on analysing the data to illustrate the changes in teachers' job satisfaction from the beginning of their careers to their current status. In this section, descriptive statistics and non-parametric tests are used to examine job satisfaction at three different career stages: early career, mid-career, and at the present time of the study. This analysis not only sheds light on patterns of job satisfaction, but also examines whether these patterns show significant differences between participants.

Part II shifts the focus to the common factors identified in both the quantitative and qualitative data that are responsible for the variations in job satisfaction. This part is in line with the second aim of the study, which is to analyse the work-related factors that influence teachers' job satisfaction. It includes a number of elements such as working conditions, pay, type of work, responsibility, relationships with colleagues, recognition, supervision, and health and well-being. This section also considers the influence of personal characteristics such as marital status, qualifications, professional experience and type of school.

Finally, Part III examines the individual career patterns of different teachers, looking at how different factors come together to influence their job satisfaction over time. This concluding part of the chapter not only summarises the findings from the earlier sections, but also provides a nuanced understanding of the dynamic nature of job satisfaction in the teaching profession.

PART I - Objective 1 - Mapping job satisfaction

Descriptive statistics and Wilcoxon signed-rank tests were used to identify statistical differences in job satisfaction under the three conditions (early career (b), mid-career (m) and at the present time of the study (p)).

5.2 General job satisfaction of teachers

The research questions and hypotheses were formulated in Chapter 1 (Section 1.5). In this section, the first research question is answered: “Has the overall level of job satisfaction of teachers changed significantly over the course of their career?” The descriptive statistics for the job satisfaction scale are shown in Table 9. It can be seen that the mean scores for all three conditions are above 3.5. This indicates that teachers were satisfied with their work overall.

Table 9

Descriptive statistics of overall job satisfaction of teachers

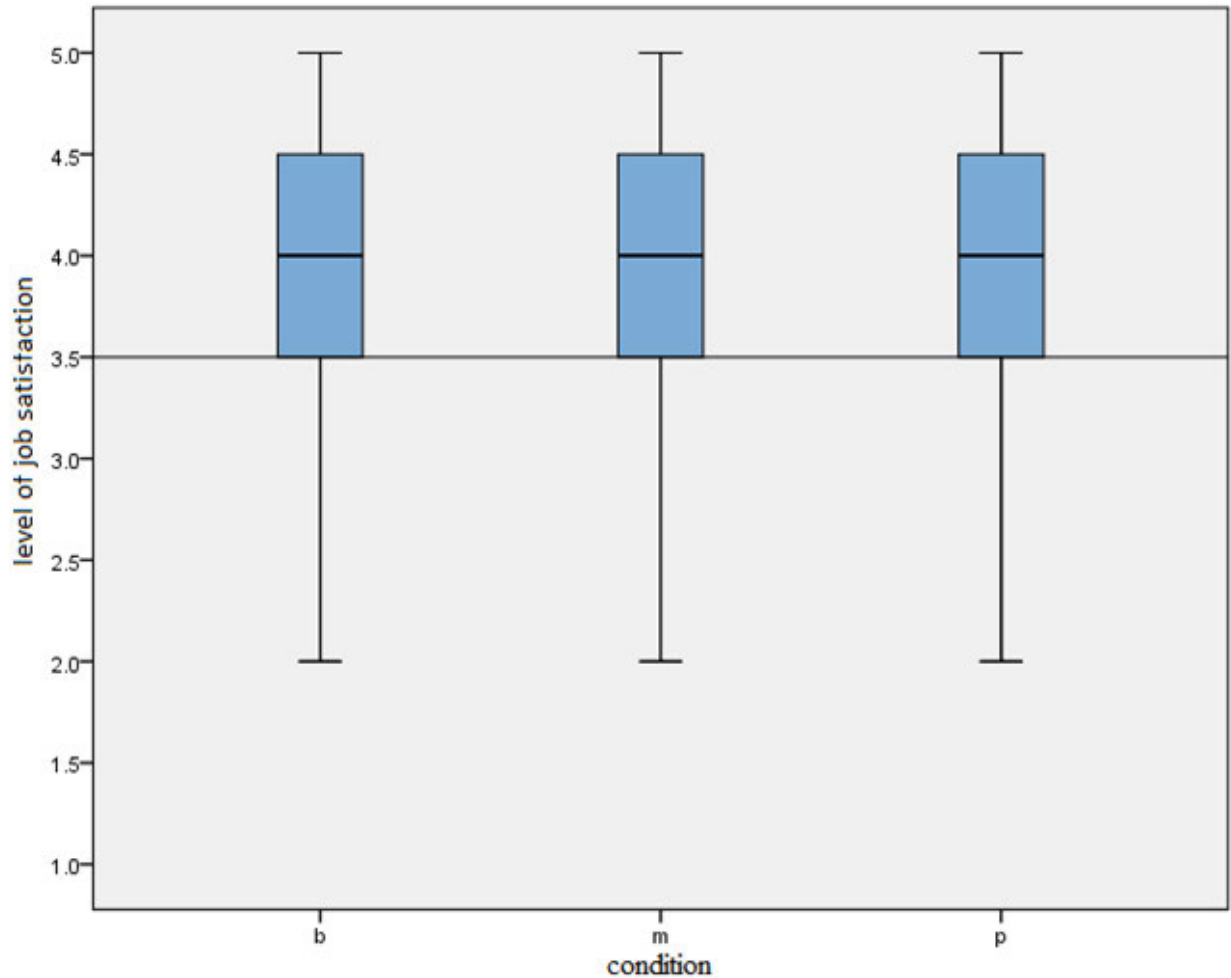
| Time of career | Minimum | Maximum | <i>M</i> | <i>SD</i> | <i>Skewness</i> | | <i>Kurtosis</i> | |
|----------------|---------|---------|----------|-----------|-----------------|-----------|-----------------|-----------|
| | | | | | | <i>SE</i> | | <i>SE</i> |
| beginning | 2.00 | 5.00 | 4.02 | 0.72 | -0.50 | .22 | -0.35 | .44 |
| middle | 2.00 | 5.00 | 3.99 | 0.68 | -0.42 | .22 | -0.29 | .44 |
| present | 2.00 | 5.00 | 3.88 | 0.78 | -0.45 | .22 | -0.36 | .44 |

Note. Total *N* = 122.

A box plot (Figure 14) was used to show the variation in the level of job satisfaction of the participants at the beginning of their career (b), mid-career (m) and at present (p).

Figure 14

Variation in job satisfaction at beginning of career (b), middle of career (m) and at present (p)



Note. Total $N = 122$

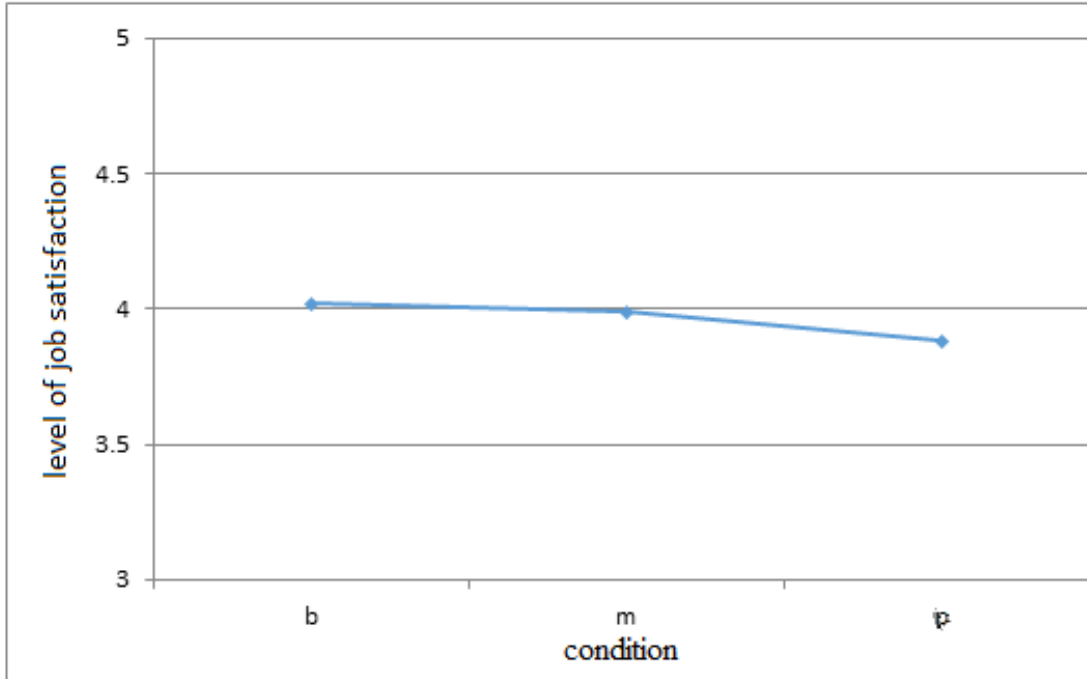
The boxplot shows that the median scores of teachers' job satisfaction at the beginning, middle and at present were comparable. Similarly, the scores displayed comparable variation for three conditions.

5.2.1 Overall job satisfaction trend

Figure 15 shows the general trend in job satisfaction from the start of the career to the current point in the career.

Figure 15

Overall job satisfaction trend



Note. Total $N = 122$. The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

Teachers' overall satisfaction with their work was highest at the beginning of their career ($M = 4.02$, $SD = 0.72$) and lowest at the current point in their career ($M = 3.88$, $SD = 0.78$).

The values were tested for normality in order to plan the further phases of the data analysis. As reported in the methodology chapter (section 4.4.5), the Kolmogorov-Smirnov normality test revealed that the distributions were not normal under the three conditions.

The Wilcoxon Signed Rank Test was used to compare the mean value of general job satisfaction between the beginning and middle of a career and between the middle of a career and the current point in time. The Wilcoxon Signed Rank Test revealed a significant difference in the level of job satisfaction between mid-career and current career and between early career and current career (Table 10).

Table 10*Wilcoxon Signed Rank Test at beginning, middle, present*

| | beginning – middle | middle – present | present – beginning |
|------------------------|-----------------------|---------------------|------------------------|
| Z | -1.01 ^b | -2.63 ^b | -2.20 ^b |
| Asymp. Sig. (2-tailed) | .31 | .01 | .03 |

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

The Wilcoxon Signed Ranks Test indicates that the job satisfaction of the participating teachers differs significantly over a period of about twenty years. This supports hypothesis 1 (i.e., teachers' overall job satisfaction varies significantly over the course of their career) and was accepted.

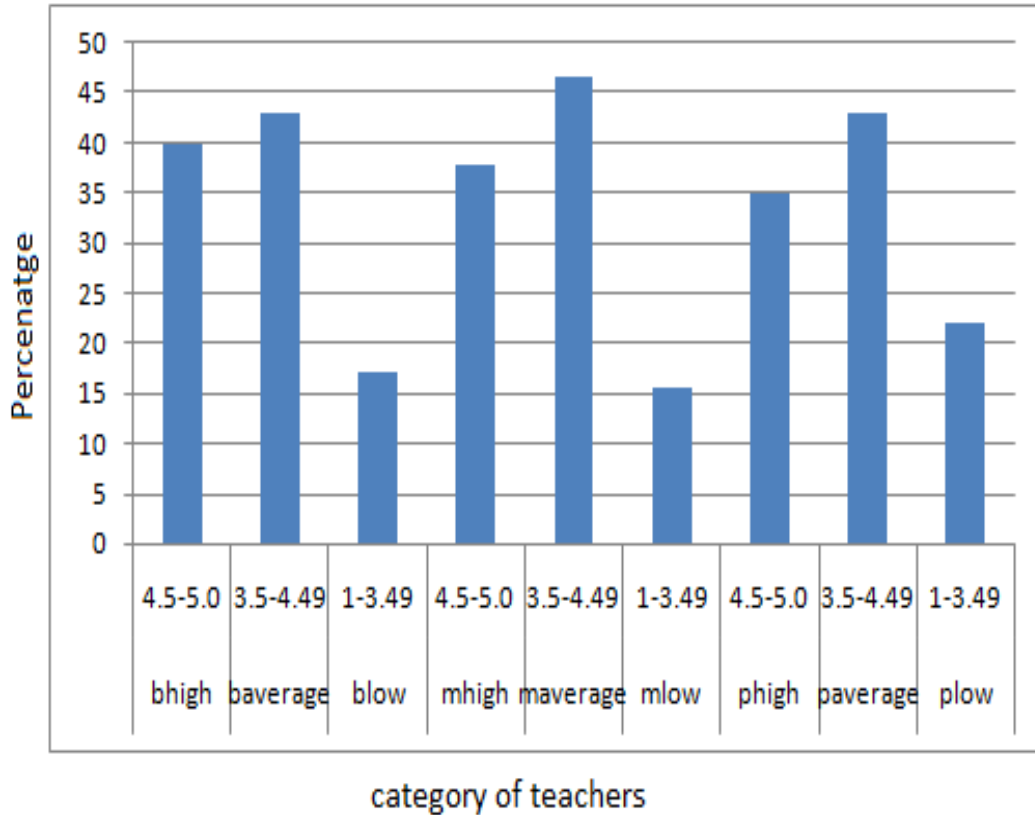
5.2.2 Job satisfaction level of three categories of teachers

This section addresses the second research question: “Has teachers' job satisfaction changed significantly over the course of their career?” To further analyse the data, the participants were divided into three categories: high job satisfaction, average job satisfaction and low job satisfaction at the beginning of their career, in the middle of their career and at the present time respectively. This categorisation was carried out taking into account the lower quartiles and the upper quartiles for the three conditions (beginning, middle, present). In other words, a teacher was categorised as less satisfied if their score was below the lower quartile, while they were categorised as very satisfied if their score was above the upper quartile. The teacher whose score was between the lower and upper quartile was categorised as average satisfaction.

Figure 16 shows the percentage of teachers with high, average and low job satisfaction at the three points in time. It can be observed that the percentage of teachers in the three different categories varied across the three conditions. The majority of teachers rated their job satisfaction as average, while a minority rated their job satisfaction as low.

Figure 16

Categorisation of participants into three groups



Note. bhigh, baverage and blow represent teachers having high, average and low job satisfaction at the beginning of their career.

Letters m and p denote job satisfaction at mid-career and at present.

The numbers represent the means of job satisfaction

In addition, Wilcoxon Signed Ranks tests were conducted to determine if there was a significant difference between the job satisfaction of the three groups of teachers at the beginning of their careers, mid-career and at the current point in their careers. Table 11, Table 12 and Table 13 show the results of the Wilcoxon Signed Ranks Test for the comparison of early career, mid-career and current career job satisfaction between the low, average and high satisfaction teachers.

Table 11

Wilcoxon Signed Ranks Test comparing three groups of teachers (high, average, low) at the beginning of the career

| | baverageJS – bhighJS | blowJS – baverageJS | blowJS – bhighJS |
|------------------------|-------------------------|------------------------|---------------------|
| Z | -6.51 ^b | -4.02 ^b | -4.06 ^b |
| Asymp. Sig. (2-tailed) | .00 | .00 | .00 |

Table 12

Wilcoxon Signed Ranks Test comparing three groups of teachers (high, average, low) at the middle of the career

| | maverageJS – mhighJS | mloWS – maverageJS | mloWS – mhighJS |
|------------------------|-------------------------|-----------------------|--------------------|
| Z | -6.36 ^b | -4.02 ^b | -4.02 ^b |
| Asymp. Sig. (2-tailed) | .00 | .00 | .00 |

Table 13

Wilcoxon Signed Ranks Test comparing three groups of teachers (high, average, low) at the present time of career

| | paverageJS – phighJS | ploWS – paverageJS | ploWS – phighJS |
|------------------------|-------------------------|-----------------------|--------------------|
| Z | -6.36 ^b | -4.63 ^b | -4.67 ^b |
| Asymp. Sig. (2-tailed) | .00 | .00 | .00 |

To summarise, the results of the Wilcoxon Signed Ranks Test show that there are significant differences in job satisfaction between the three categories of teachers (high, average, low) from the start of their career to the current point in their career. The results show that the three categories of teachers rate their job satisfaction differently over the course of their career. Teachers differed significantly in their job satisfaction at different points in their careers. Therefore, hypothesis 2 (i.e., job satisfaction varies significantly between teachers over the course of their career) was accepted.

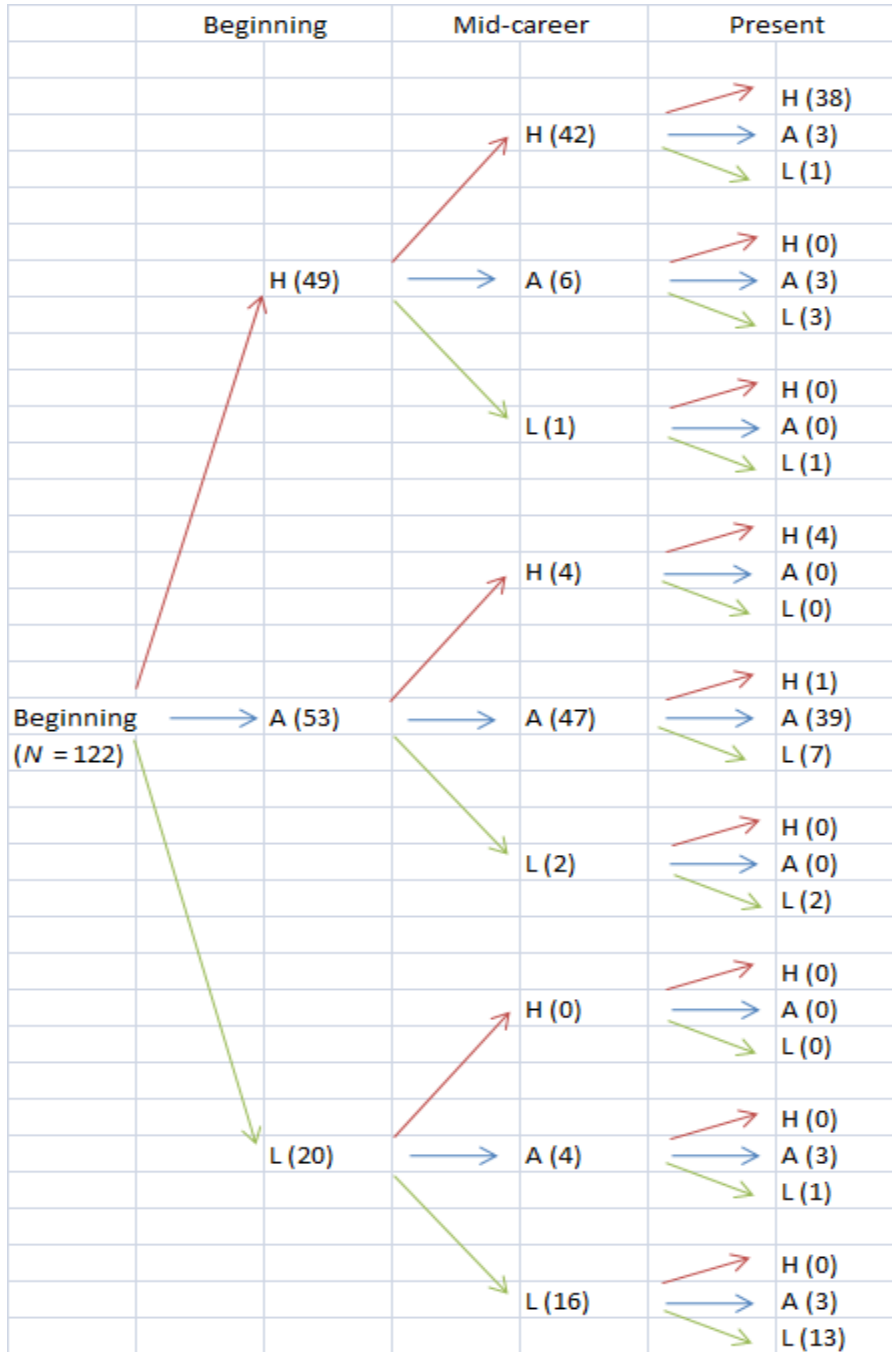
5.2.3 Fluctuating level of job satisfaction across teachers' career

Job satisfaction levels of the three groups of teachers were compared between the beginning of career to present time in career. Figure 17 shows the fluctuating levels of job satisfaction of teachers across their career.

The tree diagram shows that the teachers' level of job satisfaction varied, although there was a tendency to maintain a similar level of job satisfaction when they entered the profession. For example, 49 teachers reported being very satisfied when they entered the profession, and most of them still report high levels of job satisfaction today (38). Similarly, 16 teachers recalled a low level of job satisfaction at the beginning of their career, of which 13 teachers reported the same level today, three teachers achieved an average level of job satisfaction, while no teacher managed to achieve a high level of job satisfaction. This result indicates that the reported job satisfaction is different at different points in the career, leading to different patterns of job satisfaction.

Figure 17

Fluctuating levels of job satisfaction across the career



Note: H, A, L represent teachers having high, average and low job satisfaction at beginning, middle, present respectively.

The numbers in brackets represent the number of teachers.

In addition, the majority of teachers who reported low, average or high job satisfaction at the beginning of their career remain in this group at all times. This indicates certain stability in reported job satisfaction. However, this is not true for all and indicates certain variability in the data that should be investigated further.

PART II – Objective 2: Factors influencing teacher job satisfaction over time

This section explores the common factors identified in both the quantitative and qualitative data that influenced teachers' job satisfaction at different points in their twenty-year careers. Recall that the customised teacher job satisfaction questionnaire was used, based on eight factors, namely general working conditions (GWC), pay (Pay), work itself (WI), responsibility (Res), relationship with colleagues (RelC), recognition (Reg), supervision (Sup), health and well-being (HW).

5.3 Factors influencing overall job satisfaction at baseline, midpoint and present

The aim of this section was to identify the factors that influenced teachers' job satisfaction at the beginning of their careers, in the middle of their careers and at the present time of the study, and thus to answer the third research question 3: “What factors have influenced teachers' job satisfaction throughout their careers?” Table 14 shows the descriptive results for each factor at the beginning of their career (b), mid-career (m) and at the present time of the study (p).

Table 14

Descriptive statistics for each factor

| Beginning, b | N | Minimum | Maximum | <i>M</i> | <i>SD</i> | Skewness | Kurtosis |
|--------------|-----|---------|---------|----------|-----------|----------|----------|
| bRes | 122 | 3.00 | 5.00 | 4.33 | 0.46 | -0.59 | 0.29 |
| bWI | 122 | 2.00 | 5.00 | 3.82 | 0.68 | -0.31 | -0.36 |
| bHW | 122 | 1.80 | 5.00 | 3.69 | 0.66 | -0.12 | -0.04 |
| bRelC | 122 | 2.50 | 4.75 | 3.59 | 0.41 | -0.01 | -0.11 |
| bSup | 122 | 2.23 | 4.69 | 3.52 | 0.53 | -0.21 | -0.26 |
| bReg | 122 | 1.00 | 5.00 | 3.33 | 0.84 | -0.45 | -0.21 |

| | | | | | | | |
|------------|-----|------|------|------|------|-------|-------|
| bGwc | 122 | 1.00 | 5.00 | 3.22 | 0.78 | -0.28 | 0.57 |
| bpay | 122 | 1.00 | 4.75 | 3.16 | 0.68 | -0.19 | -0.02 |
| Middle, m | | | | | | | |
| mRes | 122 | 3.00 | 5.00 | 4.36 | 0.43 | -0.42 | -0.08 |
| mWI | 122 | 2.00 | 5.00 | 3.84 | 0.65 | -0.42 | -0.21 |
| mHW | 122 | 2.40 | 5.00 | 3.69 | 0.57 | -0.03 | -0.44 |
| mRelC | 122 | 2.63 | 4.75 | 3.59 | 0.41 | 0.14 | 0.22 |
| mSup | 122 | 2.15 | 5.69 | 3.55 | 0.55 | 0.10 | 1.53 |
| mGwc | 122 | 1.40 | 5.00 | 3.42 | 0.59 | -0.14 | 0.47 |
| mReg | 122 | 1.33 | 5.00 | 3.41 | 0.80 | -0.42 | -0.02 |
| mpay | 122 | 1.75 | 4.75 | 3.24 | 0.63 | 0.00 | -0.31 |
| Present, p | | | | | | | |
| pRes | 122 | 3.00 | 5.00 | 4.35 | 0.47 | -0.37 | -0.48 |
| pWI | 122 | 2.33 | 5.00 | 3.80 | 0.72 | -0.29 | -0.73 |
| pHW | 122 | 2.20 | 5.00 | 3.64 | 0.58 | -0.16 | -0.28 |
| pRelC | 122 | 2.50 | 4.75 | 3.57 | 0.43 | 0.14 | 0.02 |
| pSup | 122 | 2.23 | 4.77 | 3.51 | 0.52 | -0.05 | 0.17 |
| pGwc | 122 | 1.00 | 4.80 | 3.35 | 0.69 | -0.58 | 0.93 |
| pPay | 122 | 1.75 | 5.00 | 3.31 | 0.67 | 0.18 | -0.03 |
| pReg | 122 | 1.33 | 5.00 | 3.31 | 0.87 | -0.23 | -0.37 |

Table 13 displays that at the beginning of career the factor responsibility shows the highest mean score ($M = 4.33$, $SD = 0.46$) while pay shows the lowest mean score ($M = 3.16$, $SD = 0.68$). Similarly, at mid-career responsibility shows the highest mean score ($M = 4.36$, $SD = 0.43$) while pay shows the lowest mean score ($M = 3.24$, $SD = 0.63$). At present also, responsibility shows the highest mean score ($M = 4.35$, $SD = 0.47$) while recognition shows the lowest mean score ($M = 3.31$, $SD = 0.87$). This shows that the factor responsibility was consistent across the career.

Additionally, the data collected from the qualitative findings explain how the foregoing factors were pertinent as determinants of job satisfaction. Madi (MA02SP) explains how having responsibilities at school increased her job satisfaction.

“I enjoyed those memorable events that we had at school. It made me feel, I am a part of the school. Students and teachers worked as a team to prepare those programmes, and we even took part in various competitions”. (Madi, MA02SP)

Asha (DA15SE) explained how the teaching work itself motivated her to become a teacher and allowed her enjoying her job.

“It is my nature to help. When my friends were stressing about a topic, I was helping them at school, and I started feeling that I could teach. I wished to become a secondary school teacher. The first time I applied for a job, I got it. To teach, this is what I always wanted”. (Asha, DA15SE)

Another important factor was the relationship with colleagues. Relationships with colleagues refer to the support received and cooperation between colleagues. Sam (SO15FE) explained how the support of his colleagues played an important role in his career.

“At that time, our seniors were our mentors, guide and advisor. They were our role models. I learnt a lot from them”. (Sam, SO15FE)

Supervision levels seem to be influencing teachers’ job satisfaction. Supervision refers to the assistance, help and support teachers receive from their rectors or heads of departments. Sam explained how the rector encouraged his staff to perform better at school.

“He knew every educator on the tips of his fingers. He was motivating teachers”. (Sam, SO15FE)

Moreover, it was also noted that recognition, pay, and general working conditions were among the factors having the lowest mean score from the beginning of career to present time of the

study. Recognition refers to the recognition teachers receive from their rectors and students for their work. Meanwhile, general working conditions refer to how well teachers adjust to the physical working conditions and the school policies. Pay refers to the financial support and other benefits that teachers receive.

Meera (G116Ju) explained how recognition influenced her job.

“Job satisfaction for me is that when you do your job well, people respect you and recognises your work. However, in some schools, you work a lot, and there is no recognition at all”. (Meera, G116Ju)

Hence, levels of different work-related factors were mapped and these levels were compared between three data points. In section 5.4, the possible influence that each of these factors have for job satisfaction was tested.

The Wilcoxon Signed Rank Test was conducted across each of the factors separately to determine if there were significant differences in the mean scores across the three conditions (only the significant results are displayed). The Wilcoxon Signed Rank Test revealed significant changes for only two of the eight factors, pay (Table 15) and general working conditions (Table 16).

Table 15

Wilcoxon Signed Rank Test - Comparing pay mean between b,m,p

| | beginning- middle | middle- present | present - beginning |
|------------------------|----------------------|--------------------|------------------------|
| Z | -2.57 ^b | -2.64 ^b | -3.27 ^b |
| Asymp. Sig. (2-tailed) | .01 | .01 | .00 |

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

c. Based on negative ranks.

Significant differences were observed in the mean score of pay between the three conditions.

Table 16

Wilcoxon Signed Rank Test - Comparing general working condition mean between b,m,p

| | beginning-middle |
|------------------------|--------------------|
| Z | -3.84 ^b |
| Asymp. Sig. (2-tailed) | .00 |

a. Wilcoxon Signed Ranks Test

b. Based on positive ranks.

c. Based on negative ranks.

Similarly, significant differences were observed in the mean score of general working conditions between beginning and mid-career. These findings indicate that across a career span of twenty years, teachers may have witnessed remarkable changes in their working conditions and salary scale. As a result, teachers have rated these two factors differently across the three conditions.

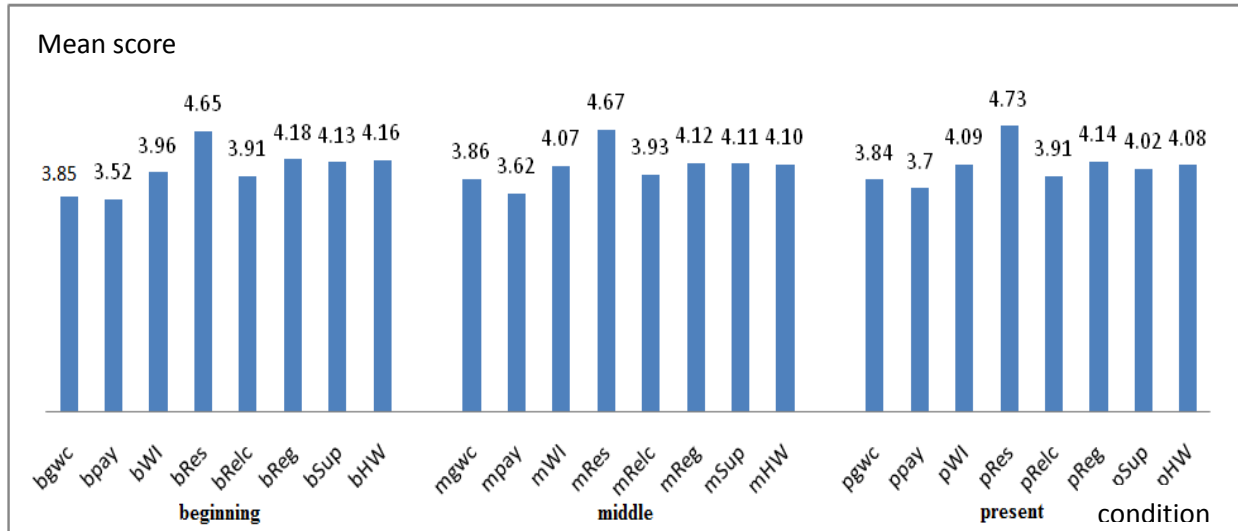
5.3.1 Factors contributing to high, average and low job satisfaction at beginning, middle, present

As explained above (section 5.2.2), the teachers were divided into three categories: those with high job satisfaction, average job satisfaction and low job satisfaction under the three conditions (beginning, middle and present). Significant differences in job satisfaction were found between the three categories of teachers at baseline, midpoint and present. This section shows how the mean scores of each of the eight factors differ for these three categories of teachers.

Figure 18 shows the mean scores of the factors for the teachers who recall high job satisfaction under the three conditions (at the beginning, middle and present time of their career).

Figure 18

Mean scores of the eight factors for teachers with high job satisfaction at beginning, middle and present



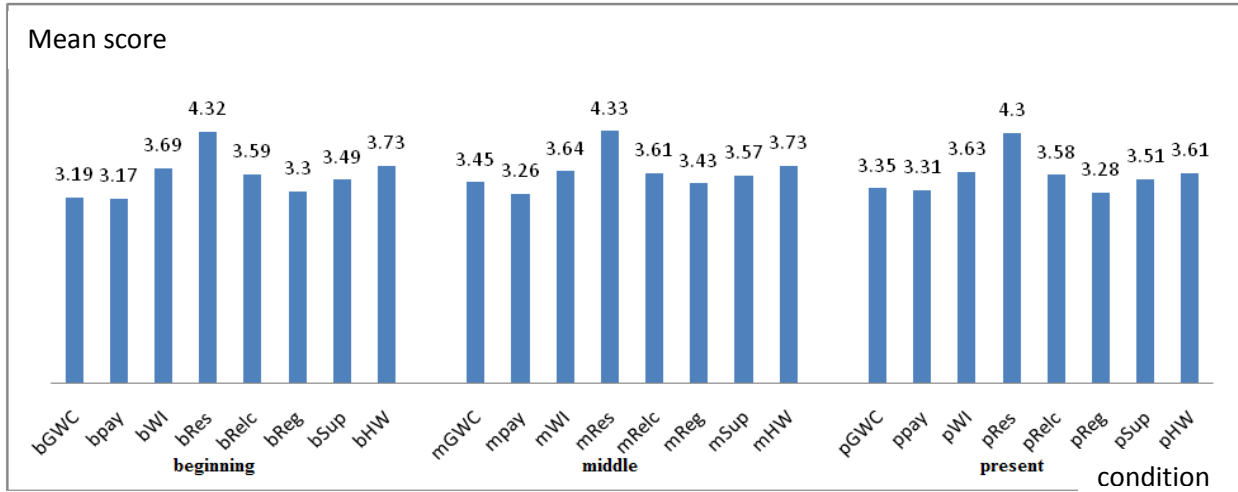
$n = 49$ (beginning), $n = 46$ (middle), $n = 43$ (present)

It can be observed that responsibility and recognition have the highest mean value in the three conditions for teachers with high job satisfaction. On the other hand, pay is the least important determinant. Figure 19 shows the mean value of the factors for teachers with average job satisfaction at the beginning of their career, in the middle of their career and in the present.

The two factors, responsibility and health and well-being, scored the highest mean for teachers with average job satisfaction at the three conditions. Pay scored the lowest score at the beginning and mid-career but at present recognition has the lowest score. The Figure 20 shows mean scores of the factors for teachers with low job satisfaction at the beginning, middle and at present moment of their career.

Figure 19

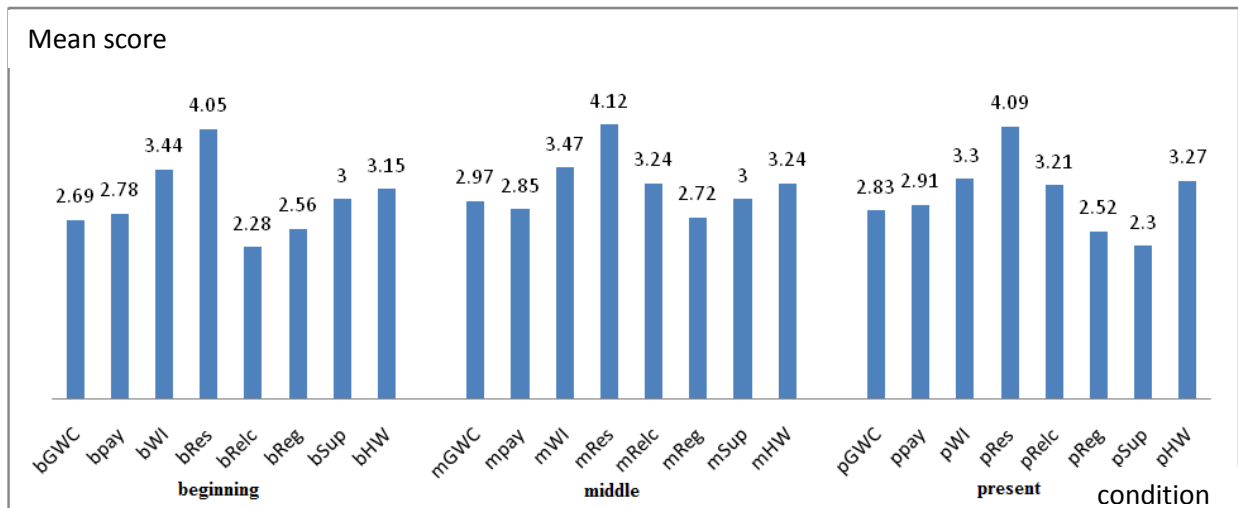
Mean scores of the eight factors for teachers with average job satisfaction at beginning, middle and present



$n = 53$ (beginning), $n = 57$ (middle), $n = 51$ (present)

Figure 20

Mean scores of the eight factors for teachers with low job satisfaction at beginning, middle and present



$n = 20$ (beginning), $n = 19$ (middle), $n = 28$ (present)

It was found that even teachers with low overall job satisfaction gave the highest scores to responsibility and work itself. Responsibility and work itself represent factors that are self-related (dependent on the teacher). The teacher has freedom and flexibility in how they take responsibility for their work or how they respond to the teaching activity itself.

However, the lowest values were given for these factors: relationship with colleagues; recognition and supervision at the beginning, in the middle of the career and at the present time. Relationship with colleagues, recognition and supervision are factors that depend on the actions of others towards the teacher. Therefore, these factors have impacted teachers differently over the course of their careers. The qualitative part of the study will help to gain more insight into other potential factors that contribute to teachers' job satisfaction at different stages of their careers.

5.3.2 Variation in job satisfaction according to personal attributes

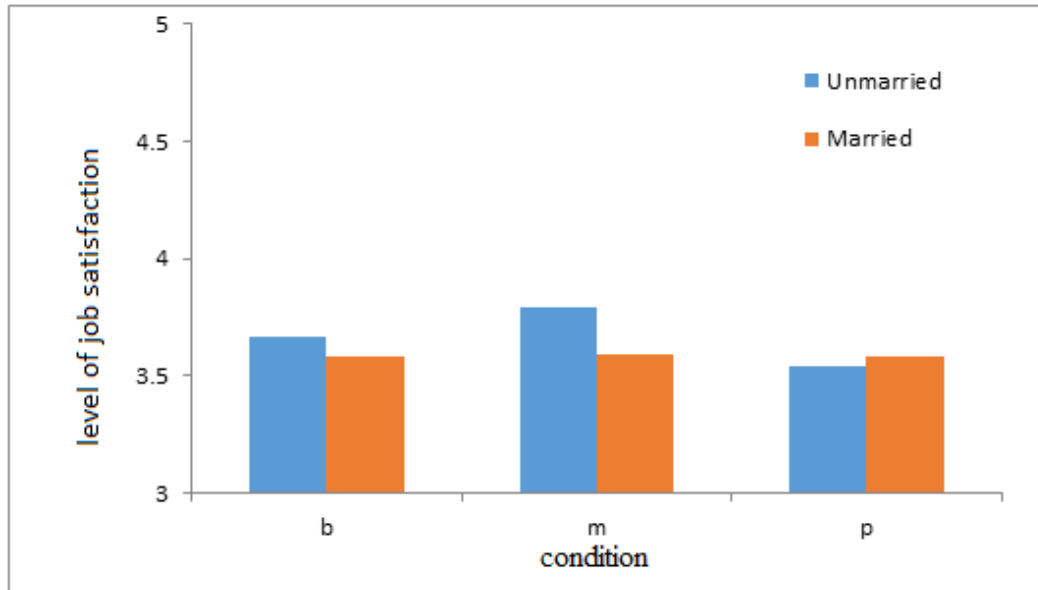
The data suggest that teachers' job satisfaction also varies depending on the personal characteristics of the teachers, such as marital status, qualifications, number of years of experience, whether they are graduate or non-graduate teachers, the type of school (boys' or girls' school) where they work, and the category of students (high-performing, average, low-performing) with whom they work. Exploratory analyses of these aspects are presented below.

Figure 21 shows the job satisfaction of the teachers surveyed, which is made up of two cohorts: married teachers and unmarried teachers.

It was found that the married teachers had almost the same job satisfaction at the three points in their careers. This stability could be due to the fact that the job was essential for them to fulfil their basic needs, such as taking care of their family needs and obligations and overcoming financial hardships.

Figure 21

Variation in job satisfaction according to marital status



Note. $N = 122$. The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

A married participant (Kriti, KA18Oc) said:

“Getting a job was a good news for me as well as for my family members.”

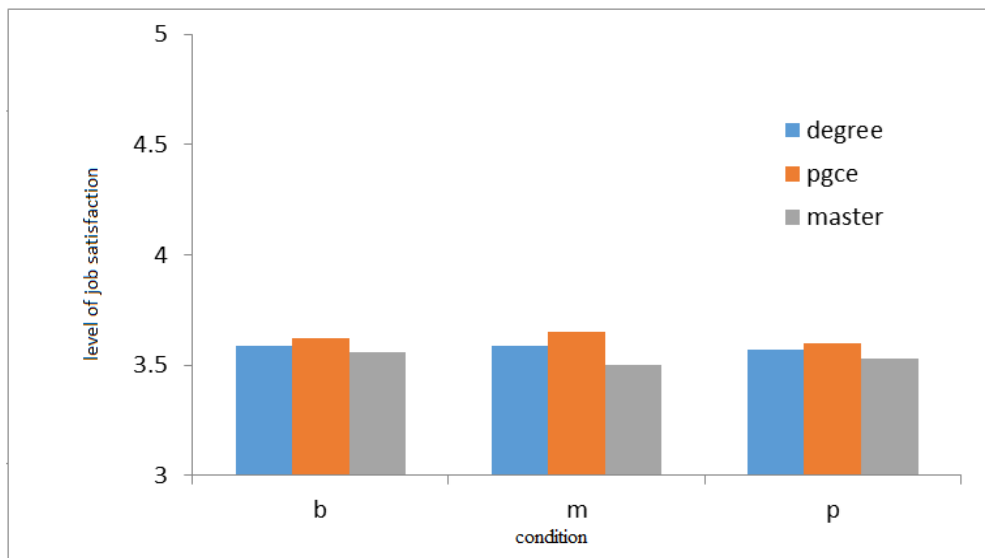
“After I got the job, I could take my mum to nearby shops to buy foodstuffs. We could buy clothes. We made lot of sacrifices and gradually our problems were solved.”

However, unmarried teachers showed a fluctuation in their job satisfaction at the three points of their career cycle. The reason for this fluctuation could be that unmarried teachers had many more expectations of their job than married teachers, whose family needs took precedence. In addition, the group of unmarried teachers may have had more time to reflect on their career and what they have made of it. They may have had more time to think about whether the profession was fulfilling other aspects of their lives besides their financial needs. At the time of the study, unmarried teachers are less satisfied compared to married teachers, which could be because they are more ambitious and strive for higher positions.

Figure 22 shows the level of job satisfaction of three groups of teachers according to their qualifications: firstly, teachers who have only a degree; secondly, teachers who have a Post Graduate Certificate in Education (PGCE); and thirdly, teachers who have a Masters as their highest qualification.

Figure 22

Variation in Job satisfaction level according to qualifications



Note. $N = 122$. The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

It was observed that teachers with PGCE were the most satisfied at the three points in their career cycles, while those with Masters were least satisfied. Moreover, the teachers who had a degree only, displayed almost the same level of job satisfaction at the beginning, middle of career and at present time of the study. However, the job satisfaction levels fluctuated for teachers having PGCE and Masters.

Two decades back, many teachers joined the state secondary schools with minimum qualifications, which they upgraded over time. Madi (MA02SP) said:

“As soon as I finished my diploma, I got interview and came in secondary. I didn’t have to struggle to get a job. Many state secondary schools were newly constructed. They were recruiting many teachers.”

“Yes, but I continued learning. I was more at ease in secondary schools; I could go to my courses to complete my degree.”

It can be hypothesised that the teachers who had PGCE were more satisfied because they got increments in their salary as a PGCE is a teacher professional development qualification. However, those having Masters did not receive increments; in other words, they were not rewarded for acquiring higher qualifications. Abraham explained how teachers were encouraged to upgrade their qualifications two decades back by getting increments as incentives.

“I had a friend at that time who joined service with School Certificate (SC). He got an increment when he did teachers certificate. Now we don’t have it. He got another increment when he did Higher School Certificate (HSC), another one with Diploma, and with Degree also another increment.”

“They were giving teachers incentive to upgrade themselves at that time.”

Abraham added:

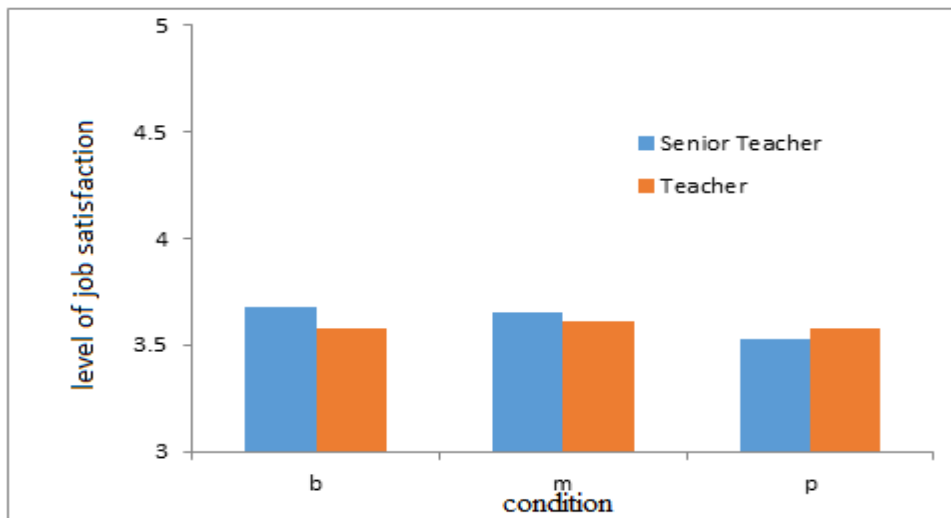
“People got too many increments at that time that’s why they have stopped giving now.”

After a few years, however, the government stopped granting bonuses for additional qualifications, as many teachers entering the service were overqualified. The removal of incentives for higher qualifications led to a decline in teachers' motivation to undertake further training.

Figure 23 shows the progression of job satisfaction for two cohorts, i.e. teachers with and without qualifications. The post of senior teacher is a post for which teachers can only apply after twenty-four years of teaching experience. Senior teachers are more involved in administrative work and have a smaller teaching workload of only ten lessons per week, with one lesson lasting approximately thirty-five to forty minutes.

Figure 23

Variation in job satisfaction according to seniority



Note. $N = 122$. The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

It was observed that at present non-senior teachers are more satisfied with their job than senior teachers. A senior teacher (Shirin, MA22Ap) explained how over time, she was discouraged with the job and at the present time of the study, is unsatisfied.

“At the beginning, I was very happy, very satisfied to get the job, but gradually, it started to decrease.... Now I am very unsatisfied.”

The teacher also said that although the post of head teacher has a higher status, it mainly involves leadership and disciplinary responsibilities. Sometimes it becomes very stressful to deal with disciplinary problems, especially in boys’ schools in urban areas.

However, the pattern of job satisfaction of another senior teacher showed an increase in current job satisfaction. The senior teacher (Asha, DA15SE) said:

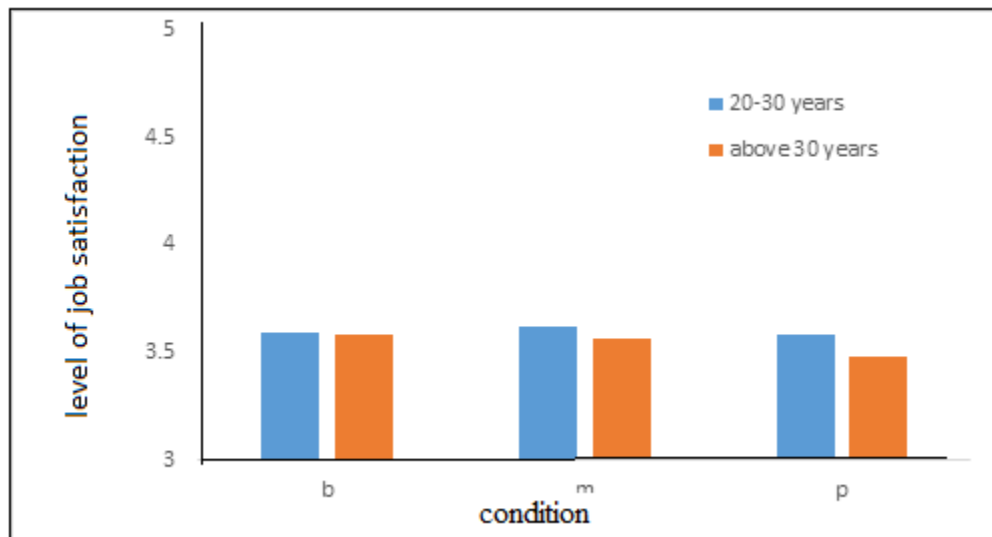
“I reached the climax of my job satisfaction.”

Thus, it can be said that the job satisfaction of different senior teachers varies, as it strongly depends on the different factors that have influenced them during their career. It has also been observed that job satisfaction decreases continuously on the way from teacher to senior teacher. My own research has shown that senior teachers favour administrative tasks to a certain extent. Therefore, the factors that influence senior teachers’ job satisfaction need to be researched.

Figure 24 shows the progression of job satisfaction of two groups of teachers according to their work experience: teachers with less than thirty years of teaching experience and teachers with more than thirty years of teaching experience.

Figure 24

Variation in job satisfaction according to number of years of teaching experience



Note. $N = 122$. The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

It was observed that teachers with between twenty and thirty years of teaching experience were more satisfied at the beginning of career, mid-career and at present than those with over thirty years of teaching experience.

One of the reasons why teachers above thirty years of service might have been least satisfied compared to those with less than thirty years of experience was their salary differences. One participant (Abraham, BR04Au) explained that teachers were paid less than other jobs two decades back.

“At that time few people were applying for a job as teacher. “
“...compared to other job, it was badly paid.”
“Job market was not saturated at that time.”
“...for example, those working in banks and other places were well paid.”
“Teachers' salary was very low and after lot of time it started to increase.”

Moreover, many older teachers entered the service with a diploma or HSC and it took several years to reach the salary of a graduate. Meanwhile, younger teachers who could afford to enter the service with a diploma or masters received a higher salary than the older teachers. Over time, this created a pay gap. So the older teachers were frustrated with their salaries.

Furthermore, a female teacher with more than 30 years of teaching experience (Shirin, MA22Ap) explained that the teaching profession has changed over time. She had dealt with students who were difficult to work with and said:

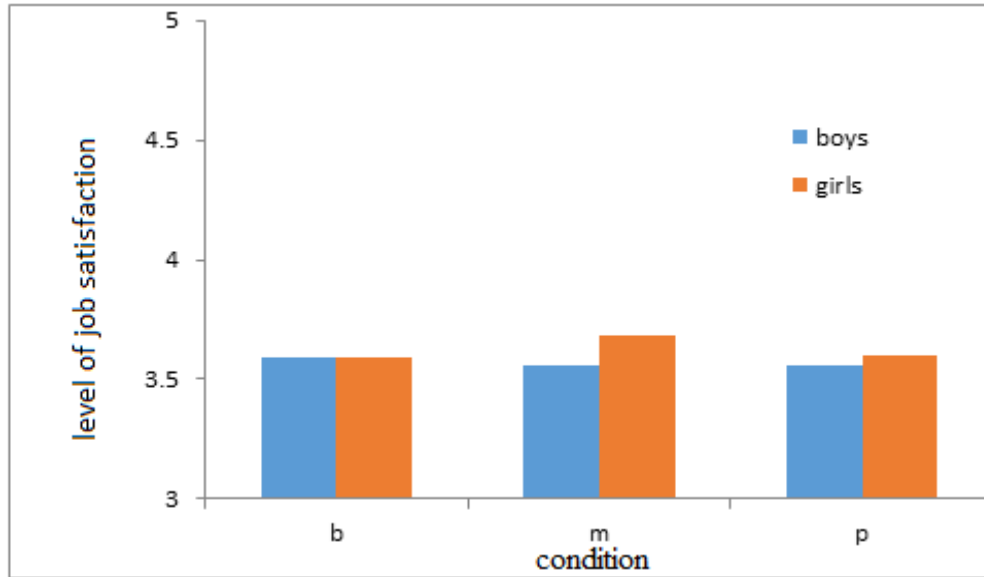
“Teaching has become a herculean task.”

Hence, over time various factors influenced different teachers differently depending on their priorities.

Figure 25 compares the job satisfaction level of two groups of teachers according to the *type of school* they teach at: those working in girls' and boys' schools at beginning of career, mid-career and at present.

Figure 25

Variation in job satisfaction of teachers working in girls' and boys' schools



Note. $N = 122$. The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

At the beginning of their careers (about twenty years ago), teachers working in boys' and girls' schools were almost equally satisfied with their work. However, in the middle of their careers and in the present, teachers working in girls' schools are more satisfied with their work than teachers working in boys' schools. Furthermore, the job satisfaction of teachers working in boys' schools decreased from the beginning of their careers to the middle of their careers, but remained the same between the middle of their careers and today. In contrast, the job satisfaction of teachers who worked in girls' schools increased from the beginning of their career to the middle of their career. Currently, however, teachers working in girls' schools have also experienced a decline in job satisfaction. Some participants shared their experiences and explained that working with boys and girls was different and affected their satisfaction.

“Students were not motivated to work at all. They were lazy boys. I had to work much harder than I used to do. I gave them all the notes, prepared many worksheet for them but they were not interested to work. I felt discouraged”. (Asha, DA15SE)

“When I left girls school and went there, I could make that difference. But I adapted gradually. But then I realised that boys are different from girls. I corrected myself and adopted a new strategy to be able to make them work. With boys we must use tricks” (Sam, SO15FE).

“... I realised that it was also very important to check their copybooks because we get surprises when we check. When I checked their copybooks then, I realised that bell has gone, boys have gone, notes were not copied” (Asha, DA15SE).

“Boys are totally different. They were like monkeys. I was shocked. They were not giving the same importance to education as the girls” (Nanda, NA04ND).

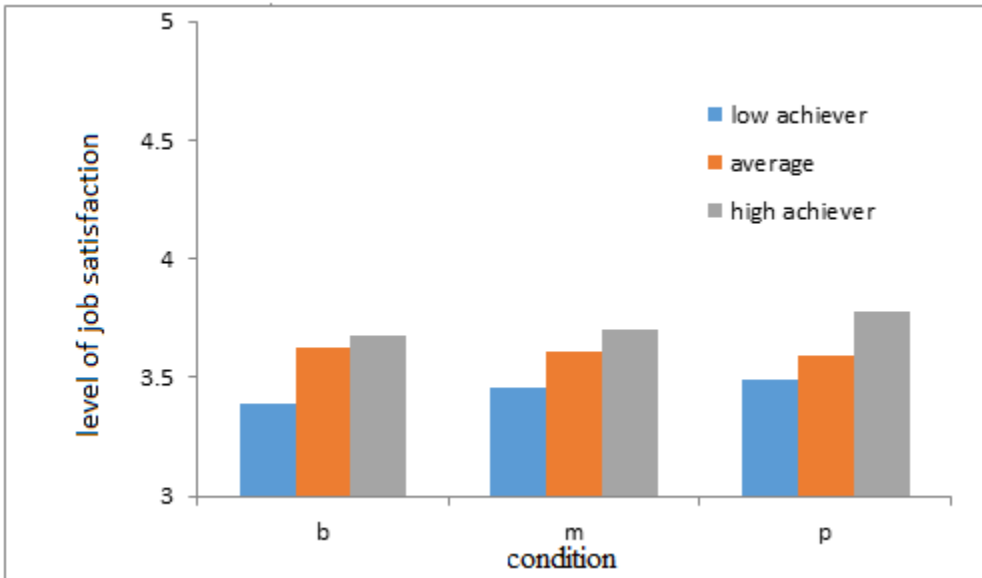
“Working with girls gave me a particular satisfaction, a sense of fulfilment as they were more keen to improve and much more motivated” (Raina, PA16Ap).

It was therefore established that teachers working in boys' and girls' schools rate their job satisfaction differently.

Figure 26 compares the job satisfaction level of three groups of teachers *according to category of students*: teachers working with high achievers, average students and low achievers at beginning of career, mid-career and at present.

Figure 26

Variation in job satisfaction of teachers working with different category of students



Note: $N = 122$. The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

Figure 26 shows that teachers who work at high-performing schools have higher job satisfaction from the beginning of their career to the present time of their studies. In contrast, job satisfaction is lowest among teachers working in low-performing schools. In addition, a similar trend in job satisfaction was found for teachers working in high and low performing schools, namely a gradual increase in job satisfaction from the beginning of their career to the current time of study. However, a slight decrease was observed among those working at average schools.

Participants working with different categories of students shared their experiences as follows:

“The peaks in job satisfaction, they are because of star schools, good students, laureates, responsive students, high achievers. I was lucky I always got brilliant students” (Ram, PR03AU).

“At that time, I had good students who were interested in the subject. They were motivated to work, and that made me more satisfied. They were all getting very satisfactory results, and I felt proud of my students” (Sam, SO15FE).

“When you work with good students, you learn lot of things yourself. You always have something to learn with them. But with the poor performers here, we lower the standard. So much, that with time we ourselves, we forget certain things” (Raina, PA16Ap).

“The level of students was very poor. The students were not motivated to work. I could not deliver what I was expecting to deliver. I have to continuously lowered the levels of the papers” (Raina, PA16Ap).

“There many cases where students were not doing their work. They did not want to do the work. It became difficult to explain them because they were not interested. There was a lack of interest from the students. They were not motivated” (Meera, G116Ju).

In addition, the chi-square test (Table 17) revealed that there is currently a significant relationship between student category and teachers' level of job satisfaction, $X^2(4, N = 122) = 11.9, p = 0.02$. However, there was no significant relationship between student category and teachers' job satisfaction at the beginning and middle of their careers.

Table 17*Association between teachers' job satisfaction level and category of students*

| Category of students | Teacher's level of job satisfaction at present | | |
|----------------------|--|-----------|--------|
| | p low | p average | p high |
| Low achiever | 9 | 13 | 7 |
| Average achiever | 19 | 38 | 11 |
| High achiever | 2 | 11 | 12 |
| Total | 30 | 62 | 30 |

$N = 122, \chi^2(4) = 11.9, p = .02$

Thus, it was found that teachers working in high-achieving schools and girls' schools are more satisfied than teachers working in low-achieving schools and boys' schools. In the following section, the individual patterns of teachers' job satisfaction are further analysed in order to understand the rise and fall of job satisfaction levels over the course of a teacher's career.

5.4 Multiple regression analysis: Effects of work-related factors on job satisfaction

The study was based on the Lester's Teacher Job Satisfaction Questionnaire. The descriptive analysis showed that job satisfaction varied from the beginning of the career to the current point in the career. The correlations between the variables in the study are shown below before the results of the regression analyses are presented (see Tables 18, 19, 20).

A multiple regression analysis was conducted to identify the important factors that predict job satisfaction at the beginning of a career, mid-career and at the present time.

The Multiple regression analysis consists of observations on a dependent Y and predictor X1, X2, X3, , X10. For this model, Y represents teachers' job satisfaction, and Xi's are the different predictors of job satisfaction. $\beta_0, \beta_1, \beta_2, , \beta_p$, are constants referred to as the regression coefficients of explanatory variables.

The proposed regression model was as follows:

$$Y_b = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \beta_9 X_9 + \beta_{10} X_{10}$$

Where Y_b was the dependent variable, job satisfaction at the beginning of the career and the independent variable X was general working conditions, pay, work itself, responsibility, relationship with colleagues, recognition, supervision, health and well-being, category of students and type of school. A multiple regression analysis was performed to analyse the contribution of the independent variables (general working conditions, pay, work itself, responsibility, relationship with colleagues, recognition, supervision, health and well-being, category of students and type of school) to the dependent variable (job satisfaction).

In addition to the eight quantitative variables (general working conditions, pay, work itself, responsibility, relationship with colleagues, recognition, supervision, health and well-being), two categorical dummy variables were introduced to analyse the contribution of (i) the category of students (low, average and high) and (ii) the type of school (boys and girls). For the categorical variable (category of students), the high-achieving students were considered as the reference. Girls were also chosen as the reference for the categorical variable (type of school).

However, before a multiple regression analysis was carried out, the presence of multicollinearity was tested. Multicollinearity was analysed using two methods: (i) correlation matrix and (ii) collinearity statistics (tolerance and VIF). Spearman's rho correlation was determined at baseline, mid-career and at the present time of the study to determine any correlation between the regressors.

Correlation matrices (Table 18, Table 19, Table 20) were used to observe the possible relationships between different predictors and between predictors and job satisfaction at the beginning of career, mid-career and at the present time of the study.

Table 18*Correlation Matrix – Beginning of career*

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------------|-------|-------|------|-------|-------|-------|-------|-------|------|------|-----|----|
| 1 Job Sat (b) | - | | | | | | | | | | | |
| 2 bGwc | .23* | - | | | | | | | | | | |
| 3 bpay | .13 | .39** | - | | | | | | | | | |
| 4 bWI | .49** | .19* | .05 | - | | | | | | | | |
| 5 bRes | .37** | .22* | .06 | .35** | - | | | | | | | |
| 6 bRelC | .26** | .18* | .05 | .25** | .33** | - | | | | | | |
| 7 bReg | .31** | .28** | .07 | .23** | .34** | .45** | - | | | | | |
| 8 bSup | .19* | .27** | .20* | .21* | .28** | .41** | .64** | - | | | | |
| 9 bHW | .39** | .23* | .19* | .23* | .29** | .29** | .37** | .36** | - | | | |
| bCategoryStu =low | -.15 | -.15 | -.05 | -.12 | -.13 | -.17 | -.09 | -.10 | -.13 | - | | |
| 10 achiever | | | | | | | | | | | | |
| bCategoryStu =average | .01 | -.01 | -.04 | .16 | .15 | .06 | .00 | .00 | .04 | .54* | - | |
| 11 | | | | | | | | | | | | |
| TSCb=boys school | .07 | .21 | .03 | .08 | .05 | -.12 | .08 | .05 | .02 | .06 | .14 | - |
| 12 | | | | | | | | | | | | |

Note: ** p .01 (2 – tailed), * p .5 (2 – tailed).

Table 19*Correlation Matrix - Mid-career*

| Variable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-------------------------------------|-------|-------|-------|-------|-------|------|--------|------|------|------|-----|----|
| 1 Job Sat (m) | - | | | | | | | | | | | |
| 2 mGwc | .15 | - | | | | | | | | | | |
| 3 mpay | .12 | .37** | - | | | | | | | | | |
| 4 mWI | .50** | .26** | .16 | - | | | | | | | | |
| 5 mRes | .38** | .26** | .02 | .44** | - | | | | | | | |
| 6 mRelC | .24** | .25** | .10 | .27** | .36** | - | | | | | | |
| 7 mReg | .25** | .27** | .08 | .29** | .34** | .42* | - | | | | | |
| 8 mSup | .10 | .37** | .24** | .19* | .27** | .43* | .55** | - | | | | |
| 9 mHW | .34** | .16 | .12 | .16 | .23* | .25* | .24** | .21 | - | | | |
| 10 mCategorySt u=low achiever | -.05 | .00 | -.10 | -.17 | .06 | .03 | -.04 | -.01 | -.04 | - | | |
| 11 mCategorySt u=average | .00 | -.05 | .11 | .09 | -.14 | -.09 | -.18 | .05 | .03 | 0.43 | - | |
| 12 TSCm=boys school | -.023 | -.11 | .08 | -.17 | -.04 | -.12 | -.189* | .01 | -.08 | .17 | .15 | - |

Note: ** p .01 (2 – tailed), * p .5 (2 – tailed)

Table 20*Correlation Matrix – Present time of study*

| Variable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-------------------------------------|-------|-------|-------|-------|-------|------|------|------|------|------|-----|----|
| 1 Job Sat (p) | - | | | | | | | | | | | |
| 2 pGwc | .25** | - | | | | | | | | | | |
| 3 pPay | .12 | .35** | - | | | | | | | | | |
| 4 pWI | .57** | .33** | .23* | - | | | | | | | | |
| 5 pRes | .43** | .25** | .07 | .50** | - | | | | | | | |
| 6 pRelC | .26** | .14 | .23* | .27** | .30** | - | | | | | | |
| 7 pReg | .30** | .34** | .16 | .35** | .31** | .40* | - | | | | | |
| 8 pSup | .26** | .39** | .26** | .26** | .22* | .47* | .64* | - | | | | |
| 9 pHW | .38** | .18* | .09 | .18* | .31** | .26* | .14 | .25* | - | | | |
| 10 pCategoryStu =low achiever | -.14 | -.06 | -.03 | -.01 | .00 | .08 | -.02 | -.07 | -.03 | - | | |
| 11 pCategoryStu =average | .03 | -.15 | -.09 | -.12 | -.06 | -.16 | -.11 | -.05 | .07 | 0.62 | - | |
| 12 TSCp=boys school | -.01 | -.14 | -.13 | .10 | -.11 | .13 | -.05 | -.01 | .05 | .20* | .11 | - |

Note: ** p .01 (2 – tailed), * p .5 (2 – tailed).

The correlation coefficients presented in Tables 18, 19 and 20 range from 0.00 to 0.64. This shows that the correlation coefficient between regressors was less than 0.8; thus, multicollinearity was not a problem (Gujarati, 2004). This conclusion is backed by the Tolerance and VIF statistics (Table 21), where the average variance inflation factor (VIF) did not exceed 10. Hence, the absence of multicollinearity was confirmed, which meant that multiple regression analysis could be carried out.

Table 21*Collinearity statistics at the beginning of career, mid-career, present time of study*

| Coefficients ^a | | | | | | | | |
|---------------------------|-------------------------|------|---------|-------------------------|------|---------|-------------------------|------|
| Model 1 | Collinearity Statistics | | Model 2 | Collinearity Statistics | | Model 3 | Collinearity Statistics | |
| Beginning | Tolerance | VIF | Middle | Tolerance | VIF | Present | Tolerance | VIF |
| b Gwc | .80 | 1.25 | m Gwc | .70 | 1.43 | p Gwc | .66 | 1.51 |
| b pay | .83 | 1.21 | m pay | .73 | 1.37 | p Pay | .77 | 1.30 |
| b WI | .85 | 1.18 | m WI | .73 | 1.37 | p WI | .64 | 1.56 |
| b Res | .78 | 1.29 | m Res | .69 | 1.44 | p Res | .67 | 1.49 |
| b RelC | .71 | 1.41 | m RelC | .71 | 1.41 | p RelC | .69 | 1.45 |
| b Reg | .50 | 2.01 | m Reg | .60 | 1.67 | p Reg | .49 | 2.06 |
| b Sup | .50 | 2.01 | m Sup | .53 | 1.89 | p Sup | .41 | 2.45 |
| b HW | .76 | 1.32 | m HW | .83 | 1.21 | p HW | .78 | 1.29 |

Note: ** p .01 (2 – tailed), * p .5 (2 – tailed).

The results for the regression model at the beginning of the career, in the middle of the career and at the current time of study are presented as follows:

Beginning of career

Multiple regression was used to explore which of the independent variables were better predictor of teachers' job satisfaction at the beginning of career. Table 22 shows that the regression model was significant at the beginning of the career ($F = 6.17$, $p < 0.01$). This indicates that the independent variables played a significant role in shaping job satisfaction of teachers at the beginning of career.

Table 22*Model Summary - beginning of career*

| Model Summary ^b | | | | | | | | | | |
|----------------------------|------------------|----------------|-------------------------|----------------------------|-----------------------|----------|-------|-------|---------------|-----------------|
| Model | R | R ² | Adjusted R ² | Std. Error of the Estimate | Change Statistics | | | | | Durbin – Watson |
| | | | | | R ² Change | F Change | d f 1 | d f 2 | Sig. F Change | |
| 1 | .62 ^a | .38 | .32 | .60 | .38 | 6.17 | 11 | 110 | 0.00 | 1.7 |

Note: ^a Predictors: (Constant), TSCb=boys school, bRes, bpay, bCategoryStu=low achiever, bReg, bWI , bHW , bGwc, bRelC, bCategoryStu=average, bSup

^b Dependent Variable: job satisfaction at beginning of career, b.

The Adjusted R² was .32 for the model, which means that 32% of the variation in the dependent variable at the beginning of the career was explained by the independent variables: working conditions, pay, work itself, responsibility, relationship with colleagues, recognition, supervision, health and well-being, category of students (low achievers, average, high) and type of students (boys, girls).

Table 23*Significance of independent variables at beginning of the career*

| Coefficients ^a | | | | | | |
|---------------------------|------------|-----------------------------|------------|---------------------------|---------|------|
| Model | | Unstandardized Coefficients | | Standardized Coefficients | | |
| | | B | Std. Error | Beta | t value | Sig. |
| 1 | (Constant) | .53 | .70 | | .76 | .45 |
| | bGwc | -.02 | .08 | -.02 | -.19 | .85 |
| | bpay | .12 | .09 | .11 | 1.37 | .17 |

| | | | | | |
|------------------------------|------|-----|------|-------|------------|
| bWI | .38 | .09 | .36 | 4.45 | .00 |
| bRes | .24 | .14 | .15 | 1.76 | .08 |
| bRelC | .14 | .16 | .08 | .86 | .39 |
| bReg | .16 | .09 | .18 | 1.75 | .08 |
| bSup | -.27 | .14 | -.20 | -1.96 | .05 |
| bHW | .21 | .09 | .19 | 2.24 | .03 |
| bCategoryStu=low achiever | -.34 | .17 | -.19 | -2.06 | .04 |
| bCategoryStu=average | -.22 | .13 | -.15 | -1.66 | .10 |
| TSCb=boys school | .05 | .12 | .03 | .41 | .69 |

a. Dependent Variable: job satisfaction at beginning

Moreover, the multiple regression analysis (Table 23) revealed that only three independent variables were significant predictors of job satisfaction levels at the beginning of career: category of students (low achiever) ($\beta = -.19, p < .05$), work itself ($\beta = .36, p < .01$), health and well-being ($\beta = .19, p < .05$). Furthermore, there was a significant difference in job satisfaction level between teachers working with high achievers and low achievers at the beginning of career.

Hence, job satisfaction at the beginning of the career was represented as,

$$Y_b = 0.53 + 0.36 \text{ work itself} + 0.19 \text{ health and well-being} - 0.19 \text{ low achievers}$$

Middle of career

The influence of the different independent variables on teachers' job satisfaction was also explored at mid-career. Table 24 shows that the regression model was significant at the mid-career ($F = 5.78, p < 0.01$).

Table 24*Model Summary - Mid-career*

| Model Summary ^b | | | | | | | | | | |
|----------------------------|------------------|----------------|-------------------------|----------------------------|-----------------------|----------|------|------|---------------|-----------------|
| Model | R | R ² | Adjusted R ² | Std. Error of the Estimate | Change Statistics | | | | | Durbin – Watson |
| | | | | | R ² Change | F Change | df 1 | df 2 | Sig. F Change | |
| 1 | .61 ^a | .37 | .30 | .57 | .37 | 5.78 | 11 | 115 | 0.00 | 1.70 |

Note: ^a Predictors: (Constant), TSCm=boys school, mSup, mCategoryStu=average, mHW , mWI , mpay, mGwc, mCategoryStu=low achiever, mRelC, mRes, mReg

mCategoryStu=low achiever, mRelC, mRes, mReg

^b Dependent Variable: job satisfaction at middle of career, m.

The Adjusted R² was 0.30 for the model, which means that 30% of the variation in the dependent variable at the middle of the career was explained by the independent variables: working conditions, pay, work itself, responsibility, relationship with colleagues, recognition, supervision, health and well-being, category of students (low achievers, average, high) and type of students (boys, girls).

Table 25*Significance of independent variables at mid-career*

| Coefficients ^a | | | | | | |
|---------------------------|------------|-----------------------------|------------|---------------------------|---------|------|
| Model (middle of career) | | Unstandardized Coefficients | | Standardized Coefficients | t value | Sig. |
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .36 | .68 | | .54 | .59 |

| | | | | | |
|------------------------------|------|-----|------|-------|------------|
| mGwc | -.11 | .10 | -.09 | -1.07 | .29 |
| mpay | .12 | .09 | .11 | 1.32 | .19 |
| mWI | .36 | .10 | .35 | 3.81 | .00 |
| mRes | .27 | .15 | .17 | 1.86 | .07 |
| mRelC | .16 | .16 | .09 | 1.01 | .31 |
| mReg | .00 | .08 | .01 | .05 | .96 |
| mSup | -.14 | .13 | -.12 | -1.15 | .25 |
| mHW | .28 | .10 | .24 | 2.89 | .00 |
| mCategoryStu=low achiever | .14 | .19 | .06 | .73 | .47 |
| mCategoryStu=average | .00 | .12 | .00 | .03 | .98 |
| TSCm=boys school | -.24 | .11 | -.17 | -2.09 | .04 |

Note: Significant results in bold.

a. Dependent Variable: m

Moreover, the multiple regression analysis (Table 25) revealed that only three independent variables were significant at the middle of career: type of school (boys) ($\beta = -.17, p < .05$), work itself ($\beta = .35, p < .01$), health and well-being ($\beta = .24, p < .01$). Moreover, there was a significant difference in job satisfaction level between teachers working in boys' school and girls' school.

Hence, job satisfaction at middle of career was represented as,

$$Y_m = 0.36 + 0.35 \text{ work itself} + 0.24 \text{ health and well-being} - 0.17 \text{ boys' schools}$$

At the present time of study

Similarly, multiple regression was used to explore which of the independent variables were better predictor of teachers' job satisfaction at present time in career. Table 26 shows that the regression model was significant at the present time of the study ($F = 6.97, p < 0.01$).

Table 26*Model Summary – At the present time of study*

| Model Summary ^b | | | | | | | | | | |
|----------------------------|------------------|----------------|-------------------------|----------------------------|-----------------------|----------|------|------|---------------|-----------------|
| Model | R | R ² | Adjusted R ² | Std. Error of the Estimate | Change Statistics | | | | | Durbin – Watson |
| | | | | | R ² Change | F Change | df 1 | df 2 | Sig. F Change | |
| 1 | .64 ^a | 0.41 | 0.35 | 0.64 | 0.41 | 6.97 | 11 | 110 | 0.00 | 1.67 |

Note: ^a Predictors: (Constant), pCategoryStu=average, pHW , pPay, TSCp=boys school, pReg, pRes, pGwc, pRelC, pWI , pCategoryStu=low achiever, pSup

^b Dependent Variable: job satisfaction at present time of study, p.

The Adjusted R² was 0.35 for the model, which means that 35% of the variation in the dependent variable at the present time of the study was explained by the independent variables: working conditions, pay, work itself, responsibility, relationship with colleagues, recognition, supervision, health and well-being, (low achievers, average, high) and type of students (boys, girls).

Table 27*Significance of independent variables at the present time of study*

| Coefficients ^a | | | | | |
|---------------------------|-----------------------------|------------|---------------------------|------|------|
| Model (present) | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
| | B | Std. Error | Beta | | |
| 1 (Constant) | -.38 | .75 | | -.51 | .61 |
| pGwc | -.06 | .10 | -.06 | -.63 | .53 |
| pPay | .02 | .10 | .02 | .22 | .83 |

| | | | | | |
|---------------------------|------|-----|------|-------|------------|
| pWI | .47 | .10 | .43 | 4.68 | .00 |
| pRes | .19 | .16 | .11 | 1.22 | .22 |
| pRelC | .15 | .17 | .08 | .93 | .36 |
| pReg | .04 | .09 | .05 | .46 | .64 |
| pSup | -.02 | .16 | -.01 | -.10 | .92 |
| pHW | .33 | .11 | .25 | 3.03 | .00 |
| TSCp=boys school | -.07 | .13 | -.05 | -.55 | .58 |
| pCategoryStu=low achiever | -.19 | .18 | -.10 | -1.05 | .29 |
| pCategoryStu=average | .06 | .16 | .04 | .39 | .70 |

a. Dependent Variable: p

Moreover, the multiple regression analysis (Table 27) revealed that only two independent variables were significant at present: work itself ($\beta = .43, p < .01$, health and well-being ($\beta = .25, p < .01$). The job satisfaction at the present time of study was displayed in the equation below.

$$Y_p = -0.38 + 0.43 \text{ work itself} + 0.25 \text{ health and well being}$$

The multiple regression analysis showed that of the work-related factors, only work itself and health and well-being consistently influenced teachers' job satisfaction under the three conditions (early career, mid-career, current career). In addition, at early career, low performance decreased teachers' job satisfaction. At mid-career, working in boys' schools decreased teachers' job satisfaction. Therefore, hypothesis 3 (i.e., work-related factors show different patterns of relationships with teachers' job satisfaction across their careers) was accepted.

PART III- Understanding teachers' job satisfaction patterns

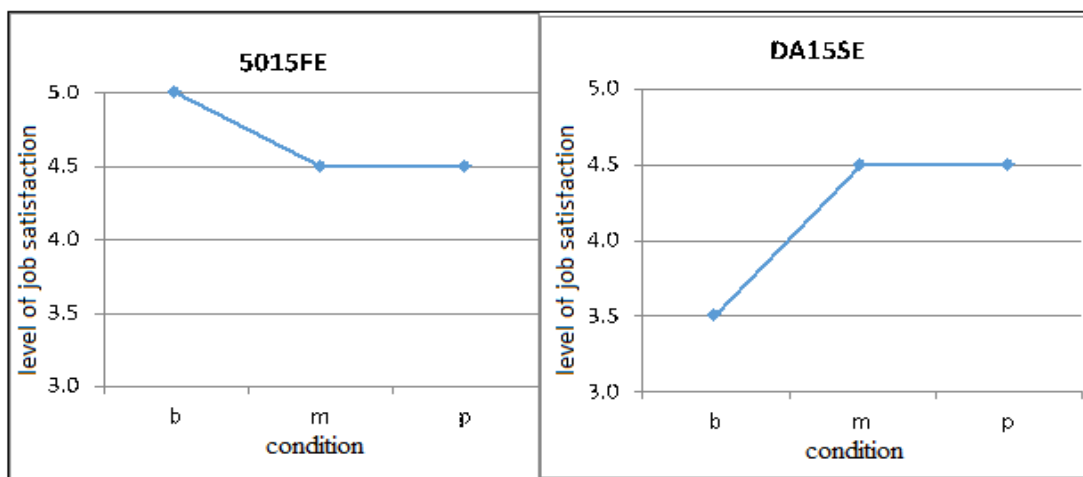
In the previous section, hypothesis 2 (i.e. that teachers' job satisfaction varies significantly over the course of their careers) was supported. This drew attention to the importance of exploring individual patterns of job satisfaction. With this in mind, this section examines the patterns of job satisfaction of experienced teachers with at least twenty years of professional experience. The statistical graphs obtained from the quantitative results were compared with the graphical representations drawn by the participants in the qualitative part of the study just before the semi-structured interviews in order to analyse the variations and understand the factors behind these variations.

5.5 Variation in teachers' job satisfaction patterns

The overall trend in job satisfaction showed a difference in teachers' job satisfaction from the beginning of their careers to the present time of the study (Figure 27). However, teachers appear to have been influenced differently by various factors over the course of their careers, resulting in a variety of patterns of job satisfaction. For example, Figure 27 shows the individual statistical graphs (responses from the questionnaire) of two different teachers.

Figure 27

Examples of individual job satisfaction trends



Note. The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

The first statistical representation in Figure 27 (SO15FE, Sam) shows that the teachers had a high level of job satisfaction at the beginning of their career ($M = 5.00$). In the middle of their career, however, job satisfaction was lower ($M = 4.50$) and remained constant up to the current point in their career ($M = 4.50$). In contrast, the second statistical plot (DA15SE, Asha) showed that teachers had lower job satisfaction at the beginning of their career ($M = 3.50$). His job satisfaction was higher in the middle of his career ($M = 4.50$) and remained constant between the middle of his career and his current career ($M = 4.50$).

The statistical charts obtained from the quantitative data showed different patterns for the different teachers. Therefore, a closer look at the individual graphical representations drawn by the participants during the semi-structured interviews helped to better understand the trends in job satisfaction. In contrast to the statistical charts, which were based on three coordinates, the graphical representations captured various other ups and downs of job satisfaction. Participants plotted ups and downs that they considered to be significant changes in their career. Below are some examples.

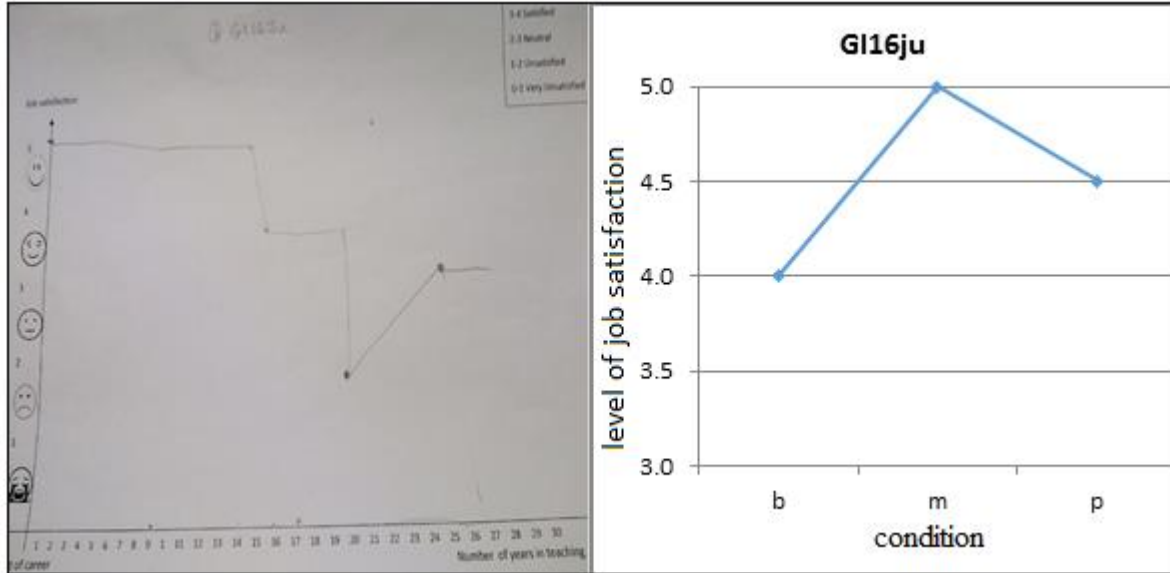
5.5.1 Individual job satisfaction trends

The teachers' statistical diagrams were compared with their graphical representation to understand the patterns. Some examples are shown.

Meera (G116Ju) is a Hinduism teacher with about twenty-six years of teaching experience. She has worked in different types of schools such as girls', boys', average and low performing schools. Figure 28 shows two diagrams. The first is the graphical representation outlined by Meera and the second is the statistical representation obtained from the quantitative data.

Figure 28

Meera's job satisfaction trend



Note. Graphical representation (right), statistical plot (left)

For the same person, pseudonym (e.g Meera) has been used to represent graphical representation but a code (e.g G116ju) has been used for statistical plot.

The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

Meera's graph shows that she began her career with a high level of job satisfaction, which gradually declined over the first twenty years. After that, her job satisfaction increased again slightly. Her graph therefore shows that her job satisfaction has both increased and decreased. However, the statistical representation could not fully reflect the patterns of job satisfaction. The statistical representation showed an increase from the beginning of the career to the middle of the career, followed by a decrease from the middle of the career to the current point in the career.

At the start, Meera expressed her high job satisfaction by saying:

“...first ten years of my career were wonderful time at school.”

After about twelve years, however, Meera realised that her job satisfaction was declining. She changed several schools, went from very satisfied to dissatisfied and expressed her feelings about her job.

“It was the time when I felt very depressive.”

“He (the rector) considered me to be a novice teacher despite my ten years of teaching experience.”

“It was frustrating.”

For several years of her career, she was depressed and frustrated because she felt that the rector did not value her work. But after twenty years of teaching experience, her job satisfaction gradually increased.

“I changed school again.”

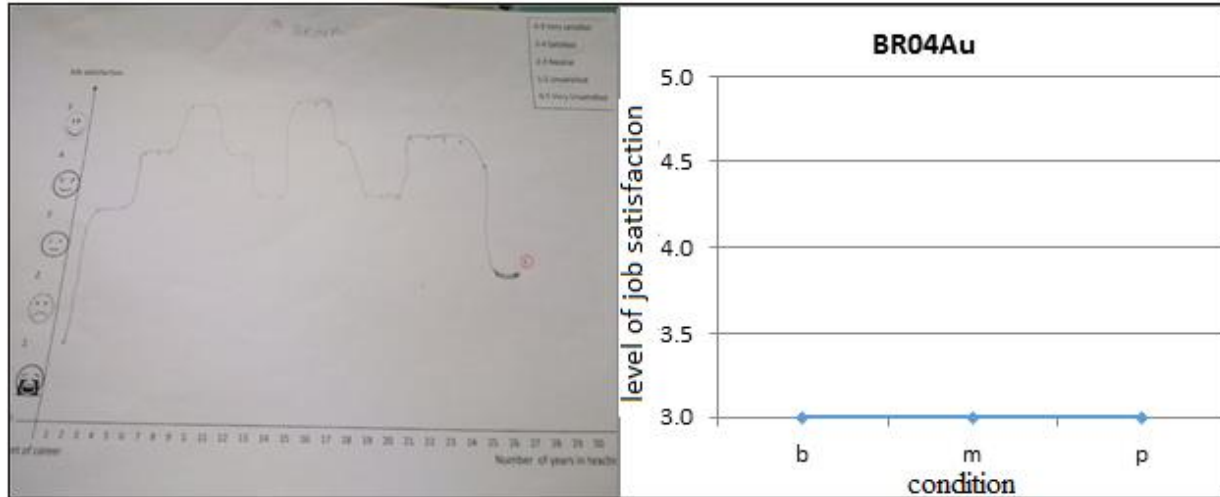
“...satisfied but not very satisfied.”

However, the graphical representation showed that she could not reach her initial job satisfaction level.

A second example is that of Abraham (BR04Au), an English teacher with about twenty-six years of teaching experience. The graph drawn by Abraham (Figure 29) shows that he started his career with very low job satisfaction and experienced several ups and downs along the way. In contrast, the statistical representation in Figure 29 showed a constant level of job satisfaction.

Figure 29

Abraham's job satisfaction trend



Note. Graphical representation (right), statistical plot (left).

The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

Abraham said he was discouraged with the work at the start. In his words:

“It was very low in the very beginning. I was very unsatisfied with the level of students and also the working environment.”

However, after a few years, his job satisfaction increased.

“It was start of a transition. I tried to adapt to the work.”

After eight years of teaching experience, Abraham was very satisfied with his job. Later, many factors constantly influenced his job satisfaction, and he experienced several decreases and increases. Currently, his job satisfaction is decreasing, which he explains by the fact that he is less satisfied:

“After so many years of service, I became a part-timer.”

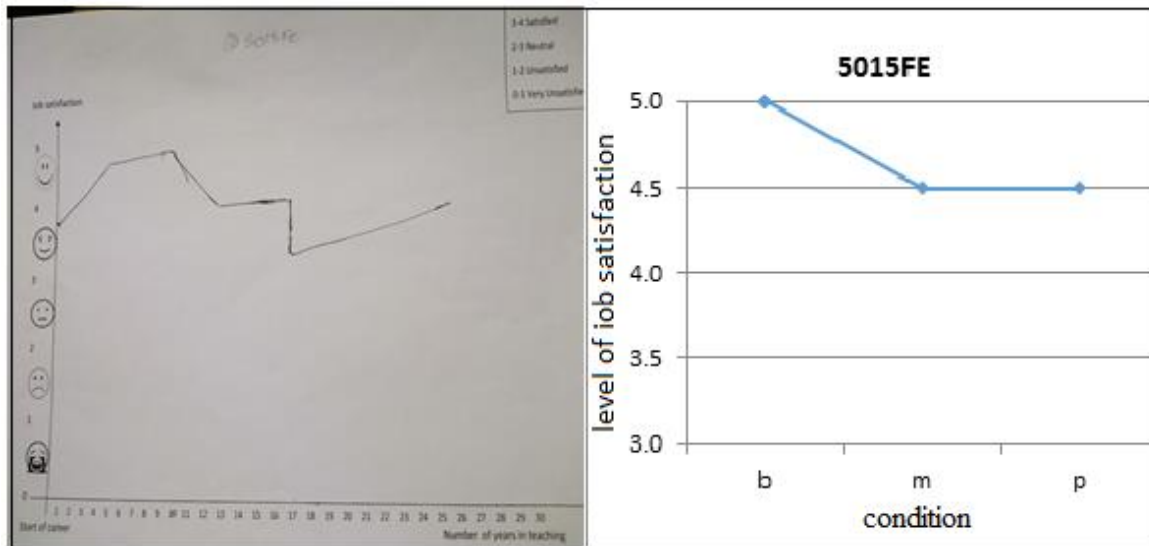
“I am not satisfied.”

However, the statistical representation could not capture all increases and decreases. Instead, the statistical graph showed a constant level of job satisfaction from the beginning of the career to the present time of the study, which did not correspond to Abraham's actual situation. This discrepancy shows that significant fluctuations can be overlooked in the quantitative assessment of job satisfaction. The statistical representation showed a constant change because the positive values could have balanced out the negative values over time.

A third example is that of Sam (SO15FE), a Hindi language teacher with about twenty-eight years of teaching experience. It was his dream to become a teacher. Although he experienced some ups and downs during his career, Sam kept adapting to the situation and his job satisfaction remained between satisfied and very satisfied. Sam's graphical representation and the statistical chart can be found in Figure 30.

Figure 30

Sam's job satisfaction trend



Note. Graphical representation (right), statistical plot (left).

The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

The graph drawn by Sam shows that his job satisfaction increased in the first few years of his job, which can be attributed to the school where he works.

“It was among the best school to work at that time.”

In the middle of his career, however, he experienced several declines in his job satisfaction. After twenty years in service, he reached a point where he felt tired and bored with teaching (saturated) and he said:

“They told me that one day, I will be saturated. I didn’t believe them at that time until I reached twenty years of teaching experience.”

At present, his job satisfaction level is increasing.

“I was promoted.”

“This stabilised me, and gradually I felt satisfied again.”

However, the statistical diagram showed a decline in job satisfaction from the beginning of his career to the middle of his career, followed by a constant change until today. Again, the statistical graph could not accurately depict the fluctuating details of teachers' job satisfaction over a twenty-year period.

In addition to these graphs, which showed several increases and decreases, the teachers drew two extreme graphs. In the first case, the teacher's job satisfaction increased continuously, in the second case it decreased continuously. In addition, the graphs that the two teachers sketched during the interviews matched their individual graphs drawn from the statistical data.

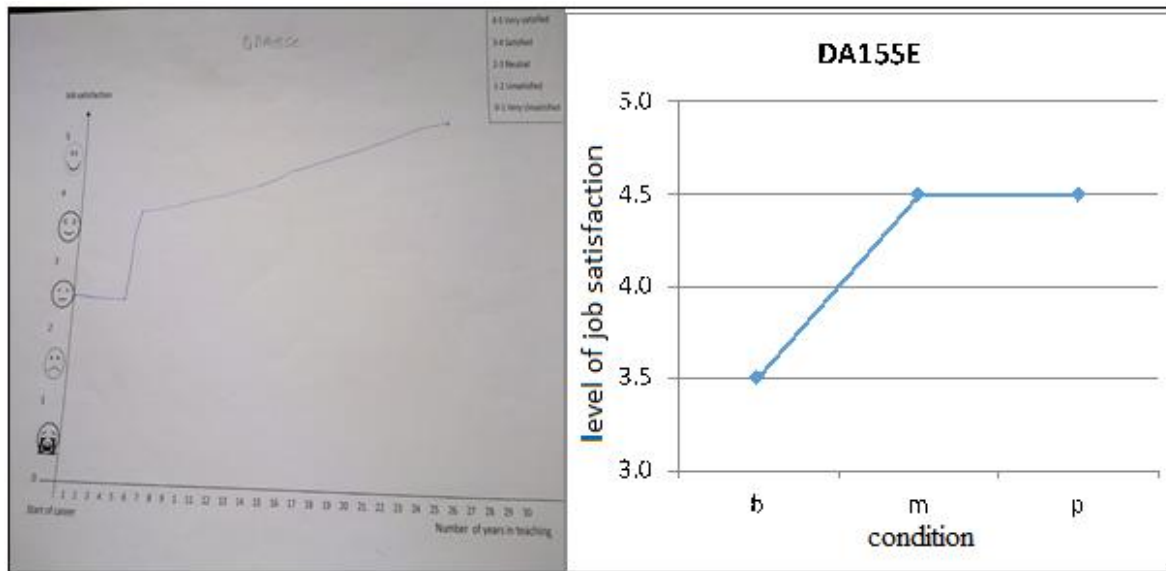
5.5.2 Two extreme cases of job satisfaction trend

I am now focusing on two extreme cases: Firstly, that of Asha and secondly, that of Shirin. In contrast to the other trends in job satisfaction, where both an increase and a decrease were observed, Asha's showed only a continuous increase and Shirin's only a continuous decrease.

Asha (DA15SE) is a chemistry teacher. She has about thirty years of teaching experience. She is one of the lucky teachers who have always worked with high achieving students except for the first few months of her career. Moreover, she has never experienced a decline in her job satisfaction. Her graphical representation and statistical charts can be seen in Figure 31.

Figure 31

Asha's job satisfaction trend



Note. Graphical representation (right), statistical plot (left).

The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

The statistical diagram and the graph outlined by Asha were not exactly the same, but showed a similar trend. Both charts showed a steady increase in job satisfaction from the beginning of the career until today. The graphical representation showed that Asha started her career with a job satisfaction of about 3 (Likert scale), a neutral state where the participant was neither satisfied nor dissatisfied. Asha said:

“At the beginning, it was a bit difficult.”

“It was a bit neutral because, at the beginning, as I did not know the teaching strategies.”

With time, after five to six years of teaching experience, her job satisfaction level gradually increased, and she attributed the increase in her job satisfaction to her colleagues' support and self-learning.

“With help of colleagues and self learning, I grew. Adapted and job satisfaction increased.”

Moreover, Asha is presently a senior teacher. In her own words:

“ After that, I became senior educator; what's better than this?”
“...the climax of my job satisfaction.”

Asha mentioned that she feels she has reached the highest level of job satisfaction as she has taken time for her own learning with the help of her colleagues. She has also developed professionally and adapted to the work.

The second case is that of Shirin (MA22Ap), an Urdu language teacher. She started her career as a teacher in the 1990s. Shirin's graphic account was also chosen because she was so frustrated and discouraged with her work that she recently retired. From the beginning to the end of her career, there was a drastic decline in her job satisfaction.

At the beginning of her career, Shirin gave her job satisfaction level 5 out of 5, implying that she was very satisfied. She said:

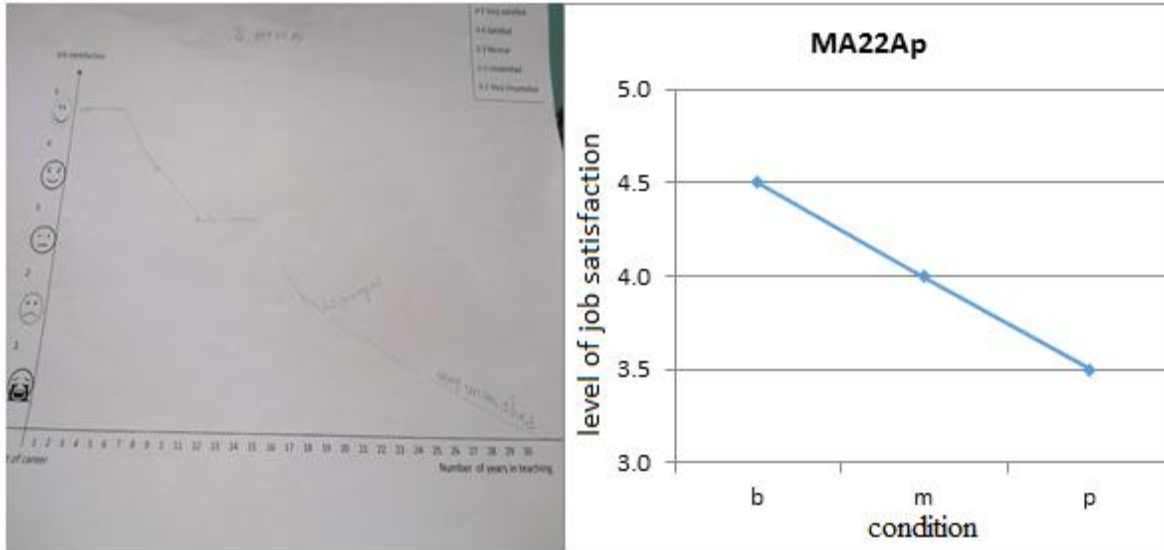
“I was very satisfied with my job. Was happy with what I delivered in the class.”

Over time, however, her job satisfaction has fallen drastically. She is currently very dissatisfied with her work and her satisfaction score is below 1. She was very discouraged, felt helpless and no longer wanted to work as a teacher. The current situation at the schools worried her so much

that she took early retirement. Figure 32 shows her graphical representation and the statistical diagram.

Figure 32

Shirin's job satisfaction trend



Note. Graphical representation (right), statistical plot (left).

The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

The graphical representation and the statistical diagram show the same trend. Shirin's job satisfaction decreased continuously from the beginning of her career until today. Shirin said:

“We had no support of rector. I was very discouraged.”

“...there is too much ‘laissez faire’.”

“There is discrimination among staff,...Unfair.”

“I became very unsatisfied with time. The situation is aggravating.”

Thus, it was found that the statistical charts in these two extreme cases (i.e., Asha's and Shirin's) correctly captured the differences in the participants' job satisfaction in the same way as the graphical representation. However, the statistical charts could not capture the job satisfaction of

participants who experienced several ups and downs during their careers (e.g. Sam and Abraham). Therefore, the graphical representations of some teachers do not match the statistical representations obtained from the quantitative data. This discrepancy may be due to the fact that teachers have their own expectations of their work and that the factors that influence a teacher's job satisfaction are different from those of other teachers. In addition, the questionnaire used to measure job satisfaction at different points in the career may not include certain key factors that may also influence teachers' job satisfaction over time.

The graphical representation outlined by the participants proved to be useful in capturing teachers' job satisfaction over the course of their careers as it depicted various fluctuations. However, no general pattern of job satisfaction was observed. Some teachers started with low job satisfaction and reached high job satisfaction, while some started with high job satisfaction and experienced a drastic decline. The majority experienced several increases and decreases in their job satisfaction.

Measuring teachers' job satisfaction is complex as each teacher is influenced by different factors at different points in their career. They also have different perceptions of their job satisfaction. Therefore, it is important to understand each teacher's career to gain a better insight into the factors that influence teachers' job satisfaction at different points in their careers. The careers of Asha, Sam, Shirin and Raina are explored in more detail in the following chapter to better understand individual patterns of job satisfaction, to explore how different factors influenced job satisfaction at different points in their careers, and to show how the qualitative data complements the quantitative data.

5.6 Chapter summary

This chapter presents a comprehensive analysis of a study on the job satisfaction of teachers. Both quantitative and qualitative data are included to examine how job satisfaction varies at different stages of a teacher's career and the variety of factors that influence these variations. The study meticulously examines elements such as working conditions, pay, type of work, responsibilities, relationships with colleagues, recognition, supervision, health and well-being, as well as personal characteristics such as marital status, qualifications, years of experience and type of school.

The findings in this chapter make it clear that teachers' job satisfaction is influenced by different factors at different stages of their careers, and they emphasise that there is no universal pattern of job satisfaction that applies to all teachers. This can be seen in the various individual graphs drawn by each teacher, which reflect the different ways in which these factors influence job satisfaction at different career stages. The quantitative data not only helped to identify the factors responsible for the highest and lowest levels of job satisfaction among teachers, but also helped to understand the construction of teachers' job satisfaction at different points in their careers through multiple regression.

While the quantitative data provided important insights, they were not sufficient to explain how these factors lead to higher or lower job satisfaction among different teachers. Therefore, the next chapter is dedicated to a deeper analysis of the qualitative data. This subsequent analysis aims to clarify how the different factors influence the job satisfaction of individual teachers and to explore how the qualitative findings complement and enrich the quantitative findings of the study. The integration of these approaches in the next chapter promises to provide a more holistic understanding of the complexities of teacher job satisfaction and offer nuanced perspectives on this important aspect of the teaching profession.

CHAPTER SIX

FOUR TEACHERS' STORIES OF JOB SATISFACTION

6.1 Introduction

The previous chapter summarised the common themes that emerged from the quantitative and qualitative data in order to achieve the first two objectives of the study. Chapter five explained that one way of capturing teachers' job satisfaction was to use statistics to compare their job satisfaction at three different conditions (early, mid and current in the study). The statistical analyses helped to obtain an overall view of the development of teachers' job satisfaction. However, in general, most teachers experience more than three turning points in their careers. Therefore, a visual method was used to map the fluctuations in job satisfaction of each participant who consented to the second part of the study, which included the drawing sessions immediately preceding the semi-structured interviews. The semi-structured interviews were then used to identify the factors responsible for the changes in job satisfaction. This chapter presents other aspects of job satisfaction that emerged only from the qualitative data to provide a solid understanding of teachers' job satisfaction.

This chapter presents the job satisfaction stories of four teachers based on qualitative data. Each story is followed by an analysis highlighting the various factors that influenced their job satisfaction at different career stages. These factors include mentorship, working conditions, quality of students, leadership support and personal attributes. The chapter concludes with a discussion of how these factors, together with changing contextual situations, can lead to fluctuations in job satisfaction over the course of a teacher's career.

6.2 Qualitative data presentation

In this section, the experiences and adventures of four teachers are presented in the form of short stories. The interview data was transformed into these short stories in order to honour the participants' own words. The four stories were selected for two main reasons: First, the teachers had one thing in common: they had chosen to become teachers because it was their dream; second, their career trajectories had different variations that were unusual; their job satisfaction was not similar, although they all wished to become teachers. The four stories helped to

understand the ways in which different facets changed the experienced teachers' job satisfaction from the beginning of their careers to the present point in their careers. Each story is followed by an analysis of the story.

6.2.1 Asha's story: A continuous increase in job satisfaction level

I always wished to become a secondary school teacher. When I was a student, I observed that whenever my friends were having some problems, I was always willing to help them. The first time I applied for the job, I got it. I was happy to get the job. But when I started to teach, I did not know how to teach. It was a below-average school. With 40 students in front of me, I could not understand how to start. Though I was mentally prepared, when I entered the class, I did not know what to do. I was speechless. It was a bit neutral because, at the beginning, I did not know the strategies. I wanted to teach, but I lacked experience. There was no proper guidance. The head was not guiding us. I didn't even know how to do a scheme of work. So I felt a bit helpless.

I was in this position for some five years, but gradually I grew and adapted. I started to be satisfied. Slowly, through experience, I could teach a bit better. I self-learned and teach by trial and error. I could understand which method was working and which was not. I went to another school where I had a good head. He explained to me how we should not aim too much but to aim a little. My target should not be too high, a small goal but achievable. It took me some ten years. I had teaching experience and made my name.

I got transferred again. And my satisfaction increased with time. I got the best students who became laureate. I got the taste of how to produce laureates. The school was also politically blessed. We had so much political support that the school had every material, equipment and everything needed. We had no problems at all with the working conditions; We had more than enough; the school was properly run. The rector was one of the best. He had very good initiatives, and absenteeism was less. I have been lucky to have rectors who were able to guide the school, guide us. They communicated well with their staff. They managed the school extremely well.

At the beginning, students attended school with an objective. They displayed dedication and passion for their studies. They valued teachers and trusted them. They knew we wanted them to have good results. As a teacher, I tried my best to give maximum guidance and help students at

that time. When I left girls' school and went to boys' school, I could make that difference. Girls were much more devoted than the boys as they had their playful nature. I corrected myself and I had to use different types of strategies to make the boys work. Students used to be calmer but now are very excited. There are lots of problems with broken families also, and these are affecting our students in their studies. Some years back, I could give a whole set of questions as homework because I knew it will be done. Now students cheat because they get access to online marking scheme. I prefer more classwork. Students' priority has changed because of tuition. I used to tell my students that it is not necessary to take tuition, but now I don't say anything about it. I put more emphasis on discipline, silence and work done in class.

For me, the first level of teacher satisfaction I get it from the expression of the students. The way the students look at us in class says lot of things. We can see the enthusiasm on their face when they come in our class. Looking at their expression, we know when a student understands and when he does not understand. The second level of satisfaction comes when the students do the assessments and try to do their best. Above all, when we see our students working after completion of their studies, it is another level of teacher job satisfaction. No matter what job they are doing, when we see them as a responsible citizen, we are satisfied. Besides this, when they still recognises us and still come to talk to us after many years. It is a great feeling of teacher job satisfaction. We feel we have been able to accomplish our goal as a teacher.

My satisfaction grew because I continued working only in high-performing schools. We were able to produce many laureates. I felt glorified. After that, I became senior educator and reached the peak of my job satisfaction.

6.2.1.1 Analysis of Asha's story

Asha's story reflects a career trajectory that was thwarted by low and increasing job satisfaction throughout her career (see Figure 31). Her career was inspired by a dream of becoming a teacher to help students learn effectively. As a novice teacher with no experience, she faced many difficulties. Her story shows that she overcame these difficulties without the support of colleagues and managers, indicating the importance of mentorship and staff development for job satisfaction.

However, the lack of support inspired her to educate herself. In other words, she took the initiative to find solutions to the challenges she faced and this made her a self-directed professional and independent thinker. One of the ways she did this was by experimenting with new ideas and activities to improve teaching and learning. She was not deterred by failures but was inspired by successes and realised that failures were important to grow, boost her confidence as a professional and increase her job satisfaction.

Having faced a lack of support in her early career and having learnt to survive independently, she was equipped for future successes which led to greater job satisfaction.

She achieved excellent results as she became more versatile with her teaching methods. A bonus was being transferred to elite schools where she worked with gifted students. Not only were the students high achievers, but the schools were well resourced and the school management were supportive. Her story demonstrates another aspect of high job satisfaction – that the quality of students, leadership and resources are critical to increasing job satisfaction.

Asha's story offers deep insights into the factors that influence job satisfaction. Firstly, it is important to become independent and self-sufficient. It took her years to learn how to deal with the demands of the teaching profession. In the first five years, she found it difficult to become independent. It was only when she moved to a better school that she realised that support and a change in the type of students she taught could make teaching more enjoyable.

Secondly, job satisfaction can be attributed to improved working conditions over a long period of time. Better working conditions in this case means working in schools with adequate resources, teaching high-achieving students, especially females, and receiving recognition when students receive awards and ovations for their learning success.

Thirdly, support from school management improved job satisfaction. Asha reports the contributions of school rectors to her professional development. Fourthly, the schools where she worked overtime were always better than her first job as a teacher. Her worst experiences were at the beginning of her career, and conditions improved from year to year. There is undoubtedly a strong link between working conditions and job satisfaction.

Finally, her personal characteristics (resilient, flexible, inquisitive and keen to experiment in the classroom) were also linked to her high level of job satisfaction.

6.2.2 Sam's story: Fluctuating job satisfaction level

It was my dream to become a teacher, and I was happy to get the job. We were a very young generation that joined service at that time. The number of youngsters joining work was few and scattered. We were lucky that we were recruited. But we felt a bit alone where we were posted because we were not of the same age group. We did not follow any induction courses before starting to teach. We learnt to teach by observing others. The senior teachers were our role models. We were copying them. The senior educators guided us and advised us on how to teach. At that time, our seniors were our mentors, guide and advisor.

They were our role models. I learnt a lot from them. The seniors also were always here to empower us. Teachers had a status in society.

I started with being satisfied, and then I became very satisfied. Students were result-oriented, very disciplined. There were little indiscipline problems at that time. Students were self-motivated. They knew they had to get good results to succeed. They were very focused in their studies. Even all the staff at school were very much focused on everything. We knew we had to bring good results. We were doing everything so that the students also remain focused in their studies. And, of course, we brought the best results. The school had the best percentage pass. My students were getting scholarships. I feel satisfied when I see the success of my students. After a few years, my students joined me as colleagues, and I felt proud.

The rector was a role model: He was a respectful person. He was a master of his field. He was a great believer. He believed in his staff. He was a great motivator. He knew every educator on the tips of his fingers. He was motivating teachers. When results were announced, he talked to teachers department-wise. He was congratulating his teachers for their effort and hard work. He was even close to students asking them about their performance. He believed in teamwork.

I changed school, and everything changed. Students were good and motivated to work, but there was an issue with the administration. I was not getting along with the leadership style of the rector and the way the school was managed. The rector was not flexible as other rectors. She was just abiding to all rules and policies that were imposed on us. She was not supportive at all.

We had to fight against management. Thus, my job satisfaction kept decreasing with time and remained constant for a few years.

I changed school again. Here I got a shock. Both the students and the administration were very bad. Very bad leadership style of rectors, there were lot of indiscipline problems. Students were not motivated to work at all. They were lazy boys. I had to work much harder than I used to do. I gave them all the notes, prepared many worksheets for them, but they were not interested to work. I felt discouraged. I wondered what went wrong with my teaching. I used to produce scholarship holders, and now my students are not interested at all in my class. Pupils were shirking classes. After 25 years of teaching, I was saturated. It became more and more difficult to work with these types of students. I started questioning my teaching strategies. I thought I would happily retire as a teacher, but I felt saturated. There is very little chance for promotion in the teaching field.

In fact, the problem is that there are too many teachers for one place at a higher post. I know people who get promotions when they have connections with political parties. It did affect me for some time. But I learnt to keep a balance between professional and family life. Gradually, I stabilised, and I felt satisfied again. Job satisfaction occurs when the good is delivered, and the students understand.

6.2.2.1 Analysis of Sam's story

Sam experienced both an increase and a decrease in his job satisfaction over the course of his career (see Figure 30). At the beginning of his career, Sam's job satisfaction was high as he received the necessary guidance and support from his colleagues and rectors. Furthermore, Sam's job satisfaction increased when his rectors trusted him and appreciated his work. The story thus shows how important it is for senior teachers and rectors to increase the job satisfaction of newcomers. The story also shows the importance of trust and recognition in building a good teacher-principal relationship that leads to high job satisfaction.

In addition, students' interest in their studies, dedication, hard work and excellent results contributed to Sam's satisfaction. This emphasises that teachers' job satisfaction is highly influenced by students' reactions to the work done at school. At the beginning and middle of his

career, Sam was confident in his teaching methods and produced many award winners, which increased his job satisfaction. Good student results are therefore linked to high job satisfaction.

Unfortunately, Sam also experienced some downs during his career when he moved to another school. Sam was discouraged by the culture shock when he changed schools. At some schools, the school administration was weak, students misbehaved and skipped classes. In practise, this meant that he received no support from the school management to change the students' behaviour. He realised how important a good leadership style was to maintaining discipline in the organisation of the whole school structure. Initially Sam rebelled against the poor functioning of the schools, but later he understood that the teachers' voices were not being heard by the higher levels of the school hierarchy. Having no other choice, he learnt to adapt to the system and found his own solutions to the problems. Sam's experiences thus point to a connection between the leadership style of rectors and the job satisfaction of teachers.

Students sometimes showed a lack of interest in Sam's lessons, causing him to question his teaching strategies. The situation demotivated him and lowered his satisfaction with teaching. Although he had a lot of experience in the field of teaching, he felt satiated as he could not achieve good results despite all the efforts and time invested in the class. He believed that he had lost the status and respect he used to receive when he achieved results that led to students receiving scholarships. Status and respect were factors that influenced his job satisfaction. He later shifted his focus from academic results to knowledge dissemination.

Sam also realised that there were limited opportunities for advancement and that he had to abide by the rules and practises of each school if he wanted to survive in the system. Sam switched from higher aspirations to survival mode. He preferred to focus on managing the actual system rather than pursuing personal goals. It is obvious that expectations and the ability to adapt to real-life situations also influence job satisfaction.

Sam's story shows that both the increase and decrease in his job satisfaction were caused by two external factors: the leadership style of the rectors and the reactions and behaviour of the students. This indicates the dual nature of the factors. In addition, Sam knew that change would always occur and that it would be wise to learn to adapt to the situation and adjust to the changes. In this way, Sam was able to restore his job satisfaction at various points in his career. So the

story also shows that a personal trait, such as the ability to adapt to different situations, is linked to job satisfaction.

6.2.3 Raina's story: Fluctuating job satisfaction level

My first year of work was good. I got classes which I liked. The students' level was good. I got transferred the second year itself. The level of the students was very low. School, environment, location of work, the students, nothing was good there. The management also was not cooperative at all. That is why my satisfaction level dropped. When I got transferred again, things started becoming normal. There was full cooperation of staff and management. I was able to work very smoothly. It was a school where I got a lot of stability. I got opportunity to learn a lot. I receive a lot of experience. I worked with students who were above average. I was able to produce good results. Apart from my normal teaching, I was able to do a lot of things. We prepared exhibitions. We did fundraising and donated the money to homes. It was these years of my career that was most pleasant, and I was most satisfied.

But after that, I got transferred again. I went in a school where the management was not good at all. There was no discipline. This was very discouraging; I was completely demotivated. I was not able to work well.

Given that the management was not strict. There was no discipline; students were not entering class. We were there to deliver the goods, but there were no students in class. The management did nothing to remedy the situation. The situation is becoming more and more difficult. I don't have the right to take any action. I caught a student using a mobile in class. I took the mobile and left in the administration, but after a while administration has already returned it without notifying me. And the student told me no one can do anything to him because of his background. I felt as if I did all these in vain. I have stressed myself in vain. I lost my time, my energy. And above this, the boy says his contacts are stronger than mine. I was very discouraged. They got me transferred in order to satisfy influential people. If everyone was supportive, maybe we could change the situation. We could change the students' mentality and behaviour. When management is not good, students automatically become bad. The students take advantage of bad management, bad leadership style, and they misbehave.

Now where I am, things are better here. Though students are not so brilliant, they try to work. But I am not able to get the same satisfaction. The students do not work as expected. My parents were teachers that inspired me to become one. But seeing the situation now, I will not advise my kids to become teachers. I like teaching, but professional development is extremely limited. We do not have much opportunity for growth. We do not even get updates of workshops or in-service training. It is very limited. Maybe because of that, I would like to switch to something better where I will get chance to do many things.

6.2.3.1 Analysis of Raina's story

Raina's job satisfaction was not uniform (see Appendix X). It showed several increases and decreases of varying degrees at different times. Her transfers to high-performing schools with engaged students, supportive colleagues and encouraging management were key factors associated with an increase in her job satisfaction. She also learnt many things outside of her subject area through her extracurricular activities at school, which motivated her and increased her job satisfaction. This emphasises that continuous learning is associated with an increase in job satisfaction.

However, Raina's declining job satisfaction was characterised by two major incidents that changed her initial attitude towards teaching as a smooth career. The first incident occurred in a school where management was very poor and the problems with indiscipline were alarming. Raina observed that students from influential circles were misbehaving and being very rude to teachers. She felt helpless when no action was taken against these students. She thought the students had more rights and power than the teachers. It did not take long for Raina to realise that the students could extend their rights and power to such an extent that the teachers were constantly and irretrievably belittled and deprived of the respect they deserved. She began to question her position as a teacher. It was a very demotivating period for her, which also affected her personal life. It seems that indiscipline, lack of respect and lack of freedom to make decisions affect teachers' job satisfaction.

The inability of the school management to support the teachers and enforce discipline on the students has made Raina realise that the teachers do not have the respect they deserve and that their work is the least appreciated. The uncooperative and unsupportive attitude of the school

administration was not only responsible for Raina's low job satisfaction but also explained the disrespectful attitude of the students towards her.

Another incident that characterised Raina's change in attitude towards teaching was the sudden transfer in the middle of the year to make way for a relative of an influential political figure. The interference of politics in education was unexpected. She found it difficult to accept that the education system could also be corrupt. Hard work, dedication, commitment and the wellbeing of students all seemed to be jeopardised in the face of politics. Therefore, external factors such as politics also influence the job satisfaction of teachers who have had similar experiences.

Although Raina was satisfied with her job for several years after the two serious incidents, she still wishes for a career change where she expects respect and more opportunities for professional development based on the principles of meritocracy.

Raina's story shows that status, respect, continuous learning and support from colleagues and management are important aspects that increase job satisfaction. However, the non-cooperative attitude of management, disrespectful attitude of students, lack of authority, interference of politics and limited opportunities for advancement can lead to low job satisfaction.

6.2.4 Shirin's story: A continuous decrease in job satisfaction level

When I joined secondary school at that time, the students were very respectful; they had a good response, they were motivated to work, there was good feedback and a good response. The class itself was very lively. There was an attitude of competitiveness prevailing among the students themselves. At the end of the day, I was getting job satisfaction and was happy with what I delivered in class. The rector was very kind and helpful; he was always motivating the educators to strive their best to improve the results; he was always willing to help whenever there was a problem; he had a good management style; there was no conflict; he was treating everyone equally, He was creating a very conducive environment for the teachers. At the start, teaching was an alluring profession. Parents showed keen interest in the education of their wards. It was as if a triangular game in which parents, teachers and students were actively participating with great devotion and determination. We were a team.

With industrial development, women, too, became active partners in the labour market. Children were left on their own and no parental support in their education. It was difficult for teachers alone to shoulder the responsibility of their students' success. This reflected in the classroom. Students at the beginning were listening to us. They were obedient, but now the students don't respect us. The level of students is very poor. They show no interest in their education. They use offensive language. Students' irresponsible and negative attitudes make teaching and learning hellish. I felt discouraged because students were not responding in the same way. I became very unsatisfied with time because the situation is aggravating. Given my age, I was tired to see discrimination among staff at school. Some teachers are treated very well by the rector, while others are left on their own.

Nowadays, teaching has become a herculean task with the influence of peer-group pressure and new branded technological items. With regionalization, we have to deal with mixed-ability students. It is difficult to work; our system is too exam-oriented. Our aim is to increase the percentage pass. Thus, the weak performer lack behind.

When they lack behind, they cannot follow the class; then they start disturbing the class. There is less discipline at school, and the rector is not able to manage the situation. There is no control. This contributes to the discouragement of teachers working in regional schools. Those working in academies feel like star teachers, superior, and comforted compared to those working in regional schools. When there is discrimination among colleagues, we are morally tired.

6.2.4.1 Analysis of Shirin's story

Shirin started with a very high level of job satisfaction, but this decreased dramatically over time (see Figure 32). The initial job satisfaction was characterised by the quality of the students she taught. She showed high job satisfaction with students who performed well and responded to her efforts. In addition, the school's leadership created a motivating workplace. The colleagues were all very committed and there was a collegial relationship between them. In addition, the positive attitude of the parents in their co-operation with the school was also remarkable. They worked as a team, which motivated them and was responsible for their high level of job satisfaction. If only one of them had been bad, the level of job satisfaction would have fluctuated. For example, job satisfaction would not have been the same if the parents had been uncooperative. So Shirin's

story shows that all the important factors – students, management, colleagues, parents and herself contributed to her initial job satisfaction.

Over the years, however, she was confronted with different and less pleasant realities as she constantly moved from one school to another. The indiscipline of the students, the lack of respect for teachers, the lack of interest from students, the perceived favouritism of some teachers by the rector, the uncooperative parents and the deteriorating relationships among colleagues led Shirin to develop a rather pessimistic attitude towards teaching.

With fewer and fewer parents to look after the children, Shirin feels that the new-age students are on their own. Therefore, teachers are now taking on parental responsibility, which is not their job. As their efforts are hardly recognised, this additional burden on the teachers is the reason for Shirin's changed attitude towards the teaching profession. The tendency to expect Shirin to go above and beyond her training and competences has had a negative impact on Shirin's job satisfaction.

Shirin has also noticed that students have a negative attitude towards the teaching profession and do not show the same interest in her studies. As a result, she felt less valued. This trend also explains the change in Shirin's behaviour towards teaching. So in Shirin's story, there are several factors that affect job satisfaction. The story indicates that the effect of the combined factors was strong and their continued presence was responsible for a continuous decline in job satisfaction.

Because she had had such a good experience in the early years of her career, Shirin expected to have the same experience throughout her career. She expected parents to be engaged and students to show interest in her teaching. She did not change her approach to teaching to accommodate the new generation of students. Her expectations remained constant throughout her career and she failed to adapt to the changing demands of society, such as extra-curriculars and the use of technology. She found it very difficult to adapt to the declining standards of leadership, which resulted in her being less satisfied with her work.

Shirin's story first illustrates that teamwork between parents, students, teachers, colleagues and rectors is essential for high job satisfaction. Shirin was very satisfied when there was mutual co-operation between those involved, but she felt less motivated when there was discrimination

among staff. Secondly, the effect of several factors drastically influences job satisfaction. Thirdly, maintaining the same expectations and the inability to adapt to the changing work environment are associated with low job satisfaction.

6.3 Emergent themes

Table 28 presents the different themes that emerged from the codes identified in the four stories of participants: job satisfaction as a function of context, job satisfaction as a function of control and autonomy, job satisfaction as a function of permanence and change, job satisfaction as a function of personal characteristics and job dissatisfaction as a source of satisfaction.

Table 28

Emergent themes

| Codes identified in four stories | Themes developed from the codes |
|--|---------------------------------|
| transfers of teachers in different categories of schools working in boys'/girls' school working with different type of students leadership of rector at school relationship with colleagues dealing with indiscipline problems parental disturbances | Context |
| experimenting new strategy opportunity to learn participation in activities | Autonomy and control |
| changing type of schools changing leadership styles of rectors changing student profile | Permanence and change |

| | |
|---|---|
| adaptive nature being rebellious being resilient struggling with situation | Personal characteristics of teachers |
| expecting a change in situations finding a way to balance professional life adapting to changes | Job dissatisfaction as a source of job satisfaction |

6.3.1 Job satisfaction as a function of context

In Mauritius, it is common for teachers working in state secondary schools to be transferred to another school every five to seven years. Although all state secondary schools are under the auspices of the Ministry of Education, each school is unique because they differ: in terms of location, infrastructure, resources in the school, working conditions, flexibility of work, gender of students, student performance, discipline problems, school culture, leadership style of rectors, co-operation of colleagues and practises of the school. The data show that teachers are exposed to different contextual situations when transferring from one school to another.

The transfer phase can be seen as a time full of expectations. However, it can also create a degree of anxiety and uncertainty in the minds of teachers long before the transfer date. As soon as teachers receive their transfer letters, they begin to speculate about their new school practises, new colleagues, new students and even the new rector. Teachers who were not very happy at their previous schools see transfers as an opportunity for change. They are waiting to be transferred to forget their bad experiences in the expectation that the new context will be more satisfying. They want a better working environment that would motivate them. Raina, for example, wanted to work in a place that valued her work and offered her more opportunities for professional development. She also wanted a situation where performance is valued and rewarded.

In contrast, teachers who had good experiences at their previous schools and had developed a comfort zone viewed the change with trepidation. Sam, for example, worked at a high-performing school. He was disorientated and very disappointed when he was transferred to a

low-performing school. Similarly, Shirin felt unhappy when she changed schools because the leadership practises at the new school were different from what she had expected. Stivers et al. (2012) also found that involuntary transfers to a new teaching post can be very unsettling for teachers. The transfer phase could be seen as an interim phase that lasts only a short time but causes extreme anxiety, uncertainty and chaos in a teacher's life.

The graphs and interview data (see section 6.2) showed that each transfer to a different school was a turning point for most teachers, affecting their job satisfaction. For some teachers, job satisfaction increased, while for others it decreased when they moved to a new school. In addition, each transfer seemed to be a new beginning, even for the experienced and confident teachers, as they were exposed to new contexts. Sometimes the new beginning was a phase of adjustment to the new school (for Sam), but sometimes it was a phase of destabilisation (for Shirin). It was also observed that Asha's job satisfaction hardly changed when she moved to schools with similar contextual situations, such as the same type of students and leadership. All of this contributed to the different dynamics of the teachers' graphic representations.

Asha was transferred several times during her teaching career and was exposed to similar contexts. She was always assigned to schools with the required resources and technical facilities. She worked only with high-achieving students who were eager to learn and achieved excellent results. Her rectors displayed a similar type of leadership, focusing on teamwork and academic results. In addition, her working conditions improved as her career progressed. Asha was not confronted with an unexpected context and was able to adapt easily to each new school. Throughout her career, she focused solely on student achievement and worked hard to achieve high-quality results at each school. As a result, she experienced a consistently high level of job satisfaction.

However, teachers experienced several rises and falls when they were transferred to schools with different contexts. Sam's successive transfers, for example, exposed him to different contextual situations that sometimes gave him a sense of satisfaction but also destabilised him. In the early years, Sam had a fairly high level of job satisfaction because he worked in high-performing schools where his students became scholars. He worked with supportive rectors who listened to teachers' opinions and guided them to improve their teaching skills. Colleagues also worked

together. He also had a good reputation in the community and was respected by parents and students. In the middle of his career, he was transferred from a boys' school to a girls' school. Although the students showed interest in his teaching, unlike in his previous schools, Sam had great difficulty familiarising himself with the new rector's management style. The rector was not open to suggestions and forced decisions on the teachers. The teachers did not have the freedom to express themselves. Sam became rebellious when he realised that his colleagues accepted the school's practises, which reduced his satisfaction. When he changed schools again, his job satisfaction decreased drastically. Although he already had twenty years of teaching experience, he discovered a new beginning. For the first time, he was transferred to a low-performing school. He did not have enough time to understand the unexpected new environment. Immediately after his transfer, he continued to use the same grades and teaching techniques as before, not realising that the level of the students and their interests were not the same at the new school. He was also shocked by the new school culture. Shirking classes and being disrespectful to teachers seemed to be normal for the students. Although he worked much harder with the underachieving students, they were not interested in their studies. As someone who had been successful in the past, he felt less valued when his students did not perform well.

Also, unlike his previous schools, there were problems with indiscipline and he felt that the rector was doing nothing to improve the situation. Over the course of his career, Sam also needed time to adapt to the different leadership styles of the various rectors at the different schools. At some schools, rectors supported teamwork, empowered teachers and took an egalitarian stance. However, he also experienced rectors who imposed their decisions on the teachers and took a stricter stance. The changing conditions at the schools therefore led to fluctuations in Sam's job satisfaction.

Raina's graph also showed different patterns as her transfer to another school affected her job satisfaction. At the beginning, she was satisfied with her work. She worked in a girls' school, which she described as her best experience because the entire staff worked together as a team. She was empowered by her colleagues and participated in many activities. The students were very eager to learn and she did her best to help them. However, the change from a girls' school to a boys' school presented Raina with many problems. The girls were disciplined and worked

hard, but the boys were the opposite. The boys, especially those from influential families, scolded at school and showed disrespect to the teachers. The rector of the boys' school offered no support in finding solutions to the discipline problems.

In addition, the excessive interference of parents at this school disturbed their job satisfaction. A few years later, however, the situation changed again when Raina changed schools. She restored her job satisfaction as the leadership changed, the school practises were better, there was more work flexibility, her colleagues worked together and the students were more disciplined.

In contrast, Shirin, who had more than thirty years of teaching experience, was unable to adapt to the changed environment. Her job satisfaction steadily declined over the course of her career. At the beginning of her career, she worked at a school where there was an environment of fairness and equality. There was good co-operation between colleagues, the headteacher and other staff. The students were respectful and participated in class. But their transfers took them to schools with different school practises. At some schools, students misbehaved, did not follow lessons and placed more emphasis on tutoring. At other schools, rector were discriminatory towards staff. Small groups of teachers were favoured and given more privileges than others. For example, some teachers were regularly late. The same teachers were appointed heads of several committees.

The workload of teachers was not the same for everyone, which led to partiality among colleagues. Shirin could not accept the deteriorating leadership of the rector, the increasing disciplinary problems, the uncooperative attitude of the parents and the careless behaviour of the students. She gradually felt alienated from the others, which reduced her job satisfaction.

Although all participants came from state secondary schools, the situations they faced were different. Regardless of how much teaching experience the teachers had, they still needed a minimum amount of experience in the new school to understand and adapt to the new context before they could work there. For some teachers, the adjustment period was too abrupt (Shirin), for others it was smooth and progressive (Asha), while for others it was a constant struggle that constantly changed their job satisfaction (Sam and Raina).

The different scenarios highlighted that transfers lead to fluctuations in job satisfaction as teachers always tend to compare the context of their previous school with that of their current one. Awareness of the positive and negative differences between the contexts of the different schools led to job satisfaction and dissatisfaction.

6.3.2 Job satisfaction as a function of autonomy and control

McGrath (2000) defined teacher autonomy as self-determined professional development and freedom (from control by others), while Han (2013, 2017) referred to teacher autonomy as "professional freedom". In this study, autonomy refers to the ability of teachers to make autonomous decisions about their teaching strategies, the planning of their lessons, the tasks they perform, the selection of extracurricular activities, classroom management, practises and rules to control students' behaviour. In addition, autonomy also refers to a teacher's control over their professional development.

The data show that teachers expect a certain level of control and independence over their class and are more satisfied when they have control and autonomy over their class. Asha, for example, had the opportunity to use different teaching strategies in different schools to suit the students' competences. She knew how to make her lessons interesting and keep her students engaged. She also had full control over the behaviour of the students and the work in her class. Sometimes she was strict with her students to maintain discipline and sometimes she showed her motherly side to encourage her students. Fortunately, parents and rectors did not interfere in the way she ran her classroom.

A smooth teaching and learning process was always prevalent in her classroom. The control and independence Asha had contributed to her growing job satisfaction. This is in line with the study by Kengatharan (2020) who also found that teacher autonomy contributes to job satisfaction.

Similarly, Raina was satisfied at the beginning of her career because she was able to participate in several extracurricular activities. Since her students were not exactly brilliant, she chose these activities as a means to boost her students' self-esteem and confidence. Her students eagerly participated in the activities and she helped them develop their identity. However, in another school, she lost control of her class. She was unable to manage her class the way she wanted

because the rector was uncooperative and the parents interfered too much in the school. Her pupils were misbehaving and disrespecting her. She felt helpless when the rector took no action. The loss of autonomy in dealing with discipline problems reduced her job satisfaction.

In addition, Raina's sudden transfer in the middle of the year to make room for an influential person disrupted her professional and personal life. She had to put aside all the work she had planned for her students. This incident raises the question of whether teachers have control and independence over the tasks, project work and assignments they complete at school. In this case, the teacher is treated as a pawn to please influential parents and students. Consequently, teachers lose enthusiasm for their work when they are not allowed to participate in decision-making.

Sam was also very unhappy when the rector made decisions for him. He felt that his rights as a teacher were being taken away from him and that he had no autonomy to do anything in the school. Shirin also found herself in a similar situation to Raina and Sam. Although she had many years of teaching experience, the workload and courses she was given were not what she wanted. Shirin was disturbed that she was not represented on any of the school's committees, even though she would have liked to be a member of them. The feeling of having no authority, even though she was subordinate to the other teachers, reduced her job satisfaction.

The narratives indicate that control over the class and autonomy in decision-making are associated with high job satisfaction for these teachers. These findings are consistent with Worth and Van den Brande's (2020) research that teacher autonomy is strongly correlated with job satisfaction and that autonomy at work can increase teachers' job satisfaction.

6.3.3 Job satisfaction as a function of permanence and change

Permanence in this study refers to the contextual conditions that persist throughout a teacher's career. Change refers to changing contextual conditions. The data show that job satisfaction is also a function of permanence and change. Teachers experienced a continuous increase in job satisfaction when positive conditions such as disciplined students, collegial co-operation, pleasant working conditions and high student achievement continued unabated.

However, teachers' job satisfaction decreased when unfavourable conditions such as unsupportive rectors, undisciplined students, a deteriorating work environment and a lack of

resources were endemic throughout their careers. However, teachers experienced both job satisfaction and job dissatisfaction when exposed to changing conditions.

In Asha's case, students' good performance, students' interest in teaching, rector's guidance and support, cooperation with colleagues, favourable working conditions, high status and respect she enjoyed in society were constant throughout her career. The only thing that changed was the gender of the students in the different schools, but they were all high achievers. Therefore, the same positive conditions prevailed from the beginning of her career until the present, which contributed to her high job satisfaction.

In contrast, for Shirin, the conditions she faced throughout her career were constantly changing and deteriorating. For example, in the beginning, the parents worked with the teachers and worked together for the welfare of the students. Today, however, parents are so busy that they no longer care about their children's studies. The students appreciated the knowledge they received from their teachers, but today they put more emphasis on tutoring. Moreover, Shirin only worked with average and low-achieving students who gradually showed less and less interest in their studies. The students' attitudes and behaviour have also changed for the worse. Apart from that, Shirin remembers that in the past the rector's were very friendly and helpful and treated everyone equally. But the new rector's imposed decisions, did not listen to the teachers, favoured small groups and were discriminatory towards the staff. In Shirin's case, too many changing conditions caused her job satisfaction to plummet.

When Raina was transferred to her first school, the unfavourable conditions were responsible for her low job satisfaction. For example, there was no teamwork between colleagues at the beginning, management was not willing to support her, student performance was low and the working environment was very stressful. However, when she changed schools, although the students' performance was average as in the previous school, she received full support from the rector and colleagues who encouraged her to develop herself. The school culture and positive work environment allowed her to gain additional knowledge and skills through extracurricular activities. All of these positive changes led to an increase in her job satisfaction.

However, when she changed schools again, the rector did not co-operate with her and did not resolve disciplinary issues. In addition, the students misbehaved and showed no interest in the

lessons. This led to a decline in her job satisfaction. Raina's working conditions were constantly changing at different points in her career, and because of this, Raina experienced both increases and decreases in her job satisfaction.

The different stories thus showed that permanence and change led to fluctuations in teachers' job satisfaction.

6.3.4 Job satisfaction as a function of personal characteristics

The stories showed that the different personal characteristics of the participants influenced their job satisfaction differently. Asha, for example, was someone who was focused on her goal and had a strong desire to achieve excellent results. She was very determined and not afraid of failure. Asha was able to accept changes in the education system. She adapted her lesson plans and teaching methods to the needs of the students and was able to constantly improve her teaching strategies. She was persistent and accepted every new situation as a challenge. Over time, she became independent and self-reliant. Her perseverance and positive attitude drove her to excel. Her resilient character boosted her self-confidence and continuously increased her job satisfaction.

Unlike Asha, Sam was rebellious at the beginning of his career. He was not someone who docilely accepted everything from the ministry. Most of the time, Sam was in conflict with the school management. This led to a drop in his job satisfaction. But sometimes he preferred not to voice his opinion as he felt that he might be ignored. Over time, a lack of support from his colleagues forced him to submit to the situation, which prevented a drastic decline in his job satisfaction.

Consequently, Sam's job satisfaction fluctuated between very satisfied and neutral. In addition, his inability to accept his transfer from a high-performing school to a low-performing school led to a decrease in job satisfaction. However, due to his adaptability, his job satisfaction gradually increased again. Sam was therefore confronted with both an increase and a decrease in his job satisfaction.

The example of Shirin, who has a career spanning for more than twenty-five years, shows that she resisted change. She was constantly comparing her past experiences with her most recent

ones. She was reluctant to adapt to today's society and complained about the new generation. Shirin continued to use the same old teaching strategies and made no effort to improve them. She expected the same kind of students, the same kind of parents, the same style of leadership from the rectors and the same kind of respect from the society. When her expectations were not met, she felt disconnected from her work. Frustrated with the work environment, she gave up her responsibilities as a teacher and was unwilling to continue teaching. These examples show that personal characteristics (adaptation to or rejection of change) influence job satisfaction.

6.3.5 Job dissatisfaction as a source of job satisfaction

The data showed that teachers were satisfied and dissatisfied for different reasons at different points in their careers. However, not all teachers viewed dissatisfaction and satisfaction with their profession from the same perspective. In most cases, the feeling of professional dissatisfaction was also an indication that the teacher was aware of their unfavourable conditions. The teacher then counteracted this dissatisfaction by finding ways to restore or increase their job satisfaction.

Sam rebelled against management to express his dissatisfaction with his job. He was not happy with the way the rector was running the school. But at a later stage of his career, when no colleague supported him in his fight against the management, he used proactive behaviour. He thought it wiser to adapt to the existing system and was able to restore his job satisfaction. Thus, job dissatisfaction was a sign that something was wrong and that he needed to act quickly to restore his job satisfaction.

Similarly, Raina experienced both job satisfaction and job dissatisfaction during her career. Raina was disrespected by students and suddenly transferred. However, being very unhappy at one school did not stop her from thinking positively. She hoped and waited for a better situation at her next transfer. Raina's job satisfaction grew steadily. This shows that dissatisfaction creates a desire for satisfaction.

The data showed that job dissatisfaction can also be a reason for improvement leading to job satisfaction. Asha, for example, was not very satisfied at the beginning of her career. But she did not feel discouraged. Like Sam and Raina, Asha viewed dissatisfaction with her job with a

constructive attitude. She saw it as an opportunity for self-development. The feeling of dissatisfaction made her want to improve her teaching methods. She focused on personal growth through self-learning. The dissatisfaction with her job that she experienced in the first years of her teaching career proved to be her motivation. She revised her teaching strategies and developed skills that improved her performance and enabled her to be successful during her teaching career. Asha's story thus shows that dissatisfaction with her job pushed her to develop and self-determine herself, which eventually led to professional satisfaction.

Shirin, on the other hand, was so dissatisfied with her job that a change of school with better conditions could not restore her satisfaction. Her dissatisfaction lasted until the end of her last day in the teaching profession.

Therefore, job dissatisfaction can be seen as a driving force for job satisfaction or a source of job satisfaction, but only within certain limits. This allows seeing how dissatisfaction may lead to a form of agency to overcome it and if successful may restore job satisfaction. This also links nicely with the idea of Bruggemann (1974) of a constructive work dissatisfaction which is discussed in the next chapter.

6.4 Chapter summary

In this chapter, the stories of four teachers have been presented, highlighting the various factors that influenced their job satisfaction at different stages of their careers. These factors included the type of students they taught, the school environment, leadership style, colleagues and personal characteristics. The analysis revealed that job satisfaction can vary depending on external factors such as school change, management support, student behaviour and personal adaptability. The chapter also looked at the impact of contextual situations on job satisfaction and showed that changes in the work environment, the degree of autonomy and control, and the persistence or change of positive or negative conditions can significantly influence job satisfaction. The chapter concluded by exploring the potential for job dissatisfaction to lead to improvement and ultimately job satisfaction within certain limits. The next chapter will build on these findings by presenting an interpretation of both the quantitative and qualitative data.

CHAPTER SEVEN

TEACHER JOB SATISFACTION: INTERPRETING THE QUANTITATIVE AND QUALITATIVE DATA

7.1 Introduction

Building on the foundations laid in chapters five and six, in which the data from questionnaires and semi-structured interviews were presented, this chapter aims to deepen understanding of teachers' job satisfaction by comparing and contrasting the insights gained from the quantitative and qualitative aspects of the study. The previous chapters have provided an initial overview of job satisfaction trends, but this chapter delves further into the complexities and nuances, revealing multiple, intricate and sometimes contradictory patterns. The findings show that the job satisfaction of the participating teachers is by no means uniform and emphasise the dynamic and multi-layered nature of this phenomenon.

In this chapter, both Herzberg's (1966) two-factor theory and Vroom's (1964) expectancy theory as theoretical lenses through which to interpret the data is used. These theories allow for a comprehensive examination of the various factors that influence teachers' job satisfaction over the course of their careers. In particular, these theories allow for an examination of job satisfaction at different career stages and provide insight into how different factors come into play at different points in a teacher's career.

The analysis in this chapter takes a two-pronged approach: Firstly, the quantitative data, including questionnaire responses and graphical representations depicting teachers' job satisfaction at different career stages are scrutinised. Secondly, the qualitative data from semi-structured interviews are analysed, revealing the specific facets and situations that have shaped teachers' job satisfaction over time. This qualitative analysis reveals additional factors that impact job satisfaction, such as student achievement, type of school, rector's leadership style, personal characteristics, regular transfers, autonomy, control, and the significant role of teachers' expectations and values. The study also highlights the profound impact that changing schools can

have on teachers' job satisfaction, with each new school providing a new reference point for their satisfaction.

Furthermore, this chapter emphasises the importance of using a mixed methods approach in research. By integrating both quantitative and qualitative data, the chapter provides a more holistic and nuanced understanding of job satisfaction and comprehensively addresses the research objectives. The structure of the chapter begins with a presentation of the comparative study of the quantitative findings, followed by an in-depth examination of the qualitative findings and culminating in a discussion that links these perspectives together to provide a cohesive understanding of the factors that influence teachers' job satisfaction.

7.2 Mapping the fluctuations in teachers' job satisfaction

This section discusses the results aimed at achieving the first objective: mapping fluctuations in teachers' job satisfaction. The quantitative data provided an overall view of the job satisfaction of teachers with at least twenty years of teaching experience in state secondary schools. Questionnaires were used to retrospectively record teachers' job satisfaction at the beginning of their careers (b), in the middle of their careers (m) and at the time of the study (p). The statistical diagrams were thus based on three coordinates and served as an initial indicator of the fluctuating values of job satisfaction. In addition, the quantitative data helped to identify statistically significant changes between different groups of teachers, e.g. between teachers with low, average and high job satisfaction.

In addition, the qualitative graphical representations provided deeper insights into the fluctuating patterns of job satisfaction. It was not limited to only three coordinates and consisted of several points capturing small and large changes in the average of the quantitative phase. In contrast to the quantitative statistical charts, the graphical representations sketched by the participants during the semi-structured interviews were also more detailed. Participants were free to use as many coordinates as necessary to represent the fluctuations in their job satisfaction. The quantitative data provided a broad overview of job satisfaction, while the qualitative data provided a comprehensive overview of job satisfaction. The combination of the quantitative and qualitative data thus contributed to a better understanding of teachers' job satisfaction.

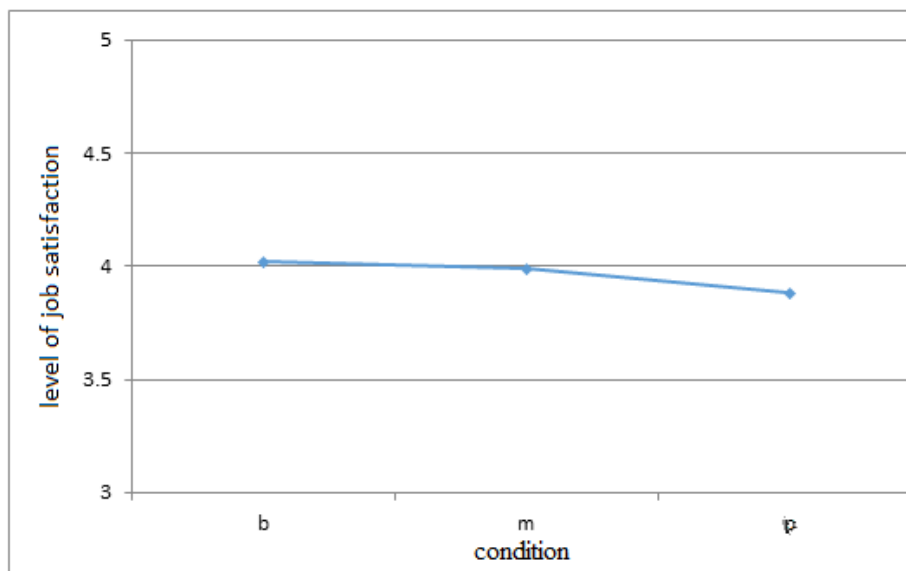
7.2.1 Overall job satisfaction

The results obtained from the quantitative data show that most teachers are generally satisfied with their work, even if satisfaction with their profession occasionally rises and falls over the course of their career. Teachers' job satisfaction was measured using an adapted version of the 'Teacher Job Satisfaction Questionnaire' (Lester, 1987), with an average career-long score of 3.96 on a continuum of 1 to 5. This result is broadly in line with previous studies on teacher job satisfaction (Baroudi et al., 2022; Demeritas, 2010; Jahan and Ahmed, 2018; Shi et al., 2020; UNESCO, 2014), which showed that teacher job satisfaction is high in many countries.

When quantifying job satisfaction over time, it was found that overall satisfaction decreased from the beginning of their career ($M = 4.02$, $SD = 0.72$) to the time of the current study ($M = 3.88$, $SD = 0.78$). The drop was statistically significant between two conditions (mid-career and present time in career) ($p < 0.01$) on a Likert scale of 1 to 5 as shown in Figure 33.

Figure 33

Overall job satisfaction of teachers



Note. $N = 122$.

The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

Although overall job satisfaction declined, the level of job satisfaction ranged from moderately satisfied to very satisfied. However, such high job satisfaction among teachers seems puzzling and contradictory given the vast amount of literature on teacher burnout, teacher exhaustion, teacher turnover, and job demands on teachers (Burić et al., 2019; Dicke et al., 2015; Khan et al., 2014; Madigan & Kim, 2021; Salmela-Aro et al., 2019; Skaalvik & Skaalvik, 2020).

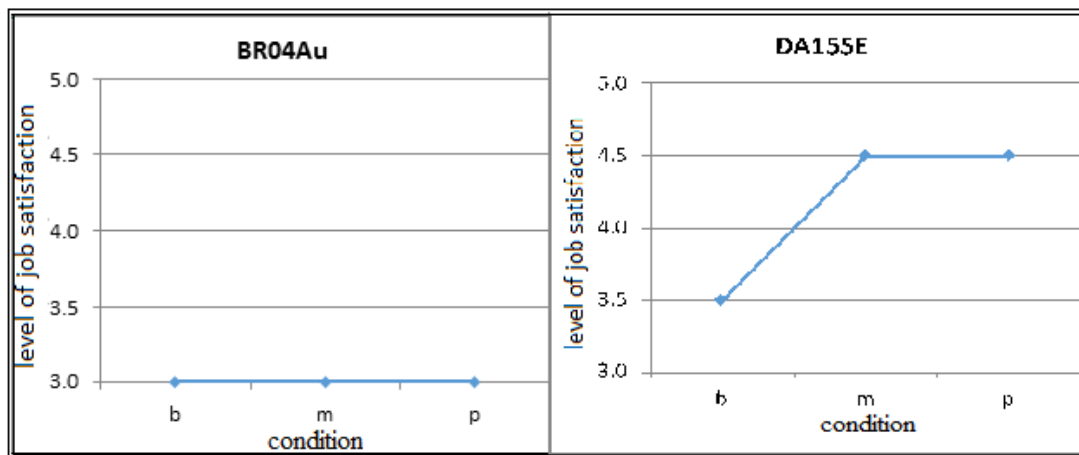
In addition, the results showed that there were significant differences in job satisfaction between the three categories of teachers (high, average, low) from the beginning of the career to the current point in the career, suggesting that teachers have different views. They are different and should be treated as individuals.

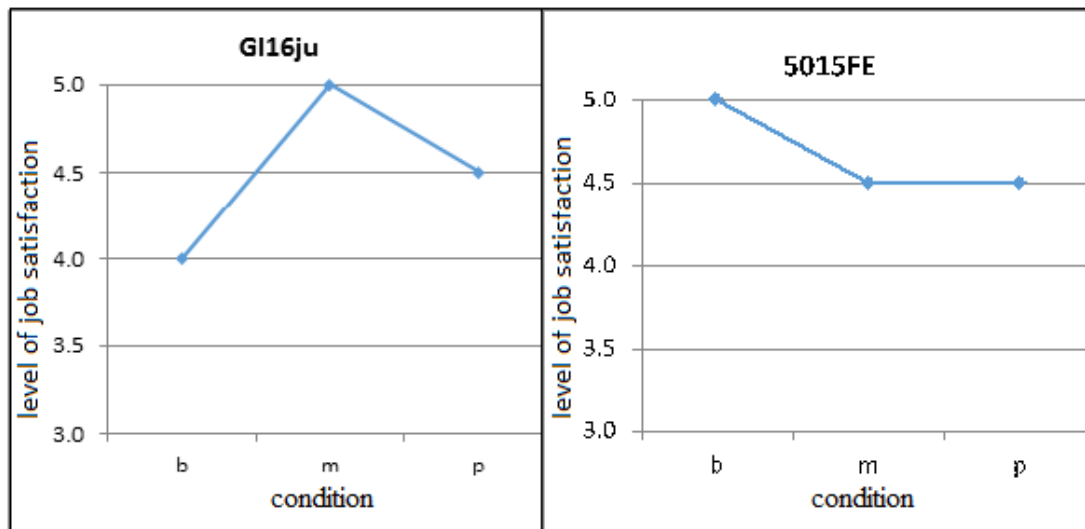
7.2.2 Inter-individual and intra-individual variances in job satisfaction levels

When analysing general job satisfaction, the downward trend appeared misleading. It did not provide an accurate picture of the phenomenon, as not every teacher experienced a decline in job satisfaction. Therefore, individual quantitative charts were analysed to better understand the phenomenon. Some examples are shown in Figure 34.

Figure 34

Comparison of the means of job satisfaction across careers





Note. Abraham, BR04Au (up, left), Asha, DA15SE (up, right), Meera, G116ju (down, left), Sam, SO15FE (down, right). The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

The individual quantitative diagrams show that the decline in job satisfaction is not the same for all teachers (see Figure 34). The graphs were different for each teacher. There were also increases towards the end of the career, as seen for Asha (DA15SE). In addition, Meera (G116ju) experienced both increases and decreases in job satisfaction, while Abraham (BR04Au) experienced consistent job satisfaction throughout his career. The individual charts provided another aspect of the phenomenon in the sense that it was not a general decline, but that the teachers' job satisfaction showed different trends. An inter-individual variance in job satisfaction indicated that teachers were different and therefore their career trajectories differed.

The level of job satisfaction changed continuously over time, showing that teachers' job satisfaction is a dynamic construct. However, it was unclear whether an increase or a decrease was to be expected. Therefore, examining job satisfaction at different points in the career could help to better understand the fluctuations.

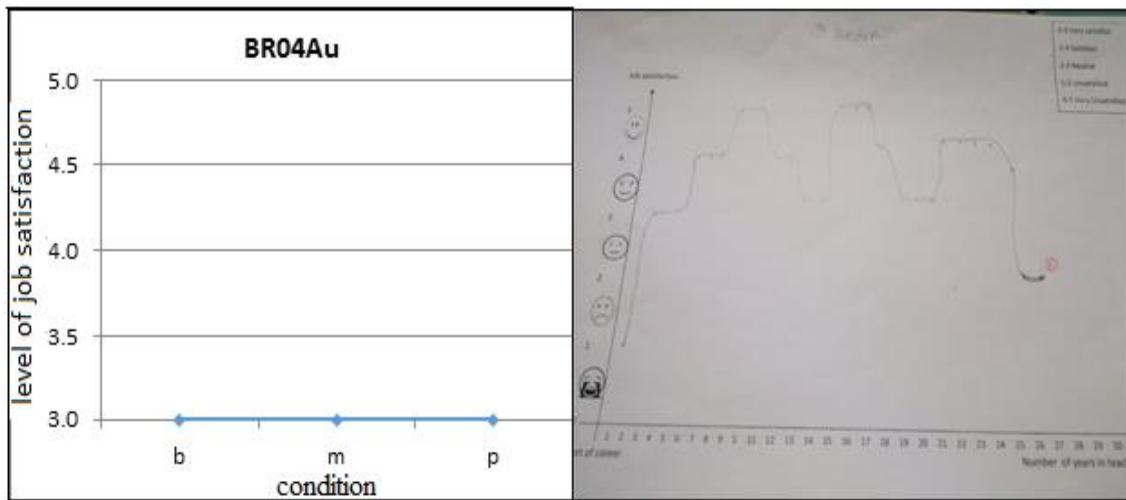
Both quantitative plots and graphical representations depicted teachers' individual job satisfaction. The results showed that the level of job satisfaction varied both between individuals and within an individual. The graphs showed that the level of job satisfaction was different at the beginning of the career, in the middle of the career and at the time of graduation for the same

teacher. This shows that a teacher has not just one, but multiple levels of job satisfaction in their career that constantly fluctuate over time. However, the study by Topchyan and Woehler (2021) found that teachers' job satisfaction is not affected by the length of their teaching experience.

Furthermore, due to the different methodological approach, there were different results within a teacher. The quantitative instrument showed that, on average, the participating teachers were satisfied with their job along their career, with mean scores above 3. In contrast, the qualitative data showed that not all teachers had such a high score. Nevertheless, both approaches revealed inter-individual and intra-individual variations in job satisfaction. Some examples of intra-individual variations are shown in Figures 35, 36, 37 and 38.

Figure 35

Comparison of the means and graphical representation of job satisfaction across Abraham's career



Note. Means of job satisfaction (left) and the graphical representation of job satisfaction (right).

The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

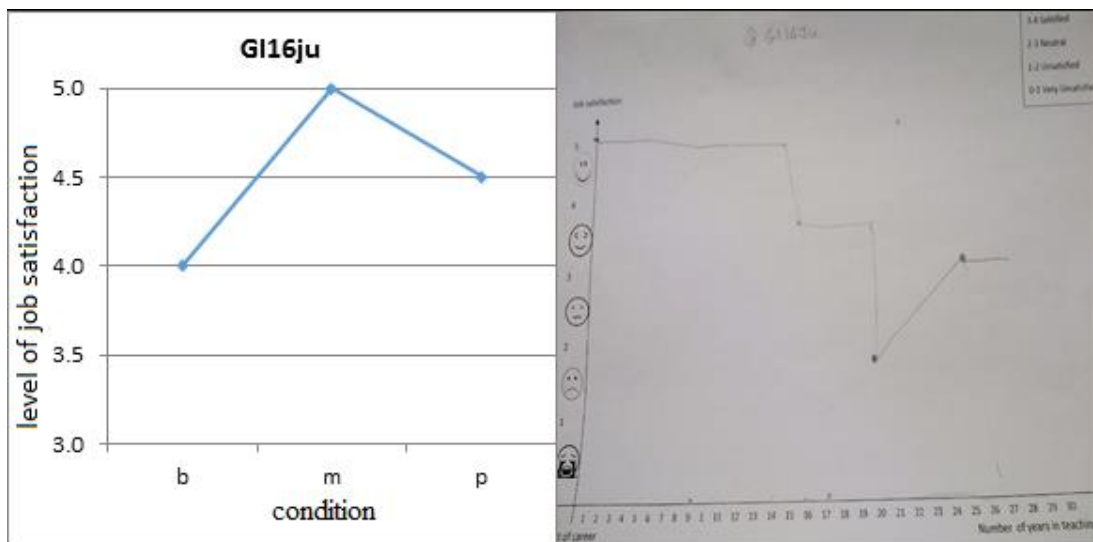
Based on the quantitative data (see Figure 35), it can be assumed that Abraham (BR04Au) was moderately satisfied ($M = 3.00$) with his job from the beginning of his career until the time of the study and had a smooth career with no ups and downs in his job satisfaction. The quantitative

representation was based on mean values in which the negative values balanced out the positive ones, resulting in a constant level of job satisfaction. In contrast, the graphical representation showed that Abraham (BR04Au) experienced many fluctuations in his job satisfaction. He started with a very low level of job satisfaction, which gradually increased and fluctuated several times over the course of his career. This shows that the quantitative representation has averaged the values, while the graphical representation shows all the ups and downs.

Figure 36 shows the quantitative plot and graphical representation by Meera.

Figure 36

Comparison of the means and graphical representation of job satisfaction across Meera's career



Note. Means of job satisfaction (left) and the graphical representation of job satisfaction (right).

The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

The quantitative representation showed that job satisfaction increased from the beginning of the career ($M = 4.00$) to the middle of the career ($M = 5.00$), but decreased from the middle of the career to the present time of the study ($M = 3.50$). On the other hand, the graph showed that Meera (G116ju) started her career with a high level of job satisfaction and maintained it for several years. After 14 years, the level of job satisfaction gradually decreased to dissatisfied and

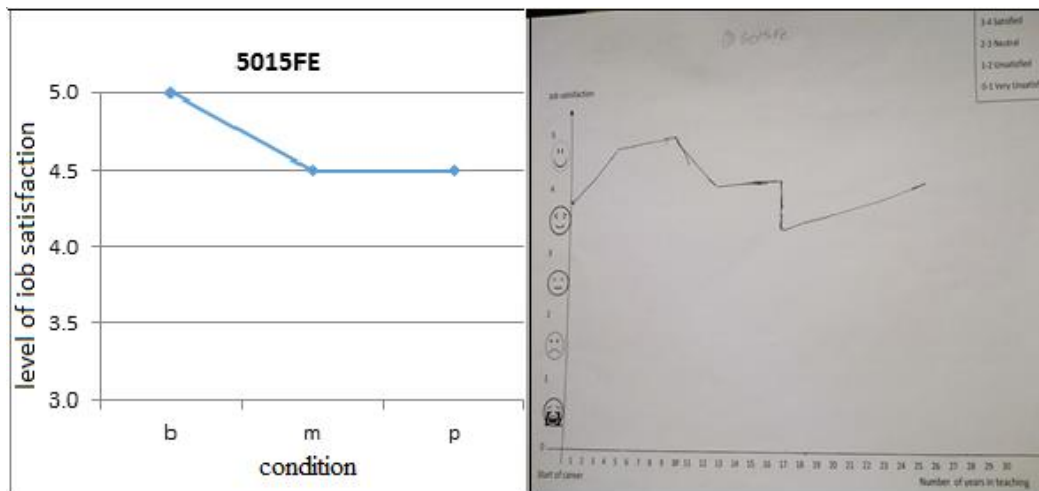
then fell back to slightly satisfied. Both graphs show that Meera's job satisfaction changes continuously at different points in her career.

However, the qualitative graphical representation captured the fluctuating values of job satisfaction better than the quantitative representation. This shows the dynamic nature of job satisfaction, which is characterised by fluctuations in the level of job satisfaction.

Figure 37 is a further comparison of a quantitative representation with the corresponding graphical representation outlined by Sam.

Figure 37

Comparison of the means and graphical representation of job satisfaction across Sam's career



Note. Means of job satisfaction (left) and the graphical representation of job satisfaction (right).

The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

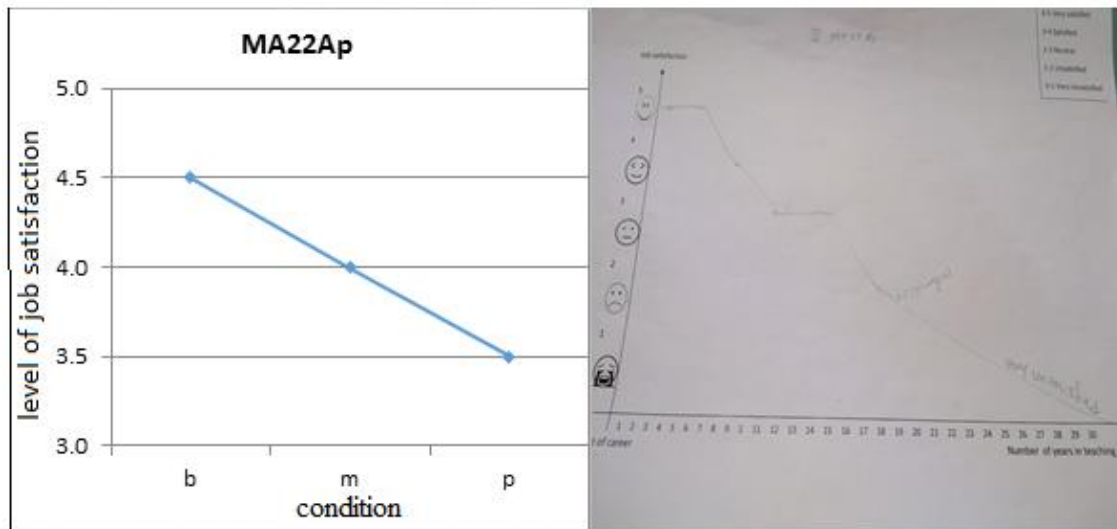
Sam's (SO15FE) quantitative chart was based on the mean values of job satisfaction at the beginning of the career ($M = 5.00$), in the middle of the career ($M = 4.50$) and at the time of the study ($M = 4.50$). Consequently, the slight increases and decreases between the three points (beginning, middle, present) were lost when the values for job satisfaction were summarised. In addition, Sam's graph captured all the ups, downs and fluctuations throughout the career, giving a more accurate insight into the patterns of job satisfaction. The graph showed that Sam's job satisfaction increased and reached a higher level in the first few years of his service. However,

after 10 to 11 years, job satisfaction gradually decreased and remained constant for a few years before dropping to a lower level. After 17 years of experience, Sam’s job satisfaction rose again. So, these rises, falls and rises show the flexibility of job satisfaction.

Figure 38 presents Shirin’s (MA22Ap) quantitative plot and a graphical representation, indicating an intraindividual variance.

Figure 38

Comparison of the means and graphical representation of job satisfaction across Shirin’s career



Note. Means of job satisfaction (left) and the graphical representation of job satisfaction (right).

The actual scale of y-axis was 1 (strongly disagree) to 5 (strongly agree).

The quantitative representation showed that their job satisfaction decreased from the beginning of their career ($M = 4.50$) to the current time of the study ($M = 3.50$) and fluctuated between very satisfied and moderately satisfied. However, the graph shows that job satisfaction has changed drastically and has fallen to an extremely low level. Although the mean values at the different points in time in the two diagrams did not match, both diagrams showed an intra-individual

difference between the levels of job satisfaction from the start of the career to the current point in the study.

Moreover, Shirin mentioned in her semi-structured interview:

At the beginning I was very satisfied to get the job. But gradually it started to decrease, after about 7-8 years.

It continued to decrease. It then became neutral.

Now I am very unsatisfied.

I felt very discouraged...

The interview data also confirmed that Shirin experienced a steady decline in her job satisfaction over the course of her career (see section 6.2.4). Furthermore, she reached an irreparable and irreversible low in job satisfaction towards the end of her career. This shows that some teachers end their careers with bitterness, as Huberman (1989) mentions.

The quantitative data (quantitative graphs from the mean scores) only showed the average job satisfaction at the beginning, mid-career and at the present time of the study. In addition, the graphical representations captured all significant peaks, troughs and turning points in levels throughout the career. Furthermore, if only quantitative charts or graphs had been used, it would have been difficult to identify the inter- individual and intra-individual variations in job satisfaction. In addition, on the one hand, the quantitative representations showed statistically significant differences in job satisfaction. On the other hand, the graphical representations showed extreme cases of high and low satisfaction among teachers. The presentation of teachers' job satisfaction using quantitative statistical diagrams and graphical representations from semi-structured interviews thus provided comprehensive findings.

This study also highlights that each teacher's experience and career is unique. Furthermore, job satisfaction is a dynamic phenomenon and job satisfaction can increase, decrease or decrease again to varying degrees among individual teachers. Therefore, the use of mixed methods in assessing job satisfaction allows for a comprehensive understanding of the data. Unfortunately, there are not enough theories on job satisfaction that look at the phenomenon from a dynamic

perspective and support fluctuations from low job satisfaction to high job satisfaction and from high job satisfaction to low job satisfaction. Furthermore, the results have shown that job dissatisfaction and job satisfaction are on the same continuum, which is consistent with the study by Robbins and Judge (2013). However, this is not in line with Herzberg's (1966) two-factor theory, which considers job satisfaction and dissatisfaction as two separate continua.

7.3 Analysing the work-related factors leading to the fluctuations in the job satisfaction level

In this section, the results are discussed in order to achieve the second research objective of the study. The quantitative and qualitative data were used to identify the factors that have influenced the level of job satisfaction of experienced teachers in Mauritius over the last two decades. The questionnaire was adapted to capture the job satisfaction of teachers at three points in their careers (early, mid-career and at the time of the study). However, it was limited to the factors: general working conditions, salary, work itself, relationships, supervision, responsibility, recognition, health and well-being that influence teachers' job satisfaction.

The largest mean scores were observed for responsibility and work itself from the beginning of the career to the present, suggesting that these two factors have a large influence (see Table 14 for details). Moreover, the multiple regression models confirmed a significant positive relationship between these three factors (responsibility, work itself, well-being) and teachers' job satisfaction. However, these factors were not consistent across the three time points. The results are consistent with previous studies (Abdullah et al., 2009; Kumar, 2022; Shah et al., 2012; Zahoor, 2015). In addition, the category of students (high-performing, low-performing, average) and the type of school (girls or boys) influenced teachers' job satisfaction during the course of their careers.

While the questionnaire included factors that were thought to predict teachers' job satisfaction, the semi-structured interview was open to a wide range of facets that had the potential to lead to job satisfaction and job dissatisfaction.

Asha (DA15SE) explained in the semi-structured interview how the teaching job itself was a source of satisfaction for her.

“The first I applied for the job, I got it. This is what I always wanted.”

“I was satisfied.”

In addition, Raina explained that taking on responsibility maintained her commitment to her work and fostered team spirit among co-workers, which ultimately increased her job satisfaction.

“I was coordinating a club. Doing extracurricular activities boost my level of job satisfaction.”

“We had environment club, arts and crafts club and benevolent club.”

“Everyone cooperated for the success of the event.”

In addition, the multiple regressions showed that student category also had an impact on job satisfaction at the beginning of the career and at the present time of the study. The lower the students' performance, the lower the teachers' job satisfaction. Raina expressed that she was less satisfied when she worked with low-performing students than with high-performing students.

“When you work with good students, you learn lot of things yourself. You always have something to learn with them. But with the poor performers here, we lower the standard. So much, that with time we ourselves, we forget certain things.”

“My job satisfaction dropped drastically in 2011-2012. I was unsatisfied. Because of the students, the boys”.

In addition, the regression models revealed that the type of school had a significant impact on teachers' job satisfaction in the middle of their careers. The results showed that those who worked in boys' schools had lower job satisfaction.

Nanda explained that he experienced a massive drop in job satisfaction when he was transferred from a girls' school to a boys' school. In contrast, Raina explained that working in a boys' school demotivated her and decreased her job satisfaction level. It was a new beginning for her with a completely different type of school environment.

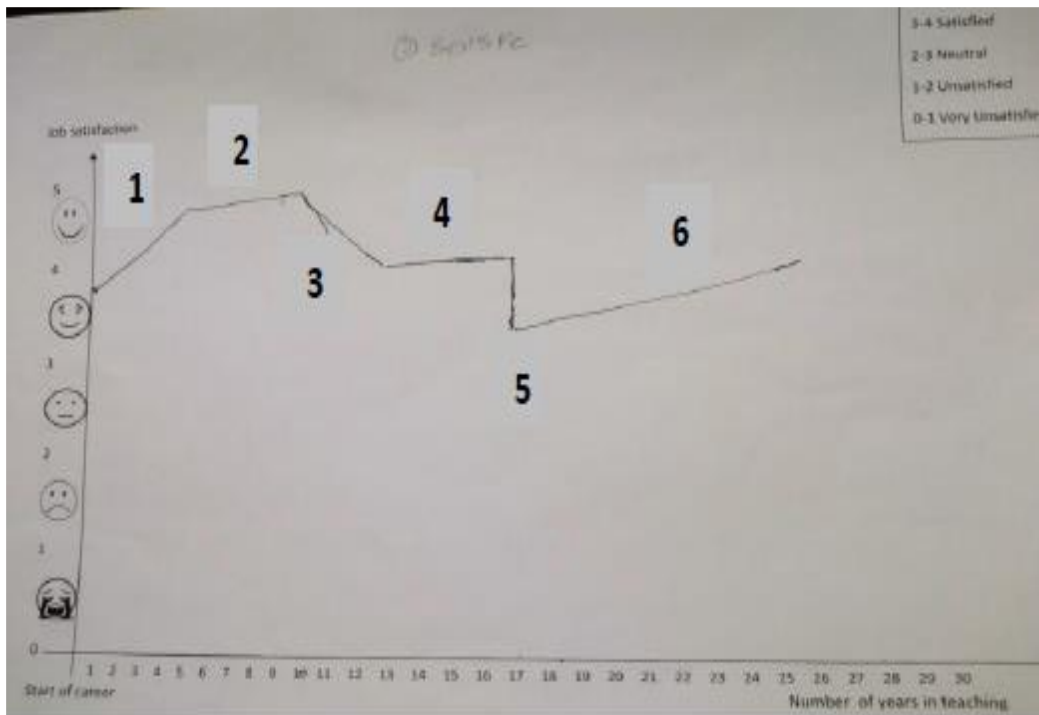
“I began in a boys' school, but now situation is not the same. There is a huge difference.”

“My language has changed completely with the boys. My workload is less here, but I am tired.”

On the one hand, the quantitative data helped to compare the job satisfaction of different teachers at the three different points in their careers. On the other hand, the semi-structured interviews identified facets responsible for the respective increases and decreases. Sam, for example, named the aspects responsible for each increase.

Figure 39

Sam's graphical representation



Sam's graphical representation (Figure 39) showed six different slopes experienced due to transfers to other schools. Table 29 summarises the facets responsible for each slope in Sam's graphical representation.

Table 29*Facets responsible for slopes in Sam's graphical representation*

| Slopes | Facets responsible for the slopes |
|--------------|---|
| 1 (incline) | leadership style of rector, relationship with colleagues |
| 2 (incline) | leadership style of rector, performance and behaviour of students |
| 3 (decline) | leadership style of rector, administration |
| 4 (constant) | leadership style of rector, administration |
| 5 (decline) | leadership style of rector, performance and behaviour of students |
| 6 (incline) | leadership style of rector, performance and behaviour of students |

The semi-structured interview identified the most important factors that caused fluctuations in Sam's job satisfaction over two decades: Headmasters' leadership style, administration, relationship with colleagues, student behaviour and performance. Surprisingly, headmasters' leadership style, student behaviour and performance were factors responsible for both increases and decreases in Sam's job satisfaction.

From the qualitative results, it appears that the rector role in teachers' lives; the headmaster's attitude towards teachers has a great impact on teachers' job satisfaction. On the one hand, a rector inspires teachers to continue teaching, but on the other hand, a rector also discourages teachers. Previous studies have shown significant correlations between headmasters' leadership styles and teachers' job satisfaction (Baptiste, 2019; Cansoy, 2019; Yohannes & Wasonga, 2023).

For example, Sam's job satisfaction was high when he worked with a rector whom he described as a role model, great motivator and very respectful person. He mentioned that the rector believed in teamwork and supported his teachers. In addition, the rector was someone who always congratulated the teachers on their hard work and efforts. However, Sam experienced a decrease in job satisfaction when he worked with another rector the rector his decisions on the teachers and was not open to suggestions. He mentioned that the rector was resistant to change, including technological changes. Sam felt very frustrated as he was not getting any support from the rector. But over time, he gradually learnt to compromise.

At the beginning of his career, Sam worked with students who performed well, and his students achieved the best results, which made him very proud and satisfied with his work. Over the years, however, his job satisfaction declined. He could no longer achieve the same results, even though he worked much harder with the students.

Sam said: "I felt discouraged. I wondered what was wrong with my teaching. I used to produce scholars, and now my students are not interested in my teaching at all."

After more than twenty years of teaching experience, Sam began to question his professionalism. He could not understand what was wrong with his teaching strategies. He had produced many award winners and wanted to end his career with pride. But the new reality shook him: students were not interested in his subject and were skipping classes. He was no longer able to achieve the same results as before. Sam was exhausted from teaching. He was an award winner and felt devalued when he lost his status. His job satisfaction decreased dramatically after twenty years.

The results suggest that teachers felt motivated to work and satisfied when students were interested in their lessons and performing well. But they feel discouraged and dissatisfied when students are not interested in their lessons and do not perform well. This shows that teachers' job satisfaction is influenced by their students. Lortie's (1975) study of school teachers has shown that teachers are driven by their students and that teaching is based on 'psychic rewards' where teachers focus their energies on points where effort can make a difference. Teachers perceive these psychic rewards as being scarce, erratic and unpredictable (Hargreaves, 2010; Lortie, 1975). Unmotivated students have previously been identified as a potential source of stress for teachers (Burić et al., 2019). The studies by Admiraal et al. (2019), Toropova et al. (2020) and Zakariya (2020) have also shown that a positive student-teacher relationship and a disciplined environment that is free from unruly student behaviour contribute to teachers' job satisfaction, while the opposite leads to low job satisfaction.

Another example is Meera's graphical representation shown in Figure 40. Meera's graphical representation showed six slopes as well. The facets contributing to the slopes are summarised in Table 30.

Figure 40

Meera's graphical representation

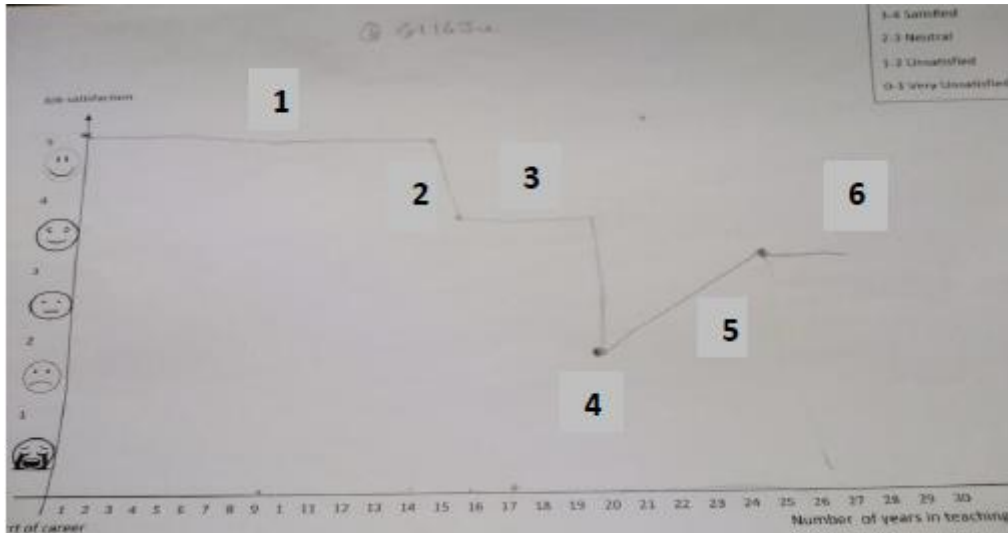


Table 30

Facets responsible for slopes in Meera's graphical representation

| Slopes | Facets responsible for the slopes |
|--------------|---|
| 1 (constant) | relationship with colleagues, performance and behaviour of students |
| 2 (decline) | leadership style of rectors, behaviour of students, administration |
| 3 (constant) | leadership style of rectors, behaviour of students |
| 4 (decline) | leadership style of rectors, behaviour of students, administration |
| 5 (incline) | leadership style of rectors |
| 6 (constant) | leadership style of rectors |

As with Sam, Meera's job satisfaction was largely influenced by the leadership style of the rectors, the behaviour of the students and the relationship with colleagues. Headmasters' leadership styles and students' behaviour were responsible for increasing and decreasing their job satisfaction. In this sense, the semi-structured interviews showed that the factors of headmasters' leadership style, students' behaviour and students' performance have a dual

character. That is, at one point in the career, the factors increased job satisfaction and at another point, the same factors decreased job satisfaction. However, this result is not consistent with Herzberg's two-factor theory (1959). Herzberg's theory proposes two separate groups of factors: hygiene factors and motivators. According to the theory, motivators lead to job satisfaction and hygiene factors prevent job dissatisfaction.

For example, Herzberg's (1966) two-factor theory assumes that supervisors are a hygiene factor, but this study has shown that leadership causes both job satisfaction and dissatisfaction at different times. Thus, in contrast to Herzberg's two-factor theory, the study found that the factors influencing job satisfaction cannot be considered independently as hygiene factors and motivators, as they can also be dual in nature.

Furthermore, as discussed in chapter five, the summary of the regression model (Table 22, Table 24, Table 26) revealed that 32% of the variation in job satisfaction at early career, 30% of the variation in mid-career and 35% of the variation at the present time of the study was explained by the factors in the regression model. This means that more than 50% of the variation in job satisfaction is explained by other factors not included in the questionnaires. This also suggests that qualitative data is needed to identify other important factors that may have influenced teachers' levels of job satisfaction at different points in their careers.

As outlined in chapter six, job satisfaction is also influenced by teachers' personal characteristics. Personal characteristics such as self-motivation, self-determination, adaptability, flexibility, ability to face challenges, willingness to experiment with new strategies and resilience are key factors that also contribute positively to teachers' job satisfaction. In addition, the qualitative data revealed further factors that significantly influence teachers' job satisfaction over the course of their professional careers. For example, the semi-structured interviews showed that contextual situations, regular transfers, autonomy and control strongly influence teachers' job satisfaction. It was also found that job dissatisfaction can become a source of job satisfaction. The qualitative data thus revealed important aspects that were missing in the quantitative data.

In addition, the qualitative data showed that the participating teachers were satisfied when their expectations were met and not satisfied when their expectations were not met. Also, the values

that the individual teachers attached to the different factors were not the same, which also led to the differences in job satisfaction. Sam, for example, was a professional in his field and expected his students to behave well, show interest in his lessons and achieve good results. Initially, Sam was satisfied because his hard work led to the desired results in the form of good results from the students.

He also felt rewarded when his rector congratulated him, which had a positive effect on his job satisfaction. At the beginning of his career, expectation, instrumentality and valence were high and contributed positively to Sam's job satisfaction. Later in his career, however, he felt less satisfied as he could not achieve the desired goal and his students did not perform as expected. His efforts no longer led to success. Over time, he realised that teachers are not in control of all situations and the values he placed on different factors shifted. Unlike Sam, Asha's expectation, instrumentality and valence remained high throughout her career and contributed to her high job satisfaction. Asha's passion for her work as a teacher always led to excellent results and she was very satisfied. She also appreciated the recognition she received from everyone involved and her job satisfaction increased over time.

For Shirin, on the other hand, not achieving the desired goal was the reason for her lack of satisfaction. Shirin was also a dedicated teacher and tried her best, but despite all her efforts, the students showed less interest in her lessons and did not produce the expected results. Over time, her expectations dropped as she felt that even if she tried her best, her students would not perform well as she was working with underperforming students. On the other hand, Raina was inspired to rise to higher positions and felt that rewards were unfairly distributed. When she was not promoted, she was less satisfied. The teachers' expectations of success, the value of the goals and the expected rewards thus led to a different weighting of the various factors in the different phases. According to Vroom's (1964) expectancy theory, a combination of expectancy, instrumentality and valence influences the level of job satisfaction over the entire career cycle of teachers.

In addition, the quantitative data did not take into account aspects such as moving to a different school every five years and the fewer opportunities for career change in a small island state. Teachers in Mauritius are frequently transferred to another school and changing environments

have been shown to have a significant impact on teachers' job satisfaction. Each school is different and has its own norms, rules, regulations, school performance, leadership and administration which affect teachers' job satisfaction differently. In addition, it was found that teachers also attach great importance to the socialisation aspects of different schools, such as the relationships between teachers and students, between parents and teachers, between teachers and rector. When teachers are transferred to another school, they are exposed to a whole range of new factors that are not comparable to the previous contexts. Teachers' expectations therefore change with each transfer and they have to adapt to the new context. As a result, teachers' job satisfaction fluctuates when they are transferred.

Nevertheless, there is no information in the literature on how moving from one school to another affects teachers' job satisfaction. The results of this study show that teachers who are transferred to a better environment experience an increase in their job satisfaction. Asha, for example, experienced an increase in her job satisfaction when she was transferred to a school where she was supported by colleagues and well mentored by headmasters. However, those who were transferred to a poorer environment experienced a decrease in job satisfaction. Shirin, for example, experienced a decline in job satisfaction when she was constantly assigned to schools with deteriorating levels of leadership, an unfavourable working environment and disruptive students. Teachers deployed in a similar context were similarly satisfied with their work. Asha, for example, had high job satisfaction because she works in schools with similar facilities, school culture, student groups and collegial environments. The changing contexts therefore have a major influence on teachers' job satisfaction.

It was also found that when a teacher changes schools, the new school becomes the reference point for job satisfaction. If they change schools again, they have the same chance of being more satisfied, less satisfied or equally satisfied at the next school. Each new school can therefore be seen as a new context and a new entry phase. This result does not confirm the career stages described by Huberman (1989). According to Huberman, a teacher moves from one career stage to the next as the number of years in the profession increases. After about twenty years of experience, a teacher reaches the stages of serenity or conservatism. However, this study found that even after twenty years of teaching experience, many teachers continued to face new and

unfamiliar contexts as if it was a new entry stage. Nanda, for example, mentioned that he had to face a new reality when he changed schools.

“I was transferred. I was shocked”.

Raina explained how she felt disorientated when she was transferred.

“...a 360° change. I got morally disturbed”.

It therefore remains questionable whether the career stages depend on the years of teaching experience or on the contextual circumstances.

Both the qualitative and quantitative data revealed different factors influencing teachers' job satisfaction. However, it was found that teachers have different expectations of their work and evaluate different factors differently. Therefore, it was difficult to generalise the factors that influenced teachers' job satisfaction at different stages of their careers, which adds to the complexity of the phenomenon of job satisfaction.

7.4 Chapter summary

This chapter provides an in-depth analysis of teachers' job satisfaction, using both quantitative and qualitative data to take a holistic look at how teachers' job satisfaction changes over time. Through a comparative analysis of data from questionnaires and interviews, the chapter examines the dynamic nature of job satisfaction and uncovers both inter-individual and intra-individual variations in these scores.

A key finding of this chapter is the realisation that job satisfaction is not a uniform experience for the entire teaching profession. It is influenced by a range of factors including responsibility, the nature of the work, wellbeing, context, control, autonomy, consistency and change. Interestingly, the qualitative data also brought to light the paradoxical notion that job dissatisfaction can in some cases contribute to job satisfaction, suggesting a complex interplay of factors.

The application of Herzberg's (1966) two-factor theory and Vroom's (1964) expectancy theory provided a theoretical basis for understanding these differences. However, the study went beyond these theories and showed that job satisfaction is also significantly influenced by the specific

context and personal circumstances of individual teachers. This aspect was particularly emphasised in the qualitative results, which provided deeper insights into the personal and situational factors that influence job satisfaction.

The use of a mixed methods approach in this study was crucial to gaining a comprehensive understanding of the diverse and complex nature of teachers' job satisfaction. This approach not only allowed for a more nuanced exploration of the factors that influence job satisfaction, but also facilitated the projection of new insights into how these factors play out over time in teachers' career cycles.

The following chapter will build on these findings and examine how these various factors interact to influence teachers' career decisions and their overall satisfaction with their profession. This future analysis promises to further deepen the understanding of the complex dynamics of career satisfaction in the teaching profession.

CHAPTER EIGHT

THEORISING JOB SATISFACTION

8.1 Introduction

The previous chapter discussed the quantitative and qualitative findings on the job satisfaction of teachers. This chapter concludes the study on mapping the job satisfaction of teachers in Mauritius across their career cycles. Job satisfaction was explored from a dynamic perspective at different points across a teacher's career trajectory under the guidance of Herzberg's Two-Factor Theory (1966) and Vroom's Expectancy theory (1964). The objectives of the study were: firstly, to map the fluctuations in teachers' job satisfaction level from beginning of their career to present time in their career and identify if these patterns differ between participants, secondly, to analyse the work-related factors that led to the fluctuations in the job satisfaction level and thirdly to contribute to better understanding of experienced teachers' job satisfaction. The study's uniqueness lies in its methodological approach, a retrospective approach to explore teachers' job satisfaction at the beginning and during their mid-career situation. A mixed-methods research design was used with 122 teacher participants in the quantitative phase of the study and 11 teachers in the qualitative phase.

The findings revealed the varying levels of job satisfaction and the multiple job satisfaction patterns of the teachers. Tracing job satisfaction over a long period revealed that the phenomenon is complex since different factors influenced each teacher's career span and could not be generalised across individuals. Thus, the analysis of the findings led to the following questions: Why do teachers' job satisfaction levels fluctuate across their careers? Why are the fluctuations different for each teacher?

Herzberg's Two-Factor theory (1966) and Vroom's Expectancy theory (1964) could not fully explain the fluctuating nature of teachers' job satisfaction and the varying individual job satisfaction patterns. The ultimate goal was to understand the job satisfaction of experienced teachers, and the findings provided deep insight that led to development of a job satisfaction model. In this vein, the first part of this chapter summarises the key findings of the study and

offers a data-generated model to explain the complex dynamic nature of teacher job satisfaction. The second part of the chapter presents the methodological and theoretical contributions, the implications of the study, the limitations of the study, future directions for research, reflections and concluding remarks

8.2 The most important results on teachers' job satisfaction of experienced teachers

This section summarises the most important results of the study. The first section deals with the personal characteristics of teachers, the second with the dynamics of job satisfaction and the third with the factors which influence job satisfaction.

8.2.1 Personal characteristics of teachers

Previous studies have linked job satisfaction to personality (Illies & Judge, 2002; Judge et al., 2000; Steel et al., 2018). Salaudin et al. (2019) conducted a study to find a relationship between the personality traits of secondary school teachers and their job satisfaction. The results showed a high and positive correlation between the teachers' personality traits and their job satisfaction. Moreover, colleagues with the right personality traits improved the performance of their colleagues and their job satisfaction. This result is also consistent with the study by Judge et al. (2002).

The current study also showed that job satisfaction depends on personal characteristics. Teachers' personal attitudes influenced their job satisfaction. Differences in teachers' personal characteristics or resources led to differences in job satisfaction among individuals. Moreover, different teachers in the same situation were influenced differently by similar factors. For example, Asha and Shirin dealt differently with future prospects in their profession, although they both experienced changing contextual situations over time. Asha and Shirin changed schools several times and were exposed to better and worse contextual factors. However, Asha's personal characteristics acted as a buffer and enabled her to have very high job satisfaction, whereas Shirin's personal characteristics caused her to feel frustrated with her work.

Furthermore, some teachers (like Sam) were able to handle difficult situations better than others (like Shirin) and were less affected by the same factors compared to their colleagues. This

emphasises the idea that towards the end of the teaching career, teachers' personal characteristics prevail over contextual situations. With regard to the final phase, as mentioned by Huberman (1989), the teachers in this study were committed to one end. Consequently, I concluded that the teachers' personal characteristics determined the development of their job satisfaction as much as their decision to adapt to the system (e.g. Sam), resist it (e.g. Shirin) or leave it in favour of better opportunities (e.g. Raina).

8.2.2 Dynamic nature of job satisfaction

The results show that the overall job satisfaction of teachers varies considerably over the course of their careers and that the job satisfaction of individual teachers also varies considerably. Furthermore, the different patterns of job satisfaction showed that the job satisfaction of the participating teachers changed several times over the course of their long careers. For some teachers (like Asha) it increased over time, for some teachers (like Shirin) it decreased over time and for others it was an up and down pattern. The changing patterns of job satisfaction show the dynamic nature of job satisfaction. Furthermore, the results showed that job satisfaction fluctuated within and between individuals.

Previous studies (Boswell et al., 2005; 2009) also provided evidence of the dynamic nature of job satisfaction. In addition, Illies and Judge (2002) found fluctuations in job satisfaction. The study was conducted to determine the relationship between moods and job satisfaction. 27 employees completed surveys four times a day for a fortnight. The employees held secretarial to professional positions in three different small organisations. It was found that job satisfaction varied between individuals, as there were also differences within individuals. The current study also revealed a similar result: the job satisfaction of teachers varied from person to person. Furthermore, it was found that the job satisfaction of one and the same teacher fluctuated several times over the course of their career.

In addition, Boswell et al. (2005) mentioned the honeymoon phase and the hangover effect in a study investigating the relationship between an employee's job change and job satisfaction. According to the study, a voluntary job change led to an increase in job satisfaction, which is referred to as the 'honeymoon effect'. Over time, job satisfaction decreased, which was labelled

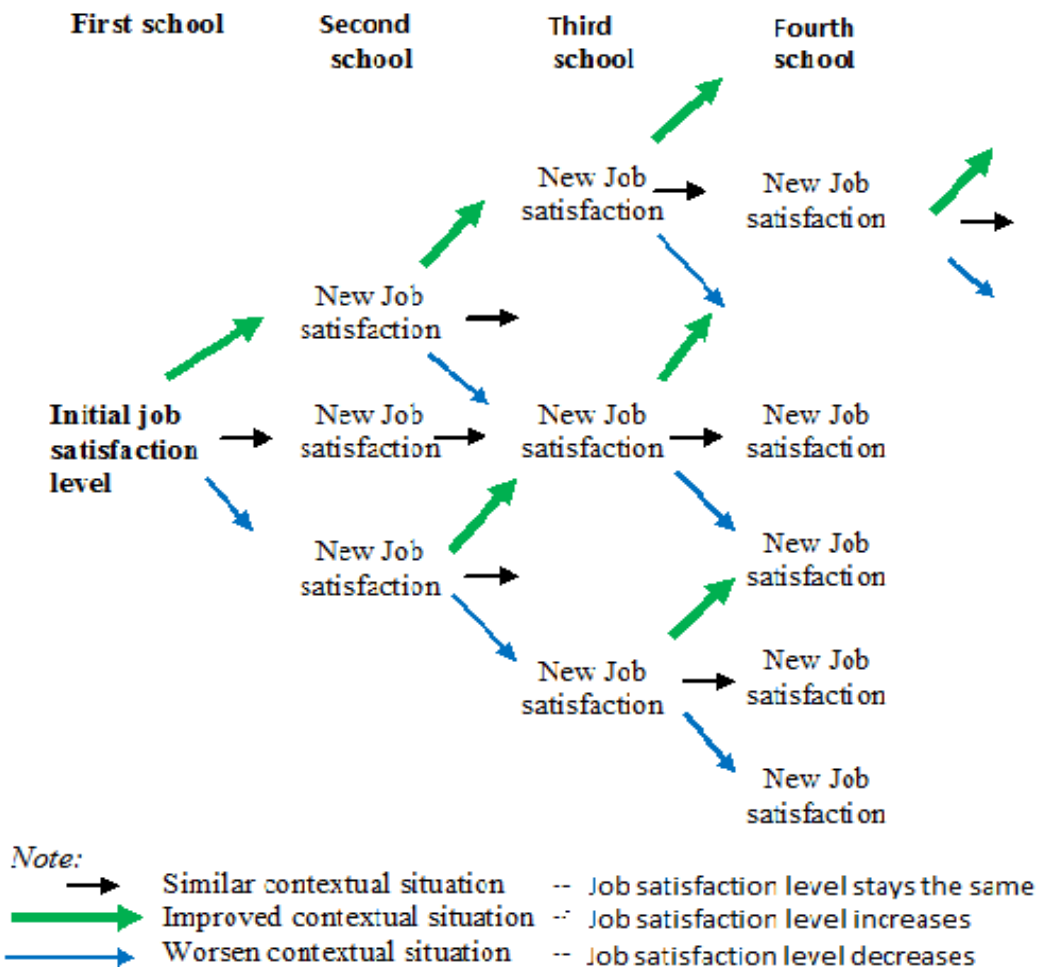
the 'hangover effect'. This hangover effect continued until the employee changed jobs again. In addition, the study analysed the impact of multiple job changes on job satisfaction. It was found that job satisfaction decreased before the job change, increased significantly after the jobs change and decreased again in the following years. A general pattern of increase followed by a decrease was observed. Boswell et al. (2005) found that this was a predictable pattern which enabled employers to identify those employees likely to experience the hangover effect. This allowed employers to advise their employees accordingly. However, one of the limitations of the study was that it did not consider the personal characteristics of the participants (high-level managers), which may also have influenced the pattern of job satisfaction.

One similarity between Boswell's study and the current study is that both examined job satisfaction from a dynamic perspective; for the same participants, job satisfaction was assessed at multiple time points to examine the potential changes in their job satisfaction. However, the Boswell et al. (2005) study was a longitudinal study. In contrast, the current study utilised a retrospective approach based on participants in the study recalling their job satisfaction over a period of at least twenty years. In addition, the current study focused on teachers who did not change jobs, whereas Boswell's study looked at managers who changed positions over time. However, unlike Boswell's study, the change of school did not necessarily lead to an increase in job satisfaction because, firstly, the transfers were not voluntary and, secondly, the contextual situations at the different schools were different. The results of this study show that teachers' job satisfaction always changes when the contextual situation changes.

In addition, better contextual situations (such as high-performing schools) led to an increase in job satisfaction. Moving to a worse contextual situation (e.g. low-performing schools) led to a decrease in job satisfaction. On the other hand, moving to a similar situation had no effect on job satisfaction: it basically remained the same. Figure 41 shows the likely patterns of job satisfaction when a teacher is exposed to a different contextual situation, assuming other factors were controlled for.

Figure 41

Probable job satisfaction patterns



The work of Huberman (1989) on the career cycle of teachers and the different stages they go through is relevant to the present study. According to his study, mid-career teachers face uncertainties when they go through the experimentation or stock-taking phase. In addition, Huberman's model of teacher development has shown that the disengagement phase can be either serene or bitter. Huberman's study showed that not all teachers are satisfied towards the end of their careers. This is consistent with the findings of the current study, which showed that some teachers (like Shirin) were very dissatisfied as they approached retirement. Achtlely (2000)

described six stages of retirement and the transitions that occur when a person retires. Other studies have shown that individuals who suffer from activity limitations, poor health and reduced well-being are more likely to retire than those who are healthy and coping with their work environment (Belgrave et al., 1987; Mc Garry, 2004; Dave et al., 2008).

In addition, the present study found that teachers experienced a new phase of entry, for example, whenever they were transferred to a school that they perceived as worse than the previous one due to a poor performance history, unsympathetic and unapproachable leadership practices, and poor student discipline. Unlike in Huberman's study, career stages appeared to be related to contextual situations rather than the number of years of teaching experience. In other words, a career phase is thrown off track by the conditions at the place of employment, which either increases or decreases job satisfaction.

8.2.3 Factors influencing job satisfaction

The study found that teachers were exposed to a variety of factors such as contextual situations, leadership styles of rectors, different categories of students, different types of schools, teacher autonomy, teachers work itself, pay, responsibilities and working conditions that continuously affected their job satisfaction at different stages of their career. Other studies have analysed teachers' job satisfaction with, for instance, performance (Locke, 1970), self-efficacy (Kasalak & Dağyar, 2020, Ortan et al., 2021), school culture (Duan et al., 2018; Liu et al., 2021), school climate (Dutta & Sahney, 2016; Malinen & Savolainen, 2016; Van Beurden et al., 2017), school context (Skaalvik & Skaalvik, 2009), commitment (Perera et al., 2018; Skaalvik & Skaalvik, 2014), and student behaviour (Kengatharan, 2020; Zembylas & Papanastasiou, 2006), which show that teachers' job satisfaction is influenced by multiple factors.

The different factors had different effects on teachers' job satisfaction at different points in their careers. Furthermore, the factors affected each teacher differently, resulting in unpredictable patterns of job satisfaction. The study also showed that multiple factors have a significant impact on job satisfaction compared to single factors. Teachers (like Shirin) who experienced a drastic drop in their satisfaction levels were influenced by many factors simultaneously, which distorted

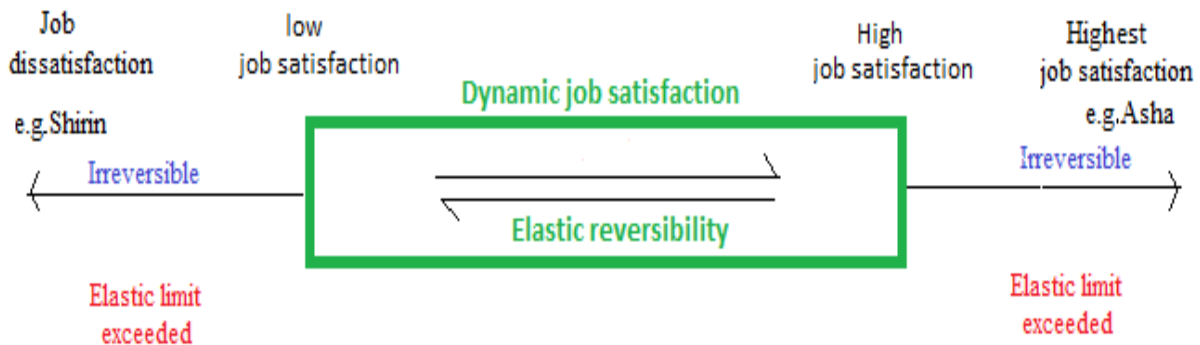
their dissatisfaction levels to irreparable levels. The experiences of Asha and Shirin serve as exemplars of job satisfaction as a continuum rather than not a fixed experience.

Asha had 29 years of teaching experience, while Shirin had 30 years of teaching experience at the time of the study, showing that they were both close to retirement. Moreover, both teachers were transferred several times during their careers where they faced different situations. They also applied for promotion to deputy head teacher but were unsuccessful. Nevertheless, Asha found her niche and was satisfied with her work, while Shirin was so disappointed and dissatisfied with her work that she opted for early retirement. These results suggest that teachers' job satisfaction is more elastic at the beginning of their career and in the middle of their career than in the final stages of their careers. Towards the end of their career, teachers' satisfaction stabilises at one level or another: job satisfaction or job dissatisfaction, which is irreversible.

The cases of Asha and Shirin represent two extreme ends of the job satisfaction continuum shown in Figure 42.

Figure 42

Job satisfaction continuum



The results of the current study show that job satisfaction: expanded from low job satisfaction to high job satisfaction, contracted from high job satisfaction to low job satisfaction, reverted from low job satisfaction to high job satisfaction, and was skewed at different points in the

participants' careers. All these fluctuations in job satisfaction at different points in time show the dynamic nature of job satisfaction and lead to the idea of elasticity. Primarily, elasticity in physics is the ability to withstand pressure and return to the original shape and size without distortion (Sadd, 2005). The current study has shown that job satisfaction is elastic.

Figure 42 illustrates the continuum of job satisfaction from the level of dissatisfaction to the highest level of job satisfaction. The green box stands for dynamic job satisfaction and shows that job satisfaction is only elastic within a certain limit (i.e. the fluctuations in job satisfaction are limited). The continuum in the green box is the phase of elastic reversibility, in which the level of job satisfaction is neither too high nor too low. The levels of job satisfaction are not so high that it can lead to serious distortions and affect teachers' well-being. It is the reversible and elastic state in which job satisfaction can change from high to low and from low to high. Low job satisfaction can turn into high job satisfaction in improved contextual situations. Similarly, high job satisfaction can change to low job satisfaction in poorer contextual situations. This forward and backward movement from low job satisfaction to high job satisfaction is reversible within the elastic limit of job satisfaction.

As soon as the factors become extreme, this elastic limit is exceeded (outside the green box) and the reversible movement between high and low job satisfaction is disrupted. When teachers are exposed to extremely positive contextual situations, the highest job satisfaction remains, such as in the case of Asha. There is a critical point (elasticity limit) for high job satisfaction. Once this limit is crossed, there is a deep satisfaction with the performance, results, context and successes that teachers enjoy and nothing seems to dampen this spirit. This very high level of job satisfaction may drop slightly, but will never fall back to a very low level. The very high level of satisfaction remains.

The situation is similar when teachers are exposed to extremely negative contextual situations: dissatisfaction with the profession persists, such as in Shirin's case. This is the state of disappointment and anger. The denied hopes have led to such an irreversible point that not even a promotion at this stage can improve the state of mind about the job. These two extreme ends have been observed in experienced teachers in the last stage of their career. Teachers (like Asha) who reached the highest levels of job satisfaction towards the end of their careers were very

grateful to be employed. They felt deep satisfaction with their career choice. They enjoyed working with their students, colleagues and other administrative staff. In contrast, teachers (like Shirin) who experienced persistent dissatisfaction with their profession regretted their decision to become teachers and look back at their career with anger and frustration. The study by Huberman (1989) also point in this direction. Towards the end of the teaching career, there are two possible cohorts of teachers. The first cohort comprises teachers who are satisfied with their work, feel enriched and are happy to pass on information and mentor younger colleagues. The second cohort of teachers are frustrated, tired, stressed and drained and dissatisfied with their work. The end of a teacher's career can either be cheerful - the teacher retires with joy and fulfilment - or bitter - the teacher leaves the profession with regret (Huberman, 1989).

This study found that some teachers were very satisfied with their teaching jobs; others were trying to maintain a minimum level of satisfaction, while others were very dissatisfied with their jobs at the time of the study. This suggests that different teachers have different forms of job satisfaction. Bruggemann (1974) proposed the following categories of satisfaction: progressive work satisfaction, stabilised work satisfaction, resigned work satisfaction and pseudo-work satisfaction. Bruggemann (1974) also mentioned two forms of dissatisfaction, namely: constructive work dissatisfaction and fixed work dissatisfaction. Based on Bruggemann's work, Busing and Bissels (1998) found that constructive work dissatisfaction occurs when a person engages in problem-solving behaviours to cope with the work situation, while fixed work dissatisfaction occurs when a person does not try to solve the situation and remains stuck in their problems. The participants in the current study also showed signs of different forms of job satisfaction and dissatisfaction during their careers. Sam, for example, experienced resigned work satisfaction: he lowered his ambitions and tried to adapt to the situation in order to restore his job satisfaction. Shirin experienced constant dissatisfaction with her work and felt trapped in unsolvable problems. Asha, on the other hand, experienced increasing job satisfaction and tried to achieve a higher level of job satisfaction throughout her career.

According to Bruggemann (1974), job dissatisfaction can trigger proactive behaviour, which can be very beneficial from an organisational perspective. Teachers who are dissatisfied with their working conditions may try to introduce positive changes and innovations into their

working environment as they hope to improve their situation. On the other hand, satisfied teachers may not be interested in changing the system. They may be content with the way things are and make no effort to improve the education system. Satisfied teachers may be so content with their job that they end their careers without seeking a higher position.

Job dissatisfaction can also lead teachers to find a way to be satisfied. They might try to make changes at the school level to restore their satisfaction. In addition, dissatisfaction with the teaching profession may compel teachers to apply for higher positions to increase their job satisfaction. They may choose to develop and improve themselves.

Herzberg's (1959) two-factor theory is based on two separate groups of factors: Hygiene factors, which prevent job dissatisfaction, and motivators, which lead to higher job satisfaction. The continuum did not extend from high job satisfaction to job dissatisfaction. Furthermore, in contrast to Herzberg's theory, a similar set of factors was found to cause both high job satisfaction and job dissatisfaction at different stages of a teachers' careers. Based on these findings, the elastic model of job satisfaction was developed.

8.2.4 Structure of the elastic model of job satisfaction

On the one hand, several studies claim that teachers are satisfied with their jobs (Baluyos et al., 2019; Bota, 2013; Dermitaz, 2010). On the other hand, various studies bring up the burnout of teachers (Skaalvik & Skaalvik, 2009; Skaalvik & Skaalvik, 2020; Smetackova et al, 2019), teachers' occupational deformation (Mikhailova, 2017; Madaliyeva & Tlebaldina, 2018), teacher turnover (Skaalvik & Skaalvik, 2011) and exhaustion (Madigan & Kim, 2021; Weiqi, 2007) which are associated with teachers' low job satisfaction or job dissatisfaction. However, there is no suitable theory or model that explains the fluctuating nature of job satisfaction, which ranges from job satisfaction to job dissatisfaction. Bruggemann (1974) explained the different forms of satisfaction and dissatisfaction but could not provide an explanation for the fluctuations between job satisfaction and job dissatisfaction. This study provides the evidence and impetus to create such a model.

The current study focused on the dynamics of job satisfaction, i.e. the rise and fall in the level of job satisfaction. Job satisfaction rose and fell depending on contextual factors. The personal

characteristics of the teachers acted as a buffer and mitigated the effects of the contextual factors. However, the different factors can neither increase nor decrease teachers' job satisfaction indefinitely. There is a limit to which job satisfaction can be increased or distorted. For example, there is a certain elasticity of job satisfaction at the beginning and in the middle of a career. Later, however, most teachers reach a point where they either opt for the highest level of job satisfaction or for dissatisfaction. In this sense, a combination of the dynamic nature of job satisfaction, teachers' personal characteristics and the numerous factors (see Figure 43) that influence teacher' job satisfaction differently led to the development of the elastic model of job satisfaction.

Figure 43

Combination of the dynamic nature of job satisfaction, factors influencing job satisfaction and personal characteristics of teachers

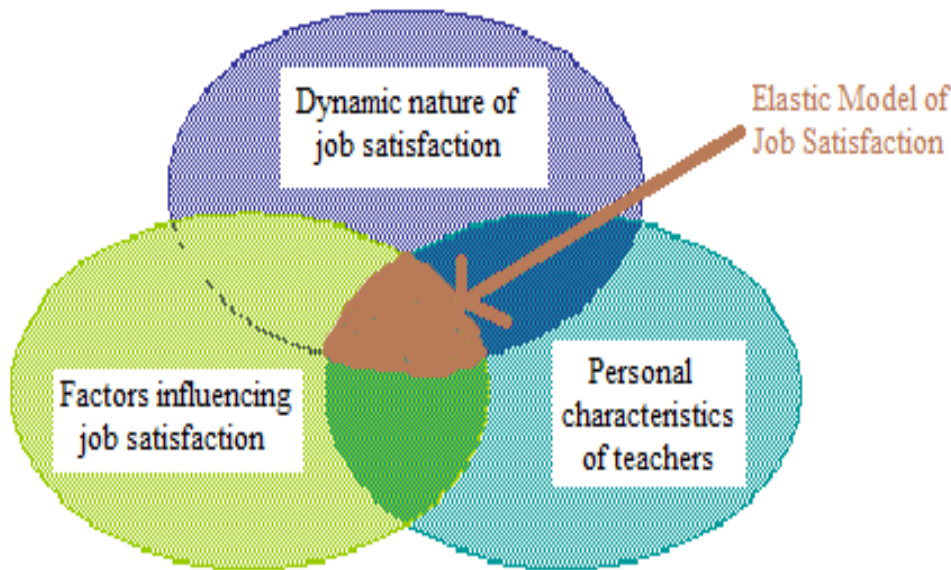
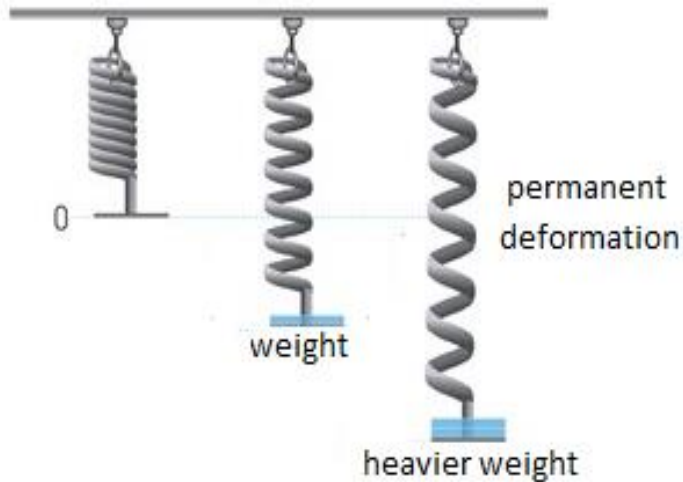


Figure 44 shows the concept of elasticity as it is applied in physics. When an object with a certain weight is attached to a spring, the spring stretches and becomes longer. The spring returns to its original shape and size when the object is removed. The spring stretches more when a heavier weight is attached. However, if a much heavier object is attached to the same spring, the

spring stretches so much that it becomes permanently deformed and can no longer return to its original shape, even if the weight is removed.

Figure 44

Elasticity image



The reason for the permanent deformation is that the elasticity limit of the spring has been exceeded. The spring remains deformed even if it is subsequently loaded with lighter weights. What deforms the spring is the weight of the object attached to it, regardless of the quality of the object. For example, 10kg of good-quality tomatoes and 10kg of poor-quality tomatoes have the same effect on the spring, and the deformation is the same in both cases. However, the amount of weight a spring can support depends on the properties of the spring. For example, a brittle spring deforms much more easily than a robust spring, even though both carry the same weight, as shown in Figures 45 and 46.

Figure 45

Characteristic of a brittle spring

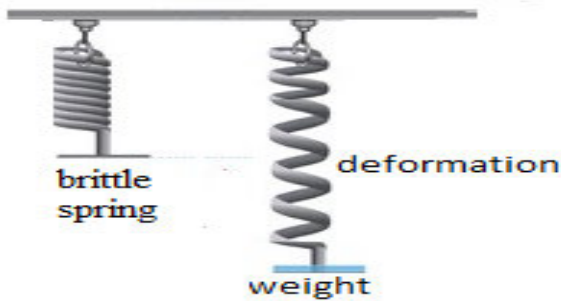


Figure 46

Characteristic of a robust spring



The elastic model of job satisfaction uses the same concept of elasticity from physics. In the proposed model of job satisfaction, a spring was chosen to represent job satisfaction because it is elastic, i.e., it can stretch, compress and spring back. In addition, the different factors that influence job satisfaction are represented by the weights attached to the spring. The spring stretches differently when different weights are attached to it. Similarly, the job satisfaction of teachers is influenced by different factors to varying degrees.

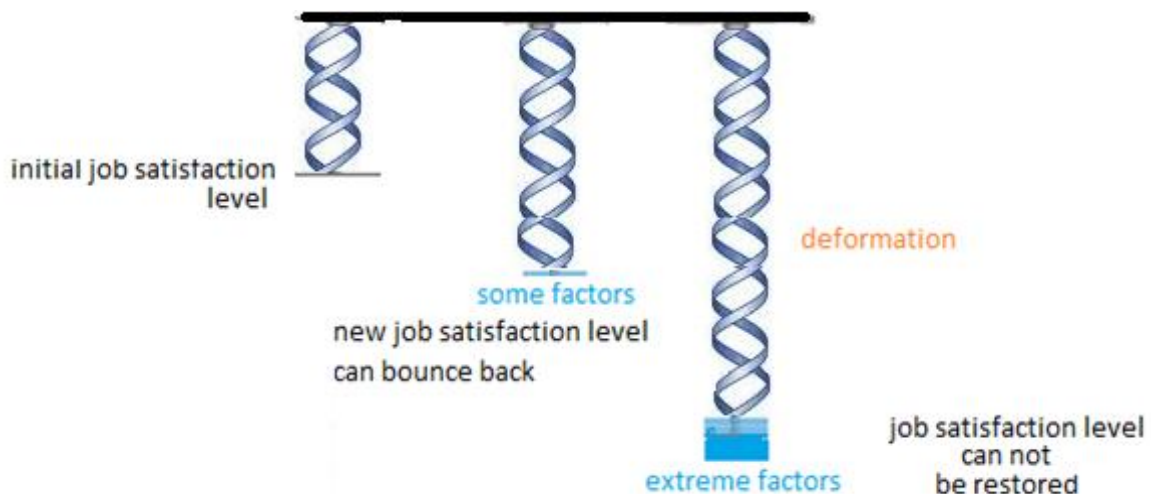
Furthermore, the personal characteristic of the teacher is represented by the characteristics of the spring. The property of the spring acts as a buffer for the different weights attached to it. A spring (job satisfaction) can be stretched and restored to certain limits when different weights

(factors) are applied. However, as the weights (factors) increase, the elasticity limit is exceeded and the spring (labour satisfaction) is permanently deformed.

The elastic model of job satisfaction aptly describes the job satisfaction of the teachers who participated in this study. There were three groups of teachers: those who experienced multiple increases and decreases in their job satisfaction (within the limits of elastic reversibility), those who experienced increasing job satisfaction over the course of their careers, and those who experienced decreasing job satisfaction over time. This can be explained by the fact that teachers are exposed to many factors and situations that sometimes temporarily increase or decrease their job satisfaction and that they are able to return to their original job satisfaction. For teachers who are exposed to multiple factors, the differences in their job satisfaction are more significant than for teachers who are exposed to only one factor at a time. However, when teachers are exposed to extreme factors, they experience either persistently high job satisfaction or persistently low job satisfaction. The elastic model of job satisfaction is shown in Figure 47.

Figure 47

Elastic model of job satisfaction



The initial length of the spring in Figure 47 represents the initial level of job satisfaction. The weights applied to the spring represent the different factors that influence the level of job satisfaction.

The elastic model of job satisfaction illustrates that teachers job satisfaction of teachers rises and falls within a certain elastic limit. If this limit is exceeded, job satisfaction is deformed.

The elastic model of job satisfaction explains that job satisfaction arises when a person is exposed to positive factors. However, job dissatisfaction occurs when the person is exposed to negative factors (negative factors refer to aspects or situations that prevent teachers from doing their job). Teachers' job satisfaction is elastic within a certain limit. This means that someone who is satisfied with their job at one point may be dissatisfied at another point. Similarly, a dissatisfied person may later be satisfied with their work. However, the back and forth movement from job satisfaction to job dissatisfaction and from job dissatisfaction to job satisfaction takes place as long as the elastic limit of job satisfaction is not exceeded. As soon as the negative factors get out of hand, for example, the elastic limit is exceeded. As a result, job satisfaction is distorted; thereafter, the individual can no longer return from dissatisfaction and the dissatisfaction remains for a long time. This is consistent with Bruggemann's (1974) notion of fixed work dissatisfaction, where problem solving is beyond possibility and the teacher is trapped in his or her problems. This is also consistent with Huberman's (1989) phase of disengagement (bitter).

Just as the characteristics of a spring determine the weight it can carry and how far it can stretch, the personal characteristics of a teacher determine his or her ability to feel job satisfaction. The study showed that teachers who are independent, self-reliant, determined and resilient and who enjoy acquiring knowledge and experimenting in the classroom have higher levels of job satisfaction over a longer period of time. There is, therefore, no doubt that various facets and contextual situations, which were explained above, strengthen or inhibit teacher' job satisfaction. It is also true that these factors play out differently for different teachers, as their personal characteristics and resources are not the same. Imagine a group of people on a ship that is stuck in the doldrums. Different people react differently to the same situation. One person may remain calm and enjoy the beautiful view of the sea, but another may be very distraught and impatient to

get out of the situation. The 'brittle' teachers in this study were the vulnerable teachers who were easily influenced by different factors. The 'robust' teachers, on the other hand, were those who were firm and resilient. This suggests that the locus of control lies with the teacher. The teacher decides how to respond to different situations and different factors. No two teachers are the same, and so their job satisfaction patterns differ. Therefore, the elastic model of job satisfaction can be used to explain inter- and intra-individual differences in teachers' job satisfaction.

This model can explain burnout, exhaustion, early retirement and turnover of teacher in relation to job dissatisfaction. This model can also be applied to explain Huberman's disengagement stage, which can be either bitter or cheerful depending on the employee's experience. According to Boswell et al. (2005), job satisfaction decreases steadily before a job change, and this pattern helped predict that employees would change jobs. Teachers remain in the same position for too many years and some teachers reach this irreparable phase of job dissatisfaction, suggesting that they are at a stage where they need a job change. Boswell et al. (2005) predicted that a voluntary change of job would increase job satisfaction again. However, no education system wants to lose qualified teachers. Therefore, it would be better to prevent the irreversible stage of job dissatisfaction and take appropriate measures within the elastic limit of job satisfaction.

At this point, it becomes important to understand how the elastic model of job satisfaction fills the gap in the research. The model incorporates numerous factors mentioned in previous job satisfaction theories and models. In addition, the model looks at job satisfaction from a more dynamic perspective and emphasises the variability of job satisfaction levels within a certain boundary. Once this elasticity limit is exceeded, job satisfaction loses its ability to recover and remains at approximately this level for the duration of the career. In addition, the model views each teacher as an individual who is affected differently by a number of factors or situations depending on their ability to tolerate them.

The elastic model of job satisfaction attempts to explain the relationship between job satisfaction and job dissatisfaction. Similar strain and stress models are common in engineering studies (Mander et al., 1988; Palchik, 2007; Samani & Attard, 2012), where the effects of strain and stress were tested on concrete blocks. In health studies and ergonomics (Lohmann-Haislah, 2012; Rohmert & Rutenfranz, 1975), load and strain models have been used to investigate the effects

of stressors on health. In the education sector, the elastic model would help to understand the impact of personal characteristics and various factors on teacher' job satisfaction. The similarity between the stress and strain model and the elastic model of job satisfaction is that both models use a spring and the concept of strain.

8.3 Theoretical contribution

The theoretical foundations for this study were Herzberg's (1966) two-factor theory and Vroom's (1964) expectancy theory. Herzberg's two-factor theory mentions the various extrinsic and intrinsic factors that influence job satisfaction, while Vroom's expectancy theory emphasises the three key concepts of valence, expectancy and instrumentality. Both theories have been used in several studies (Abraham & Prasetyo, 2021; Amin, 2021; Carter, 2023; Jusoh & Yue, 2019; Tria, 2023) on job satisfaction. This study considers job satisfaction as a dynamic phenomenon and assumes that different factors influence job satisfaction at different times. It also assumes that a teacher at the beginning of their career is influenced by several factors that have a direct impact on job satisfaction. Thus, a teacher at the beginning of his career is influenced by factors such as work location, work environment, salary, promotion, policy decisions and supervision. Therefore, at the beginning of the career, Herzberg's extrinsic and intrinsic factors are of great importance in avoiding job dissatisfaction and maintaining job satisfaction. However, as teacher familiarise themselves with the job, their expectations and values change. It is therefore assumed that the expectation theory acts as a filter and that only the essential factors influence the teacher's job satisfaction at any given time. For example, a novice teacher may be influenced by salary, the school environment or administrative issues. However, with increasing experience, the same teacher may rate the performance of their students higher than working conditions or the availability of resources in schools. This is where expectancy theory comes into play.

It assumes that expectancy, instrumentality and valence are not the same for all teachers over time, as teacher' personal characteristics are not the same and teachers' job satisfaction may therefore vary. For example, different teachers may use their efforts differently to achieve a goal. For some teachers, the goal may be achievable, while for others it may lead to a different set of expectations. In addition, teachers may not value the reward in the same way. One teacher may want recognition from the rector for good performance, while another may want a pay rise.

Therefore, a teacher feels satisfied when their expectations are met and dissatisfied when they are not. However, each teacher has different expectations of their work, values rewards in their own way and is influenced differently by different factors. Therefore, combining the two theories provides a deeper insight into teacher' job satisfaction over a long career period.

Based on the discussion above, I argue that the present study contributes to theoretical development by integrating the facets mentioned in Herzberg's two-factor theory and expectancy theory with the personal characteristics of individuals into one model. The study contributes to the literature by formulating a model of job satisfaction called the 'Elastic Model of Job Satisfaction' that explains the fluctuating patterns of job satisfaction. The elastic model of job satisfaction explains how multiple factors affect teachers differently at different stages of their careers. The model also explains intra- and inter-individual differences in job satisfaction. Furthermore, the elastic model of job satisfaction can be related to studies on job satisfaction and job dissatisfaction and the model shows that job satisfaction cannot be improved infinitely.

8.4 Methodological contribution

Various studies have been conducted worldwide on teachers' job satisfaction in different types of educational institutions, including primary (Ozkan & Akgenç, 2022; Raju, 2020), secondary (Falcon, 2020; León et al., 2021; Nzowa, 2020) and tertiary (Olaskoaga-Larrauri, 2020, Tentama et al., 2021). However, most studies have only investigated job satisfaction at a specific point in time. This study firstly extends the limited research on the dynamic aspect of job satisfaction by examining teachers' job satisfaction at different points in their careers. Secondly, the study utilised a mixed methods approach consisting of questionnaires, semi-structured interviews and graphical representations. The combination of data collection methods provided a deeper insight into the dynamic nature of job satisfaction.

Furthermore, previous studies (Boswell, 2009; Riza et al., 2018) that investigated the dynamic nature of job satisfaction were longitudinal studies. In this study, the Teacher Job Satisfaction Questionnaire (Lester, 1987) was adapted to collect data retrospectively as an alternative to a longitudinal study. Compared to other fields, retrospective studies are very common in the medical field (Lewnard et al., 2021; Santilli et al., 2021; Zaami et al., 2022). The questionnaire

and graphs were used to retrospectively assess teachers job satisfaction of teachers at the beginning of their career, in the middle of their career and at the time of the study. The retrospective approach to assessing job satisfaction through graphs was a creative method that allowed participants to visualise their individual increases and decreases in job satisfaction over their careers. Thus, data was collected from individuals who had worked as teachers for at least twenty years without conducting a longitudinal study.

8.5 Implications of the study

Some of the implications of this study are disturbing. Of the four stories selected for the qualitative aspects of the study, two participants have already opted for early retirement. Shirin took early retirement because she was depressed about her job as a teacher. As the elastic model explains, she had reached the limit of tolerance and resilience and could not return to a better levels of job satisfaction. In this case, Shirin exemplifies a ‘brittle’ teacher.

The second participant, Sam, also took early retirement due to increasing workload and frustration with the head teachers (rectors). He still feels that the teachers’ voices are not heard and that the rectors’ demands are burdensome. Over the years, his disappointment with school management reached its limits and he could no longer tolerate an environment in which he felt silenced. Job satisfaction could not be restored in this case. Shirin and Sam’s cases suggest that the education system does not provide enough support for some teachers and that older teachers (those with the most experience) prefer to leave when the limits of job satisfaction affect their wellbeing. The idea behind this study was to explore the factors that contribute to teachers’ job satisfaction and keep teachers in their profession. Although older teachers can be replaced by new teachers, their experience and expertise cannot be replaced. It is a loss to the education system when a professionally trained and experienced teacher leaves the profession prematurely. Teachers are crucial to the smooth functioning of the education system. Therefore, their wellbeing and presence should be valued to avoid a drastic decline in their job satisfaction. This study shows that there is a point of no return to achieve a positive outlook for their employment as teachers. Based on the results of the study, some implications are discussed below.

8.5.1 Preparation programme for teachers

If someone decides to become a teacher, they should realise that the teaching profession is not always satisfying. During their long careers, teachers are inevitably confronted with ups and downs that affect their job satisfaction. In Mauritius, teachers are transferred every five years or so. Consequently, they are exposed to changing situations that affect their job satisfaction. Adequate in-service teacher training must become an integral part of the education system as it prepares teachers for the demands of modern society (Katitia, 2015). Teachers need to be informed about various factors: such as working conditions (Alyaha & Mbogo, 2017b; Toropova et al., 2020), leadership (Alegado, 2018; Liu, 2021), student behaviour (Buckman & Pittman, 2021; Glock & Kleen, 2019; Fisher et al., 2021), teacher autonomy (Fradkin-Hayslip, 2021; Kengatharan, 2020), and changing placement, which can constantly affect their job satisfaction throughout their careers.

The current study has shown that each new transfer puts additional pressure on teachers, affecting them emotionally and psychologically. Transfers, changes and adjustments are part of the Mauritian education system. Teachers are forced to familiarise themselves with new socio-economic factors, norms, values of the school community and parents' perceptions. Therefore, teachers need to be prepared not only for continuous academic learning but also for the changing mindset, background and values of the students' society. This would help them to adapt to their new school community when they change schools.

8.5.2 Ongoing professional development for teachers

Workshops and orientation programmes are usually organised for the newly recruited teachers. It is often assumed that experienced teachers do not need much support and guidance to adapt to changing circumstances. The study has shown that teachers have to adapt and readjust to changing circumstances many times during their career, as teachers are transferred on average every five years.

Teachers are often left without thinking about how to approach the new situation and without being prepared for the transfer. Teachers should be prepared for the realities that they will

confront every time they change schools with unfamiliar contextual facets throughout their careers. Furthermore, teachers should know that only a few teachers in Mauritius are able to progress to the higher hierarchical levels as these are of a permanent character and held until an incumbent retires, transfers or dies. As a result, the majority of teachers spend at least three decades in school working as teachers without the prospect of occupying higher positions.

During their long career, teachers are faced with various changes and challenges, such as the changing mentality of students, curriculum changes, technological changes, modernisation of society and the pressure of multiple transfers between different types of schools. Teachers spend years familiarising themselves with new schools, student types, new leadership styles and new working conditions. Regardless of their years of service, older teachers also need continuous support as they tend to vacillate between satisfaction and dissatisfaction. Therefore, some orientation programmes need to be conducted at the ministry or school level to create awareness of the ever-changing conditions in different schools and to prepare teachers emotionally and psychologically to avoid bias. Teachers could also be provided with the profiles of the different schools to help them transition from one school to another.

8.5.3 Develop a sense of belonging

The study has shown that rectors' leadership styles and the way they interact with their staff has a great impact on teachers' job satisfaction, which is in line with previous studies (Tus et al., 2022; Halim et al., 2021; Kunagaratnam, 2018). To prevent job dissatisfaction, rectors can be encouraged to reconsider their leadership style, be more approachable, listen to teachers' suggestions and treat all teacher equally. Rectors can also prepare a warm welcome for their new teachers, take an inclusive approach and be open to communication so that teachers feel part of the school and can develop a bond with the school community. A sense of belonging is positively related to wellbeing (Marques et al., 2018; Young et al., 2004) and would prevent teachers' job satisfaction from dropping dramatically. The Achievers Workforce Institute Report (2021) also mentions that individuals who develop a sense of belonging are more productive, engaged and satisfied with their work. To foster relationships between teachers and help them develop a bond in their workplace, they could be given a tour when they move to a new school, informed about the resources available in the school and introduced to staff in different

departments. Rectors may be able to recognise each teacher as an individual. A positive relationship would develop between colleagues if they felt welcome and included by all departments. In addition, the rector increases teacher job satisfaction by creating an environment where teachers feel at home in their work. Rectors can also prevent teachers from becoming dissatisfied with their profession which drives them to retire early.

8.5.4 Promoting a collegial school environment

This study showed that teachers who had the support of colleagues and served on committees were more satisfied than those who did not serve on a committee. Studies have shown that fostering a collegial school environment prevents the risk of teacher burnout, decreases turnover rates, and increases teacher job satisfaction (Hashimoto & Maeda, 2021; Ortan et al., 2021). Therefore, rectors can be encouraged to develop a collaborative environment by working with all staff and setting achievable goals. Regular meetings with teachers can become a practise. Rectors can allow teachers to speak up and discuss their challenges in the school. Hashimoto and Maeda (2021) argue that collegiality among teachers includes activities like sharing ideas, opinions and information.

Teachers can also share their work experiences with other colleagues by talking about their challenges over the years and the successful strategies they have used to overcome the obstacles. This can create an enriching environment and teachers can benefit from each other's experiences, which would help them in improving their teaching skills. The meetings can promote professional growth and development of this teachers. It would also promote team spirit, good co-operation and better working relationships among colleagues. Rectors can create a trusting environment as this can increase teachers' job satisfaction (Veretennik & Kianto, 2020; Usikalu et al., 2015). When the rector an inclusive culture and trusts his or her staff, teachers' self-esteem is boosted, they feel valued and work harder to succeed. As a result, this would have a positive psychological effect on teachers and improve their morale, making working as a teacher more enjoyable and less stressful. Teachers would be motivated, they would do their work more efficiently and their job satisfaction would be maintained.

8.5.5 Parent interviews and educational programme

The study has shown that pupils' behaviour affects teachers' job satisfaction. When students engage in gross misbehaviour such as skipping classes, using foul language, harassing other students, communicating aggressively and disrupting the normal functioning of the school they affect the morale of teachers. This not only affects students' performance at the end of the school year, but also the school's reputation. Salleh and Rosli (2019) argue that discipline problems in school can be managed by school and parents working together. Therefore, rectors can support interaction with concerned parents together with teachers. Parent meetings can be encouraged where various problems are discussed to find appropriate solutions, such as the use of positive language and techniques for discipline.

In addition, schools could organise parenting education programmes to create awareness of the importance of parental support and help parents develop appropriate skills such as praise, reducing harsh behaviour and improving emotional health (UNICEF, 2020). Therefore, parent meetings and parent education programmes must be part of the school mission, where parents gain a better knowledge of their children's development, learn how to interact with their wards and develop a positive attitude towards their children. The programme can also focus on strengthening the student-parent relationship, which would promote students' mental health. Finally, students would show more interest in their studies.

8.6 Limitations of the study

Like other studies, this study also had some limitations. The first limitation of the current study was that it was only conducted in state secondary schools. Apart from state secondary schools, there are other types of schools such as public schools and denominational schools. The study of teachers' job satisfaction in these schools could have deepened the understanding of teachers' job satisfaction in different contexts.

Although the study was conducted in the four educational zones and targeted the entire population of teachers with at least twenty years of teaching experience, very few participants volunteered for the second part of the study. After the quantitative part of the study, participants

were reluctant to take part in the semi-structured interview and drawing of graphical representations. The participation of more teachers would have provided the opportunity to examine various other patterns of job satisfaction. This would have further deepened the understanding of the fluctuating nature of job satisfaction.

In addition, the study used a retrospective approach, which allowed the researcher to obtain data by asking participants to recall their past experiences. However, it is possible that the teachers may have forgotten some parts of their careers. A mixed methods approach was used to ensure that participants provided a comprehensive understanding of the phenomenon. However, the study was limited to the use of questionnaires, semi-structured interviews and graphical representations. The effects were small and thus the graphs showed only part of the origin scale to highlight trends and details. Other creative ways of exploring teachers' job satisfaction could have been considered to understand the different patterns.

In addition, the researcher's experience of being a secondary school teacher herself may have inadvertently influenced the interpretation of the data.

8.7 Future directions for research

The current study, despite its limitations, has paved the way for future research. The study investigated the job satisfaction of teachers who have at least twenty years of teaching experience in secondary schools. The study could be repeated in primary schools to compare the results.

Teacher transfer has emerged as one of the main reasons why teachers are exposed to changing contextual situations that ultimately affect their job satisfaction. Similar research can be conducted in private secondary schools where teachers spend their entire career in a single school. It could be interesting to capture the job satisfaction of these teachers to see if their job satisfaction varies significantly knowing that their contextual situations, type of students and working conditions remain almost the same throughout their career. Subsequently, a comparative study could be conducted to contrast the job satisfaction of private school teachers and government secondary school teachers.

The study has shown that each transfer represents a new entry phase for teachers, regardless of the number of years of teaching experience. Further studies could be conducted to investigate the career stages of teachers in a context where teachers are regularly transferred from one school to another.

This study used a retrospective approach to capture teachers' job satisfaction. A longitudinal study could be conducted to investigate the patterns of teachers' job satisfaction. The study could also include other instruments such as teachers' diaries.

Two participants had already decided to retire early before the current study was completed. This indicates a deficit in the education system. A more focused study could be conducted to investigate the reasons and factors leading to early retirement of teachers. Furthermore, the current study has shown that teacher autonomy and control influence teacher job satisfaction. A further study could be conducted to investigate the relationship between teachers' autonomy and their job satisfaction.

The findings suggest that teachers need continuous support programmes. Further studies could be conducted to investigate the impact of continuous teacher support on teachers' job satisfaction throughout their careers. This would help to understand the phenomenon.

8.8 Personal reflections

I love my job as a teacher. However, as I moved from one school to another, I experienced some ups and downs, which raised the question of teachers' job satisfaction throughout their careers. That curiosity inspired me to conduct this study. This study has contributed positively to my life in several ways. It has helped me to improve my time management and become more disciplined and organised. Initially, I was hesitant to do the interviews, but gradually the study boosted my confidence and pushed me to reach my highest potential. In addition, the study also developed my leadership skills.

Professionally, the study helped me appreciate my job as a secondary school teacher. It was an enriching experience to meet teachers with more than twenty years of teaching experience. Their

stories were an inspiration and helped me to better understand teachers' perceptions and expectations of their profession. Moreover, the study reinforced my admiration for the teaching profession and taught me to acquire knowledge from older teachers, to learn their pedagogical skills and to appreciate their great efforts despite the challenges throughout their careers. In this way, the study has helped me to develop a better awareness of my field and a broader understanding of teachers' job satisfaction.

For me as a researcher, conducting a mixed methods study was challenging, but it allowed me to familiarise myself with qualitative and quantitative methods. Although I had great difficulty with SPSS, multiple regression analysis, correlation and the Wilcoxon Signed Rank Test, I am glad that I learnt about all these statistical methods. More importantly, I know that I should never allow myself to reach the point of dissatisfaction where I am unable to recover the satisfaction that teaching provides me. Being conscious of the ways in which job satisfaction fluctuates will allow me to take proactive steps to mitigate the negative consequences.

8.9 Concluding remarks

The aim of this study conducted in Mauritius was to record and analyse the job satisfaction of teachers with at least twenty years of professional experience. The focus was on the dynamics and factors influencing their job satisfaction over time. Using a mixed methods approach, the research found significant variations in teachers' job satisfaction influenced by a variety of factors, including personal characteristics, working conditions, pay, supervision, recognition, transfers, changing contextual situations such as leadership styles, student behaviour, and teacher autonomy and control.

The introduction of the elastic model of job satisfaction is an important contribution of this study. This model recognises that each teacher's job satisfaction is unique and subject to various influencing factors over the course of their career, resulting in fluctuations that can be both reversible within certain limits and potentially irreversible at extreme levels. It views job satisfaction as a dynamic phenomenon and thus offers a new perspective compared to the traditional static models. The elastic model successfully explains the intra-individual and inter-individual differences in job satisfaction and considers the experiences of teachers who

experience a continuous increase or decrease as well as those of teachers who experience both an increase and a decrease in their career.

In addition, the study's findings have significant implications for teacher preparation programmes, ongoing professional development and interventions aimed at fostering a collegial school environment, building a sense of belonging and involving parents to manage student behaviour. It emphasises the need to address the various factors that influence job satisfaction in order to prevent deterioration that could lead to early retirement.

This study makes an important contribution to the understanding of teachers' job satisfaction, but also recognises its limitations and suggests avenues for future research. In addition, the author reflects on the personal and professional growth experienced during the study and emphasises the broad applicability of the elastic model of job satisfaction, which can also offer constructive insights in other professional fields.

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APPENDICES

Appendix I- Questionnaire

Dear Teacher,

I am currently conducting a study entitled: **“Mapping the job satisfaction of teachers in Mauritius across their career cycles”**

The purpose of this study is to map the job satisfaction of teachers with a career span of at least twenty years. The study aims to gain a deeper understanding of how job satisfaction of teachers changes with time.

Participation requires completion of the survey questionnaire.

If further information is required, I will later approach you for sketching a graphical representation of the changes in your job satisfaction level over time and also for a face to face interview.

Results of this study will be analysed for academic purposes, that is to generate a doctoral thesis and, with your consent, for publication in academic journals and presentations at conferences.

Please note:

Participation is voluntary.

Completion of the survey will take approximately 15 minutes. Please do not leave out any answers. All your responses are of importance for this study.

Your responses will be treated confidentially.

Your names will not be disclosed.

Should you have any questions about the study, please contact:

Prof Anja Philipp, School of Education, University of KwaZulu-Natal, (UKZN), South Africa, 0027 31 260 3819, philippa@ukzn.ac.za

Prof Nyna Amin, School of Education, University of KwaZulu-Natal, (UKZN), South Africa, amin@ukzn.ac.za

Dr Ajay Ramful, Mauritius Institute of Education (MIE), +230 4016555,

a.ramful@mieonline.org

Please provide us with informed consent on your participation in the questionnaire.

I understand the purpose and procedures of the study.

I can contact the supervisors of this study to ask questions about the study.

I declare that my participation in this project is entirely voluntary and that I may withdraw my permission at any stage and for any reason. Withdrawal from this research will in no way result in any form of discrimination or disadvantage.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION

Research Office, Westville Campus

Govan Mbeki Building

Private Bag X 54001

Durban

4000

KwaZulu-Natal, SOUTH AFRICA

Tel: 27 31 2604557 - Fax: 27 31 2604609

Email: HSSREC@ukzn.ac.za

Informed consent for participation in questionnaire study:

Please tick

| | |
|--|--|
| Yes, I agree with the points above and give my informed consent to take part in the questionnaire. | |
| No, I do not agree with the points above and do not give my informed consent to the questionnaire. | |

Instructions

In order to be able to link questionnaire information and interview responses, it is necessary to generate an individual code. The code will be designed by you and will not allow for any conclusion on your identity.

Please prepare the code in line with the following instruction:

- 1) first two letters of the first name of the participants' mother (example: Alicia – AL)
- 2) your date of birth (example: 13 October – 13)
- 3) first two letters of the mothers' birth month (example: 07 January – JA).

The example code would be: AL13JA.

Please write down YOUR personal code: _____

Dear participants, you are well experienced and skilled teachers. Surely you have a lot to share with other colleagues.

Please take a few minutes to reflect on your teaching career over the past years.

Please **compare** how much satisfied you were with your general working conditions, pay and job security at the beginning of your career, at the middle of your career (10-15 years after you joined this job) and also at present.

Using the scale shown below, rate the following aspects of your job.

Please tick as appropriate (√).

| | | | | |
|--------------------------------------|-----------------------------|----------------------------|--------------------------|-----------------------------------|
| 1 Strongly disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly agree |
|--------------------------------------|-----------------------------|----------------------------|--------------------------|-----------------------------------|

1. Compare General working conditions

| General working conditions (resources, support) at school | | | | | | | | | | | | | | | |
|---|----------------------------|---|---|---|---|-------------------------|---|---|---|---|-------------------|---|---|---|---|
| Please tick the most appropriate answer. | Beginning of career | | | | | Middle of career | | | | | At present | | | | |
| Physical working conditions in my school are good (e.g ventilation, space, water, cleanliness, etc) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Physical surroundings in my school are good (e.g location of school) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School provides all necessary resources (e.g books, stationary, projectors, materials for labs) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School policies are fair enough (e.g flexibility at work) | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| School environment/climate is good | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

2. Compare Pay

| Pay | | | | | | | | | | | | | | | |
|--|--|---|---|---|---|------------------|---|---|---|---|------------|---|---|---|---|
| Please tick the most appropriate answer. | Beginning of career | | | | | Middle of career | | | | | At present | | | | |
| | Teacher income is barely enough to live on | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| Teacher income is adequate for my daily expenses | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Teaching provides me financial security | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I am well paid in proportion to my job duties | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

| | | | | |
|-------------------------------|----------------------|---------------------|-------------------|----------------------------|
| 1 Strongly disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly agree |
|-------------------------------|----------------------|---------------------|-------------------|----------------------------|

3. Compare Job Security

| Job Security | | | | | | | | | | | | | | | |
|--|---------------------------------------|---|---|---|---|------------------|---|---|---|---|------------|---|---|---|---|
| Please tick the most appropriate answer. | Beginning of career | | | | | Middle of career | | | | | At present | | | | |
| | I am afraid of losing my teaching job | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| Teaching provides for a secure future | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

Dear teachers, please also compare how much satisfied you were with teaching, the demands at work and the responsibilities you had at the beginning of the career, at the middle of the career and at present.

4. Compare Work itself (Teaching)

| Work itself | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|------------------|---|---|---|---|------------|---|---|---|---|
| Please tick the most appropriate answer. | Beginning of career | | | | | Middle of career | | | | | At present | | | | |
| | Teaching provides an opportunity for development. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |

| | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Teaching is an interesting work for me | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Teaching encourages me to be creative to develop new methods | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| The work of teacher consists of routine activities | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Teaching provides an opportunity to advance professionally | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I am indifferent toward teaching | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I do not have the freedom to make my own decisions | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| The work of a teacher is very pleasant | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

| | | | | |
|--------------------------------------|-----------------------------|----------------------------|--------------------------|-----------------------------------|
| 1 Strongly disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly agree |
|--------------------------------------|-----------------------------|----------------------------|--------------------------|-----------------------------------|

5. Compare Demands at work

| Demands at work | | | | | | | | | | | | | | | |
|--|--------------------------------------|---|---|---|---|------------------|---|---|---|---|------------|---|---|---|---|
| Please tick the most appropriate answer. | Beginning of career | | | | | Middle of career | | | | | At present | | | | |
| | My workload is unevenly distributed. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| I am able to complete all my tasks on time | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I have to work very fast | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I have to keep my eyes on lot of things while working | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| My work put me in emotionally disturbing situations | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I have to be kind to everyone regardless of how they behave towards me | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

6. Compare Responsibility

| Responsibility | | | | | | | | | | | | | | | |
|--|-----------------------------------|---|---|---|---|------------------|---|---|---|---|------------|---|---|---|---|
| Please tick the most appropriate answer. | Beginning of career | | | | | Middle of career | | | | | At present | | | | |
| | I get along well with my students | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |

| | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| I try to be aware of the policies of my school | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I do have responsibility for my teaching | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| My students respect me as a teacher | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I am responsible for planning my daily lessons | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Teaching provides me the opportunity to help my students | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

| | | | | |
|--------------------------------------|-----------------------------|----------------------------|--------------------------|-----------------------------------|
| 1 Strongly disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly agree |
|--------------------------------------|-----------------------------|----------------------------|--------------------------|-----------------------------------|

Dear teachers, please recall the moments you spent with your colleagues, rectors and head of department in different schools. Now please compare how much satisfied you were with relationships with colleagues, supervision of rectors and head of departments and also the recognition you received at different stages of your career.

7. Compare Relationship with colleagues

| Relationship with colleagues | | | | | | | | | | | | | | | |
|---|------------------------------------|---|---|---|---|------------------|---|---|---|---|------------|---|---|---|---|
| Please tick the most appropriate answer. | Beginning of career | | | | | Middle of career | | | | | At present | | | | |
| | I like the people with whom I work | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| My colleagues seem unreasonable to me | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I get along well with my colleagues | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I do not get cooperation from the people I work with | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| My colleagues stimulate me to do better work | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| My colleagues are highly critical of one another | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I have made lasting relationships among my colleagues | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| My colleagues provide me with suggestions or feedback about my teaching | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

8. Compare Recognition

| Recognition | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|------------------|---|---|---|---|------------|---|---|---|---|
| Please tick the most appropriate answer. | Beginning of career | | | | | Middle of career | | | | | At present | | | | |
| | I receive full recognition for my successful teaching | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| I receive recognition from my rector/HOD | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I receive too little recognition | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

| | | | | |
|-------------------------------|----------------------|---------------------|-------------------|----------------------------|
| 1 Strongly disagree | 2 Disagree | 3 Neutral | 4 Agree | 5 Strongly agree |
|-------------------------------|----------------------|---------------------|-------------------|----------------------------|

9. Compare Supervision

| Supervision | | | | | | | | | | | | | | | |
|---|--|---|---|---|---|------------------|---|---|---|---|------------|---|---|---|---|
| Please tick the most appropriate answer. | Beginning of career | | | | | Middle of career | | | | | At present | | | | |
| | My rector/HOD gives me assistance when I need help | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| My rector/HOD praises me for my teaching | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| My rector/HOD provides assistance for improving instruction | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| My rector/HOD does not back me up | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| My rector/HOD explains what is expected of me | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| My rector/HOD is not willing to hear to suggestions | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| My rector/HOD treats everyone equitably | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| My rector/HOD makes me feel uncomfortable | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| When I teach a lesson, my rector/HOD notices | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| My rector/HOD offers suggestions to improve my teachings | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| My rector/HOD makes available the material I need to do my best | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| My rector/HOD turns one teacher against another | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I receive too many meaningless instructions from my rector/HOD | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

Dear teachers, please take a few more minutes to recall how you **felt** about the job at the beginning of your career, at the middle of your career and at present and how it affected your health. **10 Compare**

10 Health and well being

| Health and well being of teachers | | | | | | | | | | | | | | | |
|---|-----------------------------------|---|---|---|---|------------------|---|---|---|---|------------|---|---|---|---|
| Please tick the most appropriate answer. | Beginning of career | | | | | Middle of career | | | | | At present | | | | |
| | I often sleep badly n restlessly. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 |
| I often feel worn out. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I often lack self confidence. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| I have difficulty remembering. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |
| Regardless of what happens, I usually manage. | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 | 1 | 2 | 3 | 4 | 5 |

Dear teachers during your career you probably got the opportunity to work with different types of students. Please tick the types of students you worked with at the start of your career, middle of your career and at present.

| Beginning of career | Middle of career | At present |
|---|---|---|
| Types of students: High achievers Average Low achievers | Types of students: High achievers Average Low achievers | Types of students: High achievers Average Low achievers |
| Gender of students: Male Female | Gender of students: Male Female | Gender of students: Male Female |

| What else would you like to tell us about your job? |
|---|
| Beginning of career |
| Middle of career |
| At Present |

Demographic information

- a) Gender:

| | |
|------|--------|
| Male | Female |
|------|--------|

- b) Age group

| | | |
|---------|---------|---------|
| 35 – 45 | 45 – 55 | 55 – 65 |
|---------|---------|---------|

- c) Marital Status:

| | |
|--------|---------|
| Single | Married |
|--------|---------|

- d) Highest Educational Qualification:
- | | |
|------------------------------|------------------------|
| Degree | Degree + PGCE |
| Degree + Master | Degree + PGCE + Master |
| Other (please specify) | |
- e) No. of years of experience as educator:
- | | |
|----------------|---------------|
| 20 – 25 years | 25 – 30 years |
| Above 30 years | |
- f) Are you a senior educator?
- | | |
|-----|----|
| Yes | No |
|-----|----|

After completing the questionnaire, please return it into a sealed box in your school.

This box will be collected afterwards.

Thank you for participating!

You will receive feedback on the overall results of the study after the study is completed.

Appendix II- Individual Semi-Structured Interview Schedule

Dear Research Participant,

I invite you to participate in a research study entitled: **Mapping the job satisfaction of teachers in Mauritius across their career cycles.**

The purpose of this study is to explore the job satisfaction of teachers. The study aims to gain a deeper understanding of how job satisfaction of teachers changes with time.

The main purpose of this interview schedule is to gather relevant information, which will give a broader understanding on how different factors may affect job satisfaction at different points in time.

The graphical representation will help to trace the ups and downs in job satisfaction across the career. The interview as a face-to-face session will provide a platform for reflection on your professional experience as a teacher. Your response to the questions will be highly appreciated.

You will not be obligated to answer questions that you feel are uncomfortable or that which you are unwilling to respond to, due to personal reasons. The recording tool will with your approval be a smartphone. The interview will be approximately 1 hour long and will focus on two key questions used for the research study (see below).

Please note that the information you give here is strictly confidential and will be used for the purpose of writing the research report to meet the requirements of the doctoral degree in Education. All names of persons and organizations will be substituted with pseudonyms to protect both the person's confidentiality and anonymity. All recorded data will be kept in a secure storeroom and will be disposed off (by incineration) one year after completion of this study. Your participation is voluntary and you are free to withdraw from the study at any stage and for any reason. Refusal to answer questions or withdrawal from this research project will in no way result in any form of discrimination or disadvantage.

Thank you.
Mrs Subrun Leena

(PhD Student)

Title of Study: Mapping the job satisfaction of teachers in Mauritius across their career cycles

Interview Schedule for individual (one on one) semi-structured interview

Proposed Questions

Focus on objective 1: To map the job satisfaction of teachers with a career span of at least twenty years

1. Could you please explain the graphical representation that you have drawn?

Focus on objective 2: To analyze the factors that affect the job satisfaction of teachers with a career span of at least twenty years

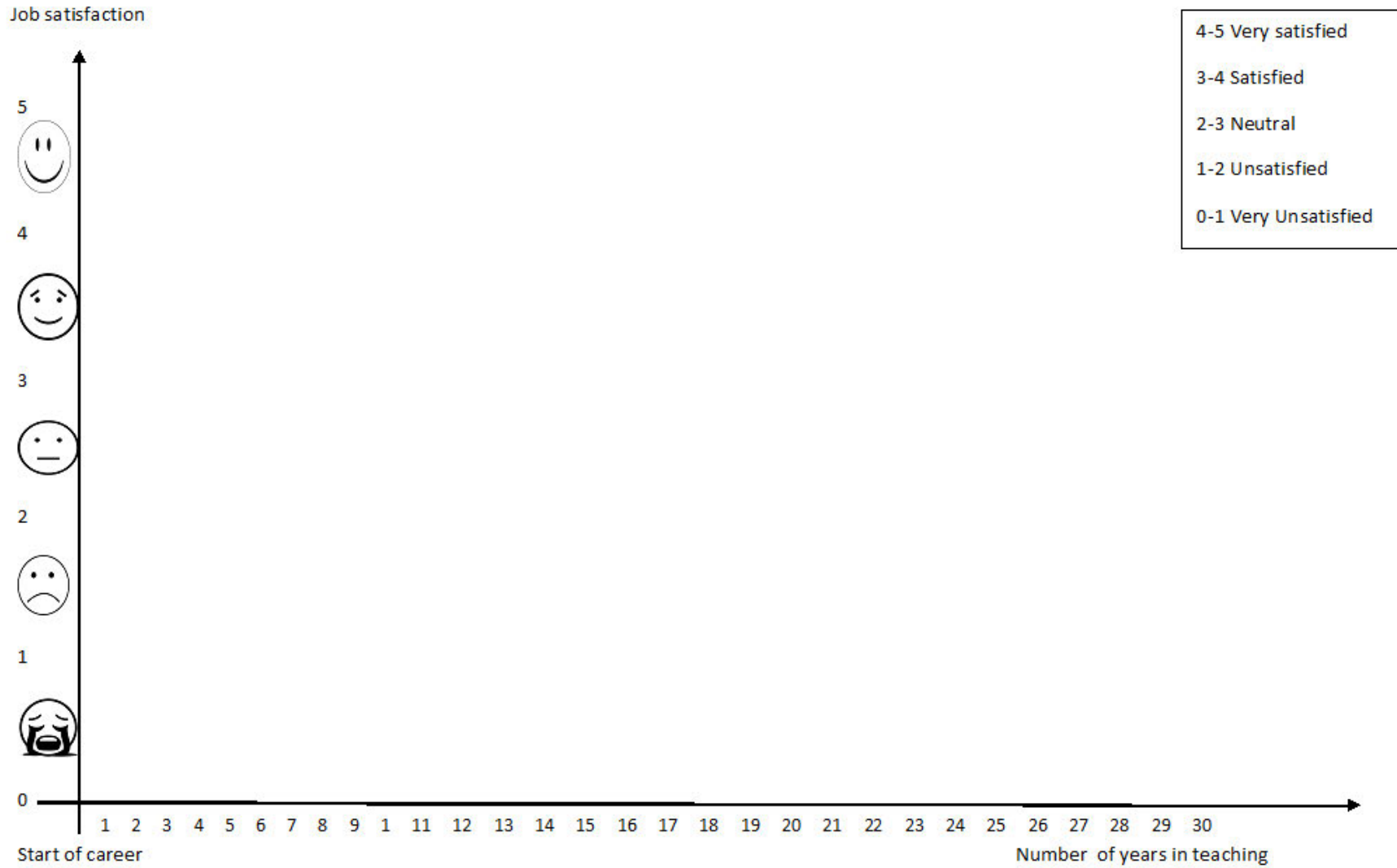
1. Which factors brought joyful moments during your career?
2. What made you feel that your level of job satisfaction is not the same?
3. Which factors were responsible for the inclines in your job satisfaction level?
4. Which factors were responsible for the declines in your job satisfaction level?

Focus on objective 3: To theorize long-term job satisfaction of teachers with a career span of at least twenty years in Mauritius

1. Based on your experiences how would you define teacher's job satisfaction

Thank you for your participation in this study. I will now transcribe and analyze your data. You will receive feedback by one on one session after completion of the study.

APPENDIX III



Appendix IV- Ethical Clearance



05 April 2019

Mrs Leena Subrun (218081491)
School of Education
Edgewood Campus

Dear Mrs Subrun,

Protocol reference number : HSS/0170/019D

Project title: Mapping the job satisfaction of teachers in Mauritius across their career cycles

Approval Notification – Full Committee Reviewed Protocol

With regards to your response received on 12 May 2019 to our letter of 05 April 2019, the Humanities & Social Sciences Research Ethics Committee has considered the abovementioned application and the protocol has been granted **FULL APPROVAL**.

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. **PLEASE NOTE:** Research data should be securely stored in the discipline/department for a period of 5 years.

The ethical clearance certificate is only valid for a period of 1 year from the date of issue. Thereafter Recertification must be applied for on an annual basis.

I take this opportunity of wishing you everything of the best with your study.

You

Dr R. Sibanda (Chair)

/ms

Cc Supervisor: Professor Anja Philipp, Professor Nyma Amin and Dr Ajay Ramful
cc Academic Leader Research: Dr Ansurie Pillay
cc School Administrator: Ms Sheryl Jeenarain

Humanities & Social Sciences Research Ethics Committee

Dr Rosemary Sibanda (Chair)

Westville Campus, Govan Mbeki Building

Postal Address: Private Bag X54061, Durban 4300

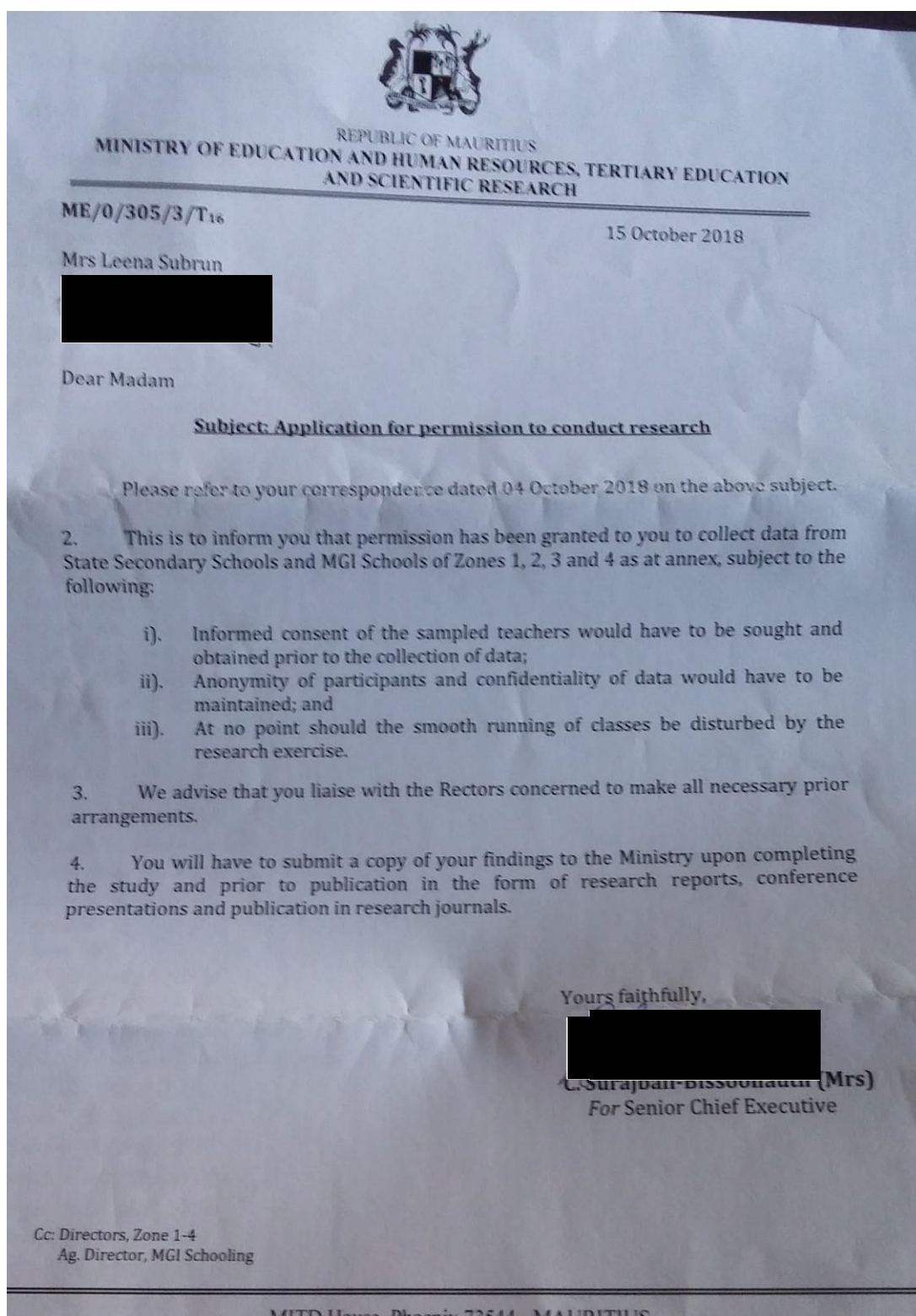
Telephone: +27 (0) 31 260 3507/0303/4557 Facsimile: +27 (0) 31 260 4639 Email: ethics@ukzn.ac.za / research@ukzn.ac.za / csibanda@ukzn.ac.za

Website: www.ukzn.ac.za

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Appendix V – Permission to conduct research from Ministry of Education



Appendix VI- Gatekeeper's Letter

Mr. R.P.Ramlugun
The Senior Chief Executive
Ministry of Education and Human Resources
Tertiary Education and Scientific Research
3rd Floor, MITD House
Pont Fer
Phoenix

Re: Application for permission to conduct research at state secondary schools

Dear Sir,

My name is Leena Subrun and I am doing PhD in Education at the University of Kwa-Zulu Natal (UKZN). The title of my study is: Mapping the job satisfaction of teachers in Mauritius across their career cycles. The purpose of this study is to explore the job satisfaction of teachers. The study aims to gain a deeper understanding of how job satisfaction of teachers changes with time.

I hereby apply for permission to undertake this research inviting participation of teachers from state secondary schools in Zone 1, Zone 2, Zone 3 and Zone 4 (see attached list). I will be using various data collecting tools such as survey questionnaire and semi-structured interview to collect my information (data).

The participants will be notified in advance of the exact date and time for the filling of questionnaires and scheduled interviews. The data for interviews will be audio-recorded using a digital device (if participants agree) and then transferred to typed transcriptions for analysis purposes.

The study is dependent on your willingness to allow the teachers to participate in this research study. The participation is voluntary and participants are free to withdraw from the study at any stage and for any reason. Refusal to answer questions and withdrawal from this research project will in no way result in any form of discrimination or disadvantage to the school or the teachers. All the data that will be collected will be used for my research project report. Permission is also requested from you for the publication of the findings in the form of research reports, conference presentations and publication in research journals. You will be informed if such publications take place.

The anonymity in terms of responses, evidence and documentation used in the research will be guaranteed. Pseudonyms will be used to protect identity if the need arises to disclose names or places.

The research participants will be given an opportunity to comment or change the transcribed data to ensure trustworthiness of the data. The data collected during the research process will be securely stored in a safe place for a period of five years, and will be disposed off (by incineration) after this period.

My supervisors for this study are Prof. Anja Philipp, Prof. Nyna Amin and Dr Ajay Ramful. Please feel free to contact them if you have any queries regarding this research study. You

may also contact me as the researcher or the UKZN Humanities & Social Sciences Research Ethics Committee, contact details as follows:

Thank You

Yours Sincerely,

Leena Subrun

57852353



| | |
|--|--|
| Supervisor: Prof. Anja Philipp UKZN School of Education Office CS138 Main Tutorial Building Edgewood Campus Contact details : 031 260 3819 philippa@ukzn.ac.za | HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION Research Office, Westville Campus Govan Mbeki Building Private Bag X 54001 Durban 4000 KwaZulu-Natal, SOUTH AFRICA Tel: 27 31 2604557- Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za |
| Supervisor: Dr Ajay Ramful School of Science and Mathematics Mauritius Institute of Education Reduit, Mauritius Tel: (230) 4016555/a.ramful@mieonline.org | Supervisor: Prof Nyna Amin UKZN School of Education amin@ukzn.ac.za |

Appendix VII- Informed consent form

Dear Research Participant,

I invite you to participate in a research study entitled: Mapping the job satisfaction of teachers in Mauritius across their career cycles. The purpose of this study is to explore the job satisfaction of teachers. The study aims to gain a deeper understanding of how job satisfaction of teachers changes with time. I would appreciate your participation in survey questionnaire, graphical representations and semi-structured interview.

Participants will be notified in advance of the exact date and time for the filling of questionnaires and scheduled interviews. The data for interviews will be audio-recorded using a digital device (if participants agree) and then transferred to typed transcriptions for analysis purposes.


The participation is voluntary and participants are free to withdraw from the study at any stage and for any reason. The anonymity in terms of responses, evidence and documentation used in the research will be guaranteed. Pseudonyms will be used to protect identity if the need arises to disclose names or places.

The research participants will be given an opportunity to comment or change the transcribed data to ensure trustworthiness of the data. The data collected during the research process will be securely stored in a safe place for a period of five years, and will be disposed off (by incineration) after this period.

Thank You

Leena Subrun

57852353



PARTICIPANT, TEACHER DECLARATION OF CONSENT

I (Name) have been informed about the study entitled “Mapping the job satisfaction of teachers in Mauritius across their career cycles” by Leena Subrun.

I understand that the purpose of the study is to explore the job satisfaction of teachers. I also understand that the procedures of the study include various data collecting tools such as questionnaire, a graphical representation method and semi-structured interview. I have been given an opportunity to answer questions about the study and have had answers to my satisfaction.

I declare that my participation in this study is entirely voluntary and that I may withdraw at any time without affecting any of the benefits that I usually am entitled to.

If I have any further questions/concerns or queries related to the study, I understand that I may contact the researcher or the supervisor.

If I have any questions or concerns about my rights as a study participant, or if I am concerned about an aspect of the study or the researchers then I may contact:

| | |
|--|--|
| <p>Supervisor: Prof. Anja Philipp UKZN School of Education Office CS138 Main Tutorial Building Edgewood Campus Contact details : 031 260 3819 philippa@ukzn.ac.za</p> | <p>HUMANITIES & SOCIAL SCIENCES RESEARCH ETHICS ADMINISTRATION Research Office, Westville Campus Govan Mbeki Building Private Bag X 54001 Durban 4000 KwaZulu-Natal, SOUTH AFRICA Tel: 27 31 2604557- Fax: 27 31 2604609 Email: HSSREC@ukzn.ac.za</p> |
| <p>Supervisor: Dr Ajay Ramful School of Science and Mathematics Mauritius Institute of Education</p> | <p>Supervisor: Prof Nyna Amin UKZN School of Education</p> |

| | |
|---|--|
| Redit, Mauritius Tel: (230) 4016555 / a.ramful@mieonline.org | amin@ukzn.ac.za |
|---|--|

I hereby provide consent to:

- | | |
|------------------------------------|----------|
| Fill questionnaire | YES/NO |
| Provide a graphical representation | YES / NO |
| Audio-record my interview | YES / NO |

 Signature of Participant Date

Appendix VIII – Editor’s Letter



Barbara Mutula
Associate member

Membership number: MUT001
Membership year: March 2022 to February 2023

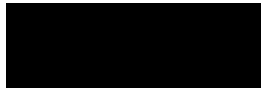
0786439029
kabangebarbara@gmail.com

www.editors.org.za

30 November 2022

TO WHOM IT MAY CONCERN

This is to confirm that the Thesis written by Mrs. Leena Subrun titled ‘**Mapping the job satisfaction of teachers in Mauritius across their career cycles**’ was copy edited for layout (including pagination, numbering, heading format, structure), grammar, spelling, language type consistency, punctuation, and references by the undersigned. The document was subsequently proofread, and a number of additional corrections were advised.



Mrs. Barbara L. Mutula-Kabange

Copy Editor, Proofreader
BEd (UBotswana), BSc Hon Psychology (UKZN),
MEd Educational Psychology (UKZN)

Appendix IX – Turnitin report

Mapping the job satisfaction of teachers in Mauritius across their career cycles

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Appendix X – Raina’s graphical representation

