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The Relevance of Educational Reform to the Job Satisfaction of Secondary School Teachers in Hong Kong

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2006

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Abstract

This study identifies and evaluates factors which contribute to job satisfaction and job dissatisfaction among secondary school teachers in Hong Kong. The writer makes suggestions for improving and enriching secondary school teaching in order to enhance its attractiveness as a desirable career in the midst of education reform. The main focus was on what factors teachers identified as contributing to their feelings of job satisfaction and job dissatisfaction and how the ranking of these factors varied in relation to demographic variables such as sex, training, teaching experience, professional title and type of school.

Questionnaire results were explored in greater depth in interviews. Information was obtained from education officers, curriculum officers, university professors, secondary school principals, teachers and parents in order to gain an in-depth understanding of dissatisfaction factors identified and their implications for teachers' professional development, school management, education policy and teaching methods.

In the questionnaire stage, 10 secondary schools were selected from the population of secondary schools in Hong Kong. In each secondary school, 30 teachers were selected

to make a total of 300 respondents, of whom, 250 completed questionnaires (83%).

The rank orders of the factors, extracted from the data showed that motivators were ranked higher than the hygiene factors and education reform factors in contributing to job satisfaction. Moreover, education reform factors were ranked higher than motivators and Herzberg's hygiene factors as causes of job dissatisfaction. Interpersonal relations with students was perceived as the major factor leading to feelings of job satisfaction while curriculum reform was perceived as the most important factor in contributing to job dissatisfaction.

In the interviews, respondents were asked to provide further information about the job dissatisfaction factors identified in the first part of the study, and about their implications.

The results are used to make recommendations for teachers' professional development, school management and administration, teaching methods and education policy in order to promote job satisfaction among secondary school teachers and enhance the effectiveness of education reform in Hong Kong.

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Part A: Assessment of Job Satisfaction

CHAPTER 1: INTRODUCTION

Long holidays, regular working hours and job security are three attractions that prompt many people to become school teachers. Or so it is thought.

In Hong Kong, schools are the only workplaces that give teachers a month-long summer vacation and various holidays at festive times such as Mid-autumn Festival and Dragon Boat Festival, not to mention a five-day working week. Teachers arrive at school punctually, but most can expect to go home on time before dusk. And unless they commit serious misconduct, the risk of being dismissed is negligible.

Furthermore, teachers have a relatively high social status in traditional Chinese society. They are viewed as respectable scholars who enlighten young generations. After analyzing aspects of Chinese culture, Smith (1973) stated that teachers in Chinese society were regarded as being at the apex of the social structure. Chinese people, in tradition, had a most profound reverence for learning. Students, being bound by norms and customs, had to pay their obeisance to their teachers on their first day at school. From then onwards, students were disciplined to show respect and obedience to teachers under all circumstances (Smith, 1973). On the other hand, teachers were responsible for inculcating in students moral values and regulating social conduct as well as transmitting knowledge. Therefore, teaching was an arduous and meaningful task. Thus many qualified people were attracted to commit themselves to teaching as a field in which they could obtain job satisfaction.

In recent years, however, evidence has shown that a large number of teachers have felt stressed at work and disappointed in their profession. Many teachers have resigned and changed to a new school or a new profession. According to a survey of occupational stress in teachers conducted in 2001 by Hong Kong Professional Teachers' Union (HKPTU), nearly 40% of teachers were considering leaving the profession due to feeling heavy workload and stress. This has given rise to perceptions of a teacher crisis in Hong Kong (Cairns & Ho, 1994; Fan, 1996; Ming Pao, 21st April, 1998; Leung, 1999; Wan 2000; South China Morning Post, 17th April, 2000, Apple Daily, 12th September, 2001; Sing Tao Daily, 20th September, 2001).

On 8 September 2001, an award-winning teacher who was suffering from work-related depression jumped 34 floors to his death. He was described by the principal as a "perfectionist and workaholic." Only the previous year the school had nominated him as one of its two most outstanding teachers in the 2000 Teachers Commendation Scheme, and he was presented with an award in January. However, in August, a psychologist had granted him five months' stress-related sick leave (Lo, 2001).

The financial turmoil in Asia has caused economic downturn in Hong Kong for a decade. It is difficult for Hong Kong people to find a good job. However, teachers are also changing their jobs during this hard time (Leung, 1999). This suggests that the teaching profession is now by no means perceived as an attractive career in the territory.

Results of two consultancy studies commissioned by the Education and Manpower Bureau (EMB) show that secondary school teachers work an average of 50 hours a week, with up to one-third of their working time spent on non-teaching tasks. According to the studies, some

work up to 62 hours a week, not taking into account the time spent in counseling and disciplining students. Non-teaching tasks – such as writing circulars to notify parents of forthcoming school activities or dealing with tuck-shop operators – take 15 to 20 hours a week (South China Morning Post, 17th April, 2000).

In order to get a real picture of a teacher's workload, the South China Morning Post interviewed a secondary school teacher, Ms Shirley Pang. The article claimed that Ms Pang takes home heaps of homework to mark after an average of 10 hours at school each day. As a mathematics and disciplinary teacher at a low-band secondary school in Tuen Mun, Ms Pang has to tackle a heavy administrative workload in addition to teaching and counseling. "It's a huge workload, and it is difficult to manage 40 students in each class," said Ms Pang. To cater for the different academic levels of her students, she will write her own notes rather than following regular textbooks, which may be too difficult for the students (Wan, 2000).

Anecdotal evidence such as this suggests that Hong Kong secondary teachers have a heavy workload which may affect their job satisfaction. Furthermore, Hong Kong education reform may be another important factor affecting teachers' job satisfaction. In September 1999, the Education Commission released a consultative document forming an education blueprint for the 21st century. This document outlined the framework for education reform. In September 2000, the Education Commission submitted to the government a series of recommendations for reforming the education system (Hong Kong Government, September 2000). The recommendations have been implemented since October 2000.

The Education Commission grouped the reforms into seven key areas: curriculum reform, language education, support for schools, professional development, admission systems,

assessment mechanisms, and increase in post-secondary education opportunities (Hong Kong Government, September 2000). Some major reforms applicable to education in secondary schools are: language policy, school-based management, curriculum reform, EMB school inspection arrangements, school banding system and student assessment system. These reform measures, which are discussed further in the following paragraphs, may result in extra workload and stress on teachers.

Language Policy

The Education Commission has basically introduced a new language policy in all secondary schools over the past year. A new requirement was that all language teachers in secondary schools should pass a language benchmark test in order to keep their language teaching post. Teachers alleged that this would be an insult to their profession and subsequent waves of protests staged by the Professional Teachers' Union vowed to fight the policy to the finish (Ming Pao Editorial, 23rd September, 2000). The Professional Teachers' Union was firmly opposed to EMB's policy of requiring language teachers to take benchmark tests. It pointed out that teachers would suffer huge stress in addition to the already heavy workload of teaching (Ming Pao, 9th June 2001).

Furthermore, the Government's mother-tongue teaching policy may also exert pressure on teachers. Based on the mother-tongue teaching policy, an English-medium school is not allowed to teach any subjects in Cantonese except Chinese language lessons in secondary one to three whilst teachers in a Chinese-medium school cannot teach any subjects in English except English language lessons. Thus teachers are forced to use a specific language to conduct a lesson. Many educators believe that, in an English-medium school, it might not be

good to teach language-intensive subjects in English such as history in junior forms. As a result, teachers have to spend more time and effort to prepare teaching subjects in non mother-tongue, leading to an increase in workload. (Cheung, 5th September, 2000).

School-based management (SBM)

The "school-based management" reform may be another important source of workload and stress for teachers. The purpose of education reforms in relation to school-based management was to enable better home-school co-operation and to make school more efficient and/or accountable, as well as to increase the involvement of the teachers, parents and alumni in school management and decision-making.

Under school-based management, principals will play a very different role and perform different functions. They have more powers and greater latitude in dealing with financial and personnel matters. They make decisions about curricula, management, administration and other professional matters and, accordingly, have greater accountability. Thus principals are more likely to exercise their delegated power to push teachers to work more and demand them to squeeze more energy and time from their teaching job. Otherwise, teachers will risk being fired. Obviously, teachers' workload is continuously growing. Teachers easily become depressed and stressed (Ming Pao, 20th September, 2001).

Curriculum reform

Curriculum reform involves the development of a school-based curriculum. Teachers are invited to prepare teaching materials in each subject to suit their students' needs. To implement the curriculum reform, it is inevitable that teachers are required to put more effort and time to prepare for the subject integration and new subject teaching. If the workload is

excessive, with little support for teachers, this may result in teachers' dissatisfaction towards the education reform. Moreover, Government curriculum reform aims at initiating self learning and creative learning with enjoyment. The aim is to replace traditional teaching with active and practical teaching methods. Thus, content-based learning should be removed to give way to active learning with practical field trips. Clearly, teachers are being required to change their traditional teaching methods, and have to give extra effort and time to deal with the changing educational environment. Again, extra workload and stress may follow.

School inspection arrangements

The aim of school inspection is to help an individual school to improve the quality of its performance. The inspection involves self-evaluation by schools, whole-school inspection and post-inspection. The Quality Assurance Inspectorate (QAI) from EMB carry out whole-school quality assurance inspections in order to identify the strengths and weaknesses of the school. Then, an inspection report is provided to the school authority as a basis for follow-up action. Again, school teachers may shoulder a great pressure to prepare for the inspection. Teachers have undertaken extra preparation work and this may cause stress and dissatisfaction.

School banding system

The reform of school banding system for allocation of school places reduced bands from five to three. The reduction in the number of bands from 5 to 3 may help to reduce the labeling effect on students in which low band students are labeled as academic low-achievers. However, the reduction of the number of bandings creates groups of students with a wider range of academic abilities. It is most likely to present a big challenge to the school

management and administration as well as the teachers. Students with a wide-range of abilities may trigger teachers to develop new strategies for classroom teaching, academic assessment and remedial measures to handle academic low-achievers. If there are insufficient well-planned supportive measures to support these strategies, stress and dissatisfaction may arise.

Student assessment system

The student assessment system is a monitoring and screening mechanism to sieve students in different stages. Secondary school students need to pass several important school examinations and public examinations before they can enter a university. Generally speaking, students are required to take an academic assessment to be promoted from primary 6 to secondary 1. Then, they need to take Junior Secondary Education Assessment in order to be promoted to secondary 4. They also have to take the Hong Kong Certificate of Education Examination before being promoted to secondary 6. Finally, they are required to sit for Hong Kong Advance Level Examination at secondary 7 before entering a university. Overall, it is an examination-oriented assessment system.

The reform of the assessment system abolished two public examinations during the primary 6 and secondary 3 stages and reduced examinations in schools. Instead, EMB encouraged school management and teachers to use subject projects, cross-subject projects and continuous assessment to supplement or replace tests and examinations in schools. However, teachers were not happy with this reform without supportive measures. If teachers are required to spend a lot of time to integrate different materials for lessons and assessment, they may become tired and dissatisfied.

As mentioned by Y C Cheng (2001, p.4), "The role of teaching is becoming more complex with the changes brought along with the reform. Previously, teachers just focused on teaching. Now they have to think about the changing education environment, the changing classroom teaching methods, the changing complexity of job nature."

As early as 1981, a visiting panel, led by Sir John Llewellyn, was invited by the Hong Kong Government to undertake an overall review of the education system in Hong Kong. A report prepared by the visiting panel suggested that:

> "The government should formulate and publish a plan for providing adequate in-service upgrading opportunities for existing teachers and for attracting and retaining an appropriate number of first-rate and well-prepared professionals in the teaching force (Llewellyn, 1982, pp.97-98)."

Cheng (1999) suggested that the education authority should give more attention to improvement of teacher education. Effective measures to enhance the image and status of the teaching profession and to improve the teaching environment should be adopted to increase the attractiveness of teaching.

Furthermore, the editor of the South China Morning Post argued that if teaching could be made attractive and meaningful so that teachers would obtain greater job satisfaction, they might prefer to remain in the teaching field (South China Morning Post, 6th December 1999). In order to ensure that the best teachers are recruited and retained to educate students, it is necessary that schools be staffed with motivated teachers. In September 2001, HKPTU reported, based on the results of a survey of 2779 questionnaires, that more than 70% of

secondary school teachers admitted that they experienced significant work stress. Nearly 40% of teachers indicated that they would leave teaching or apply for early retirement in view of having too heavy a workload (Apple Daily, 12th September, 2001; Sing Tao Daily, 20th September, 2001). A more recent survey on secondary teachers stress by HKPTU in September 2003, based on 1318 questionnaires returned, reported that 25% of the secondary teachers surveyed were actively considering leaving teaching with increasing stress; 12.5% of the secondary teachers were considering early retirement owing to the work stress. (Ming Pao, 2nd November, 2003). This suggests that the crisis in teaching has not yet been solved. However, it is argued that these newspaper reports and surveys are rather anecdotal. This argument suggests that it is necessary for educational researchers to conduct more empirical studies to examine the workload, stress and job satisfaction of teachers during the implementation of education reform.

As explained above, there are many factors that may cause low satisfaction and high workload for teachers. If the present situation is not improved, experienced teachers may not remain in teaching and fewer people may be willing to enter the teaching field. Therefore, there could be a shortage of teachers for putting educational policies and plans into practice and thus the quality of secondary teaching service would be adversely affected.

At present, there are arguments for reducing the workload of secondary school teachers and increase job satisfaction to a reasonable level. This, however, would be an arduous task. Little can be achieved without empirical evidence on the reasons for heavy workload and

high and low job satisfaction. In order to deal with this problem, more sustained research is needed. This is the main purpose of this study.

This study attempts to identify and assess factors contributing to job satisfaction and dissatisfaction among secondary school teachers in Hong Kong, in the hope that some suggestions can be made for enriching secondary school teaching, promoting teachers' professional development, improving school management and enhancing educational policy.

This research will be divided into two parts. In the first part, the writer will design a survey in which a questionnaire will be constructed to identify and assess important factors leading to job satisfaction and job dissatisfaction. In the second part, drawing on the survey results obtained in the first part, the writer will conduct interviews with teachers, parents, school principals, university professors, curriculum officers and education officers to elaborate on the results and to identify implications for teachers' professional development, school management and administration and policy in the educational field.

CHAPTER 2 : LITERATURE REVIEW

2.1 An Overview

It can be argued that if teaching provides job satisfaction, teachers will be strongly motivated to commit themselves to their career and will be less likely to change their profession. Thus, it is important to identify job satisfaction factors among secondary school teachers in Hong Kong.

In order to achieve this, an overview of theories relating to motivation and job satisfaction is necessary. In this chapter, Systems Theory, Total Quality Management, Maslow's Hierarchy of Needs and Herzberg's Motivation-hygiene Theory will be examined in order to evaluate their relevance to job satisfaction factors, especially in the context of Hong Kong.

Before proceeding to discuss theories about job satisfaction, a clear definition of stress, motivation and job satisfaction will help to provide a better understanding of the content of literature review. According to Weiten (1992), stress means "any circumstances that threaten or are perceived to threaten one's well-being and that thereby tax one's coping abilities" (Weiten, 1992, p.467). Gray and Freeman (1988) believed that stress can be stimulating or energizing, in which case it is positive and beneficial, or it can be the cause of feelings of anxiety, distress and discomfort. Dunham (1992, p.3) defines stress as "a process of behavioural, emotional, mental and physical reactions caused by prolonged, increasing or new pressures which are significantly greater than coping resources". A sophisticated analysis of stress was given by Travers and Cooper (1995), who viewed stress itself as neither good nor bad, but it depended on how it was experienced. Smith (1995) further explained the situational element of stress, which states that

when our coping mechanisms are successful, stress is minimized and self-esteem is not threatened; otherwise, negative emotions are experienced and seen as threatening to the individual.

Motivation is the study of the determinants of thought and action – it addresses why behaviour is initiated, persists and stops, as well as what choices are made (Weiner, 1992). Job satisfaction has been considered to be "a function of the perceived relationship between what one wants from one's job and what one perceives it is offering" (Locke, 1969, p.316). Job satisfaction can be viewed as an indicator of the degree of need fulfillment experienced by an individual (Dinham and Scott, 1997).

The motivation and job satisfaction of people at work have attracted much interest among researchers (Maslow, 1943, 1970; Herzberg, 1959, 1966; Locke, 1976; Miskel, 1982; Lee et al., 1991). It is worth noting that a body of literature has examined the psychological effects of stress and job dissatisfaction in teachers on individuals and the effectiveness of various strategies in reducing stress and dissatisfaction (Borg, 1990; Borg and Riding, 1991; Farber, 1991; Guglielmi and Tatrow, 1998; Kyriacou, 2001)

In a review of research in different countries on stress in teachers, Borg and Riding (1991) pointed out that the findings not only attested to the endemic and cross-cultural nature of the phenomenon but also to how serious the problem was. Guglielmi and Tatrow (1998, p.61)

reflected the phenomenon that "USA education system has become the target of widespread scrutiny and criticism, while at the same time the rewards of teaching are more often obscured by the difficult working conditions. Against this backdrop of heightened job pressure and reduced professional satisfaction, stress of teachers inevitably affected the learning environment and interfered with the achievement of educational goals". Herzberg's (1959, 1966) theory suggested that lack of stress, viewed from the intrinsic aspects of the job, might not be linked to satisfaction levels derived from pay or conditions of employment. Kyriacou and Sutcliffe (1979) have reported a high negative correlation between stress and job satisfaction reported by teachers. Thus, it is not clear whether stress and reduced satisfaction are the same thing. In recent years, stress and job satisfaction of teachers have also become a hot issue for discussion in Hong Kong (Cheng, 2000; Ching, 2001; Chui, 2001; Cheng, 2004). It is argued that education reform could bring extra workload and stress for teachers and reduce their job satisfaction. Some research findings have claimed the increase of stress had led to job dissatisfaction of teachers. These research findings would be further discussed in Section 2.8. It is worthwhile to have a research aiming to throw light on the impact of education reform on teachers' workload as well as their job satisfaction in Hong Kong.

Throughout the years, there have been many different perceptions about motivation. According to Ferguson, motivation can be defined as "states of mind which spring from deficiencies, from imbalances between what people have and what they want" (Ferguson, 1977, p.3). This implies that motivation is a state of mind which is derived from human needs.

Using data from their research on job values, Ashford and Bynner (1991) pointed out that good pay, career prospects, pleasant workmates, an interesting job and job security were five major values which strongly motivated young people to have a high level of commitment in their jobs. In this respect, motivation can be viewed as values which drive people to behave in certain ways.

However, in Wright's view, motivation should be defined as follows:

> "In general terms, motivation is concerned with the forces which instigate, give direction to and sustain behaviour. In other words, motivation is what arouses people into action, determines the goals towards which these actions are channelled and influences the vigour and persistence with which such goals are pursued. More narrowly, in organisational terms, the motivation to work can be defined as the willingness to expend effort on a particular task in order to attain an incentive or incentives of a certain type" (Wright, 1989, p.97).

Obviously, this definition can give school administrators and managers an understanding about the concept of motivation and related needs.

Nevertheless, the concepts of motivation aforementioned provide insufficient information to answer a series of questions such as: What do people want from their jobs? Why do people behave the way they do in the working situation? What kinds of factors are responsible for bringing about job satisfaction and dissatisfaction?

Research on job satisfaction has tried to answer these questions. According to Herzberg (1957), only one study related to job satisfaction and attitudes was conducted between 1920-1924, while

there were 67 such studies between 1950-1954. Further, it was estimated that there have been a total of 3,350 articles or dissertations on this subject up to 1976 (Locke, 1976). Many studies have attempted to identify the sources of stress and dissatisfaction in the working place during the past two decades as well (Kyriacou and Sutcliffe, 1978; Keinan and Perlberg, 1987; Mazur and Lynch, 1989; Borg & Riding, 1991). It can be seen that job satisfaction has attracted a lot of research attention. It may also reflect the fact that people are becoming more and more aware of their quality of life. They pursue not only a basic standard of living, but also have stronger desire for job satisfaction. Thus, this attracts many investigators to conduct studies on motivation and job satisfaction.

As early as 1959, Herzberg noted that there was much disagreement and confusion between researchers on job satisfaction. The literature showed that many investigations were based on different theoretical positions and employed numerous methods. As a result, many of the findings appeared to contradict each other. According to Locke (1969), there was confusion over whether the factors or determinants of job satisfaction consisted solely in the job itself (the intrinsic approach), in the worker's mind (the subjective approach) or whether satisfaction was the consequence of an interaction between workers and their working environment.

From the early studies, four prominent theories have emerged which specify that particular needs must be satisfied or particular values must be attained in order to have job satisfaction. Two theories which emphasize the organisational system aspect and the quality process, namely Systems Theory (Bertalanffy, 1973; Deming, 1986; Salisbury, 1989; Senge, 1990; Horine,1993; Senge et al.,1994) and Total Quality Management (Deming 1986; Bonstingl, 1992; Horine,

1993; Bradley, 1993; Law, 1993) are of particular importance. In addition, two other theoretical approaches have attracted consistent attention for many years, namely, Maslow's Hierarchy of Needs and Herzberg's Motivation-hygiene Theory (Locke, 1976).

2.2 Systems Theory

In the 1950s and 1960s, a number of scientific researchers began to emphasize the commonalities which exist among various scientific disciplines. One of the first scholars to view an organization from a system perspective was Ludwig Von Bertalanffy (1973). His study of ecological systems identified factors that enabled living systems to function. By introducing a biological concept into organizational thought, he developed what was referred to as General Systems Theory.

Bertalanffy argued there existed general system laws that applied to any system, no matter what its make-up was. General Systems Theory is a science of structural "wholeness". This perspective stresses the inter-connectiveness of individual components. General Systems Theory was created as a means of studying these system commonalities. Bertalanffy divided systems into two types, closed and open. Closed systems are those which are isolated from their environment, such as a chemical reaction in a closed container. An open system maintains itself in a continuous inflow and outflow, a building up and breaking down of components, never being, "so long as it is alive, in a state of chemical and thermodynamic equilibrium" (Bertalanffy 1973, p.39). Students in school and the process of education are by their nature an open system. However, it is an extension of the paradigm to view the school as a living system of changing and developing interrelationships. "The primacy of the whole" suggests that the

interrelationships between the parts of an organization are just as valuable as the interrelationships of the parts of a living human being (Senge et al. 1994, p.25).

The principle of viewing an open system as a living body of interrelationships was expanded by Senge. He explained that the essence of the discipline of systems thinking lay in a shift of mind: that is, "seeing interrelationships rather than linear cause-effect chains," and, "seeing processes of change rather than snapshots" (Senge 1990, p.73). Feedback is thus a valuable tool in understanding and enhancing systems thinking. Feedback shows how actions can reinforce or counteract each other.

The application of General Systems Theory to education was analyzed by Salisbury (1989), who explained that "all of the components of a system working together as a unit can accomplish more than could be done by all of the components operating individually" (Salisbury 1989, p.43). One of the resulting basic tenets of General Systems Theory is that the whole is greater than the sum of its parts. Educational administrators should have a basic working knowledge of General Systems Theory and its terms, concepts and applications.

Building further upon General Systems Theory, Deming defined a system as a "series of functions or activities, subprocesses, components within an organisation that work together for the aim of the organisation" (Deming 1989). The system components, or people, materials, methods, and equipment form a network that support a common objective. Any organisation, when viewed as a system, shares some common characteristics as delineated by Deming.

Purpose: why the system exists

Input: what comes into the system

Resources: the system's physical, financial, and human resources

Processes: sequences of stages of work that transform inputs into outputs

Output: what the system produces

(Deming, 1986)

Deming's model of production (Appendix C) illustrates the continual manufacturing process a product goes through. The process culminates with design and redesign improvements which in turn are a built-in part of the process at each stage. Consumer feedback can enter the system at any point and the product may then be modified. The aim of Deming's figure is to illustrate a system in which components continually react to feedback by building a better product and more satisfied consumer.

Adapting Deming's diagram, Horine (1993) defined the roles of teachers, principals and other suppliers to the educational system. These components have a constancy of purpose, the improvement of education and the satisfaction of the consumer. The list of internal and external customers in educational systems is inclusive of the entire community. Students, teachers, parents, businesses, taxpayers, and legislators are examples of this diverse group. Even the teacher in each succeeding grade becomes the customer of the previous teacher. All these participants work together to improve the product, the student. Principals and teachers have a job of continually obtaining feedback to better educate students and improve learning.

Horine (1993) described "education as a system" in which learning was at the centre of the system and was the result of teaching and other processes that went on in its support.

The education system views the student as the primary input into the system and is "improved" in the process. The student participates in the process as a co-producer of the result, an improved student. The learning is supported by internal and external suppliers. Principals, teachers and other managers of learning are responsible for system design, redesign and change to improve the learning process and the product. To develop support for a system, all parents, students and teachers work within a framework of on-going input into the decision making processes of the system.

However, General Systems Theory has its limitations, the most telling being its abstractness. Measuring process variables such as "flexibility of response to environmental change" and "clarity of internal communication" is not easy. The problem is that, while the terms may have meaning for a layperson, the development of valid and reliable measurement is a much more complex problem. Consequently, its value lies more in its conceptual framework than in its direct applicability (Robbins, 1990). Further, the systems framework is criticised on the grounds that it always focuses on the whole of the system and sacrifices parts of the system (Kakabadse, Ludlow and Vinnicombe, 1988). Thus, teachers in the education system may become victims and are dissatisfied with the benefit of the whole society. It is important to note that the system theory fails to take care of and shed light on the benefits for teachers. Therefore, this theory may not be useful for studying job satisfaction of teachers.

2.3 Total Quality Management Movement

The concept of Total Quality Management (TQM) gained wide acceptance after the publication of Shewhart's (1931) book, Economic Control of Quality of Manufactured Product. In 1947, W. Edwards Deming outlined the methods and philosophy of Shewhart (Deming 1986, p.489). One of the most powerful ideas that Deming presented was the concept of continual improvement in quality control. Deming developed Shewhart's three-step process, Specification-Production-Inspection into a four-step cycle, named the Plan, Do, Study, Act (PDSA) Cycle (Appendix D). As far as public education is concerned, Deming indicated that the customers determined what constituted quality in any product. Thus, he recognised the importance of customer satisfaction. Deming explained that the foremost principle of consumer research is "to understand the consumer's needs and wishes, and thus to design a product and service that will provide better living for him in the future" (Deming 1986, p.175). The schools' customers are primarily, the students and their families. Horine (1993) expanded this concept to include all elements of the community, both internal and external to the school system.

Describing schools of quality, Bonstingl (1992) identified four essential elements of the Total Quality educational movement. These elements had many implications for the work of schools and school leaders. Bonstingl asserted that a primary focus on suppliers and customers was the first important element. Continuous improvement by constant education and maintaining a

system/process orientation was also vital. His final requirement was that the top management maintained strong and consistent total quality leadership (Bonstingl 1992, p.51-68).

The main beneficiaries of the work done by schools are students and their families. The school has internal sets of customers such as teachers who are also the customers of administrators. The needs of a school's customers are determined by data gathering, surveys and focus groups with parents and community members. In response to the customers' needs, a proper design for quality education can be achieved.

Furthermore, Bradley emphasised that the key to a successful design came from two factors: involved employees and strong but flexible leadership. If employees do not feel ownership of the process, they will not be committed to its goals. Without strong direction from school management and school board members, none of the essential elements of TQM would ever have a chance to flourish. "TQM involves a systemic change that will turn a school system upside down. Before your board commits itself to pursuing such a course, you should be sure you and your board colleagues understand and agree with the tenets of TQM quality, continuous improvement, and employee empowerment, to name a few" (Bradley 1993, p.38).

To summarize key activities and elements that are critical to make TQM efforts successful, Law (1993, p.48) proposed a six-step strategy with the six steps of vision, audit, plan, train, implement and monitor First of all, a team is selected, the vision statement is laid down,. and then a plan of change is formulated. With the leadership of the principal, parents and staff play a role in moving the school to achieve the goal.

The definition of TQM is clearly summarised as follows:

> "Total Quality is a people-focused management system that aims at continual increase of customer satisfaction at continually lower real cost. Total Quality is a total system approach (not a separate area or program), and an integral part of high-level strategy: it works horizontally across functions and departments, involves all employees, top to bottom, and extends backwards and forwards to include the supply chain and the customer chain. Total quality stresses learning and adaptation of continual change as keys to organisational success" (Total Quality Forum 1992, p.2).

A study regarding the job satisfaction among teaching staff conducted by the National Commission on Excellence in Education (NCEE, 1983) examined how Systems Theory and TQM focus on helping administrators become more attuned to the factors of satisfaction that affect the performance of a teacher. Administrators, by understanding and using the factors, could motivate teachers to maintain the highest level of performance.

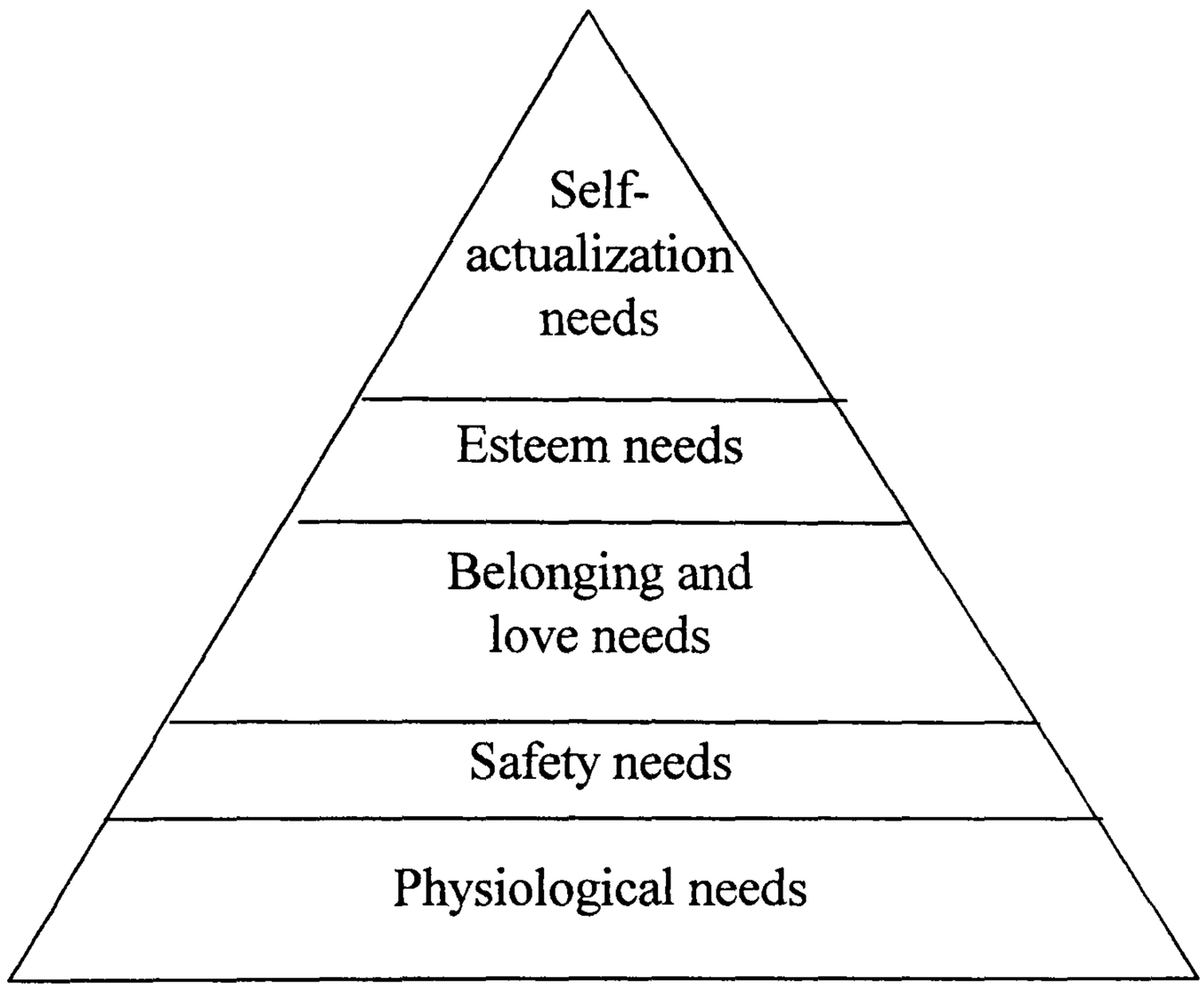
Systems Theory and TQM represent a paradigm in the educational human resources development. The management goal of achieving uniform high-quality products without wasted human resources, meshes with the American national educational goals which place a priority on world-class academic achievement for all students. Teachers and other school leaders must not only be outstanding, but "the schools in which they work must also be restructured to utilize both professional talent and technology to improve student learning and teacher and system productivity" (U.S. Department of Education 1991, p.44). Horine (1993, p.33) pointed out "Teachers, principals, and other managers are ultimately responsible for changing the system to improve the learning process". Conley and Woosley (2000) emphasised

that the management role was to use work design to promote autonomy, feedback and task enrichment to help teachers.

TQM has provided a theoretical framework for educationalists, administrators and teachers with the factors of satisfaction that affect the performance of each partner in an organisation. However, it has not provided a practical model for further study of the dynamics of different constructs. Although the management can focus on system design to consider teachers' needs, it is difficult to apply this theory for research testing before a clear definition is given of the input factors, process and output factors.

2.4 Maslow's Hierarchy of Needs

Diagram 2.1 : Maslow's Hierarchy of Needs



According to Maslow (1943), there are five main classes of human needs: physiological needs, safety needs, belonging and love needs, esteem needs and self-actualization needs. He argued that these needs formed a hierarchy, with physiological needs at the bottom and self-actualization needs at the top. Only when the lowest needs are met will people become concerned with the next in the hierarchy. If the lowest needs are unfulfilled, they will dominate behaviour, but once they are fulfilled, they no longer motivate people. People also work their way up through the hierarchy to meet esteem and self-actualization needs.

Inevitably, Maslow's theory attracted criticism. Wright pointed out that "the research evidence provides little support for this idea, and in any case Maslow's original theory was hedged about with so many qualifications and exceptions that it was difficult to see how any clear cut conclusions could be drawn from it" (Wright, 1989, p.98).

Although Maslow's theory may have flaws, it still has validity in outlining a general phenomenon of how "individuals do look towards the satisfaction of pressing physical demands before progressing towards the needs which relate to a desire for a high evaluation of themselves" (Dennison and Shenton, 1987, p.46). The applicability of Maslow's Hierarchy Need Theory will be further elaborated in section 2.6 with reference to the relevance and contribution to the job satisfaction model in this study.

2.5 Herzberg's Motivation-Hygiene Theory

Job satisfaction is conceived as an important factor in motivating staff. Accordingly, a lot of research studies have been carried out to identify the factors which account for job satisfaction and job dissatisfaction.

Herzberg's motivation-hygiene theory of job satisfaction has been the most influential research-based needs theory since the 1950's. This theory was first formulated from the analysis of a study by Herzberg and his associates. The study was carried out with a sample of approximately 200 accountants and engineers from eleven industries in the Pittsburgh, Pennsylvania area. A semi-structured interview method was employed to

interview all subjects. The interview records were then subjected to content analysis to identify the job satisfaction factors (Herzberg, 1959). In total, sixteen factors were identified in Table 2.1:

Table 2.1 : Herzberg's Sixteen Factors

(1)	Achievement
(2)	Recognition
(3)	Work itself
(4)	Responsibility
(5)	Advancement
(6)	Salary
(7)	Possibility of growth
(8)	Interpersonal relations : subordinate
(9)	Status
(10)	Interpersonal relations : superior
(11)	Interpersonal relations : peers
(12)	Supervision-technical
(13)	Company policy and administration
(14)	Working conditions
(15)	Person life
(16)	Job security

(Source : Herzberg et al., 1959)

By further analyzing these sixteen factors, Herzberg (1959, 1968) concluded that job satisfaction and dissatisfaction were caused by two entirely different sets of factors. Factors pertaining to job satisfaction and job dissatisfaction were mutually exclusive. That is, some factors which were concerned with the task itself and with a focus on job content were 'satisfiers'. Those that were concerned with the environment and focused on job context were 'dissatisfiers'. To eliminate a 'dissatisfier' would not automatically create a 'satisfier' and vice versa. Herzberg argued that "the opposite of job satisfaction would not be job dissatisfaction, but rather no job

satisfaction; similarly, the opposite of job dissatisfaction was no job dissatisfaction, not satisfaction with one's job" (Herzberg, 1968, p.76).

One set of factors such as supervision, salary, status, working conditions and job security are called factors of hygiene because

> "they act in a manner analogous to the principles of medical hygiene. Hygiene operates to remove health hazards from the environment of man. It is not a curative; it is, rather, a preventive. Modern garbage disposal, water purification, and air-pollution control do not cure diseases, but without them we should have many more diseases. Similarly, when there are deleterious factors in the context of the job, they serve to bring about poor job attitudes. Improvement in the factors of hygiene will serve to remove the impediments to positive job attitudes.... When these factors deteriorate to a level below which the employee considers unacceptable, then job dissatisfaction ensues" (Herzberg et al., 1959, p.113).

The other set of factors such as achievement, recognition, work itself (an enjoyable or unenjoyable job with regard to the amount of workload), responsibility and advancement are called motivators because they "serve to bring about the kind of job satisfaction" (Herzberg et al., 1959, p.114) and tend to satisfy the worker's need for self-actualization.

Furthermore, Herzberg elaborated his theory more clearly as follows:

> "Theoretically, given an individual operating from a neutral point, with neither positive nor negative attitude towards his job, the satisfaction of the factors, which we may call the 'satisfiers' would increase his job satisfaction beyond the neutral point. The absence of satisfaction to

these factors would merely drop him back to this neutral level but would not turn him into a dissatisfied employee. Contrariwise, there should be a group of factors that would act as 'dissatisfiers'. Existence of these negative factors would lead to an unhappy employee. The satisfying of these factors, however, would not create a happy employee" (Herzberg et al., 1959, p.111).

Obviously, Herzberg rejected the traditional assumption that satisfaction factors were bi-polar in nature in favour of one which was unidirectional. Thus, the sixteen factors mentioned above can be reclassified into two sets of factors: motivators and hygiene factors (Table 2.2).

Table 2.2 : Classification of Herzberg's Sixteen Factors.

Motivators :	(1) Achievement
	(2) Recognition
	(3) Work itself
	(4) Responsibility
	(5) Advancement
Hygiene Factors :	(1) Salary
	(2) Possibility of growth
	(3) Interpersonal relations: subordinate
	(4) Status
	(5) Interpersonal relations: superior
	(6) Interpersonal relations: peers
	(7) Supervision: technical
	(8) Company policy and administration
	(9) Working conditions
	(10) Personal life
	(11) Job security

(Source : Herzberg et al., 1959)

In response to Herzberg's findings, many educationists and educational researchers (Savage, 1967; Sergiovanni 1969; Nias, 1981; Chapman, 1983; Lee et al.,1991) raised the question: "Is there really one set of factors which tends to satisfy teachers and another set which tends to dissatisfy teachers?"

In 1969, an important study that seemed to support Herzberg's was conducted by Sergiovanni. He concluded that:

> "The assumption that factors which tend to satisfy teachers and factors which tend to dissatisfy teachers are arranged on a conceptual continuum tends not to be supported by this study. Factors which appeared as sources of high job feelings for teachers tended to differ from factors which appeared as sources of low job feelings. Further, the satisfaction factors tended to focus on the work itself, and the dissatisfaction factors tended to focus on the condition of work" (Sergiovanni, 1969, p.259).

Moreover, Savage (1967) replicated Herzberg's study with teachers in Georgia as the subject for his study, and produced a result which partially supported Herzberg's theory. One of his most significant findings was that good interpersonal relations between teachers and students were found to be a motivator rather than a hygiene factor. In addition, Lee et al. (1991) explained that most of teachers' intrinsic information on satisfaction and performance came from interacting with students. Therefore, interpersonal relations between teachers and students should be classified as a motivator instead of a hygiene factor. Thus, it was possible to adjust the work of Herzberg and produce a new classification as follows:

Table 2.3 : An Adaptation of Herzberg's Sixteen Factors in the Educational Field

Motivators:	(1) Achievement
	(2) Recognition
	(3) Work itself
	(4) Responsibility
	(5) Advancement
	(6) Interpersonal relations: students
Hygiene Factors :	(1) Salary
	(2) Possibility of growth
	(3) Status
	(4) Interpersonal relations: principal
	(5) Interpersonal relations: colleague
	(6) Supervision : technical
	(7) School policy and administration
	(8) Working conditions
	(9) Personal life
	(10) Job security

Herzberg's theory provides insight in identifying factors leading to job satisfaction. It is commonly agreed that his two sets of factors not only provide a theoretical framework for studying job satisfaction but also give a practical model for further study. Based on these argument, the writer will evaluate Herzberg's two sets of factors in order to identify job satisfaction factors among secondary school teachers in Hong Kong.

2.6 Job Satisfaction among Teachers and Educators

Satisfaction and dissatisfaction of teachers have long been an area of intense interest to researchers in the educational field especially in the U.S.A. In a review of industrial and education job satisfaction, Robinson (1964) noted that over 40% of the studies reviewed

were related to teachers and their satisfaction or morale. This shows that teachers' job satisfaction and dissatisfaction is a main theme of study by educational researchers.

Research on 40 primary school head teachers with a 63-item checklist on sources of stress was conducted in New Zealand. The result of the research shows that the most highly rated items were stress arising from management of time, administrative tasks and interpersonal relationships (Galloway et al, 1986). The head teacher's age, the length of service as a teacher, the length of service as a head, or the length of service at the present school were not significantly related to checklist ratings.

However, the research showed that those who undertook formal study for professional or academic qualifications reported less stress than the others. Furthermore, the head teachers who had full-time responsibility for a class reported less stress than heads who did not. Head teachers who said they received substantial help from parents reported less stress than those who said they only received some help, or little to none from parents.

According to the research on occupational stress and satisfaction in teaching undertaken by two British researchers (Borg and Riding, 1991), 36.6% of secondary school teachers in Malta rated their jobs as either very stressful or extremely stressful. This result reflected the pervasiveness of stress in the teaching profession. This finding is consistent with those reported in previous studies, for example, Kyriacou and Sutcliffe (1977); Laughlin (1984); Solman and Feld (1989). Research studies by Otta (1982) and

Laughlin (1984) in Australia also revealed a negative correlation between self-reported teacher stress and job satisfaction by teachers. Thus, Laughlin (1984) has pointed out that the consequence of this phenomenon was that teachers' stress interfered with their performance and consequently with the educational process.

Referring to Maslow's Hierarchy of Human Needs, teachers' needs can be generalised as follows:

1. Physiological needs:

   These are the needs for food, water and a reasonable standard of living. Accordingly, a sufficient salary is important. For example, if teachers cannot earn sufficient money to maintain a reasonable living standard, they will be likely to seek part-time jobs to supplement their inadequate salary.

2. Safety needs:

   These are the needs for a sense of security. Teachers need a sense of security in their working environment. Thus, the principals should create a secure climate through predictable behaviour and consistent policies. Teachers need to know where they stand. They need to know the issues in which their principal wishes to be involved and those which can be left to other people (Dean, 1985, p.113).

3. Belonging needs:

The question is: "Do all teachers really feel that they belong to the school and are regarded as part of the team?" It is imperative that a principal, as a communicator, should make sure this need is met (Day et al., 1985, p.98).

4. Esteem needs:

These are the needs for self-esteem and recognition from others. Obviously, teachers have a need for self-esteem. Principals have a crucial role to this. Nobody will be keen to do any task unless he/she believes that he/she is reasonably expected to achieve and will be recognised by others as worthwhile. Thus, teachers tend not to be well motivated to do those tasks which do not contribute to their self-esteem and recognition from others.

5. Self-actualization needs:

These are the needs to maximise one's potential. In schools, teachers should be motivated to feel that they have achieved something worthwhile and important in their job. Thus, a principal's ability to define the roles and responsibilities to suit a teacher's individual potential can help in meeting their needs (Day et al., 1985, p.90).

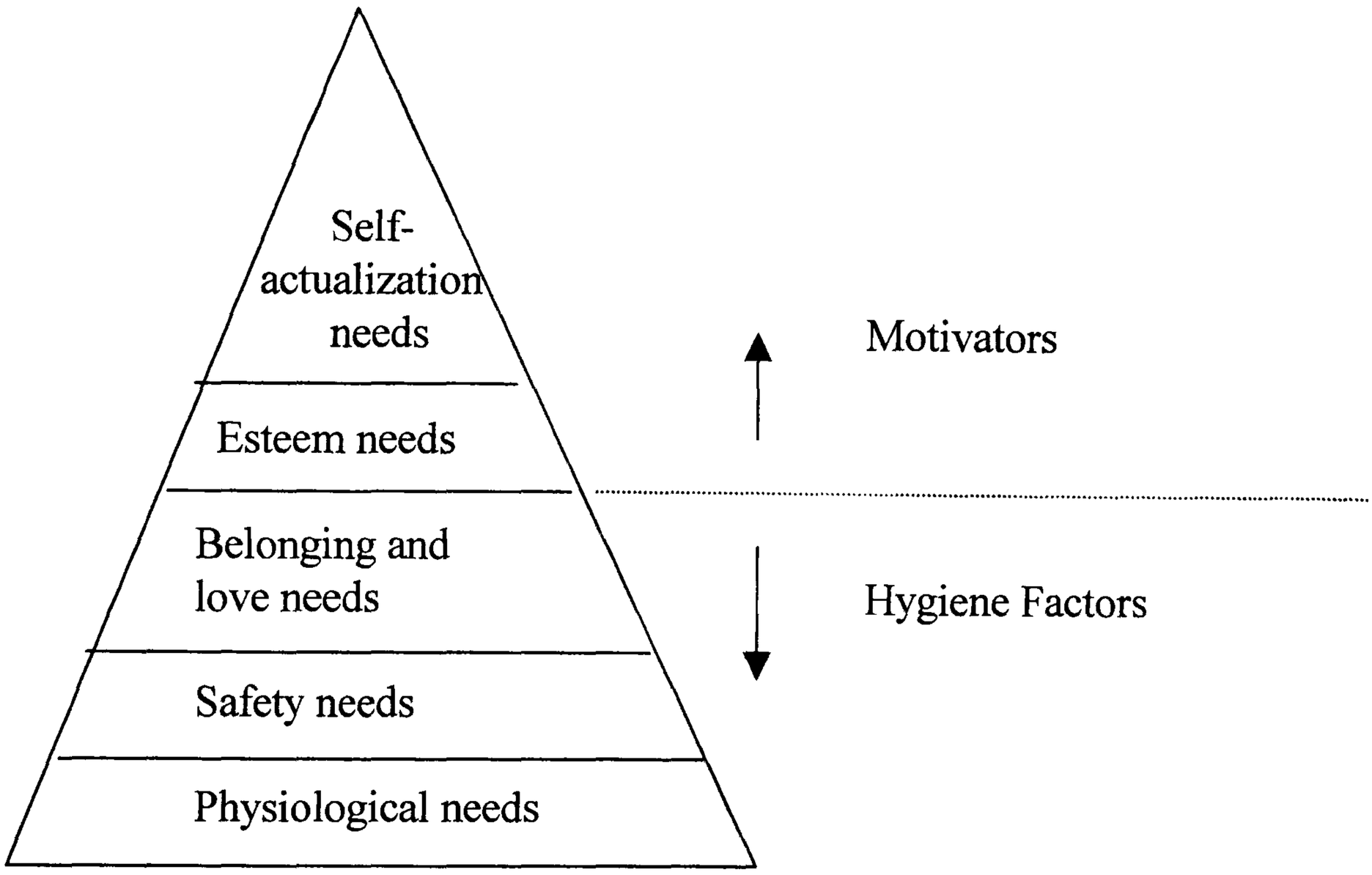
Maslow's theory can be viewed as a guide in constructing a general classification of teachers' needs and these needs will provide the force to motivate teachers. Presumably, the fulfilment of these needs will lead to job satisfaction. However, Maslow's theory gives little hint about how teachers feel about job satisfaction or job dissatisfaction.

Herzberg's Motivation-hygiene Theory can, however, be used to assess teachers' job satisfaction. Herzberg et al. (1959) distinguished those factors leading to job satisfaction (achievement, recognition, work itself, responsibility and advancement) and factors leading to job dissatisfaction (low salary, possibility of growth, low status, school policy and administration, inappropriate supervision, poor interpersonal relations and working conditions, personal life and security). It is obvious that Herzberg's findings have important implications for identifying and assessing teachers' job satisfaction and job dissatisfaction.

From Herzberg's research findings, a process of job enrichment should be formulated in which teachers can have greater scope for personal achievement and recognition. More challenging jobs and greater responsibilities have the potential to widen the scope for teachers' further achievement and advancement in order to increase job satisfaction.

According to Hersey and Blanchard (1972), Herzberg's theory is compatible with Maslow's hierarchy of needs. Maslow's lower-order needs can be equated in some ways to Herzberg's hygiene needs and his higher-order needs can be treated as Herzberg's motivator needs. Thus, salary and security tend to satisfy the physiological and safety needs. Interpersonal relations and supervision tend to satisfy belongingness and love needs while responsibility, recognition and achievement tend to satisfy esteem needs and self-actualization needs. Diagram 2.2 shows the relationship between these two frameworks.

Diagram 2.2: Relationship between Herzberg's and Maslow's Framework.



Herzberg (1959) argued that knowledge about job satisfaction is invaluable to social organizations. He claimed that for industry, the knowledge from studies of job attitudes would increase productivity, decrease turnover, decrease absenteeism, and foster smoother working relations. For an individual, an understanding of the motivating forces and sources of job satisfaction would help to enhance positive job attitudes to improve working output leading to self-achievement.

It seems that this is also true for education. Bidwell (1956) believed that for education, investigation of administration practices affecting the satisfaction of teachers with their work would be an especially important endeavour because (i) satisfaction of the needs of teachers would appear to be intimately bound up with the satisfaction of the needs of students and (ii) the

creative, personal nature of the teaching process would seem to require a feeling of satisfaction and positive identification with the school on the part of the teacher. If the above conclusions are valid, any information available on the degree, factors or effects of teachers' job satisfaction should therefore prove valuable to professionals in the field of education.

Herzberg's theory has been highly influential among educational researchers. Sergiovanni (1969) replicated Herzberg's study on teachers in Monroe County of New York. Schmidt (1976) tested Herzberg's theory with a group of public school administrators in the Chicago area. Other research on occupational stress among headteachers was carried out by Cooper and Kelly (1993) in the UK. The research concluded that primary headteachers were experiencing higher levels of job dissatisfaction and stress than their secondary and tertiary counterparts. The main sources of stress were work overload, handling relationship with staff, a lack of clerical support and their relatively low status. Hill (1994) found that primary headteachers attributed most dissatisfaction to work overload, with most satisfaction coming from interpersonal relationships (with pupils as opposed to staff) and from autonomy.

Chao (1995) also found that heavy workload and unruly behaviour of students were major sources of stress for teachers with higher incidence of poor health and lower job satisfaction. Recent research findings of Evans (1997, 1998, 2001) supported the theories of Maslow and Herzberg that, to certain extent, the determinants of job satisfaction were individuals' needs fulfillment, expectations of fulfillment or congruence of values with individuals. The reasons for the popularity of Herzberg's theory actually lie not only in its simple and testable model but also in its provision of two sets of factors which produce job satisfaction and job dissatisfaction.

Complementary to Maslow's Hierarchy of Needs and Herzberg's Motivation-hygiene Theory, Systems Theory provides a philosophy and a set of principles which can empower members of an educational organisation to restructure and improve. Individuals within the organisation have hygiene and motivation needs. To meet these needs, principals must focus on individual qualitative variables that can be affected by system operations. The use of system tools, system thinking, providing for motivational needs, and a leadership vision to continuously improve will focus educational organisations on the needs of all their customers.

TQM, like Systems Theory, takes a total organisational view, but incorporates the view of those who receive services or products and the employees within the organisation. TQM considers the satisfaction of employees and customers important. This approach, with an overriding vision of continual improvement, seems to account for the satisfaction of employees and the relationships found in and between various units of the organisation.

2.7 Job Satisfaction in Cross-Cultural Perspective

Since most teachers in Hong Kong are Chinese, one might wonder whether Western theories and findings on job satisfaction can be applied to Hong Kong society. Are these theories and findings culturally bound? This is a major problem for many researchers in conducting cross-cultural studies. Thus, it is worth discussing in greater detail.

In an analysis of the chief traits of the Chinese, Chang (1977, pp.107-108) pointed out that "Chinese thought is centered on human ability. Man can glorify the principles. Man can turn the tide of history. Man is master of his fate. Chinese thinkers deny determinism, nor can they tolerate chance. They are always optimistic and full of hope". This reflects the existence of a spirit of competition and constant striving among Chinese. They are active in seeking to overcome their difficult environment and in creating the possibility of a bright future.

This Chinese trait is manifested thoroughly in Hong Kong people. It seems that every Hong Kong Chinese pursues success in their society. Thus, competition is a natural phenomenon which is encouraged in the context of Hong Kong society. It may also be said that the rapid economic growth of Hong Kong is due to this Chinese trait of competition and constant striving.

By examining Herzberg's motivators such as achievement and advancement which also imply constant striving and competition, it can be concluded that motivators might be the potent factors in producing job satisfaction for Hong Kong Chinese because Herzberg's factors appear constant with Chinese traits. Arguably, Herzberg's motivation-hygiene theory could be applied to Hong Kong society. Furthermore, the younger generations in Hong Kong are becoming westernized by constant influence from Western culture. Thus, it may not be a problem to apply Western theory to Hong Kong .

To investigate whether his theory would be supported in other cultures, Herzberg (1966) conducted research studies with cross-cultural samples, including Hungarian and Russian. The

results seemed to show that the pattern of job attitudes in a communist society was no different from that in the Western nations.

In addition, Paul and Robertson (1970) confirmed that the idea of job enrichment, originating from Herzberg's theory, was valid in British industry and commented that "what matters is not that it is American experience, but that it is human experience. From the evidence now available, it is clear that results are not dependent on any particular set of circumstances at the place of study" (Paul and Robertson, 1970, p.89).

2.8 Teachers' Job Satisfaction Research in Hong Kong

In the past decade, there have been a few research reports about teachers' job satisfaction found in educational institutions, the EMB and the government in Hong Kong.

In the summer of 1981, a visiting panel invited by the Hong Kong Government led by John Llewellyn undertook an overall review of the educational system of Hong Kong. In November 1982, a report following this review was published. The report pointed out that

> "In order to retain good teachers we are of the view that there should be an expansion of opportunities for the classroom teacher to play an active role in curriculum development and in other school-level professional decisions. Teacher quality depends on professional satisfaction. Schools should be encouraged to adopt a more participatory form of decision making, especially in professional matters such as school organization and programme. The upgrading of the physical condition of schools through improved building programmes

would serve to keep good teachers within the service" (Llewellyn, 1982, p.99).

This report needs to be interpreted in light of the situation in Hong Kong at the time the teachers' role was passive, teachers' decision making power was limited, the working conditions were poor. Thus, job satisfaction was relatively low among school teachers in Hong Kong. Although this review has highlighted some factors affecting teachers' job satisfaction, it tells us little about what factors are important in contributing to job satisfaction and job dissatisfaction.

In another study, Hui (1984), a researcher in the Chinese University of Hong Kong, examined the influence of participation in decision-making pertaining to school effectiveness and job satisfaction as perceived by Hong Kong secondary school teachers. He found that teachers who were left out of the decision-making process concerning pupil, curriculum and instruction would perceive themselves as having less job satisfaction and their school as being less effective. Furthermore, this study confirmed the relationship between teachers' participation in decision-making and job satisfaction. However, it provided no further relevant factors contributing to job satisfaction and job dissatisfaction.

Another researcher, Wong (1990), from the same institution, studied teachers' commitment and job satisfaction. He found that most teachers lacked strong commitment to their job and their job satisfaction was low. This study revealed a clear picture of the relationship between teachers' commitment and job satisfaction. However, it did not provide an overall profile of teachers' job satisfaction in Hong Kong.

In addition, the Hong Kong Professional Teachers' Union, with over 50,000 member teachers, conducted research to investigate primary and secondary school teachers' stress in September, 2001 (Chui, 2001). After analysing 2,779 questionnaires from 715 schools which account for 50% of the primary and secondary school population in Hong Kong, the following important findings were reported:

1. Over 60% of teachers realise that non-professional duties occupy most of their time. Teachers find there is not enough time to do their professional duties.
2. Over 70% teachers report they have a great deal of stress and pressure. They always feel tired, are overloaded and have little leisure time.
3. Over 80% teachers attribute their stress to education reform in Hong Kong. The main sources of their stress are various changes brought by education reform, such as language policy, school-based management, curriculum reform and school inspection arrangements.

As teachers' stress was reported to be high in this study, the Union made four suggestions for improvement:

1. Increase human resources;
2. Reduce workload by reducing teacher-student ratio;
3. Reduce standard class size from 40 to 34;
4. Adjust the pace of education reform to allow more time for teachers to adapt.

This study suggests that education reform may be an important factor in teachers' stress and job dissatisfaction. It is unclear whether there are sufficient supportive strategies or resources for

teachers. To secure a more sophisticated understanding of the impact of education reform on teachers' job satisfaction and dissatisfaction, it is worthwhile to assess literature on this aspects.

2.9 Evaluation of Herzberg's Theory and the Relevance of Education Reform Factors on Teachers' Job Satisfaction and Job Dissatisfaction

As mentioned above, a strength of Herzberg's theory lies in the provision of two sets of factors. This is relevant to studies of job satisfaction in education settings. However, it does not explain the possible interaction between the motivators and hygiene factors, the dynamics of motivators and hygiene factors and the impact of other external factors on the incumbent's job satisfaction in a time of change in the environment.

With reference to the research by Male (1996), Male and Jensen (1998) indicated that a number of job-related factors appeared to act as buffers to stress, high workload and job dissatisfaction. These included status, autonomy, good relationships with colleagues and supervisors, satisfaction with support services and the feeling that one's job is important and worthwhile. In her study, Nias (1981) provided supplementary information to Herzberg's model on teaching by recognizing that hygiene factors were relevant to creating opportunities for job satisfaction from the intrinsic aspects of the job even though they were not their own source of satisfaction. Intrinsic aspects of a teaching job are recognition of students' progress by teachers and good relationships with their students, etc.

Moreover, the clustering of factors can be more specifically compared with in the field of teaching. As pointed out by Chapman (1983) in his study on teachers' career satisfaction, teachers who remained in teaching attached greater value to recognition and approval of supervisor, family and friends. Those leaving teachers assigned more importance to salary increases, job challenge and autonomy. Other researchers, Rodgers-Jenkinson & Chapman (1991) signified the importance of some aspects of teaching work which were not listed in Herzberg's motivators. The study showed that teachers who enjoyed good relationships with other teachers and parents, felt a part of the school structure and perceived good working conditions, tended to report higher levels of job satisfaction.

Another area of Herzberg's theory which has not yet been explored is the dynamics of sources of job satisfaction and dissatisfaction. According to Chaplain and Freeman (1998) and Chaplain (2001), sources of satisfaction can change over time. What might be perceived as a source of satisfaction at one point of time is perceived as stressful at another point of time and vice versa. Change is frequently seen as stressful, and yet, although it may lead to additional work, it can be exciting and challenging in very positive ways, leading to self-development. For example, the satisfaction and rewards which come from feeling in control at one point of time can become a source of stress at another point when the teachers feel unsupported.

Wilcox and Gray (1995) and Chaplain (2001) pointed out in their findings that while outside organizations and individuals could provide resources and support, they could also make

additional demands and general stress, for example the positive and negative effects on school teachers and management of receiving inspection reports (Wilcox and Gray, 1995; Chaplain, 2001).

Chan and Hui (1995) explored burnout in teachers in a study of 415 Chinese secondary school teachers in Hong Kong. They observed that one of the major sources of stress was having too heavy workload. However, it was found that with additional guidance teachers reported a higher level of workload, but not a higher level of burnout. Instead, they reported a greater sense of personal achievement compared with teachers who received less guidance. The study suggests that even in a context of feeling overloaded, taking on additional duties in a valued area of work does not necessarily create more stress, and thus may enhance job satisfaction.

The impact of other external factors to the incumbent's job satisfaction in a time of environment change has not been addressed in Herzbeg's Two-factor Theory. This is an area that needs to be further explored. A national study of occupational stress among headteachers in the UK was carried out before the introduction of the Education Reform Act 1988 by Cooper and Kelly (1993). The study concluded that primary headteachers were experiencing higher levels of job dissatisfaction and stress than their secondary and tertiary counterparts. The main sources of stress were work overload, handling relationship with staff, lack of clerical support and their relatively low status.

As pointed out by Mercer and Evans (1991), there might be some negative effects on teachers' attitudes to their work of government-imposed policy and also on educational leaders and managers. The implication was that they should have the capabilities for buffering their staff against potentially demoralizing, dissatisfying and demotivating externally imposed changes (Evans, 1999).

Education change inevitably brings change of working practices for teachers , or at least more pressure is being exerted on teachers to change their working practices. Dinham(1993) noted that the relative strength of teachers' dissatisfiers had increased over time due to educational change. Changes implemented with little discussion with principals and teachers might result in dissatisfaction. Dinham and Scott (1997) indicated that "dissatisfiers" were more "extrinsic" to the teaching of students. They included the impact of changes to educational policies and procedures, greater expectations on school management and teachers to deal with and solve the problems, new responsibilities for schools and increased administrative workloads. Obviously, Herzberg's studies of job satisfaction were not conducted at time of rapid educational reform. Conley and Woosley (2000) suggested that further research conducted in an actual setting of work reform and redesign would enhance further understanding in this area. In the Hong Kong setting, further exploration is needed to see whether the education reform is bringing about positive effects, leading to enhanced job satisfaction and reduced dissatisfaction for individual teachers, or to negative effects, for example, creating excessive workload without support for teachers.

As discussed, research findings on career satisfaction of teachers (Sergiovanni, 1967, Dinham, 1992, Dinham and Scott, 1997) provide support to the Two-factor Theory. However, in view of the research on the possible trends and changes among teachers in the midst of education reform (Dinham, 1993; Chan and Hui, 1995; Wilcox and Gray, 1995; Dinham and Scott's, 1997; Chaplain and Freeman, 1998; Chaplain, 2001), there is a need for studies to explore the prevalence of teacher job satisfaction and job dissatisfaction. Specifically, it is necessary to explore the impact of education reform on teacher satisfaction and dissatisfaction in Hong Kong. It is hoped that new knowledge will be obtained on the form and strength of satisfaction and dissatisfaction factors. It is hoped that this research will serve this purpose. As discussed before, Herzberg's Motivation-hygiene Theory is viewed as a reliable and valid theoretical framework for practical study and it will be used in the ensuing research study.

CHAPTER 3: METHODOLOGY FOR THE SURVEY

After discussing the importance of job satisfaction issue for secondary teachers in Hong Kong in Chapter 1 and the literature review in Chapter 2, this Chapter will establish the research questions and explain the methodology of this study. First of all, the writer will discuss questions arising from the literature review in relation to actual problems in the context of Hong Kong. Research questions for this study will then be established. Second, different approaches to a methodology for investigating sources of job satisfaction and job dissatisfaction of secondary school teachers will be discussed to justify a suitable research method to collect relevant data. Third, the writer will describe how the questionnaire was constructed and a pilot study was carried out. Finally, the selection of a sample for the main study, the procedure for questionnaire distribution and collection, and response rate will be described.

3.1 Questions Arising from the Literature Review in the Context of Hong Kong

In reviewing theories on the sources of job satisfaction among workers, Herzberg argued that there were two sets of factors affecting workers' job satisfaction. According to Herzberg and his associates (1959), these two sets of factors were intrinsic factors and extrinsic factors. Examples of intrinsic factors included

achievement, actual work performed, level of responsibility granted, potential for advancement, favourable recognition by supervisors and other related parties. These were also referred to as job satisfiers or motivators. Extrinsic factors were referred to as job dissatisfiers or hygiene factors. Examples were company policies, supervision styles, interpersonal relationships with peers, salary and working conditions. In summary, Herzberg's Two-factor Theory proposed that improvements in the extrinsic factors could dissipate job dissatisfaction (Schermerhorn, Hunt & Osborn, 1998), and dissatisfaction often led to attrition in the work place. Enhancements in the intrinsic factors created job satisfaction, but did not prevent job dissatisfaction. According to Herzberg (1968), the ideal goal was to increase the worker's job satisfaction level while minimizing job dissatisfaction level. Herzberg's Two-factor Theory has, for many years, been viewed as one of the dominant approaches in studying job satisfaction (Locke, 1976). Owens (1995), after exhaustive literature review over a period of nearly two decades, concluded that Herzberg's "Two-factor Theory" of job satisfaction-dissatisfaction has been widely applied to the study of management in organizations and "Herzberg's research must be accepted as representing the state of the art" (Owens, 1995, p.57).

In view of the evidence in support of Herzberg's theory, the writer believes that his

two factors might provide a useful framework to construct questions to tap the important factors that may affect secondary school teachers' job satisfaction in Hong Kong. The writer will now evaluate and analyze the current situation of teachers in the context of Hong Kong so as to draw a clear picture with respect to the two sets of factors which may contribute to the job satisfaction and dissatisfaction of teachers.

The survey conducted by Professional Teachers' Union in 1995 found that teachers were coming under increasing pressure; some even said that they were afraid of going to school. Sixty-one per cent of the 491 respondents in the Professional Teachers' Union Survey said they faced very great pressure and 49 per cent said they often felt depressed about work. The survey also found that 13 per cent of the respondents disliked their jobs and 28 per cent of the respondents expressed regret about having joined the profession (Lee, 1995).

The Vice-president of the Professional Teachers' Union, Mr Au Pak-kuen (Au, 2002, p.2) said that the pressure faced by teachers with different years of experience and in different types of school was found to be similar. Mr. Au said, "Teachers are facing not a general type of pressure, but an overload. They find the job difficult with little sense of satisfaction".

Mr Cheung Man-kwong (2001), the President of the Union and a legislator, suggested that the EMB should improve teaching conditions by lowering the student-teacher ratio, reducing the heavy teaching workload and non-teaching chores such as administration, reviewing the curriculum and improving promotion prospects. A total of 466 schools and 12,000 teaching staff signed a petition to call for more resources such as administrative grants and clerical staff to reduce the non-teaching workload of teachers.

From this survey, we can see that teachers perceive themselves as having a heavy workload with low job satisfaction. Thus, it is important to identify the critical factors contributing to teachers' job satisfaction and to understand why teachers become exhausted and burnt out as this may affect education quality and the learning of students. Furthermore, stress is a response to change in the environment. Anything that leads to change can cause stress, even if it is enjoyable.

EMB of Hong Kong Government introduced a programme of education reform in October 2000. The planned changes in education innovation created uncertainty about teaching as a career and about overall working condition. Cheng (1996) emphasized that innovations in education were expected to increase stress among teachers and teachers were at risk of suffering premature burnout and feeling less satisfied with the

job.

The education reforms, including a language benchmark test, school-based management system, mother-tongue teaching policy and curriculum reform, were undertaken to transform how schools and universities teach. The changes have shifted the focus away from rote-based learning and allowed students to take a wider curriculum. It is very likely that implementing the new requirements of the education reform may increase teachers' workload. However, it is not clear how the reforms will affect their feelings of job satisfaction. If, for example, the reforms were to succeed in their aim of improving students' standards, they could lead to an increase in job satisfaction. In the long run, the job satisfaction of teachers will impact on their career development, and their attitude towards school management and education policy.

3.2 Research Questions

The literature review in Chapter 2 and discussion in Section 3.1 identify three groups of factors which may affect the job satisfaction of teachers in Hong Kong. They are: motivators, hygiene factors and education reform factors. It can then be asked "Which group of factors are the major sources affecting the job satisfaction of teachers?", "Which group of factors are the major sources affecting the job dissatisfaction of teachers?" and "What will be the implications for teachers' professional development,

school management and education policy in Hong Kong?" It is not easy to answer these questions. It is important to collect sufficient data and conduct a thorough investigation to provide valid information and evidence to answer these questions.

An important aim of the thesis is to conduct surveys to help answer the following three research questions:

1. What are the main sources of job satisfaction among secondary school teachers in Hong Kong?

2. What are the main sources of job dissatisfaction among secondary school teachers in Hong Kong?

3. What may be the implications of the main sources of job satisfaction and job dissatisfaction for teachers' professional development, school management and education policy?

After answering these questions, some measures will be suggested to improve the current situation and environment of teachers. The survey will also aim to help in planning more suitable school-based management and in developing a generally accepted education policy.

3.3 Methodology

Approaches to study of job satisfaction have provided a strong theoretical foundation in identifying and assessing job satisfaction factors. Different methods of data collection can be viewed as putting different approaches into practice. In the process of selecting an instrument for collecting data, the following methods can be considered and analysed according to their appropriateness and practicability.

The first method is observation. Basically, there are two types of observation: participant and non-participant. The participant observer is a regular participant in the activities being observed and the other participants generally do not know their dual role. On the other hand, a non-participant observer does not participate in group activities and does not pretend to be a member. There is, in fact, a wide variation in the degree of participation by observers. Minimum participation, like non-participant observation may lead the observer to take a distant-observer role, trying not to get too close to the respondents or to influence them in any way. At the other extreme, the observer may live with the respondents for an extended period of time. Thus, the relationship between them is often more intimate and much more informal than in an interview study during which the interviewer sees the respondent for only a few minutes and on a very formal basis. According to Labovitz and Hagedon (1971, p.57), there are five

advantages of observation:

> "First, the observations take place in a 'natural' setting, so the only contrived aspect is the observer himself. Second, the observer is able to observe the emotional reactions of his subjects, which may lead to fruitful hypotheses. Third, by observing over an extended period of time, a great deal of information can be obtained..... A fourth factor is that the observer is able to record the context, which gives meaning to the respondent's expression of opinions and values. Finally, if the observer can establish solid relations (rapport), he may be able to ask sensitive questions that would otherwise not be permissible".

It seems at first sight that observation is an effective way to collect data. Nevertheless, when looked at more closely, it may not be as appropriate as it initially appears. Firstly, to engage in long-term observation consumes a considerable amount of time and trained manpower. Second, in a natural environment, the observer often has little control over extraneous variables that may affect the data. Third, the size of the sample would of necessity be extremely small. Fourth, observational studies often lack reliability because they are generally conducted in depth with data that are always subjective and difficult to quantify; the data gathered by two or more observers may not be readily comparable, and there are no easy checks on reliability in unstructured observations. Fifth, the observer may become so involved in the group that he/she loses objectivity.

Finally, it would be very difficult for the observer to know that the subject was experiencing feelings of job satisfaction or job dissatisfaction; only the subject knows what his/her feelings are and they may or may not be revealed by his/her overt behaviour; thus, the observer must make inferences about the subject's attitudes, feelings and

motives which may be misleading. Facing with all these problems, the adoption of observation in collecting data was therefore abandoned.

The second method is interview studies. One major advantage of the interview is its flexibility. An interviewer can clarify ambiguous questions and can probe for more specific answers. Furthermore, he/she can standardize the interview environment by making certain that the interview is conducted in privacy, that there is no disturbance like noise, etc. In addition, the interviewer can record spontaneous answers. The respondent does not have a chance to withdraw his/her first answer and write another. Finally, the interviewer can ensure that all the questions are completely answered. Thus the problem of missing data which might cripple the study can be avoided (Bailey, 1982, pp.182-183).

However, interview studies are not flawless. Firstly, with the presence of an interviewer, the respondent's anonymity cannot be assured. Secondly, this method can be extremely costly. Some complex studies require small bureaucracies with a number of administrators, field supervisors, interviewers and perhaps even public relations personnel. In addition, interviewers must be paid not only for the hours that they interview, but also for training periods and they must be compensated for travel expenses. Thirdly, interviewers also make errors. They may misunderstand the respondent's answer,

may understand it but make a clerical error in recording, or may simply record an answer even when the respondent fails to reply.

All methods have their limitations. As long as the study is planned carefully, the problems stated above can be solved. If the present study were to adopt this method in collecting data, only a small sample could be studied because of the limited resources. Thus, the cost would not be very high. Moreover, the respondent's anonymity need not be a problem because interviewer would have to observe a code of ethics in revealing no personal information about respondents. Some interviewers know some of their respondents but the identities of others cannot be traced. Thus, a certain level of anonymity can be assured. Furthermore, if just a small number of samples are drawn, the records can be re-checked to reduce errors. This may enhance the reliability of the research findings.

After reviewing the methods of observation and interview, it is now necessary to consider a third methodology which is the adoption of a questionnaire.

According to Bailey (1982, p.156-157), there are eight advantages of questionnaires for collecting data:

(1) Considerable savings of money:
As compared with an interview study, the adoption of questionnaires costs far less than the interview study with the same sample size.

(2) Time savings:
Questionnaires can be sent by mail or group administered to a large number of respondents at the same time and most of the questionnaires will be collected within a short period.

(3) Respondent's convenience:
The questionnaire may be completed at the respondent's convenience.

(4) Greater assurance of anonymity:
Since there is no interviewer, the respondent may be more willing to provide socially undesirable answers, or ones that violate norms.

(5) Standardized wording:
Direct comparison of respondents' answers is facilitated by the fact that each respondent is exposed to exactly the same wording.

(6) No interviewer bias:
There is no opportunity for the respondent to be biased by an interviewer. An interviewer can bias answers in many ways such as prompting through voice inflection, assuming that the respondent will answer in a certain way or telling the respondent his/her personal opinion.

(7) Securing information:
The questionnaire allows the respondent to check his/her own records, confer with colleagues or conduct research before answering.

(8) Accessibility:
Respondents who are widely separated geographically can all be reached for the price of a postage stamp as compared to expensive travel costs for interviewers.

Due to the limited resources in terms of time and money for the present study, it seems

that the self-administered questionnaire is one of the more appropriate methods for collecting data. In addition, if one attempts to collect data through participant observation in schools in Hong Kong, permission must be gained from the EMB. Past experience has shown that such an attempt is rarely successful. In the light of all these facts, adoption of the questionnaire in collecting data appears to be the best choice for this study.

However, no single method is perfect. Labovitz and Hagedorn (1971) argued that there were four major disadvantages of using the questionnaire method to collect data. They are outlined as follows:

(1) The population is restricted. Respondents must be able at least to read and write.

(2) There is a high degree of self-selection, leading to a comparatively low response or return rate, that is, those most interested or highly educated are most likely to respond.

(3) The questionnaire must be restricted in length and scope because respondents lose interest or become fatigued if it takes them a long time to complete the questionnaire.

(4) There is no opportunity for depth interviewing or probing for meaning of statements (Labovitz and Hagedorn, 1971, p.51).

In view of these four disadvantages, careful consideration is necessary before employing

this method of data collection. It seems that the first and second disadvantages cannot affect the effectiveness of the questionnaire because all respondents in this study are secondary school teachers who are well-educated. Reading and writing are not difficult for them. In addition, the aim of this study is to identify and assess job satisfaction factors among secondary school teachers in Hong Kong. Thus, they should be interested and likely to respond. Furthermore, designing a good questionnaire can offset the third and fourth disadvantages. As questionnaire items are carefully designed and clearly stated, the questionnaire does not necessarily have to be long. Any forms of in-depth interviewing or probing for meaning of statements will be unnecessary too. Given these arguments, it is concluded that the adoption of the questionnaire is the most economical and effective method for collecting data in this study. Thus, the writer will adopt questionnaire to collect data for assessing the sources of job satisfaction and dissatisfaction of teachers in the first part of this study.

After identifying the important job satisfaction and dissatisfaction factors among teachers, it would be worthwhile to obtain more information from partners in the educational environment. Gunn and Holdaway (1985) argued that individuals' affective reaction to work, job satisfaction or dissatisfaction, depended largely on an interaction between that individual and his or her environment. Sources outside the

school including superordinates, school trustees and Department of Education officials may be the major dissatisfiers. Leithwood et al. (1990) shared a similar view and investigated the parties that teachers had to work with, including parents, special interest groups and principals. To deepen the understanding of the sources of job satisfaction and dissatisfaction of teachers, the writer will further explore the views of teachers and their partners such as superordinates, principals and parents in the second part of this study. An exploration of the perspectives of the teachers and their partners in the educational environment might be a starting point for a number of developments for extending knowledge of job satisfaction and dissatisfaction among teachers at a time of education reform (Mercer, 1997).

As data collected by questionnaire might not provide in-depth information for further analysis, the writer collected qualitative data to complement the data collected by means of questionnaire. The aim was to secure more comprehensive information to explain the sources of job satisfaction and dissatisfaction identified in the questionnaire. In the study of Chaplain (2001), the main sources of stress and job satisfaction among primary headteachers were investigated by distributing a self-report questionnaire to the teacher in the first phase and interview in the second phase. The interview gives an advantage that respondents will provide verbal and more open accounts of job satisfaction and

other related matters. It can offer a complementary and sometimes different dimension to responses from questionnaires. Thus, interview can be a useful tool to tap more in-depth information on the issue. In this study, the writer's overall plan was to conduct a questionnaire study in Part A of the thesis, followed by an interview in Part B to explore the issues arising out of the findings from the questionnaire.

3.4 Construction of Questionnaire

The questionnaire (see Appendix G) is made up of two sections. Section A requests demographic and professional data from respondents. Information including sex, religion, age, marital status, teaching experience, types of schools and professional title are included as such data will be helpful in understanding the sample and in shedding some light on the relationship between respondents' personal and professional characteristics and their degree of job satisfaction.

Section B aims to provide a list of factors which can identify and assess job satisfaction among secondary school teachers in Hong Kong.

As mentioned in the literature review, Herzberg's Two-Factor Theory distinguished between two sets of factors. The first set, associated with job satisfaction, is only

concerned with the task itself; its theme is job content. This set of factors is referred to as motivators. The second set of factors, associated with job dissatisfaction, is concerned solely with the environment in which the job is performed; its theme is job context. These factors may not in themselves create job interest, but when these factors are found satisfactory, they prevent frustration and remove basic obstacles from individuals. Thus, they have a preventive function and are therefore also referred to as hygiene factors.

Herzberg's classification of motivators and hygiene factors is examined in this study in order to investigate whether the motivators are more likely to contribute to job satisfaction than the hygiene factors are, and whether the hygiene factors are more likely to contribute to job dissatisfaction than the motivators are.

Drawing from Herzberg's Sixteen Factors, 44 items were constructed for Section B of the questionnaire. The respondents were asked about the factors contributing to their feelings of job satisfaction and job dissatisfaction. They had to answer on a five-point Likert scale, with options: “not relevant”, “very dissatisfied”, “fairly dissatisfied”, “fairly satisfied” and “very satisfied”. The option of “not relevant” was scored 0 and the remaining 4 options were scored with 2, 3, 4 and 5 respectively. Herzberg's sixteen factors and the corresponding 44 question items in section B are listed in Table 3.1

Table 3.1: Herzberg's Sixteen Factors and the Corresponding 44 Question Items

Factor	Question item
(1) Achievement	A sense of achievement from your work with students
	The level of student achievement in class(es)
(2) Recognition	Receiving praise from your school administrator.
	Recognition by other teachers of your work.
(3) Work itself	The workload in your school.
	The number of teaching hours each week.
	The number of hours for non-teaching duties each week.
	The number of students in each class.
	The amount of time required in preparation and marking students' assignment including non-school hours.
(4) Responsibility	Decision making power in your school.
	The availability of teaching aids.
	Freedom to select teaching topic for your class(es).
	Freedom to select teaching methods.
	Freedom to select your teaching materials.
	Freedom to determine the time-table/schedule of the program/activities.
	Freedom to determine methods of students assessment.
	Your responsibility for a particular curriculum area.
(5) Advancement	The methods used to assess teachers for promotion.
(6) Salary	The basic salary you receive.
	The criteria for determination of salaries.
(7) Possibility of growth	The opportunities for in-service training.
	Provisions and opportunities for further and formal study.
(8) Interpersonal relations - students	Your relationship with your students.
	The general behaviour of students in the school.
	The general behaviour of students in your class(es).
(9) Status	The professional status of teachers in the society.
	The attitudes of the people in society towards education.
	The attitudes of students towards learning.
	The attitudes of parents towards education.
(10) Interpersonal relations - principal	Your relationship with your principal.
(11) Interpersonal relations - colleagues	Your relationship with your colleagues.
(12) Supervision (technical)	The leadership style of your principal.
(13) School policy and	The distribution of resources within your school.

administration	The administration policies of the school.
	The availability of ancillary staff to assist you.
	The provision of useful advice to assist you with problems you encounter in teaching.
	Your allocation to teaching a particular class.
	Your involvement in decisions about school policy.
(14) Working conditions	Working conditions in your school (working space, ventilation, etc.).
	The physical conditions of your classroom(s).
	The availability of facilities for your recreational activities.
(15) Personal life	Job situation changing in such a way as to improve personal or family life.
	The prospect of teaching as a lifetime career.
(16) Job security	Feeling secure in your job.

In addition, a further 12 items were constructed for Section B to investigate the relevance of education reform factors. The respondents were asked about factors contributing to their feelings of job satisfaction and dissatisfaction. They were also requested to select one option out of five on the Likert scale. Education reform factors and the corresponding question items in section B of the questionnaire are listed in Table 3.2 as follows:

Table 3.2: Six Education Reform Factors and the Corresponding 12 Question Items

Factor	**Question item**
(1) Language Policy	The impact of Government language benchmark test for the proficiency assessment for English and Putonghua teachers.
	The impact of language policy in your school.
	The current language policy on English Medium Instruction (EMI) and Chinese Medium Instruction (CMI).
	The impact of Government mother-tongue teaching policy.
(2) School based management	The impact of school based management (SBM).

(3)	Curriculum reform	The impact of Government curriculum reform.
(4)	Student assessment system	Student assessment system for students promoted from primary 6 to secondary 1.
		Student assessment system for students promoted from secondary 3 to secondary 4.
		Student assessment system for students promoted from secondary 5 to secondary 6.
(5)	School inspection arrangement	School inspection arrangements by the EMB.
(6)	Student banding system	The change of the banding system from 5 bands to 3 bands.
		The student banding system in Hong Kong.

Moreover, respondents were asked in items 57 and 58 to summarize their feeling about the impact of educational reforms in recent years and their overall level of satisfaction with their jobs.

In addition, the questionnaire provided opportunities for the respondents to name additional factors which they considered important in contributing to their feelings of job satisfaction and job dissatisfaction in the space provided in items 59 and 60.

Finally, respondents were requested to give two examples of how they had perceived job satisfaction and two examples of how they had perceived job dissatisfaction with their jobs in the space provided in question item 61.

The purpose of adding questions 59, 60 and 61 was to understand respondents' perceptions and feelings more thoroughly by providing space for open-ended comments,

in the hope that a comprehensive identification and assessment of the job satisfaction factors among secondary school teachers in Hong Kong would be achieved.

3.5 Pilot Study

Having designed the questionnaire, the writer started the survey with a pilot study in November 2001 before the formal study was conducted. A secondary school was chosen for the pilot study. Twenty secondary school teachers completed the questionnaires and were informally interviewed to identify any ambiguities, which might exist in the questionnaire. Consequently, some minor amendments in wording were made.

3.6 Selection of Sample for the Survey

After completing the design of the questionnaire, the next stage was to select a sample. A random sample from the population of all secondary school teachers is by no means an easy task. Hence a common practice in survey and research is to take the school as a basic unit sample. The sampling strategy of this study is of a proportional stratified nature. This means that the number of government, government-aided and private secondary schools is selected in proportion with the number of these three kinds of secondary schools in the population. Combining the three kinds of secondary schools

in Hong Kong in the academic year 2001-2002, produced a total population of 480 schools (see appendix E). The distribution of the government, government-aided and private secondary schools was 37, 366 and 77 respectively (Education Department, 2001). However, the secondary schools were not selected at random. The sampling method was based exclusively on what was convenient and possible for the present study. The most accessible secondary schools from the population were included while the inconvenient ones were excluded. This was intended to improve the response rate of the questionnaire. Normally, the response rate is very low for randomly selected samples in view of unfamiliarity with the writer and the little interest that teachers feel in completing questionnaires owing to their heavy workload. Since there are limited resources for this study in terms of money, time and workforce, this sampling method seems to be the most appropriate one.

With the adoption of this method, a total of 10 secondary schools including 1 government school, 7 government-aided schools and 2 private schools, were selected from the population of secondary schools in Hong Kong. The allocation of schools selected enrolling most band 1 students, band 2 students and band 3 students respectively is shown in table 3.3. In Hong Kong, all primary six students are divided into three equal bands according to their schools' internal assessment and scaling results. One-third of students with the highest assessment results are allocated to band 1, whilst one-third of

students with moderate results are allocated to band 2. The remaining one-third of students are classified as band 3. The banding determines allocation of places in secondary schools. Generally speaking, the best performing secondary schools attract more applications. These schools can recruit most students belonging to band 1. These schools are then viewed as band 1 secondary schools in the community (Hong Kong Government, 2000).

Table 3.3 Student Banding Distribution Among the Sample Secondary Schools

Majority of Students	**Number of sample school**
Band 1	3
Band 2	3
Band 3	4

In each secondary school, 30 teachers were chosen to make up a total of 300 respondents for this study. The ratios of teaching posts in each rank of a secondary school (Hong Kong Government, Sept 1994) are shown in table 3.4.

Table 3.4 The Ratio of Posts in each Hong Kong secondary school

Posts in each rank	**Ratio of post**
Principal Graduate Master (PGM)/ Senior Graduate Master (SGM)	6
Graduate Master (GM)	8
Senior Assistant Master (SAM)	1
Assistant Master (AM)	2
Certificate Master (CM)	3

Thus, the sampling of teachers in each school was selected by using stratified random sampling according to the number of teaching post in each rank. With reference to the ratio of posts in Table 3.4, the ratio of teachers from each of 10 targeted secondary

schools to make up 30 teachers in each school is shown in table 3.5.

Table 3.5 : Number of Teachers Selected from each Target Sample Secondary School

Posts in each rank	**Number of teachers selected from each sample school**
Principal Graduate Master (PGM)/ Senior Graduate Master (SGM)	9
Graduate Master (GM)	12
Senior Assistant Master (SAM)	1
Assistant Master (AM)	3
Certificate Master (CM)	5
TOTAL:	**30**

This sampling strategy facilitated the collection of information from teachers in different posts. It further enhanced a relatively representative sample in terms of teachers' stratification by different posts in the school. In the process of questionnaire distribution to the sample schools, the writer's brother, who is a secondary school teacher and has completed a part-time Diploma in Education course, was appointed to be the research assistant to administer the questionnaire tasks. The selected sample schools were contacted through one of their teachers who was a friend of the writer. Thus, it was relatively convenient for the research assistant to distribute the questionnaire to the target teachers through their colleagues. It is arguable that this sampling strategy may give rise to a potential bias that the writer's friend may select those teachers as respondents who might have something in common. This would rule out any claim of a representative sample of teachers.

However, the writer has made an attempt to ensure that the sample of schools selected is representative in terms of the type of schools and admission of Band 1, 2 and 3 pupils. Further, the teachers selected within each school were also representatives of the different professional titles of teachers in Hong Kong secondary schools. Lastly, the selection of the sample of teachers within each school did not rest with the writer. All these would make the sampling of this research relatively representative.

After distributing the questionnaires, the research assistant made telephone calls to monitor completion of questionnaires. Then, the completed questionnaires were collected in-person in two-day' time. Finally, a total of 250 questionnaires out of 300 were collected. The response rate was 83%.

CHAPTER 4: RESULTS OF THE SURVEY

This chapter examines data obtained from 250 questionnaires completed by secondary school teachers in Hong Kong. The participating teachers answered 58 questions on the factors contributing to their feelings of job satisfaction or job dissatisfaction. There were also two open questions asking teachers to give other factors that might contribute to their feelings of job satisfaction or job dissatisfaction. The last question asked teachers to give two examples of situations which they perceived as giving them job satisfaction or job dissatisfaction in their duties in the last few months. In total, there were 61 question items in the questionnaire. There were 300 questionnaires distributed and 250 were returned for further analysis. The response rate was 83%.

The results of this survey are presented in the following sections:

(a) Section 4.1 presents general information about the respondents;

(b) Section 4.2 presents the results of classifying question items by means of factor analysis;

(c) Section 4.3 presents the ranking of factors contributing to job satisfaction and dissatisfaction;

(d) Section 4.4 provides a detailed analysis of job satisfaction factors and job

dissatisfaction factors with reference to the demographic characteristics of the respondents;

(e) Section 4.5 presents teachers' individual opinions on other factors that contribute to their feelings of job satisfaction and job dissatisfaction. The examples of how the teachers perceived job satisfaction or dissatisfaction in their duties were reported by grouping responses into categories;

(f) Section 4.6 summarizes and concludes the major findings of different aspects of job satisfaction and dissatisfaction.

4.1 General Information

Respondents were selected from three different types of secondary schools, namely: government secondary schools, government-aided secondary schools and private secondary schools. The demographic characteristics are presented to give a general profile of the respondents in this survey. The frequency distribution of the gender, religion, age, marital status, teaching experience, number of teaching periods per week, major teaching subject, average number of students per class, type of school and professional title of the respondents are listed in Table 4.1 to Table 4.10.

As shown in Table 4.1, male and female secondary school teachers responded to this survey in similar proportion. Therefore, it is concluded that the opinions of both sexes

have been reflected in the results.

Table 4.1

Frequency Distribution of Gender

Gender	Number	Percentage
Male	120	48.0
Female	130	52.0
Total	250	100.0

As shown in Table 4.2, more than half of respondents claimed to have no religion; 36% of the respondents were Christians and only 4.8% were followers of Buddhism.

Table 4.2

Frequency Distribution of Religion

Religion	Number	Percentage
Protestant	50	20.0
Catholic	40	16.0
Buddhist Follower	12	4.8
No religion	148	59.2
Total	250	100.0

The age of the respondents ranged from 21 to 60. Over 60% of the respondents were 21 to 35. This indicates that a majority of respondents under investigation were relatively young (see Table 4.3).

Table 4.3

Frequency Distribution of Age

Age range	Number	Percentage
21-25	40	16.0
26-30	59	23.6
31-35	55	22.0
36-40	46	18.4
41-45	22	8.8
46-50	13	5.2
51-55	12	4.8
56-60	3	1.2
Total	250	100.0

As shown in Table 4.4, more than half, namely 54%, of the respondents were married while 46% were single.

Table 4.4

Frequency Distribution of Marital Status

Marital Status	Number	Percentage
Married	135	54.0
Single	115	46.0
Total	250	100.0

As seen from Table 4.5, it is worth noting that the majority of the respondents (61.6%) had 10 years or less of teaching experience. Compared to Table 4.3, it is not surprising to find the number of respondents aged 21 – 35 corresponding closely to the number with teaching experience 1 to 10 years. This also indicates that these teachers entered the profession from University.

Table 4.5

Frequency Distribution of Teaching Experience

Teaching Experience (years)	Number	Percentage
1-5	77	30.8
6-10	77	30.8
11-15	37	14.8
16-20	34	13.6
21-25	12	4.8
26-30	9	3.6
31-35	4	1.6
Total	250	100.0

As seen from Table 4.6, 61.2% of the respondents had an average number of 21 to 30 teaching periods per week while 26.8% of the respondents had over 30 teaching periods per week. The maximum number of periods for a teacher is 35 periods per week on average among secondary schools with every period lasting for 40 minutes. This shows that classroom teaching takes a relatively large portion of the duties of secondary school teachers.

Table 4.6

Frequency Distribution of Teaching Periods Per Week

Teaching Periods Per Week	Number	Percentage
20 or below	30	12.0
21 – 30	153	61.2
Over 30	67	26.8
Total	250	100.0

The frequency distribution of the major subjects that the respondents taught at the time of the survey is shown in Table 4.7. It is quite evenly distributed among the respondents. English teachers form the highest proportion (27.6%) whilst Science teachers form the smallest one (13.2%).

Table 4.7

Frequency Distribution of Major Subject Taught

Major Subject taught	Number	Percentage
Chinese	48	19.2
English	69	27.6
Mathematics	46	18.4
Art Subjects	54	21.6
Science Subjects	33	13.2
Total	250	100.0

As seen from Table 4.8, 74.4% of the respondents taught an average class of 36 students or more. This indicates that most of the respondents taught quite large classes.

Table 4.8

Frequency Distribution of Average Number of Students per Class

Students Per Class	Number	Percentage
30 or below	39	15.6
31-35	25	10.0
36-40	140	56.0
41 or above	46	18.4
Total	250	100.0

In 2001, there were 37 government secondary schools, 366 government-aided secondary schools and 77 private secondary schools which is approximately equal to 1: 9.89: 2.08 (Education Department, 2001). The most accessible secondary schools in each group were selected, on the basis that personal friends of the writer worked in the schools. A sample ratio of 1:7:2 (Table 4.9) was selected relative to the school types which was a reasonably close approximation of the overall school distribution in Hong Kong in 2001. It indicates that the sample chosen in the survey is a reasonably close representation of the population.

Table 4.9

Frequency Distribution of Type of School

Type of School	Number	Percentage
Government Secondary School	25	10.0
Government-aided Secondary School	175	70.0
Private Secondary School	50	20.0
Total	250	100.0

As shown in Table 4.10, there are six different professional titles of teachers in the Hong Kong education system. These titles reflect the seniority ranking of teachers in Hong Kong. Two major criteria employed by EMB to distinguish the positions and titles of teachers are academic qualifications and professional training. Broadly speaking, there are two major types of teachers: graduate teacher and non-graduate teacher. Graduate teachers possess a degree from a university of the Commonwealth countries. Their teaching posts are called "Graduate Masters" with a prospect of promotion to "Senior Graduate Masters" and "Principal Graduate Masters". Non-graduate teachers are those who have obtained diplomas from education colleges instead of holding degrees. Their teaching posts are "Certificate Masters" and they may be subsequently promoted to "Assistant Masters" or "Senior Assistant Masters". According to the collected data shown in Table 4.10, 73.6% of the respondents are Graduate Masters or above. This may reflect the current Hong Kong Government education policy, in which the ratio of university graduate teachers to non-graduate teachers is 7:3; only Graduate Masters or above are allowed to teach secondary four or above; hence, non-graduate secondary teachers are prohibited from teaching higher form students.

Table 4.10

Frequency Distribution of Professional Title

Professional Title	Number	Percentage
Certificate Master	50	20.0
Assistant Master/Senior Assistant Master	16	6.4
Graduate Master	137	54.8
Senior Graduate Master/Principal Graduate Master	47	18.8
Total	250	100.0

4.2 Classifying Question Items

4.2.1 Classifying Question Items into Composite Variables by Factor Analysis

In view of the fact that there are 56 question items about the sources of job satisfaction among Hong Kong secondary school teachers in this survey, one may argue that responses to these question items provide a wide range of information on teachers' job satisfaction. A theoretical review indicated that three categories: motivators, hygiene factors and education reform factors represent most of the sources of job satisfaction and dissatisfaction. Thus, it is useful to investigate the components empirically by an appropriate exploratory technique for extracting the main components of variables corresponding to the question items.

Functions of factor analysis are: to reduce the number of variables, to detect structure

in the relationships between variables and to classify variables. Burt (1940) states that factor analysis is a process of identifying and classifying the attributes of the surroundings. The aim is the orderly simplification of a number of interrelated measures. In simple terms, factor analysis is used for data reduction.

According to Child (1990), there are two types of factor analysis, namely exploratory factor analysis and confirmatory factor analysis. Exploratory factor analysis is used to explore the possible underlying structure in a set of interrelated variables without imposing any preconceived structure on the outcome whereas confirmatory factor analysis aims to confirm or test hypotheses. The important difference between exploratory and confirmatory analysis is that the former tries to discover structure in the variables used whilst the latter chooses variables to confirm a predetermined structure (Child, 1990).

To discover the structure in the variables collected by the questionnaires which may be categorized into three components, say, motivators, hygiene factors and education reform factors, therefore, exploratory factor analysis is selected to serve this purpose.

Factor analysis generally encompasses both principal components and principal

factors analysis. In order to find a smaller number of artificial variables, called principal components, that account for most of the variation in the data, principal components analysis (PCA) is an appropriate technique to use here (Cohen and Manion, 1994).

Kerlinger (1969) explains that the principal components are extracted from a variance maximizing (varimax) rotation of the original variable space. In a scatterplot in the case of two variables, the original X-axis rotates so that it approximates the regression line. This type of rotation is called variance maximizing because the criterion for rotation is to maximize the variance of the "new" variable or factor, while minimizing the variance around the new variable. In the case of three or more variables, a three-dimensional scatterplot is plotted (Kerlinger, 1969, Child, 1990).

From the literature review in Chapter 2, the writer argues that teachers' responses are dependent on three underlying common factors: motivators, hygiene factors and education reform factors. Each item measures some part of this common aspect of job satisfaction. On the other hand, each item may also capture a unique aspect of satisfaction that is not addressed by any other item.

By using the principal component extraction option in the factor analysis program of

SPSS, the variables Q1 to Q56 were sorted and printing of values was suppressed if the factor loading was less than 0.40. By Kaiser criterion, the factors with eigenvalues greater than 1 were retained. Thus, varimax rotation was used to allow all factors with eigenvalues over 1.0 to be computed. However, Kaiser (1958) criterion method may retain too many factors. How many factors are to be extracted is arbitrary. In practice, the writer has chosen 3 components based on the conceptualization that there are three major components contributing to job satisfaction or job dissatisfaction, namely motivators, hygiene factors and education reform factors. Thus, the factor analysis is re-run to specify only three components.

In principal components analysis, it is noted that after the first component has been extracted, that is, after the first line has been drawn through the data, another line that maximizes the remaining variability is extracted. In this manner, consecutive components are extracted. As each consecutive component is defined to maximize the variability that is not captured by the preceding component, consecutive components are independent of each other. Tables 4.11 to 4.13 present the component checklist:

loading $\geqq$ 0.4 on varimax rotation.

4.2.2 Results of Principal Component Analysis

The first principal component extracted explains 45.1% of the variation in the entire data set, and the second principal component explains 17.5% of the remaining variation. The third principal component explains only 7.4%(Tables 4.11 to 4.13). In other words, the first 2 principal components explain 62.6% of the variation and the first 3 principal components explain 70% of the variation.

Table 4.11

Motivator Checklist: loading $\geqq 0.4$ on varimax rotated factors

(a) Component 1: Motivator

Eigenvalue: 26.198

Percentage of total variance: 45.1

Item	Loading	Communality
Achievement:		
1. A sense of achievement	0.457	0.670
2. Student achievement	0.608	0.718
Recognition:		
3. Receiving praise from administrators	0.507	0.701
4. Recognition by other teachers		
Work itself:		
5. Workload	0.470	0.585
6. Non-teaching duties	0.420	0.636
Advancement:		
7. Teacher promotion method	0.430	0.695
Responsibility:		
8. Decision-making power	0.546	0.707
9. Freedom to determine program/activities	0.447	0.658
Interpersonal relations – students:		
10. Relationship with students	0.445	0.683

Table 4.12

Education Reform Factor Checklist: loading $\geqq 0.4$ on varimax rotated factors

(b) Component 2: Education reform

Eigenvalue: 10.085

Percentage of total variance: 17.5

Item	Loading	Communality
Language policy:		
1. Language benchmark test	0.570	0.688
2. Impact of language policy	0.509	0.645
3. English and Chinese medium of Instruction	0.459	0.625
School based management:		
4. Impact of School based Management	0.649	0.621
Curriculum reform:		
5. Impact of curriculum reform	0.556	0.576
Student assessment system		
6. Student assessment from primary 6 to Secondary 1	0.528	0.613
7. Student assessment from secondary 3 to Secondary 4	0.503	0.679
8. Student assessment from secondary 5 to Secondary 6	0.541	0.696
School inspection arrangements:		
9. School inspection arrangements by EMB	0.486	0.677
Change of the banding system:		
10. 5 bands change to 3 bands	0.494	0.632
11. Student banding system	0.439	0.609
Status:		
12. Professional status in Society	0.454	0.633
School policy and administration:		
13. Distribution of resources	0.570	0.671
14. Administration policy of school	0.470	0.523

15. Availability of ancillary staff	0.453	0.578
16. The provision of useful advice	0.434	0.543
17. Allocation of teaching class	0.403	0.476
18. Involvement in decisions	0.527	0.496
Working condition:		
19. Working condition in school	0.479	0.738
20. Physical condition in classroom	0.479	0.678
Job security:		
21. Feeling secure in job	0.452	0.626

Table 4.13

Hygiene Factor Checklist: loading $\geq$0.4 on varimax rotated factors

(c) Component 3: Hygiene Factor

Eigenvalue: 4.260

Percentage of total variance: 7.4

Item	Loading	Communality
Interpersonal relations – colleague:		
1. Relationship with colleague	0.499	0.690
Personal life:		
2. Life-time career	0.449	0.689
Supervision – technical:		
3. Leadership style of principal	0.475	0.647
Interpersonal relations – principal:		
4. Relationship with principal	0.476	0.646
Possibility of growth:		
5. In-service training	0.515	0.677
Salary:		
6. Salary	0.447	0.747
7. Criteria for Salary	0.478	0.618

An item analysis of the entire set of 56 items suggests that 18 items may reasonably be dropped from the checklist. The internal consistency reliability for the 56 items is

0.901. The 18 dropped items do not either increase or decrease it.

The principal component analysis generated three components, as summarized in Table 4.14.

Table 4.14

Classification of Job Satisfaction and Dissatisfaction Checklist

	Component		
Factor	Motivator	Education Reform Factor	Hygiene Factor
1.	Achievement	Curriculum reform	Interpersonal relations: colleagues
2.	Recognition	Change of the banding system	Personal life
3.	Work itself	School inspection arrangements	Supervision: technical
4.	Advancement	Student assessment system	Interpersonal relations: principal
5.	Responsibility	Language policy	Possibility of growth
6.	Interpersonal relations- students	School-based management	Salary
7.		Status	
8.		School policy and administration	
9.		Working condition	
10.		Job security	

Component 1 includes 6 factors related to achievement, recognition, work itself, advancement, responsibility and interpersonal relations with students. All these

factors are viewed as motivators (except interpersonal relations with students) as perceived by Herzberg who treated these factors as being responsible for job content. Savage (1967) argued that good interpersonal relations between teachers and students should be a motivator rather than a hygiene factor. Moreover, Lee et al (1991) also realized that teachers' intrinsic information on satisfaction came from interacting with students and this factor should be classified as a motivator instead of a hygiene factor. Therefore, all 6 factors in component 1 are viewed as motivators to teachers' job satisfaction.

Component 2 and component 3 include 10 and 6 factors respectively. These 10 factors in component 2 are curriculum reform, change of the banding system, school inspection arrangements, student assessment system, language policy, school-based management, status, school policy and administration, working condition and job security. From the nature of these factors, they can be viewed as education reform factors or so-called externally created hygiene factors. The first 6 factors are the major elements of education reform being implemented in Hong Kong. The last 4 factors have been affected by the education reform to a certain extent. It is obvious that teacher status and job security might be affected by the education reform. In other words, the education reform influences teachers' status and job security. Moreover,

school policy and administration as well as working conditions can be viewed as a part of the education environment to be changed to cater for the changes brought by education reform. Overall, these 10 factors in component 2 can also be viewed as externally created hygiene factors. All these factors can be treated as external forces to push schools to change in the process of education reform.

The 6 factors in component 3 are interpersonal relations with colleagues, personal life, supervision: technical, interpersonal relations with principal, possibility of growth and salary. These 6 factors can be viewed as school dependent hygiene factors as these factors involve relations and individual issues of concern to teachers in the school. These factors are so-called school variables. Teachers can develop a relationship with their colleagues and school administrators; teachers also gain their salary, a sense of professional growth and experience in school. Thus, the 6 factors are focused on school. Therefore, these factors can be viewed as school dependent hygiene factors.

Consequently, these 3 components in the rotated factor matrix are named as motivators, hygiene factors and education reform factors as these 3 groups of factors can most likely correspond to the Herzberg's Two-factor Theory: motivators, hygiene factors, and externally created hygiene factors, that is, education reform factors

identified in the context of Hong Kong.

4.3 Ranking of Factors Contributing to Job satisfaction and dissatisfaction

Although principal component analysis has generated three components, the writer also tried to investigate the relevance of variables identified as contributing to job satisfaction and dissatisfaction. This helps to provide a more detailed breakdown of data from the questionnaire than is possible from the results of the principal component analysis.

The questionnaire had 5 possible response options: “not relevant”, "very dissatisfied”, “fairly dissatisfied”, “fairly satisfied” and “very satisfied”. In data analysis, the option of “not relevant” was rated 0. The remaining 4 options were rated 2, 3, 4 and 5 respectively. The mean rating of each item was then calculated. The item mean rate was obtained by adding up all the ratings of each particular item and then the sum was divided by the number of respondents.

Out of the total 22 job satisfaction or dissatisfaction factors, the one perceived to contribute to the highest job satisfaction was interpersonal relations with students with a mean rating of 3.86 (Table 4.15). The next five factors in rank order are: achievement, recognition, responsibility, interpersonal relations with colleagues and salary.

From this analysis of job satisfaction or dissatisfaction factors, curriculum reform was perceived to be the most important factor leading to job dissatisfaction with mean rating of 2.71. The next seven factors contributing to job dissatisfaction were: change of the banding system, status, school inspection arrangement, student assessment system, language policy, school-based management and working conditions. Among these eight highest rated job dissatisfaction factors, six are education reform factors, namely curriculum reform, change of the banding system, school inspection arrangements, student assessment system, language policy and school-based management, while the factors such as status and working conditions are classified as hygiene factors according to Herzberg's Two-factor Theory.

Table 4.15

Mean Rating and Ranking of Job Satisfaction Factors and Job Dissatisfaction Factors

Job Satisfaction/Dissatisfaction Factors	**Mean rating**	**Rank order**	High Satisfaction ▲
Interpersonal relations: students	3.86	1*	
Achievement	3.80	2*	
Recognition	3.78	3*	
Responsibility	3.78	4*	
Interpersonal relations: Colleagues	3.76	5*	
Salary	3.57	6*	
Advancement	3.48	7	
Interpersonal relations: Principal	3.19	8	
Work itself	3.31	9	
Personal life	3.30	10	
Possibility of growth	3.20	11	
Job security	3.08	12	
Supervision: technical	3.03	13	
School policy and administration	3.01	14	
Working conditions	2.97	(15)	
School based management	2.95	(16)	
Language policy	2.94	(17)	
Student assessment system	2.90	(18)	
School inspection arrangement	2.89	(19)	
Status	2.76	(20)	
Banding system change	2.75	(21)	
Curriculum reform	2.71	(22)	▼ High dissatisfaction

Ranks with * represent the six top-ranking factors (job satisfaction)

Ranks with ( ) represent the eight bottom-ranking factors (job dissatisfaction)

Based on the findings, the writer grouped the factors under the three component headings generated from principal component analysis, which were, of course, consistent with those of Herzberg. Thus, the rankings of each satisfaction and dissatisfaction factor are shown in Table 4.16 with different factors categorized as motivators and hygiene

factors. Education reform factors are grouped under a separate category.

It can be seen that four motivators, namely achievement, interpersonal relations with students, responsibility and recognition, and two hygiene factors, namely interpersonal relations with colleagues and salary have been perceived by the respondents to be amongst the six top-ranking factors in contributing to job satisfaction. Regarding the factors of job dissatisfaction, two out of ten factors in the hygiene factor and all six education reform factors were ranked in the eight highest ranked factors.

Table 4.16

Ranking of Motivators, Hygiene Factors and Education Reform Factors of Job Satisfaction and Job Dissatisfaction

Job Satisfaction/Dissatisfaction Factors	Rank in Job Satisfaction	Rank in Job Dissatisfaction
MOTIVATORS:		
Achievement	2	
Recognition	3	
Work itself		
Advancement		
Responsibility	4	
Interpersonal relations: students	1	
HYGIENE FACTORS:		
Interpersonal relations: colleagues	5	
Salary	6	
Status		3
Personal life		
Working conditions		8
Job security		
School policy and administration		
Supervision: technical		
Interpersonal relations: principal		
Possibility of growth		
EDUCATION REFORM FACTORS:		
Curriculum reform factors		1
Banding system		2
School inspection arrangements		4
Student assessment system		5
Language policy		6
School-based management		7

The two motivators, interpersonal relations with students and achievement, were perceived as the two most significant factors contributing to teachers' job satisfaction. According to Herzberg (1968), motivators are related to the actual performance of the job, the job content, or the intrinsic aspects of the job. This suggests that most teachers in

Hong Kong realize that the motivators are more likely to contribute to job satisfaction than the hygiene factors.

However, the most important job dissatisfaction factors fall in the category of education reform factors instead of the hygiene factors as expected. This indicates most teachers viewed education reform as their main source of job dissatisfaction.

In summary, this survey helps to identify the main sources of job satisfaction and job dissatisfaction among secondary school teachers in Hong Kong. The education reform factors are found to be the major sources of teachers' job dissatisfaction. They will be explored and studied in the Part B of this study with the aim of improving teachers' professional development, school management and education policy in Hong Kong.

4.4 Satisfaction and Dissatisfaction Factors in relation to Demographic Characteristics

In this section, an examination of the aspects of each job satisfaction and dissatisfaction factor relevant to different groups of respondents are presented. In order to determine whether there are significant differences in perceived satisfaction and dissatisfaction factors between respondents with different characteristics, tests of statistical significance

are used. T-test is used to compare two mean rating and one-way analysis of variance (ANOVA) is used to evaluate the mean ratings among three or more groups of respondents (Burns, 2000). However, when developing a null hypothesis (H_0) and alternate hypothesis (H_1), it is noted that two types of error occur. The writer finds the explanations of Hopkins, Hopkins and Glass (1996) and Bryman (2001) are clear. The first type of error (Type I error) is the risk of rejecting the null hypothesis on the basis of the sample data when it is, in fact, true for the population from which the sample data are selected. The second type of error (Type II error) is the risk of not detecting a false null hypothesis. The level of statistical significance (α) associated with a statistical test used by the writer also affects the probability of making Type I and Type II errors. A statistical conclusion cannot establish the falsity of a hypothesis with absolute certainty – no statistical hypothesis is rejected with 100% confidence. "To achieve absolute certainty, one would have to compute the mean based on all units in the population. When H_0 is rejected, there is always some degree of risk of making a Type I error, α. If a true H_0 with $\alpha = 0.05$ is rejected, then a Type I error will be made in five out of every 100 studies" (Hopkins, Hopkins and Glass, 1996, p.177). In other words, when the writer accepts H_0, the writer does not prove that H_0 is true. It only means that the evidence against H_0 is not sufficiently strong to support a conclusion that H_0 is false. Failure to reject H_0 when it is false is termed as a Type II

error (Hopkins, Hopkins and Glass, 1996, Bryman, 2001).

The mean job satisfaction and dissatisfaction ratings of male and female are shown in Table 4.17. The t-test was used to compare the two mean ratings. The t value must exceed the critical value in order to reach a level of significance at $p < 0.05$. Only two factors: possibility of growth (t: 2.53, $p < 0.05$) and change of banding system (t: 2.46, $p < 0.05$) showed a significant difference. On all other factors, there was no statistically significant difference between male and female teachers.

The writer further checked the effect size to indicate the importance of the difference between male and female teachers for possibility of growth and change of banding system. "The effect size is measured by taking the difference between the two means and dividing it by the standard deviation" (Burns, 2000, p.317). When using Cohen's d to calculate the effect size to standardize and quantify the size of the difference, 0.25 was obtained for possibility of growth and 0.34 for change of banding system. This indicates that the effect was relatively small in each case.

Table 4.17

Job Satisfaction and Job Dissatisfaction Factors

by Gender

Job Satisfaction/ Dissatisfaction Factors	Mean Rating			
	Male	Female	t	p
MOTIVATORS:				
Achievement	3.848	3.826	0.21	ns
Recognition	3.832	3.697	1.14	ns
Work itself	3.245	3.331	0.94	ns
Responsibility	3.821	3.745	0.73	ns
Advancement	3.503	3.416	1.01	ns
Interpersonal relations: students	3.856	3.882	0.40	ns
HYGIENE FACTORS:				
Salary	3.772	3.526	1.37	ns
Possibility of growth	2.976	3.299	2.53	<0.05
Status	2.911	2.823	1.02	ns
Interpersonal relations: Principal	3.417	3.597	1.16	ns
Interpersonal relations: Colleagues	3.648	3.721	0.63	ns
Supervision: technical	3.110	3.165	0.44	ns
School policy and administration	3.048	3.275	1.24	ns
Working conditions	2.925	2.902	0.39	ns
Personal life	3.364	3.308	0.59	ns
Job security	3.385	3.107	1.46	ns
EDUCATION REFORM FACTORS				
Language policy	2.812	2.710	1.11	ns
School based management	2.825	2.848	0.32	ns
Student assessment system	2.731	2.704	0.41	ns
School inspection arrangement	3.024	2.742	1.54	ns
Banding system change	2.705	3.028	2.46	<0.05
Curriculum reform	2.618	2.695	0.85	ns

ns: No significant difference

The mean job satisfaction and dissatisfaction ratings of groups of teachers with different professional titles are tabulated in Table 4.18. A one-way analysis of variance (ANOVA) was used to compare the mean ratings of the four groups of teachers. The null hypothesis for this test states that there are no differences among the means. The alternative hypothesis states that at least one mean is different from the others. The test statistic for ANOVA is a ratio of two variances, known as an F-ratio. If the obtained F value exceeds the critical value at $p < 0.05$, the null hypothesis will be rejected and it can be concluded that there are significant differences among the group means (Gravetter & Wallnau, 1996). Interpersonal relations with colleagues (F: 3.06, $p < 0.05$) and supervision: technical (F: 3.18, $p < 0.05$) showed a significant difference.

Table 4.18

Job Satisfaction and Job Dissatisfaction Factors

by Professional Title

Job Satisfaction/ Dissatisfaction Factors	**Teacher professional title Mean Rating**					
	Certificate Master	**Assistant Master Senior Assistant Master**	**Graduate Master**	**Senior Graduate Master/Principal Graduate Master**	**ANOVA F**	**p**
MOTIVATORS:						
Achievement	3.807	3.812	3.873	3.888	0.72	ns
Recognition	3.569	3.621	3.854	3.731	1.21	ns
Work itself	3.256	3.201	3.583	3.401	1.36	ns
Responsibility	3.748	3.621	3.818	3.669	0.98	ns
Advancement	3.432	3.583	3.704	3.176	1.96	ns
Interpersonal relations: students	3.825	3.868	3.862	3.865	0.52	ns
HYGIENE FACTORS:						
Salary	3.318	3.804	3.726	3.612	1.63	ns
Possibility of growth	3.048	3.121	3.468	3.311	1.59	ns
Status	2.901	2.701	3.212	2.812	1.74	ns
Interpersonal relations: Principal	3.161	3.521	3.715	3.545	2.08	ns
Interpersonal relations: Colleagues	3.548	3.064	3.797	3.712	3.06	<0.05
Supervision: technical	2.921	2.812	3.602	3.118	3.18	<0.05
School policy and administration	3.161	2.868	3.392	3.199	1.87	ns
Working conditions	2.901	2.911	3.320	3.217	1.47	ns
Personal life	3.207	2.948	3.621	3.521	2.24	ns
Job security	3.161	3.718	3.524	3.436	2.12	ns
EDUCATION REFORM FACTORS						
Language policy	2.842	2.724	2.927	2.931	1.14	ns
School based management	2.795	2.724	3.311	2.945	2.13	ns
Student assessment system	2.813	2.761	2.901	2.858	0.94	ns
School inspection arrangement	2.705	2.801	2.912	2.796	1.16	ns
Banding system change	2.771	2.799	2.856	2.801	0.83	ns
Curriculum reform	2.705	2.688	2.713	2.505	1.18	ns

ns: No significant difference

However, the significant difference in these two factors does not imply that all differences among pairs of means are statistically significant. It only indicates that there is a significant difference between the four means. Thus, to determine where the mean differences lie, Tukey's method of multiple comparisons was used to test which differences among pairs of means were statistically significant. "Tukey's method allows you to compute a single value that determines the minimum difference between treatment means that is necessary for significance" (Gravetter and Wallnau, 1996, p.402). Tukey's method is used to determine a critical number such that, if any pair of sample means has a difference greater than this critical number, it is concluded that there is a significant difference between two corresponding means and the null hypothesis is rejected.

First of all, a matrix of the differences between the pairs of means for interpersonal relations with colleagues was constructed as shown in Table 4.19. The matrix is presented in the sequence of the means ranked to give easy identification of the largest and smallest mean differences. The variable q is computed according to the difference between the largest and smallest means and q value is compared with critical value ω. First, q1 is computed based on the greatest mean difference and q1

is checked against the value of critical value ω. If q1 is greater than ω, then the null hypothesis (H_0), that there is no significant difference between a pair of means, will be rejected as the pairs of means shows a significant difference. Then, q2 is computed for the next greatest difference between a pair of means. This process will be repeated until a non-significant difference is obtained, at which point it is concluded that all remaining pairwise comparisons are non-significant. However, when accepting H_0 in this case, it only means that the evidence against H_0 is not sufficiently strong to support a conclusion that H_0 is false. Hence, with the criterion for significance is $p < 0.05$, there is a risk that a Type II error may be made in five out of every 100 studies if failure to reject H_0 when it is false (Gravetter and Wallnau, 1996; Burns, 2000).

In Table 4.19 , the statistic q1 is 4.12 for the largest mean difference: 0.733 which is greater than the critical ω: 3.63 with $\alpha = 0.05$. This shows that Graduate Masters reported significantly higher job satisfaction from relationships with colleagues than Assistant Masters/Senior Assistant Masters ($p<0.05$). However, all remaining pairwise comparisons are non-significant.

Table 4. 19

A Matrix of Ranked Mean Difference for Interpersonal Relations with Colleagues

		Graduate Master (GM)	Senior Graduate Master/Principal Graduate Master (SGM/PGM)	Certificate Master (CM)	Assistant Master/Senior Assistant Master (AM/SAM)
	Mean	3.797	3.712	3.548	3.064
Graduate Master (GM)	3.797	0	0.085	0.249	0.733*
Senior Graduate Master/Principal Graduate Master (SGM/PGM)	3.712		0	0.164	0.648
Certificate Master (CM)	3.548			0	0.544
Assistant Master/Senior Assistant Master (AM/SAM)	3.064				0

* $q1 = 4.12; p < 0.05$

Likewise, a matrix of the differences between the pairs of means for supervision was constructed as shown in Table 4.20.

Table 4.20

A Matrix of Ranked Mean Difference for Supervision

		Graduate Master (GM)	Senior Graduate Master/Principal Graduate Master (SGM/PGM)	Certificate Master (CM)	Assistant Master/Senior Assistant Master (AM/SAM)
	Mean	3.602	3.118	2.921	2.812
Graduate Master (GM)	3.602	0	0.484	0.681	0.790 *
Senior Graduate Master/Principal Graduate Master (SGM/PGM)	3.118		0	0.197	0.306
Certificate Master (CM)	2.921			0	0.109
Assistant Master/Senior Assistant Master (AM/SAM)	2.812				0

* $q1 = 3.88; p < 0.05$

The q1 value is 3.88 which shows significant mean difference between AM/SAM and GM for the variable of supervision. It indicates that AM/SAM reported significantly less job satisfaction than GM, but there was no significant difference among other groups of teachers.

The relationship between satisfaction factors and teaching experience of teachers is tabulated in Table 4.21. Teachers with different years of teaching experience are divided into seven groups, i.e., 5 years or below, 6-10 years, 11-15 years, 16-20 years, 21-25 years, 26-30 years and 31 years or over. A one-way analysis of variance (ANOVA) was used to compare these seven group of teachers.

Table 4.21

Job Satisfaction and Job Dissatisfaction Factors

by Teaching Experience

Job Satisfaction/ Dissatisfaction Factors	Teaching Experience Year Range Mean Rating							ANOVA	
	5or below	6-10	11-15	16-20	21-25	26-30	31 or over	F	P
MOTIVATORS: Achievement	3.648	3.837	3.728	3.865	3.821	3.894	3.772	1.18	ns
Recognition	3.794	3.621	3.821	3.821	3.674	3.621	3.724	0.74	ns
Work itself	3.526	3.274	3.363	3.521	3.372	3.604	3.325	1.35	ns
Responsibility	3.813	3.649	3.710	3.666	3.761	3.724	3.646	0.56	ns
Advancement	3.721	3.417	3.438	3.285	3.674	3.542	3.525	1.58	ns
Interpersonal relations: students	3.892	3.862	3.867	3.768	3.890	3.852	3.824	0.62	ns
HYGIENE FACTORS: Salary	3.557	3.538	3.612	3.548	3.511	3.756	3.646	1.20	ns
Possibility of growth	3.176	3.327	3.496	3.371	3.483	2.906	3.525	1.92	ns
Status	3.085	2.813	3.971	3.065	2.932	3.055	2.845	2.46	<0.05
Interpersonal relations: Principal	3.336	3.521	3.521	3.617	3.674	3.542	3.881	1.72	ns
Interpersonal relations: Colleagues	3.623	3.711	3.668	3.745	3.674	3.226	3.724	1.69	ns
Supervision: technical	3.278	3.382	3.521	3.251	3.264	3.217	3.121	1.47	ns
School policy and administration	3.317	3.119	3.271	3.118	3.178	3.168	2.946	1.36	ns
Working conditions	3.211	3.078	3.117	3.321	3.264	3.344	3.121	1.32	ns
Personal life	3.471	3.436	3.208	3.421	3.372	3.456	3.121	1.36	ns
Job security	3.414	3.176	3.574	3.472	3.297	3.542	3.724	1.74	ns
EDUCATION REFORM FACTORS Language policy	2.826	2.961	2.792	2.963	3.014	2.914	3.525	2.29	<0.05
School based management	2.945	3.006	3.067	2.948	2.843	3.542	3.121	1.78	ns
Student assessment system	3.114	2.856	2.971	2.811	2.817	2.851	3.415	1.85	ns
School inspection arrangement	2.837	2.805	2.882	2.801	2.718	2.943	3.124	1.61	ns
Banding system change	2.810	2.749	2.882	2.784	3.014	2.888	2.745	1.21	ns
Curriculum reform	2.767	2.713	2.765	2.784	2.718	2.743	2.745	0.15	ns

ns : no significant difference

Only two variables, status and language policy, show significant difference ($p < 0.05$) between teachers in different age groups, but the other factors show no significant difference. Tukey's method of multiple comparisons was employed to test the differences between the means. Two matrixes were constructed for the factors of status and language policy as shown in Tables 4.22 and 4.23.

Table 4.22

A Matrix of Ranked Mean Difference for Status

		11-15	5 or below	16-20	26-30	21-25	31 or over	6-10
	Mean	3.971	3.085	3.065	3.055	2.932	2.845	2.813
11-15	3.971	0	0.886	0.906	0.916	1.039*	1.126*	1.158*
5 or below	3.085		0	0.020	0.030	0.153	0.240	0.272
16-20	3.065			0	0.010	0.133	0.220	0.252
26-30	3.055		0	0.123		0.210		0.242
21-25	2.932			0		0.087		0.119
31or over	2.845					0		0.032
6-10	2.813							0

* $q1 = 4.96$; $q2 = 4.22$; $q3 = 3.94$; $p < 0.05$

By computing the studentized range statistic, it is found that q1, q2 and q3 are 4.96, 4.22 and 3.94 respectively. These q values show a statistically significant mean difference with $p < 0.05$. It indicates that the status is a more significant source of job dissatisfaction perceived by teachers with 6-10 years of teaching experience than teachers with 11-15 years of teaching experience. However, teachers with teaching experience of 31 years or over and 21-25 years also have significantly more job

dissatisfaction than teachers with 11-15 years of teaching experience for the factor of status.

As shown in Table 4.23, q1 was calculated for the greatest difference between the groups of teacher with teaching experience of 11-15 years and 31 years or over, and was found to be 4.17 which was greater than the critical ω value. The remaining pairwise comparisons were non-significant. This shows that teachers with 11-15 years of teaching experience have substantially more job dissatisfaction than teachers with teaching experience of 31 years or over for the factor of language policy.

Table 4.23

A Matrix of Ranked Mean Difference for Language Policy

		31 or over	21-25	16-20	6-10	26-30	5 or below	11-15
	Mean	3.525	3.014	2.963	2.961	2.914	2.826	2.792
31 or over	3.525	0	0.511	0.562	0.564	0.611	0.699	0.733*
21-25	3.014		0	0.051	0.053	0.100	0.188	0.222
16-20	2.963			0	0.002	0.049	0.137	0.171
6-10	2.961				0	0.047	0.135	0.169
26-30	2.914					0	0.088	0.122
5 or below	2.826						0	0.034
11-15	2.792							0

* $q = 4.17$; $p < 0.05$

The relationship between satisfaction factors and types of school is tabulated in Table 4.24. The schools for which the respondents were working were categorized into three

types: government, government-aided and private secondary schools. A one-way analysis of variance (ANOVA) was used to test whether significant difference existed between the mean ratings of teachers in these three groups. It was found that there were no significant differences among government secondary school, government-aided secondary school and private secondary school for any factors except possibility of growth.

Table 4.24

Job Satisfaction and Job Dissatisfaction Factors
by Type of School

Job Satisfaction/ Dissatisfaction Factors	**Type of Secondary School**				
	Mean Rating				
	Government Secondary School	**Government-aided Secondary School**	**Private Secondary School**	**ANOVA F**	**p**
MOTIVATORS:					
Achievement	3.845	3.824	3.748	1.02	ns
Recognition	3.754	3.712	3.701	0.82	ns
Work itself	3.476	3.329	3.504	2.32	ns
Responsibility	3.622	3.735	3.620	1.38	ns
Advancement	3.418	3.518	3.325	2.51	ns
Interpersonal relations: students	3.711	3.856	3.811	1.62	ns
HYGIENE FACTORS:					
Salary	3.526	3.552	3.554	0.53	ns
Possibility of growth	3.251	3.265	3.525	3.52	<0.05
Status	3.125	2.967	3.062	1.73	ns
Interpersonal relations: Principal	3.622	3.463	3.421	2.54	ns
Interpersonal relations: Colleagues	3.654	3.624	3.645	0.71	ns
Supervision: technical	3.418	3.315	3.325	1.19	ns
School policy and administration	3.171	3.223	3.261	1.14	ns
Working conditions	3.266	3.118	3.325	2.64	ns
Personal life	3.311	3.407	3.441	1.54	ns
Job security	3.526	3.315	3.521	2.87	ns
EDUCATION REFORM FACTORS					
Language policy	2.945	2.941	2.921	0.38	ns
School based management	2.945	3.027	3.112	1.91	ns
Student assessment system	3.021	2.896	2.904	1.39	ns
School inspection arrangement	2.881	2.818	2.811	0.74	ns
Banding system change	2.824	2.745	2.821	0.92	ns
Curriculum reform	2.752	2.721	2.745	0.85	ns

ns : no significant difference

For analysis of multiple comparisons, Tukey's test was used to examine the differences among the pairs of means for possibility of growth. Thus, a matrix of mean difference for possibility of growth was constructed and shown in Table 4.25.

Table 4.25

A Matrix of Mean Difference for Possibility of Growth

		Government Secondary School (GSS)	Government-aided Secondary School (GAS)	Private Secondary School (PSS)
	Means	3.251	3.265	3.525
GSS	3.251	0	0.014	0.274*
GAS	3.265		0	0.260*
PSS	3.525			0

* $q1 = 3.96$; $q2 = 3.58$; $p < 0.05$

When the studentized range statistic was calculated, q1 and q2 were found to be 3.96 and 3.58 respectively. This showed two significant pairwise differences in the matrix. This indicates that the private secondary school teachers have substantially greater job satisfaction for the possibility of growth than their counterparts in government secondary school and government-aided secondary schools

The relationship between satisfaction factors and religion is tabulated in Table 4.26. ANOVA was used to study the mean scores among different groups of teachers with different religions. Generally, there is no significant difference among different groups of teachers. Only change in the banding system indicated a significant difference ($p < 0.05$).

Table 4.26

Job Satisfaction and Job Dissatisfaction Factors

by Religion

Job Satisfaction/ Dissatisfaction Factors	Religion Mean Rating					
	No Religion	Protestant	Catholic	Buddhist Follower	F	p
MOTIVATORS:						
Achievement	3.804	3.838	3.664	3.818	1.18	ns
Recognition	3.787	3.584	3.962	3.742	1.42	ns
Work itself	3.316	3.287	3.345	3.417	0.93	ns
Responsibility	3.714	3.708	3.792	3.685	0.96	ns
Advancement	3.452	2.611	3.578	3.401	1.39	ns
Interpersonal relations: students	3.867	3.852	3.848	3.874	0.18	ns
HYGIENE FACTORS:						
Salary	3.525	3.584	3.417	3.572	1.11	ns
Possibility of growth	3.112	3.184	3.207	3.162	0.74	ns
Status	2.773	2.742	2.792	2.688	0.67	ns
Interpersonal relations: Principal	3.141	3.158	2.362	3.019	2.01	ns
Interpersonal relations: Colleagues	3.764	3.782	3.901	3.654	1.58	ns
Supervision: technical	3.084	2.921	2.852	3.054	1.53	ns
School policy and administration	3.142	3.021	3.148	2.992	1.13	ns
Working conditions	2.973	2.928	2.883	2.993	0.86	ns
Personal life	3.312	3.396	3.384	3.218	1.25	ns
Job security	3.145	3.076	3.065	2.967	1.26	ns
EDUCATION REFORM FACTORS						
Language policy	2.956	2.973	3.018	2.904	0.95	ns
School based management	2.948	2.992	2.867	2.798	1.31	ns
Student assessment system	2.912	2.945	2.873	2.795	1.07	ns
School inspection arrangement	2.948	2.761	2.832	2.801	1.27	ns
Banding system change	2.875	2.734	3.079	2.411	2.99	<0.05
Curriculum reform	2.758	2.763	2.641	2.738	0.09	ns

ns: no significant difference

The differences between the pairs of means were examined using Tukey's method. Thus, Table 4.27 presents a matrix of the differences between the pairs of means for change of the banding system.

Table 4.27

Matrix of Ranked Mean Difference for Banding System

		Catholic	No Religion	Protestant	Buddhist Follower
	Means	3.079	2.875	2.734	2.411
Catholic	3.079	0	0.204	0.345	0.668*
No Religion	2.875		0	0.141	0.464
Protestant	2.734			0	0.323
Buddhist Follower	2.411				0

* q1 = 4.12; p< 0.05

It was found that Buddhist followers reported significantly greater job dissatisfaction than Catholic teachers on the factor of change of the banding system.

The relationship between satisfaction factors and marital status of the respondents is tabulated in Table 4.28. The t-test was used to compare two mean ratings of married respondents and single respondents. No factor show significant difference except job security and language policy.

Table 4.28

Job Satisfaction and Job Dissatisfaction Factors

by Marital Status

Job Satisfaction/ Dissatisfaction Factors	**Marital Status Mean Rating**			
	Married	**Single**	**t**	**p**
MOTIVATORS:				
Achievement	3.873	3.786	0.92	ns
Recognition	3.721	2.787	0.56	ns
Work itself	3.368	3.286	0.87	ns
Responsibility	3.708	3.823	1.11	ns
Advancement	3.382	3.553	1.28	ns
Interpersonal relations: students	3.948	3.851	0.85	ns
HYGIENE FACTORS:				
Salary	3.584	3.321	1.46	ns
Possibility of growth	3.062	3.261	1.34	ns
Status	2.848	2.696	1.25	ns
Interpersonal relations: Principal	3.016	3.352	1.51	ns
Interpersonal relations: Colleagues	3.848	3.732	1.22	ns
Supervision: technical	2.857	3.116	1.43	ns
School policy and administration	2.942	3.124	1.31	ns
Working conditions	3.052	2.918	1.19	ns
Personal life	3.246	3.318	0.74	ns
Job security	2.742	3.363	2.57	<0.05
EDUCATION REFORM FACTORS				
Language policy	2.621	3.218	2.48	<0.05
School based management	2.985	2.934	0.38	ns
Student assessment system	2.768	2.972	1.37	ns
School inspection arrangement	2.913	2.812	1.13	ns
Banding system change	2.792	2.714	0.74	ns
Curriculum reform	2.718	2.708	0.06	ns

ns : no significant difference

* significant difference with $p < 0.05$

The writer further checked the effect size to indicate the importance of a difference between married and single teachers for the factors of job security and language policy.

When Cohen's d was used to calculate the effect size, 0.62 and 0.74 were obtained for job security and language policy. This is generally regarded as quite a strong effect.

The relationship between satisfaction factors and teaching periods per week was tabulated in Table 4.29. ANOVA was used to compare three groups of teachers. It was found that only two factors: working conditions and curriculum reform showed significant difference ($p < 0.05$). Other factors showed no significant difference.

Table 4.29

Job Satisfaction and Job Dissatisfaction Factors

by Teaching Periods Per Week

Job Satisfaction/ Dissatisfaction Factors	**Teaching Periods Per Week Range Mean Rating**			**ANOVA**	
	20 or under	**21-30**	**Over 30**	**F**	**p**
MOTIVATORS:					
Achievement	3.742	2.798	3.848	1.18	ns
Recognition	3.668	3.721	3.818	1.46	ns
Work itself	3.356	3.312	3.217	1.37	ns
Responsibility	3.742	3.793	3.768	0.43	ns
Advancement	3.443	3.498	3.512	0.55	ns
Interpersonal relations: students	3.812	3.943	3.848	1.34	ns
HYGIENE FACTORS:					
Salary	3.551	3.521	3.635	0.71	ns
Possibility of growth	3.084	3.176	3.259	1.54	ns
Status	2.654	2.784	2.793	1.36	ns
Interpersonal relations: Principal	3.085	3.376	3.211	1.83	ns
Interpersonal relations: Colleagues	3.842	3.763	3.725	1.25	ns
Supervision: technical	3.134	3.064	2.918	1.76	ns
School policy and administration	3.086	3.074	2.984	1.19	ns
Working conditions	3.002	3.368	2.952	3.37	<0.05
Personal life	3.314	3.325	2.985	2.06	ns
Job security	3.112	3.002	3.097	1.21	ns
EDUCATION REFORM FACTORS					
Language policy	2.958	2.997	2.727	1.81	ns
School based management	3.074	3.152	2.821	1.98	ns
Student assessment system	2.912	2.986	2.852	1.35	ns
School inspection arrangement	2.831	2.924	2.911	0.98	ns
Banding system change	2.746	2.731	2.798	0.65	ns
Curriculum reform	2.771	2.998	2.434	3.62	<0.05

ns: no significant difference

In order to examine the differences between the pairs of means for working conditions

and curriculum reform, Tukey's method was employed. Two matrices of the differences between the pairs of means for working conditions and curriculum were constructed as showed by Table 4.30 and Table 4.31.

From Table 4.30, it was found that teachers with teaching periods over 30 per week reported significantly less job satisfaction than the teachers with 21-30 teaching periods per week for the factor of working condition.

Table 4.30

A Matrix of Ranked Mean Difference for Working Condition

Teaching period per week		21-30	20 or under	Over 30
	Means	3.368	3.002	2.952
21-30	3.368	0	0.366	0.416*
20 or under	3.002		0	0.050
Over 30	2.952			0

* q1 = 4.06; p< 0.05

Table 4.31

A Matrix of Ranked Mean Difference for Curriculum Reform

Teaching period per week		21-30	20 or under	Over 30
	Means	2.998	2.771	2.434
21-30	2.998	0	0.227	0.564*
20 or under	2.771		0	0.337
Over 30	2.434			0

* q1 = 3.88; p< 0.05

Table 4.31 shows that teachers with over 30 teaching periods per week had significantly less job satisfaction than teachers with 21-30 teaching periods per week for the factor of curriculum reform.

The relationship between satisfaction factors and number of students per class is tabulated in Table 4.32. ANOVA was used to investigate whether a significant difference existed between the mean ratings of four groups of teachers. F-values showed that there was no significant difference on any factor except salary.

Table 4.32

Job Satisfaction and Job Dissatisfaction Factors

by Average Number of Students per Class

Job Satisfaction/ Dissatisfaction Factors	**Average Number of Students Per Class Mean Rating**					
	30 or below	**31-35**	**36-40**	**41 or above**	**ANOVA F**	**p**
MOTIVATORS:						
Achievement	3.826	3.764	3.952	3.848	1.53	ns
Recognition	3.763	3.718	3.852	3.793	1.26	ns
Work itself	3.384	3.452	3.478	3.221	1.78	ns
Responsibility	3.748	3.732	3.853	3.811	1.18	ns
Advancement	3.441	3.432	3.565	3.513	1.21	ns
Interpersonal relations: students	3.867	3.843	3.895	3.821	0.97	ns
HYGIENE FACTORS:						
Salary	3.564	3.801	3.573	3.237	3.66	<0.05
Possibility of growth	3.082	3.098	3.273	3.192	1.67	ns
Status	2.732	2.764	2.853	2.812	1.16	ns
Interpersonal relations: Principal	3.293	3.216	3.224	3.213	0.86	ns
Interpersonal relations: Colleagues	3.765	3.748	3.852	3.801	1.14	ns
Supervision: technical	2.934	2.986	3.058	3.112	1.45	ns
School policy and administration	3.113	3.124	2.938	2.952	1.51	ns
Working conditions	2.991	2.874	2.851	3.087	1.94	ns
Personal life	3.321	3.386	3.225	3.271	1.37	ns
Job security	3.116	3.184	2.934	3.002	1.96	ns
EDUCATION REFORM FACTORS						
Language policy	2.951	2.964	3.001	2.873	0.54	ns
School based management	2.912	2.948	3.084	2.832	1.83	ns
Student assessment system	2.899	2.953	2.997	2.876	0.32	ns
School inspection arrangement	2.913	2.876	2.811	3.075	2.04	ns
Banding system change	2.668	2.791	2.652	2.832	1.38	ns
Curriculum reform	2.731	2.852	2.648	2.612	1.67	ns

ns: no significant difference

Tukey's test showed that teachers with large class (41 or more pupils) reported significantly lower job satisfaction related to salary than teachers with classes of

31-35 pupils.

Table 4.33

A Matrix of Ranked Mean Difference for Salary

Number of student per class		31-35	36-40	30 or below	41 or above
	Means	3.801	3.573	3.564	3.237
31-35	3.801	0	0.228	0.237	0.564*
36-40	3.573		0	0.009	0.336
30 or below	3.564			0	0.327
41 or above	3.237				0

* $q1 = 4.32$; $p < 0.05$

The relationship between satisfaction factors and major subject teaching duties is tabulated in Table 4.34. ANOVA was used and F-values were calculated. No factor showed significant difference between five groups of teachers with different major subject teaching except school inspection arrangements.

Table 4.34

Job Satisfaction and Job Dissatisfaction Factors

by Major Subject Taught

Job Satisfaction/ Dissatisfaction Factors	Major Subject Taught Mean Rating						
	Chinese	English	Mathematics	Art Subject	Science Subject	ANOVA F	p
MOTIVATORS:							
Achievement	3.872	3.858	3.842	3.918	3.788	0.92	ns
Recognition	3.762	3.741	3.852	3.873	3.692	1.42	ns
Work itself	3.341	3.358	3.221	3.245	3.401	1.21	ns
Responsibility	3.765	3.742	3.853	3.842	3.669	1.47	ns
Advancement	3.481	3.432	3.411	3.518	3.477	0.33	ns
Interpersonal relations: students	3.814	3.871	3.952	3.779	3.841	1.42	ns
HYGIENE FACTORS:							
Salary	3.584	3.537	3.661	3.624	3.437	1.62	ns
Possibility of growth	3.118	3.187	3.086	3.201	3.272	1.50	ns
Status	2.731	2.816	2.748	2.714	2.766	0.17	ns
Interpersonal relations: Principal	3.192	3.213	3.248	3.256	3.085	1.38	ns
Interpersonal relations: Colleagues	3.748	3.764	3.852	3.713	3.708	1.17	ns
Supervision: technical	2.998	2.987	3.124	3.138	3.056	1.25	ns
School policy and administration	2.977	3.085	3.124	3.001	2.818	1.85	ns
Working conditions	3.071	3.138	3.081	2.817	2.918	2.01	ns
Personal life	3.456	3.321	3.298	3.276	3.312	0.82	ns
Job security	3.148	3.005	3.112	3.083	2.996	1.21	ns
EDUCATION REFORM FACTORS							
Language policy	2.905	2.998	2.967	3.068	3.092	1.47	ns
School based management	2.878	2.892	3.067	2.918	2.995	1.53	ns
Student assessment system	2.982	3.087	2.834	2.852	3.153	1.96	ns
School inspection arrangement	2.881	2.589	2.763	2.984	3.174	3.26	<0.05
Banding system change	2.768	2.732	2.711	2.781	2.724	0.02	ns
Curriculum reform	2.713	2.748	2.789	2.705	2.701	0.05	ns

ns: no significant difference

Tukey's method showed that Science teachers have significantly less job dissatisfaction than Mathematics and English teachers. Moreover, Art teachers show significantly less job dissatisfaction than English teachers (Table 4.35).

Table 4.35

A Matrix of Ranked Mean Difference for School Inspection Arrangement

		Science subject	Art subject	Chinese	Mathematics	English
	Means	3.174	2.984	2.881	2.763	2.589
Science subject	3.174	0	0.190	0.293	0.411*	0.585*
Art subject	2.984		0	0.103	0.221	0.395*
Chinese	2.881			0	0.118	0.292
Mathematics	2.763				0	0.174
English	2.589					0

* $q1 = 4.28$; $q2 = 4.11$; $q3 = 3.94$; $p < 0.05$

The relationship between satisfaction factors and age was tabulated in Table 4.36. ANOVA was used to study differences in the mean ratings of four groups of teachers with different age ranges. Only achievement and salary showed significant difference ($p < 0.05$) and no other factors showed any significant difference.

Table 4.36

Job Satisfaction and Job Dissatisfaction Factors

by Age Range

Job Satisfaction/ Dissatisfaction Factors	**Age Range Mean Rating**					
	21-30	**31-40**	**41-50**	**51 or above**	**ANOVA F**	**p**
MOTIVATORS:						
Achievement	3.848	3.732	3.991	3.565	3.42	<0.05
Recognition	3.764	3.748	3.751	3.812	0.31	ns
Work itself	3.312	3.353	3.214	3.332	0.08	ns
Responsibility	3.748	3.752	3.796	3.799	0.22	ns
Advancement	3.484	3.512	3.523	3.372	0.66	ns
Interpersonal relations: students	3.742	3.791	3.881	3.892	0.64	ns
HYGIENE FACTORS:						
Salary	3.371	3.518	3.886	3.612	3.96	<0.05
Possibility of growth	3.241	3.282	3.167	3.111	0.73	ns
Status	2.743	2.796	2.784	2.731	0.28	ns
Interpersonal relations: Principal	3.248	3.221	3.116	3.107	0.58	ns
Interpersonal relations: Colleagues	3.852	3.848	3.712	3.743	0.53	ns
Supervision: technical	3.184	3.021	3.112	2.837	2.11	ns
School policy and administration	2.848	2.913	3.084	3.113	1.13	ns
Working conditions	3.064	3.145	3.071	2.848	1.37	ns
Personal life	3.224	3.271	3.362	3.331	0.75	ns
Job security	3.145	3.184	2.997	3.086	0.87	ns
EDUCATION REFORM FACTORS						
Language policy	3.004	3.143	2.967	2.914	0.98	ns
School based management	3.112	2.845	2.913	3.087	1.25	ns
Student assessment system	3.006	3.118	2.852	2.913	1.21	ns
School inspection arrangement	2.912	2.916	2.813	2.805	0.42	ns
Banding system change	2.678	2.731	2.778	2.789	0.42	ns
Curriculum reform	2.852	2.873	2.612	2.701	1.18	ns

ns: no significant difference

Tukey's Method showed that teachers in the age range 41-50 have significant greater

job satisfaction than teachers with age range 51 or above for the factor of achievement (Tables 4.37).

Table 4.37

A Matrix of Ranked Mean Difference among Age Range for Achievement

		41-50	21-30	31-40	51 or above
	Mean	3.991	3.848	3.732	3.565
41-50	3.991	0	0.143	0.259	0.426 *
21-30	3.848		0	0.116	0.283
31-40	3.732			0	0.167
51 or above	3.565				0

* q1= 4.21; p< 0.05

Table 4.38 shows that teachers with age range 21-30 have significant less job satisfaction than teachers with age range 41-50 for the factor of salary.

Table 4.38

A Matrix of Ranked Mean Difference among Age Range for Salary

		41-50	51 or above	31-40	21-30
	Mean	3.886	3.612	3.518	3.371
41-50	3.886	0	0.274	0.368	0.515 *
51 or above	3.612		0	0.094	0.241
31-40	3.518			0	0.147
21-30	3.371				0

* q1 = 4.16; p < 0.05

4.5 Teachers' Individual Opinions on other Factors Contributing to Job Satisfaction and Dissatisfaction

Items 57 and 58 of the questionnaire (Appendix G) sought teachers' feelings about the impact of education reform and their overall job satisfaction. After applying the same rating method as outlined in Section 4.3 of this Chapter, the resultant mean of the responses to item 57 was 2.42 showing that teachers felt dissatisfied at the impact of the education reform. A mean rating of 3.53 was obtained from the responses to item 58 showing that teachers' overall job satisfaction was halfway between fairly dissatisfied and fairly satisfied.

Items 59 and 60 of the questionnaire provided opportunities for the respondents to name additional factors which they considered important in contributing to job satisfaction and job dissatisfaction. In item 61, respondents were free to describe the situations that they had perceived as giving them job satisfaction or job dissatisfaction with their jobs.

This helped the writer to gain a better understanding of the individual teacher's point of view. It was hoped that some areas which had not been explored could be discovered by providing opportunities for respondents to express themselves freely.

Analysis of replies to questions 59 and 60, identified eight additional factors that teachers considered as contributing to job satisfaction and 6 additional job dissatisfaction factors, in the Hong Kong context. They are listed as follows:

<u>Factors contributing to job satisfaction:</u>

1. professional growth of teaching staff
2. school environment
3. teachers' attitude towards education and teaching
4. team spirit and co-operation
5. space for teachers
6. teachers' capability of teaching
7. new curriculum and teaching methods
8. students' attitude towards learning and their learning motivation

<u>Factors contributing to job dissatisfaction:</u>

1. education reform – too many reforms in recent years, too many new education policies from EMB
2. students' poor academic achievement and disruptive behaviour
3. too heavy workload of teachers
4. professional development of teachers
5. too little say on school policy and management
6. too much power of principal

From these 8 additional job satisfaction factors, school environment and space for teachers can be classified under working conditions. However, all the other factors involve teaching and students' learning. This indicates that teaching methods in the classroom and student learning motivation can be considered as important factors in teachers' job satisfaction.

Education reform is viewed as a major source of job dissatisfaction. In addition, students' poor academic achievement and disruptive behaviour are reported to contribute to teachers' job dissatisfaction. Other dissatisfaction factors such as "little say in school management", "teachers professional development" are also worth considering.

In question 61, teachers were asked to describe the situations that they had perceived as giving them job satisfaction or dissatisfaction. Findings from Question 61 are shown in Table 4.39. In general, it can be concluded that job satisfaction factors among secondary school teachers in Hong Kong include: achievement, interpersonal relations with students, recognition, work itself, interpersonal relations with colleagues, salary, job security, advancement and education reform. Job dissatisfaction factors include heavy workload of the work, lack of achievement, impact of education reform, lack of advancement, poor relationship with principal and job security.

Table 4.39 shows that 29 out of the 66 responses (44%) indicated that a sense of achievement was an important intrinsic reward. Lortie (1975) stated that teachers tended to focus on "psychic gratification" as an essential source of reward in their jobs. It turned out that a sense of achievement became a prime source of job satisfaction among

teachers. One of the major sources of mental satisfaction among teachers was their realization of a teaching goal such as a student showing improvement in the tests, and positive change of attitudes towards their studies. This suggests that teachers are motivated and obtain job satisfaction if they feel that they are achieving their teaching goals. Moreover, 10 out of the 66 responses (15%) showed that the important source of satisfaction for teachers was interpersonal relations with students while 9 (14%) reported that recognition from people who were significant to teachers was very important in gaining job satisfaction. Examples of recognition are colleagues' approval, appreciation from supervisor and other school staff.

Regarding job dissatisfaction, 20 out of the 32 (62.5%) responses showed that work itself had made the teachers feel dissatisfied. For example, there were too many trivial and rushed promotion activities, too many non-teaching duties, heavy workload, etc. which left teachers with not enough time to rest. Four out of the 32 (12.5%) responses indicated that teachers did not realize their teaching goals because of factors affecting their sense of achievement, such as students' bad behaviour, student discipline problems, etc. Moreover, three out of the 32 (9.4%) responses expressed teachers' dissatisfaction towards the leadership of education reform and the curriculum reform.

Table 4.39

List of responses to "Question 61: Please give two brief examples of how you perceived job satisfaction/dissatisfaction in your duties for the last few months"

Description	**Responses Number (%)**	**Category**
Feeling satisfaction - students are willing to learn - my student got good result in the public examination - students made some improvement - positive change of my students' attitudes towards themselves/life/studies	29 (44%)	Achievement
- praise from students - gives me a blessing card - being respect by students	10 (15%)	Interpersonal relationship with student
- colleagues' approval - appreciation from supervisor - other staff's appreciation	9 (14%)	Recognition
- availability of assistance in any sort	6 (9%)	Work itself
- good relationship with colleagues - recruit suitable colleagues	5 (7.5%)	Interpersonal relations with colleagues
- salary	3 (4.5%)	Salary
- job security	2 (3%)	Job security
- promotion	1 (1.5%)	Advancement
- a tailored made new curriculum gain good responses	1 (1.5%)	Education reform
	66 (100%)	
Feeling dissatisfaction - heavy workload which allows no time to rest - too many meaningless duties - too many trivial and rushed promotion activities - too much non-teaching duties	20 (62.5%)	Work itself
- student behave badly - student discipline problem - students try to copy homework more than doing their own work - poor learning attitude	4 (12.5%)	Achievement

- subject curriculum reform - nearly all EMB officials presiding reforms have no insight or practical experience in education	3 (9.4%)	Education reform
- lack of better prospect in my career - opportunity for promotion	2 (6.3%)	Advancement
- lack of support from the head of committee - school administrators focus on quantity instead of quality of students' assignment	2 (6.3%)	Interpersonal relations with principal
- not enough Secondary one student recruited	1 (3%)	Job security
	32 (100%)	

4.6 Summary and Conclusions

This chapter examined the results of the questionnaire survey. It was found that a majority of respondents are relatively young, aged under 36. Over 50% respondents have no religion. Nearly half of them are males and single. Most of the respondents have been teaching quite large classes.

Principal component analysis was used to identify the major components out of variables. Three components were generated. The first component contains factors which are: achievement, recognition, work itself, advancement, responsibility and interpersonal relations with students. They can be classified as motivators.

The second component includes factors, which are: curriculum reform, language policy, school-based management, student assessment system, school inspection

arrangements, change of the banding system, status, school policy and administration, working condition and job security. These factors relate to education reform. Thus, the second component can be viewed as an education reform factor or externally created hygiene factor.

The third component includes factors relate to interpersonal relations with colleagues, personal life, supervision - technical, interpersonal relations with principal, possibility of growth and salary. These factors can be classified as school dependent hygiene factor.

Furthermore, the ranking of the mean ratings of job satisfaction and dissatisfaction was examined. The six highest rated job satisfaction factors were identified, which were interpersonal relation with students, achievement, recognition, responsibility, interpersonal relations with colleagues and salary. It was further identified that these factors related to the job content which can be treated as motivator.

The eight highest rated job dissatisfaction factors were curriculum reform, change of banding system, status, school inspection arrangement, student assessment system, language policy, school-based management and working condition. Overall, this

indicated that motivators were more likely to contribute to job satisfaction for teachers in Hong Kong. At the other side, most teachers reported that education reform factors were the main source of job dissatisfaction.

Further, hypothesis testing was carried out to identify whether there were significant differences in perceived job satisfaction and dissatisfaction factors between respondents with different characteristics. T-test and ANOVA were used to compare the mean ratings between groups of respondents.

Finally, teachers' feelings about the impact of education reform gave a mean ratings of 2.42 which indicated that teachers were not satisfied with the impact of the education reform. However, it is interesting to find that the mean ratings of 3.53 showed teachers' overall job satisfaction was halfway between job satisfaction and dissatisfaction.

CHAPTER 5: DISCUSSION

This Chapter discusses the main sources of job satisfaction and job dissatisfaction among secondary school teachers based on the results of the survey. The literature review explained that the factors were based upon Herzberg's Motivation-hygiene Theory, which classifies motivators as factors pertaining to job satisfaction and hygiene factors as factors pertaining to job dissatisfaction. The education reform factors are introduced in this research in light of previous studies on the effects of education reform on stress and job dissatisfaction of teachers in other countries and in Hong Kong (Wilcox and Gray, 1995; Dinham and Scott, 1997, Chaplain, 2001; Cheng, 2001).

In the questionnaire given to 300 teachers in10 secondary schools, 250 usable replies were received. Based on the analysis of the data, the following major findings emerged.

To answer the first research question, the main sources of job satisfaction among secondary school teachers in Hong Kong are: interpersonal relations with students, achievement and recognition. This finding provides support for Herzberg's formulation that motivators such as achievement and recognition are important sources of job

satisfaction among teachers. These satisfaction factors were classified as motivators according to Herzberg's Motivation-hygiene Theory. The result in which interpersonal relations with students was found to be an important source of job satisfaction also supports Savage's (1967) study that teachers perceived this factor as an important motivator. To answer the second research question about the main sources of job dissatisfaction among secondary school teachers in Hong Kong, it is interesting to find that education reform factors contribute significantly to job dissatisfaction. The most significant factors are curriculum reform and the banding system. In previous research, hygiene factors such as salary and job security were found to be important factors contributing to job dissatisfaction (Herzberg, 1959). However, in the present study, this is not really so clear. The findings of this study do not support Herzberg's hygiene factors as central to job dissatisfaction. One possible reason is that the impact of education reform may have created uncertainties and anxiety for teachers that may have overriden the hygiene factors. From the study, the education reform factors might represent the hygiene factors in Herzberg's approach.

Also, it was found that some hygiene factors contribute significantly to job satisfaction. They are interpersonal relations with colleagues and salary. Some hygiene factors namely status and working conditions contribute significantly to job

dissatisfaction. In other words, it was found that hygiene factors lead to both job satisfaction and job dissatisfaction which did not support Herzberg's approach on hygiene factors. This means that hygiene factors are bi-polar in nature among teachers in this study. The elimination of any dissatisfaction factor is likely to have a positive impact on job satisfaction. The deterioration of any satisfaction factor is likely to cause job dissatisfaction.

To elaborate on the identified satisfaction and dissatisfaction factors found in the survey, a discussion of the six top-ranking job satisfaction factors ranked according to the mean score rating is presented in Section 5.1. Then, the eight top-ranking job dissatisfaction factors ranked according to the mean score rating are assessed in Section 5.2. A discussion of the reduced factors after applying principal component analysis is next presented. Finally, a conclusion will be drawn.

5.1 Discussion on the Identified Six Top-ranking Job Satisfaction Factors

The six top-ranking job satisfaction factors according to the mean ratings are stated and discussed as follows:

1. Interpersonal relations with students

   Based on the data from the survey, interpersonal relations with students are

viewed as the highest job satisfaction factor among secondary school teachers in Hong Kong. The result tends to support Savage's (1967) results. According to Savage's study, interpersonal relations with students were found to be an important motivator in job satisfaction. This also showed the importance of interacting with students for Hong Kong secondary school teachers.

Lortie (1975) pointed out that the major factor influencing teachers' job satisfaction was their students. He noted "other sources of satisfaction.... pale in comparison with teachers' exchanges with students and the feeling that students have learned" (Lortie, 1975, p.104). According to Lee et al. (1991), most of teachers' intrinsic information on their performance comes from the process of interaction with students. Furthermore, the contact hours and frequency of interaction between teachers and students are relatively higher than that between teachers and other personnel in school. Thus, it is hardly surprising that interpersonal relations with students are a very important job satisfaction factor for most secondary school teachers.

In Hong Kong, secondary school teachers usually spend half of their day in teaching students in the classroom. They spend the other half in dealing with

students' affairs and assessing students' academic progress. It is obvious that the main content of teachers' work relates to student issues. Thus, it is expected that students' positive performance will directly affect teachers' job satisfaction. In traditional Chinese society, children are nurtured and taught to respect their teachers. Most students like to serve and help their teachers. This belief can help develop good interpersonal relation between teachers and students. Consequently, interpersonal relations with students are viewed by teachers as the highest ranking factor leading to job satisfaction.

Moreover, principals in schools always encourage close teacher-student interaction. For example, extracurricular activities such as picnics and camping provide opportunities for teachers and students to communicate and develop a good relationship. In addition, teachers are even encouraged to have lunch with students. Furthermore, training courses or seminars on counselling and interpersonal relations are frequently arranged for teachers so as to improve their understanding of students.

In general, students respect their teachers and teachers have a good relationship with their students in Hong Kong. Thus, interpersonal relations with students can

contribute high job satisfaction for teachers. A majority of teachers in the survey put this as job satisfaction factor.

2. Achievement

It is found in the survey that a sense of achievement is the second highest rank of job satisfaction factor. This suggests that teachers do gain a sense of achievement from their job.

Lortie (1975) argued that external rewards offered by society such as prestige and power were less likely to contribute to the job satisfaction as perceived by teachers in general. Teachers tend to focus on "psychic gratification" as an essential source of reward in their jobs. It turns out that a sense of achievement becomes a prime source of job satisfaction among teachers. According to Lortie, one of the major sources of mental satisfaction among teachers is realization of their teaching goals.

In Hong Kong, after the introduction of the nine-year free and compulsory education system, developmental, educational and personal problems of students have become more visible in secondary schools. This is exemplified in the substantial increase in the frequency of disruptive behaviour in the classrooms, the

low motivation towards learning and schoolwork and the increasing number of maladjusted students in mainstream schooling in the secondary schools (Chan, 2001; Cheung, 2001). However, this has also created opportunities for teachers to help their students. Teachers gain positive feedback from students' performance, and readily obtain a sense of achievement through the teaching process.

3. Recognition

Recognition is the third highest job satisfaction factor for Hong Kong teachers from the survey result. This finding complements a study on elementary teachers need by Cockburn (2000) who found teachers were satisfied as they gained an positive impression of their performance from their pupils and, to some extent, from colleagues and senior staff in their schools. This factor is conceived as quite important in the sense that teachers receive relatively high recognition and praise from school administrators and parents of students. In comparison with other professionals, teachers can only obtain high recognition and praise after a certain period of time because it takes time for students to show progress and improve their behaviour. With the desire of gaining recognition and praise, teachers may feel that this factor is fairly important in leading to job satisfaction.

It is commonly agreed that everyone likes to be praised. Dunham pointed out that "it is very important for teachers to be told how well or not they are working and how valued or not are their ideas and contributions" (Dunham, 1980, p.18). Moreover, Dean noted, "teachers may be motivated by recognition, interest, praise and encouragement. Teachers are as susceptible as anyone else to praise and encouragement and recognition of the work they do. Management must see that sufficient recognition is offered" (Dean, 1985, p.110). Likewise, Hong Kong Chinese people, affected by western culture, are generally more willing to praise overtly and give explicit recognition during the appraisal process. It is common that those outstanding and high performing teachers receive adequate praise from their principals.

4. Responsibility

Responsibility refers to the situations when teachers can have freedom to select their teaching aids, teaching topics, teaching methods, teaching materials and are given the power of decision-making in schools. In Hong Kong, all the major educational issues like curriculum design, and promotional system are centrally administered by the Education and Manpower Bureau (EMB) while operational issues such as selecting teaching aids, teaching methods, the arrangement of

extra-curricular activities can be determined by the school administrators and teachers. Thus, teachers have a certain level of decision-making power on educational matters.

5. Interpersonal relations with colleagues

Teachers participating in the survey felt satisfied with the interpersonal relations with their colleagues. According to Culver et al. (1990), teachers' job satisfaction is affected by the organizational climate of the school, especially how well teachers cooperate with each other and how they perceive their relationships with their colleagues. In the context of Hong Kong, it is not difficult to find that a good interpersonal relationship with colleagues has the function of mutual support which helps intensify job satisfaction.

It is noted that a good working relationship between two teachers will be satisfying to both if this relationship has the effect of facilitating the progress of achieving each other's goal. On the other hand, a poor working relationship will be frustrating if it has the effect of impeding each other's progress in goal attainment.

Not only is securing a good working relationship with colleagues important, but

also developing a more intimate and friendly relationship with colleagues outside school is necessary. This means that social interaction is important for teachers to establish a harmonious working team in schools. In a harmonious school community, teachers are expected to be interested in the feelings and job satisfaction of each other.

To achieve a good interpersonal relationship among teachers, the school authority in Hong Kong has a normal practice to set up a recreational committee aiming at organizing social activities for teachers. Principals usually initiate and encourage informal social contact among teachers after school. In this way, relatively high job satisfaction among teachers has been achieved in Hong Kong.

6. Salary

Salary is perceived as another important factor leading to teachers' job satisfaction according to the findings of this survey. It is noted that Hong Kong is a highly competitive society in which individual achievement and success are highly valued. Salary is commonly agreed as a valid indicator to measure how successful an individual is. Thus, an increase in salary is not only perceived as an external reward, but also implies individual achievement and success which in

turn leads to teachers' internal satisfaction. Lee et al. (1991) pointed out that a higher salary could attract and retain good teachers in the profession. Moreover, it could also foster teachers' job satisfaction.

In Hong Kong, almost all the teachers receive their salary according to the Government Master Pay Scale. This scale is viewed as a relatively high salary scale when compared to the commercial market. It means that most teachers gain relatively high salary compared to employees with the same qualification and experience and that is why the respondents reported salary as a job satisfaction factor in the survey. Relating to the age range of teachers, it was found that teachers aged 41-50 perceived salary to be a more important satisfaction factor than the other groups of teachers. Moreover, salary is a more important source of job satisfaction factor for teachers who are teaching 31-35 students per class than the other groups of teacher.

5.2 Discussion on the Identified Eight Top-ranking Job Dissatisfaction Factors

The eight top-ranking job dissatisfaction factors are discussed as follows:

1. Curriculum reform

The largest percentage of Hong Kong teachers in the survey felt dissatisfied with

Hong Kong curriculum reform which was implemented in the academic year 2001. According to the Reform Proposals for the Education System in Hong Kong (Hong Kong Government, 2000), students should develop all-round abilities and positive attitudes in preparation for lifelong learning. Thus, teachers should deliver comprehensive and balanced learning experiences to students. Five important learning experiences, namely intellectual development, life experience, job-related experiences, community service, and physical and aesthetic development should be provided through reforming the curricula. The integration of various forms of formal, non-formal and informal learning activities within and outside the classroom aims to enable students to lead an interesting and diversified learning life, helping them cultivate an interest in learning, positive values and attitudes and promoting their analytical and independent thinking, analytical skills, creativity, communication skills as well as their commitment to the society and the nation.

As mentioned above, curriculum reform needs integration and re-integration of various subjects. Teachers need training to teach the new curriculum. Moreover, teachers need to change their teaching methods to suit it. Furthermore, under the curriculum reform, teachers need to take their students outside the classroom to learn. Project-based learning is currently a fashionable way of assessing students'

ability. All these require teachers to invest additional effort and extra time to implement the curriculum reform. Thus, it is not surprising that curriculum reform was seen as a source of job dissatisfaction. Furthermore, curriculum reform is a more important source of job dissatisfaction factor for teachers who have to teach over 30 teaching periods per week than the other groups of teacher.

2. Banding system change

According to proposals for the reform of the education system in Hong Kong (Hong Kong Government, September 2000), past experiences showed that the labeling effect of banding undermined students' self-confidence and adversely affected their interest in learning. Having students with diverse abilities in a class will not necessarily reduce learning and teaching effectiveness. The key is whether schools can make good use of the strengths of different students to help them complement each other. Certain conditions such as training of teachers and support from all concerned parties are essential to the effective implementation of such measures. Hence, the Education Commission proposed to reduce the number of bands initially from five to three and recommended that the Hong Kong Government should render appropriate support to schools and teachers. The progress of schools in catering for students' diverse abilities should also be closely

monitored.

Following the reduction of bands from five to three in 2001, teachers had to cope with students of a wider range of abilities than previously. This is not an easy task. It required some re-training to deal with students' learning problems, discipline problems and communication problems. Teachers may not have been psychologically ready, adequately trained, to tackle these problems. It may have caused them extra pressure and psychological distress. As a result, job dissatisfaction may have arisen due to the change in the banding system. Relating to gender of teachers, it was found that male teachers perceived this factor to be more important dissatisfaction factor than female teachers. Also, it is found that this factor was a more important source of job dissatisfaction for teachers who are Buddhish followers than the other groups of teacher.

3. <u>Status</u>

In Hong Kong, many teachers have argued that teaching is a professional job. However, their status is incomparable with other professionals such as accountants, doctors and lawyers in terms of salary and fringe benefits. Teachers of good quality are in need of professional satisfaction. Given this fact, it may be understood why

professional status is a relatively important factor leading to teachers' job satisfaction and job dissatisfaction.

There is an argument that teaching cannot be identified as a type of profession in Hong Kong society unless it has its own autonomy and code of ethics. The Hong Kong Government Education Commission Report No. 7 (1997) suggested that a formal organization such as a general teaching council (GTC) should be set up aimed at maintaining a high degree of teacher autonomy in decision-making, curriculum planning, and promoting teaching as a profession by drafting a code of ethics. It is hoped that enhancing the professional status of secondary school teachers in Hong Kong may also enhance teachers' feelings of job satisfaction. Moreover, the research found that status is a more important source of job dissatisfaction for teachers with 6-10 years of teaching experience than other groups of teachers.

4. School inspection arrangements

Teachers feel dissatisfied with school inspection arrangements. According to Hong Kong Government Education Commission Report No. 7 (1997), a Quality Development Committee was to be set up to advise the Secretary for EMB on all

matters relating to quality school education. EMB has to adopt a whole-school approach to inspection and to designate and reorganize the staff concerned as the Quality Assurance Inspectorate (QAI) for the provision of quality education. QAI has to develop guidelines with input from front-line educators, release inspection reports for public reference, and assist improvement in school performance.

Some school sponsoring bodies might welcome the plans of EMB for an integrated inspection team to carry out quality assurance inspections. Using a whole-school approach can be open and transparent, with a view to identifying the strengths and weaknesses of individual schools, recommending improvement measures and taking appropriate action to assist underperforming schools. In practice, EMB's inspection process involves self-evaluation by schools, whole-school inspection and post-inspection support by EMB, with assistance from a panel of experts comprising practising teachers and other education specialists. There is also periodic external evaluation of EMB's inspection process and practices. Inspection reports are provided to schools for information and follow-up action.

Although school inspection may provide an external source of advice with indicators for teachers to improve their teaching and promote their school learning

environment, teachers often feel that they shoulder a heavy burden with little technical and training support from the QAI. Before realizing the benefits of QAI, teachers have to squeeze time to prepare for the inspection out of their routine job duties.

School inspection arrangement generates high workload for teachers. Before inspection, teachers need to prepare all kinds of documents to assist the school to deal with the inspection. During inspection, the quality inspectors observe teachers' lessons and check relevant students' work and documents. After inspection, schools obtain a report and teachers are required to take follow-up action and report to the principal in order to ensure a sustainable development of the school based on the report. From the viewpoint of teachers, a lot of effort and time has to be spent on the school inspection with few benefits or additional resources provided. This is why most teachers feel dissatisfied with the school inspection arrangements. They result in more workload with little clerical support and a generally limited staff development program during the implementation process. In addition, school inspection arrangements are more important source of job dissatisfaction for English teachers than Science and Art teachers. Also, this factor is more important source of job dissatisfaction for Mathematics teachers than Science teachers.

5. Student assessment system

Hong Kong secondary teachers also feel dissatisfied with the reform of the student assessment system. It is widely felt that there have been too many assessment hurdles at various stage of education like the Primary One (P1) and the Secondary One (S1) admissions, public examinations and university admission. These impose restrictions on learning. The admission criteria at various education stages emphasize students' academic results rather than their overall performance, and assessments are predominantly in a written form which requires memorization. As a result, school education tends to put too much stress on the intellectual development of student rather than the development of their ethical, physical, social and aesthetics faculties.

Based on this argument, an admission mechanism for pre-primary children should not be selective, so as to avoid putting excessive pressure on young children. Indeed, since Hong Kong has adopted the nine-year compulsory basic education system, there should be no need for any selective mechanisms at P1 and S1. Thus, admission to P1 should be based on the principle of home address and school places and should be allocated at random according to school catchment areas and parental choice. This should reduce any incentive for drilling on the part of

kindergartens and parents (Hong Kong Government, September 2000).

On the other hand, the public examination system has been reviewed and more flexible modes of examination have been adopted so that students now have more room to display their independent thinking and creativity.

However, this kind of education reform makes it difficult to measure students' academic performance. This may make it difficult for teachers to tackle uneven progress in the academic achievements of their students. Another reason for teachers not feeling satisfied with the reform of assessment is that the reform of examinations may make them feel confused and lose the security they find in the traditional teaching environment. They are given no guidance on motivating their students to learn following the change in the assessment system. If uncertainty, dilemma, and worry are not solved, teachers will easily feel dissatisfied with the reform of the student assessment system.

6. <u>Language policy</u>

According to a survey conducted by Professional Teachers' Union, 88% of the responding teachers felt dissatisfied with the change of language policy in the survey (Ming Pao, 9th June, 2001). During the past three years, the language policy

has triggered a professional crisis among teachers.

According to the research conducted by the EMB's Educational Research Establishment (Hong Kong Government Education Department, 1999), about 30 per cent of primary pupils were competent to study in both English and Chinese at the end of primary school. This means that about 70 per cent of primary pupils were required to enter secondary schools with Chinese as the medium of instruction.

However, the reality is that parents in Hong Kong actively encourage their children to learn English because they believe that proficiency in English will lead to better educational and career opportunities. Although the English standard of some students is not up to the required level, their parents may still prefer English schools. The parents believe that it is worth sacrificing some degree of efficiency in learning other subjects for more practice in English-medium teaching schools (Tsang, 1998).

Only 114 out of more than 400 secondary schools are allowed to use English as the medium of instruction in Hong Kong (Cheung, 2000). These 114 secondary

schools hence attract the most elite students, or those ranked as band one in academic performance in primary schools. On the other hand, most Chinese secondary schools are seen as inferior to their EMI counterparts from the evidence of parental choice. They are stigmatised and viewed as second class schools offering non English-medium instruction. The overall academic standard of the school is often overlooked. This will inevitably affect the morale of educationalists in encouraging and implementing mother-tongue education.

Tsang (1998) argued that this "all or none" language policy divides all secondary schools into two distinct categories, Chinese and English. Requiring schools to teach all academic subjects in the designated language makes little sense from Tsang's point of view. It also creates an unfair stigma on Chinese secondary schools. He argued that even in Chinese schools, some subjects could be effectively taught in English and students with good English skills could be taught in Chinese in certain subjects.

As a whole, the language policy not only prevents a balanced development of bilingual education but also places an unfair stigma on Chinese secondary schools. Furthermore, the "all or none" policy hinders students' language

development especially the promotion of mother-tongue teaching and the learning environment in Hong Kong. That is why the language policy in the education reform was an important factor leading to job dissatisfaction.

Another issue in the government language policy concerns the test of the English standard of current English teachers. In order to improve the English standard of English teachers, Hong Kong Government introduces the English benchmark test that teachers must take if they want to continue to teach in the field. This has aroused resentment as teachers allege the test is an insult to their profession.

Obviously, Hong Kong Government set a very strict demand for English teachers.

If they could not pass the benchmark test, they were forced to leave the profession.

This led a very strong protest from English teachers in Hong Kong.

Moreover, the requirement for all English teachers to sit for and get a pass mark in the test or receive English training has made them feel upset under the current heavy workload situation. Their dissatisfaction is reflected through protests and rallies organized by the Professional Teachers' Union.

In addition, language policy is a more important source of job dissatisfaction for teachers with 11-15 years of teaching experience than other groups of teachers. Also, this factor is a more important source of job dissatisfaction for teachers who are married than teachers who are single.

7. School-based management

According to Hong Kong Government Education Commission Report No. 7 (1997), all schools are required to put school-based management in place by the year 2000.

School-based management comprises five key elements:

a. development of formal procedures for setting school goals and evaluation progress towards the goals;

b. provision of documents to outline the schools' profiles, development plans and budgets, and means of evaluating progress;

c. participation of teachers, parents and alumni in school management, development, planning, evaluation and decision-making;

d. preparation of written constitutions for the school management committees;

e. development of formal procedures and resources for staff appraisal and staff development according to teachers' needs.

Theoretically speaking, school-based management should help the school set goals and develop quality indicators which would best meet the needs of the

schools and students.

In practice, teachers are, however, required to do extra work to fulfill the five key elements of school-based management. Although the implementation of SBM can enable teachers to take part in their school's decision making, it also puts pressure on teachers to achieve excellence in a relatively short period of time. Thus, teachers easily become exhausted. This may explain why most teachers in the survey felt dissatisfied with this reform factor.

8. Working conditions

Working conditions are viewed as one of the important factors leading to job dissatisfaction. It tends to support Herzberg's theory that poor working conditions is the source of job dissatisfaction (Herzberg, 1959). In view of 40 students on average in a class, crowded classrooms and teacher rooms lead to teachers' dissatisfaction. Moreover, limited recreational facilities for teachers to regulate their working lives and heavy workload cause teachers to feel exhausted. Naturally, dissatisfaction arises.

In addition, the research found that working conditions are more important source

of job dissatisfaction for teachers over 30 teaching periods per week than teachers with 21-30 teaching periods per week.

5.3 Discussion on Reduced Factors (3 groups of factor) after applying Principal Components Analysis

After conducting the principal components analysis, three major components were generated. The first component was composed of motivators, showing that motivators themselves represent important indicators of teachers' job satisfaction. According to Herzberg's Two-factor Model, motivators deal with humans' intrinsic values and feelings. This finding also supports Sylvia and Hutchinson's (1985) argument that teachers' motivation is based on achievement of intrinsic work of appropriate responsibility levels. The true job satisfaction is derived from esteem and actualization.

In component 3, only 6 factors were categorized as hygiene factors, representing extrinsic values associated with teachers' job dissatisfaction. These 6 factors are: interpersonal relations with colleagues; personal life; supervision; interpersonal relations with principal; possibility of growth and salary. These factors can be viewed as school dependent hygiene factors.

Component 2 contained all 6 education reform factors: curriculum reform, banding system, school inspection arrangements, student assessment system, language policy, and school-based management. The education reform factors can be viewed as externally created hygiene factors. In addition, there were four other hygiene factors in this component: status; school policy and administration; working condition and job security cluster in the component 2. It is speculated that teachers' perceptions of these school related factors were negatively affected by the education reform to a certain extent. Overall, these findings have shed some lights for further examination of teachers' job satisfaction as suggested by Brishay (1996). "Although satisfaction seemed to be more associated with personal factors, the influence of environmental factors cannot be ruled out" in examining teachers job satisfaction (Brishay, 1996, p.154).

5.4 Conclusion

This study was intended to identify factors which contribute to job satisfaction and job dissatisfaction from a pool of motivators, hygiene factors and education reform factors. In the literature review, the conceptualization of satisfaction and dissatisfaction factors was based upon the approaches of Herzberg (1959, 1968) and Savage (1967).

Teachers' job satisfaction can be viewed as an important issue in Hong Kong,

especially during the education reform process which commenced in the academic year 2000. The success or failure of the education reform depends on the efforts of the frontline pioneers – teachers. Certainly, the complex and multidimensional nature of education reform creates tensions that disrupt teachers' existing patterns of expectations (Salisbury & Conner, 1994). Teachers' activities as well as teachers' attitudes, opinions, feelings, emotions with respect to the teaching profession must be reviewed and must change for the reform to succeed (Elmore, Peterson & McCarthey, 1996; Hargreaves, 1994). Some studies show that the implementation processes can elicit all kinds of concerns, worries, conflicts, emotions, uncertainties and resistance among teachers (Fullan, 1996; Hargreaves, 1998; Van Den Berg et al., 1999). If teachers feel satisfied with the education reform, their resistance will be reduced. Otherwise, the whole education reform in Hong Kong may be at risk owing to the resistance and dissatisfaction of teachers.

From the survey, the main sources of job satisfaction have been identified, namely motivators, including interpersonal relations with students, achievement and recognition. It is interesting to find out that the education reform factors are the most important source of job dissatisfaction among the secondary teachers in the survey. The next stage of the research will explore the reasons why Hong Kong secondary

school teachers feel dissatisfied about the identified factors. Further research to collect opinions of the relevant parties in the education field may help to identify the reasons for dissatisfaction and its impact on the education reform. It is hoped that the reasons for job dissatisfaction among teachers can be clarified and can be used to evaluate the strategy of education reform in Hong Kong.

The present study served its purpose in identifying and assessing factors related to teachers' job satisfaction factors and job dissatisfaction factors in the current situation. However, it did not provide in-depth information for further analysis. Thus, it seems that a survey to collect qualitative data would be useful to secure a full picture of teachers' job satisfaction and job dissatisfaction in Hong Kong. The information might be obtained either from newspaper or from survey reports released by professional bodies. However, this information would be second-handed and indirect. To gain an in-depth understanding, information about job satisfaction and dissatisfaction based on qualitative data from teachers is necessary. Thus, opinions from parties in the educational fields on these factors and their implications for teachers' professional development, school management and administration, and education policy will be collected and discussed in the coming Chapters.

Part B: Implication of Data on Job Satisfaction from the Questionnaire

CHAPTER 6: INTERVIEWS

6.1 Introduction

Certain job satisfaction and dissatisfaction factors were identified from the analysis of the responses to the questionnaire in Chapter 4 and the discussion in Chapter 5. However, these factors may not explain the underlying reasons why teachers feel satisfied or dissatisfied with certain aspects of their job. Thus, an in-depth understanding is necessary by obtaining further information from groups with an interest in education, such as parents, school teachers, school principals, officials of EMB, university professors, etc.

6.2 Purpose of the Research Study

The findings identifying major job satisfaction and dissatisfaction factors of secondary school teachers from questionnaire responses were presented in Part A. In Part B, the research will explore opinions on this issue from groups of people who play different roles in the education field. How do other members in the education field perceive and understand this phenomenon? What are their opinions on the implications of the major job dissatisfaction factors for teachers' professional development, school management and administration, education policy as well as

teaching methods in the classroom? In view of six top-ranking job satisfaction factors and eight top-ranking job dissatisfaction factors identified in Part A, the writer considers the scope of this interview research. First, it is worthwhile to collect more information on the opinions on job dissatisfaction factors and education reform in view of previous studies on the effects of education reform on stress and job dissatisfaction of teachers in other countries and Hong Kong (Wilcox and Gray, 1995; Dinham and Scott, 1997, Chaplain, 2001; Cheng, 2001). Second, as an explorative research, the writer believes teachers' job dissatisfaction which can be viewed as a problematic issue are more likely to elicit teachers' working partners to express their views. Third, for practical implications, further study on job dissatisfaction instead of job satisfaction may give some new knowledge in time of education reform. Hence, it is hoped that further information will throw lights on reducing job dissatisfaction and enhancing the effectiveness of education reform. Also the impact of the teachers' job dissatisfaction factors on teachers' professional development, teaching methods, school administration and education policy are more likely to give some important input for education development. Thus, the writer will focus on collecting respondents' opinions on teachers' job dissatisfaction factors and their implications in this research.

6.3 Justification for a Qualitative Study

"Qualitative methods, particularly long interviews, are important because they offer researchers access to people's ideas, thoughts, and memories" (Reinharz 1992, p.19).

Through attempting to be closer to the lived experience of the people being studied, qualitative methods are less likely to make unwarranted assumptions about the meaning and significance of the research subjects. In other words, qualitative methods have the merit that they can explicitly identify a person's understanding of the situation as something to be discovered rather than assumed. This is particularly important for groups whose experiences and opinion have not been fully explored (Becker & Horowitz 1972; Lincoln 1995).

6.4 Method of Data Collection

The choice of an appropriate method of data collection is important as the strengths and weaknesses of the method can affect the validity of the findings. The advantages and disadvantages of interview were discussed in chapter 3. Interviews should be a useful tool for obtaining in-depth information about the causes of job dissatisfaction.

Interviews can be structured, semi-structured or unstructured. Their relative advantages are discussed in order to identify which will be the most appropriate one for this study.

A structured interview ordinarily means that each respondent is asked the same set of pre-established questions, in the same order, by an interviewer who has been trained to follow the interview schedule almost as if it were a script (Goodwin and Goodwin, 1996). A highly structured interview, with every question asked in the same words and in the same order, amounts to a questionnaire (Dooley, 2001).

The structured interview has the advantage that clear and direct questions can be prepared which are capable of being answered "yes" and "no". The researcher can also introduce terms such as "always" and "sometimes" to grade the responses. Another advantage of structured interviews is that they can enable the researcher to collect a fairly large amount of data in a relatively short period of time. However, one major disadvantage of structured interviews is that the fairly rigid questions make it difficult to elicit comprehensive and complex answers. In a semi-structured interview, the same questions are asked of all respondents but the interview is more conversational and the interviewer has more freedom to arrange the order of the questions or to rephrase the

questions (Ary, Jacobs and Razavieh, 1996).

A semi-structured interview has the advantage that it allows an opportunity for the researcher to probe and expand the respondent's responses. The researcher asks all respondents certain major questions and provides room for further negotiation, discussion and expansion of the respondents' responses.

The chief feature of unstructured interview is their almost total reliance upon probes that are designed to be as natural as possible. It has the advantage that responses can be received by letting the respondent follow the natural paths of free association (Bailey, 1982). The interview is designed to be sufficiently unstructured and flexible so that the interviewer can help the respondent to remember facts and probe vague portions of the respondent's answer. In general, the unstructured interview can provide a relaxed and unhurried atmosphere that is not stressful to the respondent. However, unstructured interviews can be criticized on grounds that the interview is open to bias both in questions and in responses. The purpose of this study is to collect in-depth information to explore reasons for teachers' job dissatisfaction. Given that the semi-structured interview will help reveal the defined topics in an in-depth and exploratory manner, the researcher therefore considers a more flexible version than the structured

interview, namely semi-structured interview, to be an appropriate choice.

6.5 Validity of Interview Data

According to Bailey, an interviewer can establish validity of interview data by re-interviewing and re-analysis or triangulation (Bailey, 1982). "Triangulation refers to the use of more than one method of data-collection within a single study" (Burgess 1982, p.163). Triangulation can add depth to the analysis of interview materials and potentially increase its validity.

Furthermore, an interviewer can increase the data validity by carefully attending to the wording of the questions being asked to avoid the interviewer's expectations influencing the interview (Bailey, 1982). Seeking comments from the interviewees about the researcher's interpretation of the interview data can also enhance the validity of interview data.

To assure the validity of the responses both on the questionnaire and in the interview results, it is usual to interview a sample of questionnaire respondents. Corbetta (2003) however argued that valuable information can be more easily obtained by interviewing certain key informants, i.e. a particular sample of interviewees having

some relevant experience. Researchers tend to use interview data in order to reach a more complete understanding of the problem under investigation. Patton (1990) also pointed out that "the purpose of qualitative interviewing is to understand how the subjects see the phenomenon, to learn their judgments, and to capture the complexities of their individual perceptions and experiences" (p.290).

In order to obtain a wider source of data and to gain an in-depth understanding of teachers' job dissatisfaction, the writer decided to "interview individuals who are not a part of the phenomenon under investigation, but who have special expertise or knowledge of that phenomenon" (Corbetta, 2003, p.275).

In Genders and Player's (1995) study of a therapeutic prison in UK, the researchers interviewed various prison staff members such as social workers, wardens, doctors and psychologists, whose professional roles endowed them with a profound knowledge of the subject of the research. Obviously, interviewing key informants can be useful because each such informant has a unique focus. This provides a wealth of information with potential solutions to the problems identified in the study.

The respondents selected for interview in this research came from a wide background

and were not confined to teachers. The aim was to provide more information about the possible reasons for teachers' job dissatisfaction. Selected respondents included those who might be seen as contributory, such as secondary school principals, EMB officials and curriculum officers. The sample also included those who might be seen as having concern about the experience of teachers' dissatisfaction, e.g. parents. In addition, university professors were selected as they possess expert knowledge and can provide a wider range of opinion about potential solutions to teachers' dissatisfaction.

To reduce interview bias, the researcher employed a semi-structured interview with standardized question items. Furthermore, the researcher designed the interview schedule with reference to the literature and used language that would be meaningful and clear to the respondents. Pilot interviews were conducted to test the ambiguity of the item wordings (Strauss and Corbin, 1990). In order to gain a wider range of opinions, the researcher selected those people who were likely to possess the required information or knowledge and be willing to share it. After conducting the interview, the researcher compared the responses of different groups of interviewees to find possible irregularities and clarified responses with the related interviewees when necessary to reduce the chance of interviewer bias. Furthermore, the writer, who has

fifteen years of teaching and school administrative experience, has a good understanding about the language and perspectives of the respondents. This, too, can increase the validity of interview data in this study.

6.6 Construction of Interview Scales

To meet the objective of collecting opinions on the factors leading to job dissatisfaction of secondary school teachers, the researcher prepared a list of questions to seek information from respondents. The listed questions were divided into two sections. The first section asked for demographic data including age, gender, religion, and education level. The second section was a list of open questions asking for opinions of interviewees on teachers' job dissatisfaction factors identified in Part A of the study and seeking comments on the implication of the job dissatisfaction factors for teachers' professional development, school management and administration and education policy.

Based on the findings of the survey in Chapter 4, the following eight job dissatisfaction factors were selected:

1. the curriculum reform

2. the change of the banding system from 5 bands to 3 bands in Hong Kong

3. teachers' professional status as perceived by parents, students and the general in society

4. the EMB's school inspection arrangements

5. the student assessment system for students at the stages of moving from primary 6 to secondary 1, secondary 3 to secondary 4, secondary 5 to secondary 6

6. the impact of Government language benchmark test for the proficiency assessment of English and Putonghua teachers; the impact of language policy in school; the current language teaching policy on EMI and CMI schools.

7. the impact of school based management (SBM) in schools.

8. the working conditions, e.g. working space, ventilation, classroom and the availability of facilities for the recreational activities

Answers given by some teachers to questions 59 and 60 of questionnaire results in Part A of this study, identified one additional job dissatisfaction factor mentioned by the responding teachers. This was students' poor academic achievement and disruptive behaviour. Thus, the writer considers that student behaviour and learning motivation may be important factors affecting teachers' job dissatisfaction. Thus, a question about pupil behaviour and motivation for learning was provided in the interview question:

9. pupil behaviour and motivation for learning.

The first question was phrased "Some people say that teachers feel dissatisfied with

curriculum reform. What is your opinion?" Then, each respondent was asked to express their opinions on the implications of the specific job dissatisfaction factor on three areas including teacher's professional development, school management and administration and education policy. The corresponding questions were as follows:

1. What implications do you think this reform could have for **teacher's professional development?** Please give your opinion.

2. What implications do you think this reform could have for **school management and administration?** Please give your opinion.

3. What implications do you think this reform could have for **education policy?** Please give your opinion

6.7 Sample Selection

Sampling is a procedure where people from a large group are identified as potential respondents. There are two major classes of sampling methods: probability and non-probability. Probability sampling means every element has an equal chance of being sampled. First, this kind of sampling must have an unbiased sampling frame which does not exclude important elements. Second, the actual selection of elements from the frame must give the elements in the frame an equal probability of selection. The alternative to probability sampling is non-probability sampling. This means any sampling methods in which the elements have unequal chances of being selected.

Owing to the restricted resources to compile an exhaustive population list of the target respondents including secondary school principals, school teachers, officials from the EMB, curriculum officers, professors and parents, probability sampling was impractical in this study. Furthermore, since the aim of this qualitative research was to explore the opinions and experience from members in the education field, a non-probability sample would serve the purpose to collect the required information.

Following the non-probability sampling, the researcher used purposive sampling for this study for two main reasons. First, a researcher can use his/her judgment to select the people who will provide the best information to achieve the objectives of the study. Secondly, the researcher can target those people who are likely to possess the required information or knowledge and be willing to share it.

In this research, a sample size of 12 was chosen for two reasons: first, the practical constraints of time and human resources would not allow the responses of a larger number of respondents to be analysed efficiently; secondly, to ensure that there was sufficient data to make the results meaningful, a small sample of 12 was considered to be appropriate.

The writer recruited these persons by direct contact through telephone calling. Some of them were introduced by his friends. Some of them were recruited through formal invitations after contacting their Department Heads.

To collect opinions from various parties relating to different aspects of the education field, the sample selected comprises those with relevant education expertise or experience: education policy-makers, managers of secondary schools, teaching staff of secondary schools and parents of secondary school students. Consequently, 2 principals, 2 secondary school teachers, 2 officials from EMB, 2 curriculum officers, 2 university professors and 2 parents of secondary school students were chosen to make a total of 12 persons.

6.8 Procedures

6.8.1 Pilot Study

Lavrakas (1986) strongly suggested that a pilot test be made prior to the actual study. The test helps to refine the wording, selection procedure and question list. It also helps to estimate how long it takes to conduct the interviews. In view of these advantages, a pilot study was conducted in December 2002. As the writer is working in a secondary school, two secondary school teachers were selected randomly from

the writer's school, one male and one female, for interview. Agreement was sought from interviewees to have their statements recorded on tape. Each individual was then asked to give his/her comments and opinions on the factors contributing to teachers' feelings of job dissatisfaction according to the interviewer's question list.

According to the result of the pilot study, it was found that the respondents' replies were lucid and comprehensible enough to permit the identification of their opinions on the factors which contributed to job dissatisfaction. Moreover, it was found possible to categorise the opinions of the respondents. It is also interesting to find that both teachers in the pilot study have talked about their experience in adopting new teaching methods instead of the traditional "chalk and blackboard" teaching method. They were of the view that teaching method in the classroom is an important issue to be considered after the education reform.

After the pilot study, the interviewer added a question about the teaching methods in the classroom to the interview schedule. It was also found that new approaches to teaching, such as using computerized presentation packages, had been introduced after the education reform. Also, the findings of the study undertaken by Cheng & Falvey (2000) revealed the positive effects on classroom teaching after the

introduction of major changes in the English Language curriculum. A new question was thus included in the subsequent interviews: "what implications do you think this reform could have for **teaching methods in the classroom**? Please give your opinions".

In addition, the pilot found that two things needed to be improved. Firstly, the interview was too long. It took an hour to interview each respondent. Secondly, it was difficult to fix a time for the interview when both the interviewer and interviewee were available.

To shorten the interview time from an hour to 45 minutes, the interviewer had to practice the questions and interview technique to make the interview accurate and simple. The interviewer also tried to set a flexible schedule to ensure the interview was conducted at a convenient time and place to the interviewees.

6.8.2 Procedure for Conducting Interviews

After the pilot study, a revised questionnaire of a predetermined list of questions was prepared (see Appendix H). The question list contained questions to obtain demographic data and open questions seeking opinions of the respondents on

teachers' job dissatisfaction factors and implication for teachers' professional development, school administration and management, education policy and teaching methods.

Each subject was either approached personally by the researcher or by telephone to seek his/her agreement for interview. However, some selected respondents were reluctant to spare time for face-to-face interview. The interviewer had to arrange a telephone interview at a time convenient to the respondents. Finally, an interview time schedule was prepared (see Appendix F). Eight respondents participated in face-to-face interview and four respondents in a telephone interview.

6.9 Method of Data Analysis

Originally, the researcher planned to make use of an ethnography computer program for data analysis. However, the researcher found that a careful and delicate handling of data was a more straightforward and convenient approach as the data set consisted of only 12 respondents. Thus, the researcher decided to handle the data manually instead of using a software package.

The first thing in the analysis is to organize the data in such a way that will facilitate

an understanding of their meaning and significance. The procedure involves breaking the data into units of meaning, topics or categories which the researcher can then subsume under a general heading, bringing together diverse activities. The researcher's task is to put some kind of order to the data without distorting it. The use of codes and categories in this way not only helps to break the data down into manageable pieces, but also allows for the identification of relationships between units of meaning. Moreover, coding helps the researcher assign meaning to events and activities.

The researcher assembled categories for the purpose of coding and clustering the responses of the respondents. This allowed the analyst to classify the words and/or paragraphs into clusters of segments relating to the concept. Clustering is a tactic that can be applied at different levels to qualitative data. Clustering sets the stage for analysis. Each interview was coded to determine the reasons for dissatisfaction of teachers and their possible implications. These codes proved to be efficient data-labeling and data-retrieval devices. They empowered and sped up the analysis. Tables were created for each question to identify the major themes analyzed, categorized, and tallied (Miles and Huberman, 1984). The tables were important for identifying the responses by category. A narrative precedes each table to interpret the

findings. This method of data analysis has proved effective in previous studies (Sible, 1993: Harrison, 1990), and has been validated as effective for qualitative inquiry (Strauss and Corbin, 1990).

With reference to the process of qualitative data analysis suggested by Spradley (1979) and Powney and Watts (1987), the researcher employed the following steps to explore patterns and categories in the interview materials.

1. First, the researcher made a transcript of each respondent from the tape recording supplemented by the notes made by the researcher during the interview process. In order to gain a thorough familiarity with the responses of the interview, the researcher went through the process of reading and re-reading the answers. Then, the most detailed written transcripts and notes were completed.

2. Next, the researcher continually moved around amidst the raw data contained in the transcripts and then back to analyse, synthesize and formulate what had been found.

3. Then, the researcher assigned the code words to the narrative materials of each respondent and counted the frequency of their occurrence. The researcher also made preliminary response categories.

4. Finally, the researcher re-read the transcripts, re-examined the focus of the research and refined the codes and categories.

6.10 Validity and Reliability

Credibility requires that reliability and validity be addressed wherever ethnographic techniques are used. Reliability refers to the extent to which studies can be replicated. Establishing validity necessitates demonstration that the propositions generated, refined, or tested match the causal condition found in the study (Goetz and LeCompte, 1984). It is important that the researcher understands the perspectives of the respondents, discloses the complexity of human nature within the framework, and explains what has occurred within the study. In this study, the writer acted as both the researcher and the interviewer in order to standardize the questions to be asked in the interview. This was intended to help improve the reliability of the study.

The interview schedule was designed (1) to relate to the literature, (2) to obtain the responses from the members of the population to be studied, and (3) to be written in a language that is meaningful and clear to the respondents. To ensure that the interviewer and respondents shared the same language, pilot interviews were conducted. This addressed the question of validity (Strauss and Corbin, 1990).

Participants in the pilot interviews for this study were members of the population to be studied, and were asked to criticize the interview schedules and comment on the content of the questions. They offered suggestions on how the questions might be expanded and reworded. The researcher reviewed the interview questions and made adjustments where needed.

Giving sufficient time to check for distortions and to explore the interviewees' experiences in sufficient details aimed to enhance validity. Furthermore, as there was only one interviewer to deal with all interviews, consistency in securing responses could be maintained. To improve the validity of the analysis, the coding was done manually to ensure that errors could be recognized easily.

In the coming chapter, the responses of respondents will be summarized into categories and be presented in table format.

CHAPTER 7: PRESENTATION AND DISCUSSION OF THE FINDINGS

This Chapter presents the results from the interviews. First, the demographic data of respondents are presented to give a better understanding of the respondents' profile. Second, in the form of response coding, the respondent's opinions on job dissatisfaction factors for teachers are presented. Third, the respondent's comments on the major job dissatisfaction factors that influence the professional development of teachers are presented. Fourth, their comments on the major job dissatisfaction factors with implications for school management and administration will be presented. Fifth, their opinions on the major job dissatisfaction factors of teachers that have implications for education policy will be presented. After that, the writer presents the respondents' opinions on the major job dissatisfaction factors that have implications for teaching methods. Finally, a conclusion will be drawn.

7.1 Demographic Data

The demographic questions provide background information on the respondents, namely their age, gender, religion, education level and profession of the respondents (Table 7.1.1).

Out of the 12 respondents, eight were males and four were females. It is noted that all the respondents were aged 39 to 55. Nine respondents were without religion whereas

three were Protestants. The education of most respondents reached university level but two respondents (both are parents) had received no further education beyond primary and secondary education levels.

Table 7.1.1 Demographic Details of the Respondents

Respondent	Age	Sex	Religion	Education Level	Profession (Occupation)
1	55	M	No	Doctor	Education Officer
2	50	M	No	Master	Education Officer
3	46	M	Protestant	Master	Curriculum Officer
4	43	F	No	Doctor	University Professor
5	39	M	No	Bachelor	School Principal
6	42	M	No	Master	School Teacher
7	40	F	No	Bachelor	School Teacher
8	40	F	No	Secondary Level	Parent
9	45	F	No	Primary Level	Parent
10	48	M	Protestant	Bachelor	Curriculum Officer
11	41	M	Protestant	Master	School Principal
12	45	M	No	Doctor	University Professor

7.2 Opinions on Job Dissatisfaction Factors of Teachers

A total of 12 persons were asked to give their opinions on nine factors associated with job dissatisfaction in the questionnaire survey. Their responses were summarized into four categories: “agree”, “disagree”, “not relevant” and “no comment” (Table 7.2.1). The first question was “Some people say that teachers feel dissatisfied with curriculum reform. What is your opinion?” Similar questions were asked for the other eight highly rated job dissatisfaction factors and the interviewees’ opinions were

obtained. As each interviewee gives his/her opinion about the questions, each response corresponds to each respondent. The table is presented with the intention to summarize the information received. In general, the respondents regarded all nine dissatisfaction factors as sources of job dissatisfaction. Eleven out of 12 respondents agreed that teachers felt dissatisfied with pupil behaviour and motivation for learning. In addition, 10 out of 12 respondents perceived curriculum reform and banding system being the main sources of job dissatisfaction for teachers. Regarding working conditions, respondents had different views, except that two respondents perceived working condition as irrelevant to job dissatisfaction; the remaining respondents gave agreement and disagreement equally in number. It was interesting that two school teachers disagreed that working conditions were a source of job dissatisfaction. We might conclude that working conditions were not perceived as a factor leading to job dissatisfaction in general. The different opinions are presented in more detail in the following sections.

Table 7.2.1 Responses on the teachers' job dissatisfaction factors

Dissatisfaction factors	Education Officers		Curriculum Officers		University Professors		School Principals		School Teachers		**Parents**		**Total**
1.Curriculum reform	N	A	A	N	A	A	A	A	A	A	A	A	**10A,2N**
2.Banding system	N	A	A	N	A	A	A	A	A	A	A	A	**10A,2N**
3.Professional status	A	A	A	C	D	A	N	A	A	A	D	A	**8A,2D, 1N, 1C**
4.School inspection arrangement	C	A	A	D	A	N	N	A	A	A	N	N	**6A,1D, 4N,1C**
5.Student assessment system	C	D	A	A	A	A	D	A	A	A	D	D	**7A,4D,1C**
6.Language policy	D	D	A	A	A	D	D	A	N	A	A	A	**7A,4D,1N**
7.School-based management	N	A	A	D	A	A	A	N	A	A	N	N	**7A,1D,4N**
8.Working conditions	N	A	A	A	A	D	N	D	D	D	D	A	**5A,5D,2N**
9.Pupil behaviour and learning motivation	A	A	A	A	A	A	N	A	A	A	A	A	**11A,1N**

Agree = A Disagree = D Not relevant = N No comment = C

Apart from obtaining respondents' answers to find out whether they agreed to the nine potential sources of job dissatisfaction for teachers, respondents were also asked to give further comments in the interview. Their responses were then coded and results are presented in Tables 7.2.2 to 7.2.10. The word count column of the tables refers to the number of times the response was given as some respondents gave more than one response to the questions asked.

Question 1: Curriculum reform

Table 7.2.2 shows that 6 out of 20 (30%) responses indicated that the curriculum reform policy had been confusing and rushed. Insufficient training and support, which accounted for 5 out of 20 (25%) responses, was the main reason for dissatisfaction with curriculum reform. Teachers were not able to get sufficient support such as training on teaching methods and techniques for handling the new curriculum.

One education officer stated, "may be teachers do not understand the curriculum reform and they worry the reform will increase their workload."

One university professor said, "top-down, workload, too many instructions from EMB."

Table 7.2.2 Code Words and Categories in response to the Question "Some people say that teachers feel dissatisfied with Curriculum Reform. What is your opinion?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Confusing and not clear	2	Reform policy formulation	6	30%
Too fast	2			
Not understanding	1			
Too many instructions	1			
No sufficient support	2	Training	5	25%
To suit the new curriculum	2			
To adopt new teaching methods	1			
Reluctance to change	2	Attitude	4	20%
Not ready for the change	2			
Workload	3	Workload	3	15%
Top-down	2	Top-down	2	10%
Total:	**20**		**20**	**100%**

Question 2: Banding system

As shown in Table 7.2.3, 78% of the responses indicated that the change of the banding system from 5 bands to 3 bands caused job dissatisfaction for secondary teachers because students now had more diverse abilities and as a result teachers found it difficult to handle classroom teaching and discipline. Twenty-two per cent of the responses noted that the change in banding made students' behavioural problems more apparent and more widespread in schools.

When asked for responses to "Some people say that teachers feel dissatisfied with change of banding system", different comments were noted.

One education officer said, "it is not a question of how to do the banding, The key issue… the funding."

One school principal stated, "changing 5 bands to 3 bands will produce a group of students with wider variance in academic achievement, therefore teachers' teaching skills must change….teachers have no support… bad academic results cause teachers' dissatisfaction."

Another school principal commented, "the change of banding system cannot improve the learning and reduce the labeling effect."

Table 7.2.3 Code Words and Categories in response to the Question "Some people say that teachers feel dissatisfied with the change of the Banding System from 5 bands to 3 bands. What is your opinion?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Diverse ability	6	Teaching and learning	14	78%
Greater difficulty in classroom teaching	4			
Bad academic result	3			
Not suit students' ability	1			
Students' behavourial problem	3	Students' Problem	4	22%
Not reduce labeling effect for students	1			
Total:	18		18	100%

Question 3: Professional status

From Table 7.2.4, most responses (70%) suggested that the low professional status of teachers was due to poor public support. The symptoms of poor public support were indicated by the dis-respect from students, parents' complaints and non-existence of GTC. It also became difficult for teachers to meet the high expectations of the general public.

When asked for responses to "Some people say that teachers feel dissatisfied with their professional status", similar comments were received from all other respondents except the university professor and parent. It included the opinions that teachers'

professional status was not high, parents always complained about teachers and teachers were not respected by their students.

One university professor stated, "I think teachers are now enjoying a rather prestigious status, so I guess their dissatisfaction is not well-grounded. They should be more enthusiastic about their jobs."

One parent commented, "teachers' professional status should not be downgraded. But the image of teachers should be up-kept by performing better."

Table 7.2.4 Code Words and Categories in response to the Question "Some people say that teachers feel dissatisfied with their Professional Status. What is your opinion?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Not respected by students	3	Poor public support	7	70%
High public expectation	1			
Complex student family background	1			
No General Teaching Council	1			
Parents' Complaint	1			
Not enough power	1	Education policy	3	30%
Education policy confusion	1			
Education policy inconsistency	1			
Total:	**10**		**10**	**100%**

Question 4: School inspection arrangements

As shown in Table 7.2.5, over half of the responses (69%) were about the perceived adverse effects of the school inspection arrangements. Teachers disliked being inspected by EMB inspectors. The inspection was viewed as a punitive system, creating extra paper work without offering significant help to promote the learning effectiveness of students and teachers professional development. In contrast, five responses noted that the arrangements had a positive impact in improving the quality of school management.

When asked for responses to "Some people say that teachers feel dissatisfied with the school inspection arrangement," different comments were registered.

One education officer stated, "it is not abnormal, as most teachers do not like being inspected, as inspection is a monitoring mechanism."

One parent commented, "this arrangement can help schools to improve."

One school principal said, "the arrangements have wasted a lot of human resources because schools may prepare a lot of paper work for the inspectors but it cannot

reflect the real teaching and learning environment."

One university professor commented, "this system is punitive in nature rather than developmental. I think the attitude of inspectors should be changed… to be a co-worker to foster a more positive relationship."

Table 7.2.5 Code Words and Categories in response to the Question "Some people say that teachers feel dissatisfied with the School Inspection Arrangements. What is your opinion?"

Code word	**Word count**	**Categories**	**Word count**	**Percentage**
Dislike being inspected	3	Adverse effect of the arrangement	11	69%
Punitive system	2			
Not consider students' learning effectiveness	2			
Waste money	2			
Teachers do much paperwork	2			
Help school Management	3	Positive impact of the arrangement	5	31%
Quality control	2			
Total:	**16**		**16**	**100%**

Question 5: Student assessment system

From Table 7.2.6, 62.5 % (5 out of 8) of the responses indicated that the reform of the student assessment system had not helped to change the traditional practice of imposing too many examinations on school students. Three out of 8 (37.5%) of the responses noted that the balance of assessment between examination and students'

class work performance was important.

Two parents agreed with the new student assessment system. One parent commented, "the system is a relatively good system to select students for promotion."

Another parent said, "there is no alternative assessment system to replace the present one."

One curriculum officer and one teacher had similar opinions. The curriculum officer said, "teachers' behaviour is driven by the public examination syllabus." One teacher stated, "it will cause teachers' dissatisfaction because they need to follow the guidelines of these criteria."

Table 7.2.6 Code Words and Categories in response to the Question "Some people say that teachers feel dissatisfied with Student Assessment System . What is your opinion?"

Code word	**Word count**	**Categories**	**Word count**	**Percentage**
Too many examinations	2	Examination driven	5	62.5%
School cannot control curriculum	2			
Public examination driven	1			
Not balanced assessment	1	Balance of assessment	3	37.5%
Focus on academic performance only	1			
No alternate assessment method for student promotion	1			
Total:	**8**		**8**	**100%**

Question 6: Language policy

As regards the change of the government language policy, 37.5% (3 out of 8) of the responses (Table 7.2.7) argued that it created negative labeling to divide the schools into EMI and CMI. Such labeling might make students in CMI schools feel inferior to those in EMI schools. Regarding the language benchmark test requirement for language teachers, 37.5% of the responses indicated that teachers would find it a pressure to sit the newly introduced language benchmark test.

When asked their opinions on "Some people say that teachers feel dissatisfied with the Government Language Policy", respondents gave different comments.

One parent stated, "the language policy always confuses the parents and the general public." Another parent said, "students are victims of switching from EMI to CMI."

One university professor commented, "benchmark test can promote teachers' language proficiency."

One education officer said, "I fully support the test. If the teacher is not competent, how can he/she teach."

One school principal stated, "language benchmark test imposes great pressure on teachers."

Table 7.2.7 Code Words and Categories in response to the Question "Some people say that teachers feel dissatisfied with the Government Language Policy. What is your opinion?"

Code word	**Word count**	**Categories**	**Word count**	**Percentage**
Unhelpful to divide schools into EMI and CMI	2	School labeling and discrimination	3	37.5%
Confuse the general public	1			
Unhappy about the language benchmark test	2	Pressure of language benchmark test	3	37.5%
Pressure on teachers	1			
Promote language proficiency	2	Positive effect	2	25%
Total:	**8**		**8**	**100%**

Question 7: School-based management (SBM)

As shown in Table 7.2.8, half of the responses indicated that the heavy workload and greater accountability resulting from SBM might cause job dissatisfaction for teachers. Three responses claimed that SBM had empowered principals instead of teachers. Two responses indicated their lack of support from EMB.

Some examples of respondents' replies are quoted as follows:

One school principal stated, "it is good for school management, however, teachers have to spend more time learning management process.... It is out of the teaching scope of traditional subject knowledge."

One teacher responded, "teachers feel dissatisfied... SBM only assigns more work ..... but they do not have enough power to implement."

Table 7.2.8 Code Words and Categories in response to the Question "Some people say that teachers feel dissatisfied with the Impact of the School-based Management (SBM) in Schools. What is your opinion?"

Code word	**Word count**	**Categories**	**Word count**	**Percentage**
Workload	4	Heavy burden	5	50%
Greater accountability	1			
Strengthen school principal's power	2	Power	3	30%
Not empower teacher	1			
No support from EMB	2	No support from EMB	2	20%
Total:	**10**		**10**	**100%**

Question 8: Working conditions

From Table 7.2.9, 80% of the responses (4 out of 5) suggested that small schools and crowded staff rooms might make teachers feel dissatisfied. Only 1 out of 5 responses was about insufficient recreational activities.

The following quotations illustrate the similarity of responses to this issue:

One school teacher said, "not the main reason for teachers' job dissatisfaction."

One school principal replied, "working condition may not affect job satisfaction."

One education officer stated, "normal human behaviour to ask for better working conditions. Yet we have to abide by the situation."

Table 7.2.9 Code Words and Categories in response to the Question "Some people say that teachers feel dissatisfied with Working Conditions. What is your opinion?"

Code word	**Word count**	**Categories**	**Word count**	**Percentage**
Small school	2	Limited school space	4	80%
Crowded staff room	2			
Not enough recreational activities	1	Recreational activities	1	20%
Total:	**5**		**5**	**100%**

Question 9: Pupil behaviour and learning motivation

As shown in Table 7.2.10, 60% of the responses (6 out of 10) indicated the poor attitude and motivation of students might cause teachers' dissatisfaction. Three responses reflected the negative behaviour whereas one response related to the low academic achievement among students as a possible cause of teachers' job dissatisfaction.

When asked their opinions on "Some people say that teachers feel dissatisfied with

the pupil behaviour and learning motivation", except for one response from a school principal, similar comments were received from all respondents. Some responses are quoted as follows:

One education officer said, "yes, it is really very upset. More resources may improve this."

One curriculum officer stated, "yes, pupils nowadays have become very disobedient.... Most of them lack motivation to learn."

One parent said, "students with low motivation will frustrate most good teachers."

One school principal commented, "students' behaviour problems are very serious in Hong Kong, their learning motivation is low. This affects teachers' job satisfaction."

One university professor responded, "learning attitude or motivation is always a problem... I think by building a close teacher-student relationship may help to solve the problem of poor learning attitude."

Table 7.2.10 Code Words and Categories in response to the Question "Some people say that teachers feel dissatisfied with the Pupil Behaviour and Learning Motivation. What is your opinion?"

Code word	**Word count**	**Categories**	**Word count**	**Percentage**
Low motivation	5	Attitude	6	60%
Learning attitude	1			
Disobedient	1	Behavior	3	30%
Misbehaving	1			
Peer behavior	1			
Low standard in academic result	1	Academic performance	1	10%
Total:	**10**		**10**	**100%**

7.3 Implications of Teachers' Major Job Dissatisfaction for Teachers' Professional Development

In order to investigate the implications of teachers' main sources of job dissatisfaction for their future professional development, the 12 respondents were asked to give their opinions on "What implications do you think this job dissatisfaction factor could have for teachers' professional development?" The interview content was organized and analyzed. Then, the researcher coded the responses and presents the findings in Tables 7.3.1 to 7.3.9.

Question 1: Curriculum reform

From Table 7.3.1, it can be seen that more than half of the responses (64%) indicated that teachers needed to be suitably trained in order to cope with the curriculum reform.

Teachers were free to select teaching materials within the framework set by Curriculum Development Council. However, they were required to plan a suitable curriculum to meet the needs of their students. Training was required on how to design an appropriate curriculum and how to apply it effectively. The quality of professional development including the continuity of learning, self-learning, setting a standard of quality for teachers, etc. contributed to 36% of the total responses. All these could trigger effective and continuous professional development of teachers. It could also promote professionalism among teachers.

Table 7.3.1 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with curriculum reform for teachers' professional development?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Curriculum training	2	Teacher training	9	64%
Skills and techniques training	4			
Value-added	1			
Teachers to be informed	1			
Change from teacher-centred to student-centred	1			
Continuous professional development	2	Quality of professional development	5	36%
Learning to learn	1			
Teaching and learning	1			
Qualities of teachers	1			
Total:	**14**		**14**	**100%**

Question 2: Banding system

From the findings shown in Table 7.3.2, seven out of 15 (47%) responses were about the importance of catering for students' learning needs and recognizing students' wide range of abilities. This triggered a demand for further training and continuous professional development. Six out of 15 (40%) responses were about the content of training, such as student counseling and communication skills as well as the knowledge to manage change in education system. Furthermore, two out of 15 (13%) responses indicated that one of the side effects of changing the banding system was an increase in workload for teachers.

Regarding the question of changing the banding system from 5 bands to 3 bands, it is obvious that the number of students allocated to each band will increase and the range of students' abilities will widen. As such, the change in the banding system implies that teachers should receive professional training in order to cater for the needs of students with more diverse abilities.

Table 7.3.2 Code Words and Categories in response to the Question "What are the implication of teachers' dissatisfaction with change of the banding system from 5 bands to 3 bands for teachers' professional development?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Diversified learning activities	2	Students needs	7	47%
Needs of students with wide range of abilities	5			
Counseling and communication skills	3	Professional training	6	40%
Knowledge to cope with change	3			
Heavy workload	2	Workload	2	13%
Total:	**15**		**15**	**100%**

Question 3: Professional status

With regard to professional status, ten out of 12 responses indicated that the teachers' professional status needed to be rebuilt and promoted in Hong Kong. It was suggested that the establishment of the GTC, teacher empowerment, specialized subject teaching and a teachers' image promotion scheme would be helpful to promote professional status. The important role of teachers in a child's life and the time constraint on teachers to pursue professional development each accounted for only 8% (1 out of 12) of the total responses.

Table 7.3.3 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with professional status for teachers' professional development?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Learning to cater for changes in society	1	Rebuild professional status	10	84%
Teachers life long learning	4			
General Teaching Council	2			
Teacher empowerment	1			
Teach a specialized subject	1			
Promote teacher status	1			
Little time to receive training	1	Time constraint	1	8%
Teachers' important role for a child's life	1	Teacher's role	1	8%
Total:	**12**		**12**	**100%**

Question 4: School inspection arrangement

Concerning school inspection arrangements (Table 7.3.4), its perceived negative impact on teachers' professional development accounted for 73% of responses (8 out of 11). For example, school inspection arrangements focus on teaching and paper work (3 responses) but not on students' learning effectiveness and teachers' professional development such as training program, seminars, forum. This produces the side effect of increasing bureaucracy. Furthermore, 2 responses focused on the punitive aspect of the system, perceiving it as concerned with punishing schools and teachers rather than helping them to improve and foster their professional

development. On the other hand, three out of 11 responses were positive, expressing this arrangement as useful in promoting school quality.

Table 7.3.4 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with school inspection arrangement for teachers' professional development?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
A punitive system with no clear plan for teachers' professional development	2	Negative impact	8	73%
Focus on paper work with little professional training	3			
Unclear and inaccurate inspection report	1			
Waste human resource and no help for teachers' professional growth	1			
Waste money	1			
Good for school to improve quality	3	Positive impact	3	27%
Total:	**11**		**11**	**100%**

Question 5: Student assessment system

Regarding the student assessment system (Table 7.3.5), four responses (67%) indicated that teachers should be trained to master different techniques and the associated knowledge to drill students to pass the assessments. Two responses related

to the inadequate communication mechanism and development plan to ensure teachers were well-informed of the change.

Table 7.3.5 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with student assessment system for teachers' professional development?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Technique to drill students	3	Teacher training	4	67%
Professional training during transition period	1			
Teachers not fully informed	1	Communication and promotion plan	2	33%
Teachers not familiar with the system	1			
Total:	**6**		**6**	**100%**

Question 6: Impact of Government language policy

Responding to the question about government language policy (Table 7.3.6), nine out of 11 responses (82%), indicated that promoting teachers' language proficiency and competency would be important in the process of teachers' professional development. In addition, there was one response on the quality control in the recruitment process and one response on the continuous language training.

Table 7.3.6 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with Government language policy for teachers' professional development?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Teacher's language proficiency	7	Teacher language proficiency	9	82%
Teachers' language competency	2			
Recruit English language teacher	1	Recruitment	1	9%
Continuous training	1	training	1	9%
Total:	**11**		**11**	**100%**

Question 7: School-based management (SBM)

School-based management (SBM) is an important element in education reform in Hong Kong. Seven out of nine (78%) responses (Table 7.3.7) were about teachers' participation in SBM. Teachers needed to be trained in school management skills (6 responses). Furthermore, teachers, as the major group of school personnel, should be empowered to contribute to school administration (one response). In other words, teachers should be trained to take part in the decision-making process in school development. Two responses suggested that more flexibility should be given to teachers to design school-based teaching and mobilization of human resources as a way to support teachers.

Table 7.3.7 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with school-based management for teachers' professional development?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Teacher's school management skills	6	Teachers' participation in school management	7	78%
Empowered in school administration	1			
More flexibility and room for teachers	1	Flexibility	2	22%
Easy mobilization of human resources	1			
Total:	**9**		**9**	**100%**

Question 8: Working condition

As shown in Table 7.3.8, three out of four responses indicated that relatively good working conditions and school facilities could help teachers in their effectiveness in teaching. One out of four responses asserted that provision of more opportunity for teachers to evaluate and reflect on their teaching would be helpful in improving their performance.

Table 7.3.8 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with their working condition for teachers' professional development?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
A relatively good working condition	2	Working condition	3	75%
School facilities	1			
Not enough private space or opportunity for reflection	1	Private space	1	25%
Total:	**4**		**4**	**100%**

Question 9: Pupil behaviour and motivation

Regarding pupil behaviour and motivation, as shown in Table 7.3.9, nine out of 15 (60%) responses related to the need for student support such as a student-centered learning environment, understanding student problems and student counseling. Professional development of teachers needed to be enhanced by providing training and knowledge to handle pupil behaviour professionally.

Table 7.3.9 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with pupil behavior and learning motivation for teachers' professional development?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Student problem	5	Student support	9	60%
Student counseling	2			
Student centred	2			
Teacher professional knowledge	4	Teacher support	6	40%
Teacher training	2			
Total:	**15**		**15**	**100%**

7.3.1 Discussion

From the above findings on the impact of teachers' job dissatisfaction for professional development, we can draw several conclusions as follows:

Firstly, Hong Kong teachers need to be better prepared for life-long learning and training in response to the education reform. This reform involves changes in every aspect of education. Teachers, as frontline members of staff, have to be ready to play an important role in implementing the education reform and equip themselves with the necessary knowledge to implement the education reform effectively. The respondents were clear that training programmes for teachers should be better planned and designed (Tables 7.3.3 and 7.3.5). In the long term, the interview responses suggest that a series of training programmes and courses should be planned and designed for teachers to foster their professional development (Table 7.3.1). In summary, a training programme should include the following three aspects:

1. Knowledge and techniques to manage education reform

a how to assess students with different and mixed abilities

b how to create a suitable curriculum for students

c how to prepare students for successive assessments and public examination

d how to integrate and implement a school-based curriculum

e how to apply school-based management techniques to run a school effectively and successfully

f how to mobilize school resources efficiently and economically

g how to respond to educational and social change

2. Knowledge and techniques to cater for students' needs

a. how to enhance their techniques for counseling students

b. how to establish more effective communication with students

3. Professional training to enhance professional status

a how to behave as a professional teacher

b how to empower themselves and establish a positive image

c. how to improve their language proficiency continuously

Apart from attending a series of training courses, most respondents argued that teachers also need to integrate their knowledge and experience to cope with changing situations in the field of education.

Furthermore, a GTC should be established and teachers should attain a certain qualification such as completion of a university degree with a diploma of education before being able to enroll as a member of GTC and a registered teacher (Table 7.3.3).

Every registered teacher should agree to follow the code of conduct. Thus, an image of high standards of professionalism among teachers could be established and maintained. If teachers violated the code of conduct, they could be deregistered and disqualified from being a registered teacher. In the long term, teachers could equip themselves with professional knowledge and their professional development could be secured in the future. If this scenario could be achieved, teachers' status would be enhanced, their professional image could then be developed and teachers' professional development could be achieved and maintained (Tables 7.3.1, 7.3.2 and 7.3.3).

7.4 Implications of Teachers' Major Job Dissatisfaction Factors for School Management and Administration

This section presents the interview results on the implications of teachers' major job dissatisfaction factors for school administration and management. The 12 interviewees were asked to give their opinions on the implication of the nine dissatisfaction factors for school administration and management. The responses are coded and categorized and are presented in Tables 7.4.1 to 7.4.9.

Question 1: Curriculum reform

According to Table 7.4.1 below, 11 out of 15 (73%) responses discussed curriculum reform as the major dissatisfaction factor, owing to the lack of supportive systems and

insufficient participation by teachers in the decision-making process. Respondents implied that school management should implement effective measures such as providing training for teachers on curriculum reform, more effective human resource allocation to avoid heavy workload, teachers' participation in the decision-making process, and securing EMB support in order to facilitate an overall supportive mechanism for teachers during the reform process.

Four out of 15 (27%) responses indicated that school management should emphasize the curriculum reform as a response to the region's social and economic development. The curriculum had to be designed in line with social and economic development in Hong Kong, to ensure that the new curriculum content was meaningful to both teachers and students. In this sense, the reform could help the progress of society. Recognition of this would provide intrinsic reward for teachers. Thus, in principle, teachers should be able to gain satisfaction from the implementation process of the new curriculum.

Table 7.4.1 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with curriculum reform for School Management and Administration?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Resources allocation	6	Resources allocation & teacher decision making role	11	73%
Teachers' participation in decision-making process	3			
Heavy workload	1			
Support from EMB	1			
Response to social and economic trend	4	Response to social trend	4	27%
Total:	**15**		**15**	**100%**

Question 2: Banding system

The reform of the banding system from 5 bands to 3 bands causes some negative feelings and dissatisfaction in secondary school teachers. Seven out of 12 responses (Table 7.4.2) were on strategies to be devised by school management in order to create an environment promoting effective learning for all students. Effective strategies were required to cope with the changes. These might include streaming students according to their academic level, remedial classes for some academically low achievers, more effective student assessment and bridging courses to cater for the needs of students with a wide range of academic abilities. Thus, school management could, to a certain extent, help to ease teachers' worries.

Five responses (42%) were related to the comment that school management should provide support and training for teachers to cope with the problems relating to changes in the banding system. This would also create psychological support for teachers and help to ensure that the whole school team would do their best to face and solve the problems arising from this change. Consequently, job dissatisfaction among teachers relating to this change might be minimized.

Table 7.4.2 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with change of the banding system from 5 bands to 3 bands for School Management and Administration?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Measure to deal with student problems	6	Effective strategies	7	58%
To create an environment contributing to effective learning for all students	1			
Support and training to teachers	5	Support and training	5	42%
Total:	**12**		**12**	**100%**

Question 3: Professional status

On the question of professional status, Table 7.4.3 shows that eight out of 11 responses indicated that school management could provide support, professional

training and reward systems such as a Teachers' Day to enhance teachers' professional status in the society. Also, ensuring that every new recruit taking professional teacher training was a university graduate would also be a means to enhance the professional status of teachers.

In addition, two responses indicated that school management should avoid frequent changes in teachers' duties. Having a relatively stable post can help teachers develop their professionalism. One respondent commented that school management should encourage teachers to participate in the decision-making process. This meant that they would individually experience the influence of their participation in decision making within the school. If teachers felt that they had personal influence, their level of participation and desire to participate would be enhanced. Moreover, teachers' professional opinion could be reflected in the management and decision-making process and their professional status could be realized in the school.

Table 7.4.3 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with professional status for School Management and Administration?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Support, training and recognition to teachers	7	Status and quality enhancement	8	73%
Quality and well-trained teachers	1			
Avoid changing teachers' position frequently	2	Teachers' commitment	3	27%
Decision-making process	1			
Total:	**11**		**11**	**100%**

Question 4: School inspection arrangements

As regards the school inspection arrangements as a factor causing dissatisfaction to teachers, ten out of 11 (91%) responses were positive, suggesting that school management should communicate the positive impact of school inspection arrangements to teachers such as receiving an impartial recommendation from the inspection team for teaching improvement, facilitating the development of a computer system to deal with paper work and providing a motivating force to strengthen school management systems in school (Table 7.4.4).

On the other hand, one response was negative indicating that school management

might perform a "window dressing" for the inspection. The school management might not consider the suggestion of the inspection team seriously. In this sense, the school inspection arrangements could not help promote school quality.

Table 7.4.4 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with school inspection arrangement for School Management and Administration?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Improve teaching and learning by the advice of inspection team	7	Positive impact	10	91%
An effective computer to reduce paper work	2			
Strengthen school management system	1			
A "show" for inspection	1	Negative impact	1	9%
Total:	**11**		**11**	**100%**

Question 5: Student assessment system

Regarding the student assessment system, the education reform stresses continuous assessment and project learning instead of using examinations to assess the abilities of students. From the coding shown in Table 7.4.5, eight out of 11 (73%) responses indicated that school management should provide supportive measures to ensure that students learn happily with reasonable pressure from continuous assessment and project learning. In addition, it was suggested that school management should develop

a plan for support systems.

Three out of 11 (27%) responses indicated that school management should revise strategies to encourage teachers to adopt various approaches to assess students. There was a need to change the student enrollment procedure, to design a series of strategies to deal with the new assessment system as well as to develop a contingency plan to cope with any complication arising out of the new system.

Table 7.4.5 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with student assessment system for School Management and Administration?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Support system for students' continuous assessment	6	Supportive measures to teachers and students	8	73%
Support teachers to apply different methods to assess students	2			
Change student enrollment procedure	1	Revised strategies for reform	3	27%
Strategies to deal with the new assessment system	1			
Contingency plan for the troubles arising out of change in assessment system	1			
Total:	**11**		**11**	**100%**

Question 6: Language policy

In spite of the fact that teachers felt dissatisfied with the language benchmark test, it is interesting that seven out of 12 (58%) responses indicated that the benchmark test could help ensure a high quality of language teaching (Table 7.4.6). As such, school management had to follow the policy to ensure that language teachers attended the benchmark test. If they could not pass the English language or Chinese language benchmark tests, the school management would have to transfer them to teach non-language subjects or dismiss them. Four out of 12 (33%) responses suggested that the turnover of teachers was due to the test. It was expected that some capable English language teachers might be forced to leave the profession if they could not pass the test, and obtaining replacements would be difficult. Also, the benchmark test might provide principals with a legitimate excuse to dismiss a teacher. It may, therefore, bring certain dissatisfaction to language teachers. One out of 12 (9%) responses showed special concern and interest in a less controversial issue of language policy by which schools were divided into two types by means of using EMI and CMI as the medium of teaching instruction. It was expected that the school management might aspire to a school becoming a qualified member of EMI in order to attract students.

Table 7.4.6 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with Government language policy for School Management and Administration?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Quality of teaching	7	Overall quality assurance	7	58%
Teachers leave the profession if failure in Benchmark test	3	Teachers turnover	4	33%
An excuse for a principal to dismiss a teacher	1			
EMI schools attract high quality students	1	Superior of EMI school	1	9%
Total:	**12**		**12**	**100%**

Question 7: School-based management (SBM)

With respect to SBM, it was interesting that eight out of 11 (73%) responses as shown in Table 7.4.7 highlighted the advantages of SBM of allowing school management to design and tailor-make policies to upgrade the school's quality in spite of the dissatisfaction of teachers. Three responses (27%) were about the positive effect - promoting efficiency and flexibility in teaching and learning quality - of adopting SBM. Respondents stated that school management could mobilize human resources efficiently and effectively, and employ greater flexibility to deal with individual school issues. Shifting from the traditional management mode to school-based management could bring distinct advantages to students and enhance a school's

competitive edge. However, most teachers feared that it might not protect or enhance their interests during the transition phase. Teachers, as front-line members of staff, had to spend a lot of effort in implementing the reform; yet it seemed that they gained little from this change. This may be the reason why teachers felt dissatisfied with SBM.

Table 7.4.7 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with school-based management for School Management and Administration?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Some measure to upgrade the quality	7	Quality enhancement	8	73%
Teaching and learning	1			
Flexibility of the curriculum policy framework	1	Efficiency and flexibility	3	27%
Flexibility to deal with matters within the school	1			
Human resource mobilization	1			
Total	**11**		**11**	**100%**

Question 8: Working conditions

Working conditions were also viewed as one of the important dissatisfaction factors in the survey result. As shown in Table 7.4.8, nine out of 11 (82%) responses indicated that school management should improve the working conditions for teachers. Two out of 11 (18%) responses suggested that a more comfortable learning environment and

more recreational facilities could help to promote teaching and learning.

Table 7.4.8 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with their working conditions for School Management and Administration"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Working condition for teachers	9	Working condition improvement	9	82%
Comfortable environment for students	1	Suitable environment for students and teachers	2	18%
Recreational facilities for teachers	1			
Total:	**11**		**11**	**100%**

Question 9: Pupil behaviour and motivation

Regarding pupil behaviour and motivation, seven out of 12 (58%) responses stressed the fact that school administration should implement measures to boost students motivation, to strengthen their confidence in learning and to provide extra-curricular activities to enrich learning experience (Table 7.4.9). Furthermore, five out of 12 (42%) responses focused on issues such as more teachers being trained in counselling techniques and professional knowledge to facilitate student learning.

Table 7.4.9 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with pupil behaviour and motivation for School Management and Administration?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Student learning	5	Student issue	7	58%
Student's confidence	1			
Extra-curricular activities	1			
Counseling techniques	2	Teacher issue	5	42%
Professional knowledge	3			
Total:	**12**		**12**	**100%**

7.4.1 Discussion

After coding the responses of the 12 respondents, it was found that the school management and administration played a major role in the education reform. It was felt that the school management and administration had a lot to do to enhance teachers' job satisfaction in a way that would foster the successful implementation of the reform.

First, respondents implied that school management and administration staff should equip themselves with the necessary knowledge before the actual implementation of school-based management. All administrators have to be trained to become effective leaders. They need to change from a passive follower in the traditional mode of

management to an active and effective leader. Obviously, some elements such as communication skills, leadership and effective allocation of resources should be learnt by the school administrators (Tables 7.4.1, 7.4.4 and 7.4.7).

Second, school management and administration should consider the needs of teachers so as to protect their interests during the decision-making process as well as the implementation process in school. Education reform obviously brings a lot of change, with a lot of work arising from it. As teachers are front-line workers, they will experience extra workload and pressure. In this respect, the support of school management is very important (Tables 7.4.2 and 7.4.5). The teachers need support, protection, security, encouragement and care. If the management can create the individualized consideration (which means that teachers feel that the school management stands behind them, respects their opinions, and supports them when problems arise) the teachers will more willingly exert an effort to implement the reform and develop their professionalism along with the reform. Once the teachers commit themselves to their job, job satisfaction will be enhanced.

Third, school management and administration should focus on promoting students' learning while adopting any reform. If the school management implements a policy

with a distinct objective which is beneficial to students, it is more likely to gain appreciation and support from teachers and the general public (Table 7.4.3). At the same time, teachers' job satisfaction can be enhanced as they participate in a reform process which will ultimately benefit the students.

7.5 Implications of Teachers' Major Job Dissatisfaction Factors for Education Policy

This section presents the interview results collected from the 12 respondents when they were asked to express their opinions on the implication of teachers' major dissatisfaction factors for the government's education policy. It was hoped that some insight could be obtained on the major job dissatisfaction factors. Findings are presented in tables with categorized interview content, and organized in terms of frequency and percentages (Tables 7.5.1 to 7.5.9).

Question 1: Curriculum reform

Ten out of 13 (77%) responses related to comments about unclear guidelines for implementation of curriculum reform in schools. Teachers felt dissatisfied with the curriculum reform because the guidelines to implement the education reform were unclear. There were inadequate evidence-based policies and their implementation was rushed. Teachers had not been provided with adequate training before the implementation. Supporting measures such as teachers' training, seminar, forum etc.

to equip teachers with appropriate skills were required before proceeding with the reform (Table 7.5.1).

Furthermore, three out of 13 responses indicated that the education policy should be adjusted to allow school-based assessment or internal continuing assessment to replace public examinations in order to reduce students' examination pressure. It was agreed that the curriculum reform had already reduced some public examinations. However, there was room for further reduction in Hong Kong.

Table 7.5.1 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with curriculum reform for Education Policy?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Unclear guideline for curriculum design	7	Unclear guideline and inadequate research support	10	77%
More consultations	1			
Évidence-based policies	1			
Pace of reform	1			
School-based assessment replaces public examination	3	School-based assessment	3	23%
Total:	**13**		**13**	**100%**

Question 2: Banding system

In regard to the change of the banding system from 5 bands to 3 bands, Table 7.5.2 shows that seven out of 10 (70%) responses indicated that EMB should provide more support and training courses for teachers and allocate more human and financial resources to secondary schools to support both teachers and school management. It was suggested that well-planned strategies and measures were important for a successful implementation of the new education policy.

Moreover, three responses (30%) indicated that the banding system reform would not dispel the effects of labeling on students. Students were stigmatized no matter how many bands were categorized. This suggests that the objective of the new banding system may not be achieved. The respondents opined that the solution for the stigmatization of students was to change the attitudes and values of the public. On the other hand, more resources should be allocated to schools in order to cater for the more diverse abilities of students so as to improve the overall academic performance of students.

Table 7.5.2 Code Words and Categories in response the Question "What are the implications of teachers' dissatisfaction with change of the banding system from 5 bands to 3 bands for Education Policy?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
More training courses and resources to schools	5	EMB support	7	70%
Evaluation of teachers' abilities for students' problems of mixed abilities	2			
Banding effect	3	Labeling effect	3	30%
Total:	**10**		**10**	**100%**

Question 3: Professional status

Referring to professional status, seven out of 13 (54%) responses stated that five aspects of education policy should be adjusted to help promote professional teaching and learning which would in turn help to promote professional status in the long term (Table 7.5.3). First, to enhance teachers' professional status, teachers must obtain the Certificate of Education before joining the profession. Second, education policy should avoid excessive reliance on the results of public examinations. Due consideration should be given to students' overall performance to encourage students' all-round development education in schools. Third, enforcing moral and civic education would help to promote students' positive attitude towards teachers. Fourth, to ensure a stable leadership to direct and manage the education policy, the Head of

EMB should hold the post for a relatively long period of time. Fifth, a policy to promote small-class teaching to foster intensive care for students should be devised. Six out of 13 responses were about the GTC and its functions which included setting up the GTC, providing a code of ethics and "Teachers' Day". These could signify the contribution of teachers and thus help promote teachers' professional status.

Table 7.5.3 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with professional status for Education Policy?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Obtaining Certificate of Education before teaching	2	Policy adjustment	7	54%
All-rounded education policy	2			
Moral and civic education	1			
Don't change the Secretary for EMB frequently	1			
Small class teaching	1			
General Teaching Council teachers' registration	2	GTC and its functions	6	46%
Code of ethics	2			
Promote teachers' professional status	1			
Teacher day	1			
Total:	**13**		**13**	**100%**

Question 4: School inspection arrangements

On the aspect of school inspection arrangements, Table 7.5.4 shows that five out of 11 (46%) responses indicated that education policymakers had not fostered a positive image of school inspection teams who could provide assessment data for school

improvement. Instead, teachers had a negative image of inspectors judging and criticizing school operations and teachers' teaching.

Moreover, four responses (36%) suggested that a quality circle in which secondary schools in a region worked together to set up education platform, such as forum, seminars, workshops and newsletters for experience sharing to enhance quality. and school partnership scheme among schools should be established as a mechanism for persistent improvement. This arrangement would be better than school inspection as school inspection always imposes extra workload and places pressure on teachers. Two responses indicated that teachers themselves, being professionals, recognize the need for improvement provided that there is enough time for them to do so and a rewarding system to motivate them.

Table 7.5.4 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with school inspection arrangements for Education Policy?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Provide assessment data for schools to seek improvement	5	School improvement – positive impact	5	46%
Quality circle	3	Alternate mechanism for persistent improvement	4	36%
School partnership scheme	1			
Teachers recognize the need	1	Teachers recognize their improvement need	2	18%
Teachers improve provided with rewarding system	1			
Total:	**11**		**11**	**100%**

Question 5: Student assessment system

With regard to the student assessment system, four out of 10 (40%) responses indicated that education policy should devise a full assessment mechanism to assess students' divergent thinking and creativity in addition to academic achievement. One response argued that the education policy should be modified to emancipate students from traditional examination (Table 7.5.5).

Furthermore, four responses (40%) indicated that a clear and simple education policy should be set up to promote students smoothly through different assessment points. Two responses indicated that teachers are encouraged to use different teaching

methods to suit the need of the student assessment system.

Table 7.5.5 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with student assessment system for Education Policy?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Divergent thinking and creativity	4	Comprehensive and full scale assessment	4	40%
Clear objective	2	Clear education policy	4	40%
Numbers of major assessment	1			
Chaotic policies	1			
Different teaching methods to suit student	2	Teaching methods	2	20%
Total:	**10**		**10**	**100%**

Question 6: Language policy

Five out of 11 responses (42%) said that the government should provide more training courses to promote teachers' language proficiency before implementing a benchmark test of language competence. The government presumes teachers' language proficiency could be enhanced by means of the English and Putonghua benchmark test. However, teachers find it difficult to pass the benchmark test without sufficient training. It takes time to train the teachers to master English effectively in the classroom. This means that the schedule for implementation of this language reform should not be rushed, and there should be adequate supportive training programmes.

Regarding the EMI and CMI policies, four responses (33%) suggested that policymakers should have had more consultation with school management bodies and teachers before implementing the policy. In addition, school management should have more autonomy in deciding the medium of language instruction, either English Language or Chinese Language, used by the school. Obviously, the education policy should be evaluated and adjusted according to the feedback from concerned parties in the education field. Three responses indicated the introduction of the language benchmark test, EMI and CMI policies had to be evaluated as being clearly defined and fair to the parties affected.

Table 7.5.6 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with Government language policy for Education Policy?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
More training	5	Training for teachers	5	42%
Greater autonomy	3	Adequate consultation and consideration of school autonomy	4	33%
Extensive consultation	1			
Benchmark test	2	Clear and fair policy	3	25%
Clear policy	1			
Total:	**11**		**11**	**100%**

Question 7: School-based management (SBM)

With respect to SBM, Table 7.5.7 shows that five out of 10 responses suggested that the implementation of SBM might empower school principals and make them more autocratic. No one would dare say "no" to a demand from a principal, whether legitimate or not. Thus, EMB should establish rules and regulations to prevent power abuse in schools. In addition, EMB should help schools set up an objective appraisal system by which every teaching staff member could be subject to an open and fair judgment. In the long run, this could reduce teachers' job dissatisfaction.

Three responses (30%) highlighted that a clear and distinct education policy as well as effective training courses could help school administrators to activate an effective and efficient SBM in schools. Two responses indicated that promoting teachers' participation in decision-making process and a fair evaluation of schools would also be important. For the latter, as different schools are in different development stages, an adjustment to evaluate SBM in different schools would be required.

Table 7.5.7 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with school-based management for Education Policy?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Power abuse by the headmasters	5	Power abuse	5	50%
A clear and distinct education policy	3	Clear education policy	3	30%
Promote teachers' participation in decision-making	1	Policy adjustment	2	20%
Education policy to consider different standard among schools	1			
Total:	**10**		**10**	**100%**

Question 8: Working conditions

Finally, working conditions were also viewed as a job dissatisfaction factor. Six out of 8 (75%) responses indicated that an improved school environment and working condition could enhance teachers' job satisfaction and at the same time reduce their job dissatisfaction (Table 7.5.8). It is thus important that one of the elements of an education policy should focus on the improvement of school working conditions to meet the needs of teaching staff. Two responses indicated that the education policy could help to reduce the class size and allocate larger school space in terms of the number of students in a class.

Table 7.5.8 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with their working conditions for Education Policy?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Teachers' working condition	6	Working condition improvement	6	75%
Small class size and large school space	2	Education policy adjustment	2	25%
Total:	**8**		**8**	**100%**

Question 9: Pupil behaviour and learning motivation

Regarding pupil behaviour and learning motivation, Table 7.5.9 shows that four out of 12 responses (33%) thought that education policy should provide a clear guideline and supportive system to help teachers to enhance students' learning motivation. Extra provision of human and financial resources (3 responses) could help teachers to deal with unacceptable pupil behaviour with the support of social workers and teachers.

Three out of 12 responses suggested that the focus of education policy should be on student assistance strategies, such as schemes to help improve students' motivation, promote a caring school environment, etc. Two responses indicated that the curriculum should be improved to make it more interesting for students to learn.

Table 7.5.9 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with pupil behaviour and learning motivation for Education Policy?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Support teacher	3	Teacher supportive system	4	33%
Clear guideline	1			
Human resources	2	Resource allocation	3	25%
Financial resources	1			
Student attitude	1	Student assistance strategies	3	25%
Learning motivation	1			
Caring school environment	1			
Interesting curriculum	2	Curriculum	2	17%
Total:	**12**		**12**	**100%**

7.5.1 Discussion

From the findings presented in the previous sections, a conclusion can be drawn that most respondents believed that teachers were dissatisfied with almost all aspects of the education reform. They found that the design of the overall education policy and education reform was far from satisfactory.

First, the purpose of education reform is to enhance the quality of students' learning to meet the challenges of the local and global economic, political and social changes. Most respondents opined that the direction of the education reform itself might not be a problem; however, its implementation and effects were very problematic. Most

teachers were dissatisfied with the education reform. This was attributable to the strategies and measures, which were not implemented in an appropriate way, probably the pace of the reform (Tables 7.5.1, 7.5.5, 7.5.6) Most teachers argued that the pace of education reform was too rapid and made it difficult for teachers to understand the content and adapt to the new requirements within a short period of time.

Second, the preparatory work did not take adequate account of problems in implementation. Respondents were critical that the formulation of the education reform policy was so rushed that the relevant parties were not given sufficient time to plan and implement the changes (Table 7.5.1). Most frontline teachers could not catch the focal point of the reform and were not psychologically prepared for the change. Suddenly, they had a lot of work imposed on them to implement the reform. This made them feel stressed and dissatisfied.

Third, education reform policy should provide a strong support for school teachers. More training should be provided to teachers to equip themselves with adequate techniques and skills to deal with the challenges brought about by the education reform (Tables 7.5.2, 7.5.6 and 7.5.9) For example, teachers should be trained in teaching and counselling techniques and communication skills to cope with problems

faced by students arising out of their varied performance and abilities. Furthermore, teachers should be recruited as team members of curriculum expert groups to design a suitable curriculum specifically for their students with diverse abilities.

Fourth, more resources should be provided for every school to promote its teaching and learning quality. Extensive and intensive support is an important factor for the success of the reform (Tables 7.5.2 and 7.5.9) For example, EMB should provide financial resources for schools to employ more teaching staff to share their workload so that they have more time to attend training to implement the education reform.

Finally, the education policy should be adjusted according to the economic, social and education changes. It is very important that education policy should respond to the changes in the education need. Thus, policy should be constantly reviewed, revised and reformed to meet the environmental change in order to achieve its objectives. If the education reform policy were to be modified according to the constant feedback from school management and teachers, the quality of the education reform would be secured and the objectives achieved (Tables 7.5.4, 7.5.7)

7.6 Implications of Teachers' Major Job Dissatisfaction Factors for Teaching Methods

This section presents the interview results collected from the 12 respondents when asked to express their opinions on the implication of teachers' major dissatisfaction factors for teaching methods.

Question 1: Curriculum reform

From Table 7.6.1, it could be seen that 11 out of 18 responses (61%) focused on teaching methods based on a student-centered and school-based approach. It reflected that curriculum reform would trigger the need for more interactive, and interest-arousing teaching methods. Moreover, seven out of 18 (39%) responses suggested that information technology and project-based learning would be a possible way to motivate students to learn.

Table 7.6.1 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with curriculum reform for teaching methods in the classroom?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
More student-centered teaching methods	5	Student-centered approach	11	61%
School-based approach	3			
Interesting topics to students	2			
Interactive approach	1			
Using I.T.	4	Teaching strategy	7	39%
Project-based learning	3			
Total:	**18**		**18**	**100%**

Question 2: Banding system

According to Table 7.6.2, 12 out of 13 (92%) responses indicated that student-centered teaching methods should be strengthened to cater for students with diverse abilities. A flexible approach catering for students with different needs would help students to learn effectively. Furthermore, seminars and meetings for teachers to share their experience would also help them to design effective teaching methods to meet the needs of students with diverse abilities.

Table 7.6.2 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with the change of the banding system for teaching methods in the classroom?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Student-centered teaching methods	4	Student-centred approach	12	92%
Cater for students with different abilities	3			
Arouse students' learning interest	3			
Flexible teaching approach	2			
Seminars and meetings to share experience among teachers	1	Shared-experience among teachers	1	8%
Total:	**13**		**13**	**100%**

Question 3: Professional status

From Table 7.6.3, it can be seen that six out of seven (86%) responses showed that it was very important to improve teaching methods to meet the needs of students. It was believed that enhancement of effectiveness of teaching methods could help boost the professional status of teachers. One out of seven responses was about the reduction of class size which might have an implication for the professional status of teachers.

Table 7.6.3 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with professional status for teaching methods in the classroom?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Modified teaching methods	2	Improve teaching methods	6	86%
Flexible teaching method	2			
Promote teaching methods	2			
Reduce class size	1	Class size	1	14%
Total:	**7**		**7**	**100%**

Question 4: School inspection arrangement

From Table 7.6.4, it can be seen that all responses indicated that more effort should be put on nurturing students instead of spending time dealing with inspection arrangement. It almost appeared that teachers used most of their time to prepare documents for inspection while less time was spent on improving their teaching

techniques and methods. Furthermore, the responses indicated that more attention and resources should be allocated to those students with low motivation. Special teaching methods such as field trip, authentic learning and project work would be helpful to boost the motivation of students.

Table 7.6.4 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with Inspection Arrangement for teaching method in the classroom?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Improve teaching technique and methods	7	Nurture students	9	100%
Special attention for students with low motivation	2			
Total:	**9**		**9**	**100%**

Question 5: Student assessment system

From Table 7.6.5, six out of nine responses (67%) showed that the reform of the student assessment system may not effectively reduce the pressure of public examinations experienced by students if the major assessment method – examinations - remained unchanged. It is difficult for teachers to design creative and innovative teaching methods within the framework of a traditional examination-oriented system. Three out of nine (33%) responses noted that teaching methods should aim at arousing the attention and interest of students.

Table 7.6.5 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with student assessment system for teaching methods in the classroom?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Assessment driven remains unchanged	6	System	6	67%
Arouse students' attention and interest	3	Teaching method	3	33%
Total:	**9**		**9**	**100%**

Question 6: Language policy

From Table 7.6.6, 11 out of 14 (79%) responses suggested that the dissatisfaction of teachers with the language policy might affect their teaching and morale. There were constraints on teachers' time to improve their language ability to pass the benchmark test and to improve their teaching methods. Three out of 14 (21%) responses indicated that the enhancement of learning environment might be hindered by the language policy as efforts of teachers were spent on language teaching reform. The introduction of increased language activities and new language learning patterns might have implications for traditional methods of classroom management, teaching time allocation and discussion session with students.

Table 7.6.6 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with language policy for teaching methods in the classroom?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Effective teaching	7	Teaching effectiveness	11	79%
Teachers' morale to cater for requirement	4			
Hinder classroom management	1	Learning environment	3	21%
Not sufficient teaching time	1			
Hinder free discussion	1			
Total:	**14**		**14**	**100%**

Question 7: School-based management (SBM)

From Table 7.6.7, six out of nine (67%) responses indicated that SBM should be strengthened in order to realize the goals of improving teaching especially with respect to flexible and creative teaching methods. Three out of nine (33%) responses reflected that school management should identify students' needs and interests in general to achieve school-based teaching methods which could boost students' motivation for learning.

Table 7.6.7 Code Words and Categories in response to the Question "What are the implications of teachers' dissatisfaction with School-based Management for teaching methods in the classroom?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Flexible teaching methods	3	Teaching	6	67%
Improvement of teaching	2			
Creative teaching methods	1			
Students needs and interest	3	Learning	3	33%
Total:	**9**		**9**	**100%**

Question 8: Working conditions

From Table 7.6.8, nine responses (82%) highlighted that the physical environment should be improved. Smaller class size was suggested as a way of enhancing teaching and learning quality. Two out of 11 (18%) responses indicated that sufficient teaching resources should be available and teaching aids should be up-to-date.

Table 7.6.8 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with working conditions for teaching methods in the classroom?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Quality of teaching	5	Physical environment	9	82%
Learning environment	3			
Small class	1			
Using new teaching aids	1	Resources	2	18%
Teaching resources	1			
Total:	**11**		**11**	**100%**

Question 9: Pupil behavior and learning motivation

According to Table 7.6.9, nine out of 14 (64%) responses indicated that teachers' dissatisfaction with pupil behaviour and learning motivation implied that teaching methods should be enhanced to promote a student-centred approach and in turn to arouse students' interest and meet their learning needs. Moreover, four out of 14 responses (29%) were about the learning atmosphere, which should be enhanced to boost students' motivation. One out of 14 responses noted that more resources, both human and technical, should be provided to enhance effective learning and teaching.

Table 7.6.9 Code Words and Categories in response to the Question " What are the implications of teachers' dissatisfaction with pupil behavior and learning motivation for teaching methods in the classroom?"

Code word	**Word count**	**Category**	**Word count**	**Percentage**
Use more interesting methods	4	Arouse students' interest and meet their need	9	64%
Meet students' different need	3			
Promote student-centred approach	2			
Provide more classroom activities	2	Learning atmosphere	4	29%
Provide a positive learning atmosphere	2			
Provide more resources	1	Resources allocation	1	7%
Total:	**14**		**14**	**100%**

7.6.1 Discussion

From the above findings, it can be concluded that respondents thought that interactive teaching methods, for example: classroom activities, positive learning atmosphere, should be developed in which students can learn more actively. Rote learning and passive learning through knowledge transmission should be phased out gradually (Table 7.6.9).

Furthermore, teaching methods should be student-centred in which the needs of students could be met during the process of teaching (Tables 7.6.2 and 7.6.9). A multi-talent approach could be applied to student learning. Teaching methods such as "split class teaching", remedial class teaching and individual or group guidance and counseling could be employed to cater for students with diverse academic abilities. On the other hand, teaching methods should be flexible enough to motivate students to learn. Cross-subject project learning, field trips and study tours are suggested (Table 7.6.1).

Finally, a computerized open forum for secondary school teachers for experience-sharing should be set up. Teachers could exchange ideas on innovative teaching methods so that different kinds of teaching methods could be suggested and applied to different types of students (Table 7.6.2). To enhance the effectiveness of

student-centred teaching methods, it is suggested to reduce class size from 45 to 35 (Table 7.6.3).

7.7 Conclusion

From the findings presented in the previous sections, a conclusion is reached that most respondents agreed that teachers were dissatisfied with almost all education reform factors. The direction of the reform was not necessarily seen as a problem, but there were problems arising out of the implementation process. Most of the respondents commented that teachers, as frontline members, have to be ready to equip themselves to implement the education reform. On the other hand, training programmes from EMB and management should be better planned and designed. A common opinion among respondents was that GTC should be established to promote the professional status and qualities of teachers in the long run. Most respondents reflected that school management should play an important role in the education reform. School administrators should equip themselves with the necessary training to be an effective leader before the implementation of the school-based management.

Moreover, interactive and student-centered teaching methods should be developed to cater for the students' needs. Students can be motivated to learn through innovative

and flexible teaching methods as suggested by most respondents.

Lastly, most respondents have suggested ways of improving and enhancing the education policy including establishing an extensive and intensive support mechanism for schools and a constant review of the policy taking account of feedback from school management and teachers.

In the coming chapter, a discussion of the findings both from the questionnaire in part A and the interviews in part B with reference to Herzberg's theory and other relevant researches will be presented. Then, the limitation of the study will be discussed, recommendations will be made and a conclusion will finally be drawn.

CHAPTER 8: CONCLUSION, LIMITATION AND RECOMMENDATION

This study identifies factors contributing to job satisfaction and dissatisfaction among secondary school teachers in Hong Kong after the implementation of education reform in 2000. The first part of this study identified job satisfaction factors and job dissatisfaction factors of teachers by means of a questionnaire survey. The second part conducted interviews with teachers, curriculum officers, education officers, school principals, university professors and parents in order to follow up the survey findings on job dissatisfaction in greater depth and throw further light on their implications for teachers' professional development, teaching methods, school management and administration, and education policy.

8.1 Discussion

The results of the study presented in the part A were found to be broadly consistent with Herzberg's Motivation-hygiene Theory in that motivators such as achievement and recognition were the main factors pertaining to job satisfaction. Six factors were perceived as motivators contributing to job satisfaction. They were: (1) interpersonal relations with students, (2) achievement, (3) recognition, (4) responsibility, (5) interpersonal relations with colleagues and (6) salary. Except for interpersonal

relations with students, interpersonal relations with colleagues and salary, each of these was seen as consistent with Herzberg's earlier work. According to Savage's (1967) argument, good interpersonal relations between teachers and students should be a motivator rather than a hygiene factor. Lee et al (1991) also realized that teachers' intrinsic information on satisfaction came from interacting with students and this factor should be classified as a motivator instead of a hygiene factor. The findings are consistent with the arguments of Savage and Lee that interaction with students is perceived to be a motivator of job satisfaction for teachers.

However, the findings do not confirm Herzberg's argument that hygiene factors contribute significantly to job dissatisfaction. On the contrary, the writer found that some hygiene factors, such as interpersonal relations with colleagues and salary contribute to job satisfaction rather than dissatisfaction. This finding also varies with the work of Male and Jensen (1998) who argue that good relations with colleagues can help teachers reduce dissatisfaction. Studies identifying the merit of salary have given different conclusions. Yip (1982) comments that special salary scales for principals, sizable bonuses for teachers had made an impact on job satisfaction. However, Ho (1985) argues that salary is not a crucial factor of job satisfaction. It could be more prudent to comment that salary may lead to job satisfaction if it is

associated with status, but this is not the same as saying that giving more money means getting more satisfaction (Stott and Tan, 1999).

On the other hand, it is interesting to find that an external factor, education reform, did contribute significantly to job dissatisfaction of teachers. These factors have supplemented the hygiene factors as stated by Herzberg. According to the findings, the eight top-ranking dissatisfaction factors are: (1) curriculum reform, (2) banding system, (3) status, (4) school inspection arrangements, (5) student assessment system, (6) language policy, (7) school-based management, and (8) working conditions. This finding seems to support the research findings of Gunn and Holdaway (1985) and Fullan (1996). Gunn and Holdaway argue that the major sources of teachers' dissatisfiers were those outside the school such as education officials and their policies. Fullan (1996) explains teachers felt dissatisfied with structural reforms as the reform brings overload and stress to teachers since they are experienced as fragmented and incoherent. This may stimulate new interest in studying job dissatisfaction of teachers. Education reform factors, which had scarcely been explored in previous studies were found in this study to be the significant sources of job dissatisfaction for teachers.

The writer examined research studies on the impact of education reform on job satisfaction and dissatisfaction of teachers. Most studies of education reform (Ball, 1994; Yang, 2000; Ho, Li, Yeung & Chan, 2000) focused on structural changes, social factors and national policy. There have only been a few studies (Tan, 2000; Lee, Chung, Lo and Wong, 2001) exploring the perceptions and feelings of teachers during the implementation of education reform. The reform factors clearly can provide a new direction for researchers in their study of teachers' satisfaction or dissatisfaction with aspects of their work.

According to the results of the principal components analysis in Chapter 4, (1) curriculum reform, (2) banding system, (3) school inspection arrangements, (4) student assessment system, (5) language policy, (6) school-based management, (7) professional status, (8) school policy and administration, (9) working conditions and (10) job security are a cluster of factors with high correlation statistically. They can be viewed as education reform factors or externally created hygiene factors. The first 6 factors are the major elements of education reform being implemented in Hong Kong. The last 4 factors have been affected by the education reform. It is expected that teachers' status and job security would be affected by the education reform. Moreover, school policy and administration as well as working conditions can be viewed as a

part of the education environment that will inevitably change in response to the education reform.

From the interview results presented in part B, a general opinion emerged that the EMB had not provided sufficient supportive measures and training for teachers. It seems that teachers were not ready for the education reform. The increase in workload to implement the reform and the changes in working practices have created difficulties and anxiety for teachers. They felt nervous and tense about the change and this caused feelings of job dissatisfaction. The findings complement the argument of research by Male and Jensen (Male 1996, Male and Jensen 1998). Their studies indicate that a number of job-related factors such as teachers' satisfaction with support services, status, good relationships with colleagues and feeling that one's job is important, appear to act as buffers to stress and high workload. The support services can help teachers to cope with difficulties and reduce dissatisfaction.

The qualitative data revealed important tendencies in perceptions of the sources of job dissatisfaction. The interview results reflected both commonalities and variations. Among the commonalities, there was general agreement that an important cause of teachers' dissatisfaction was pupil behaviour and motivation. The variations noted

were perceptions of teachers' professional status, the positive and negative impact of school inspection arrangements and the working conditions of teachers.

Moreover, the implications of job dissatisfaction factors for teachers' professional development are that teachers should be empowered and equipped for the education reform. This result has complemented the research findings of Chan, Ching and Cheng (1997). It indicated that teachers' participation in school decision-making has improved the quality of decision-making. It further showed that participation of teachers and parents in school management, flexibility in the use of resources could make a contribution to school operation, teaching practice and students' learning outcomes. Furthermore, a general comment from respondents is a GTC should be established in order to promote the professional development and status of teachers in the long run.

Apart from the implications of dissatisfaction factors for professional development, there are also implications for school administration and management. Not only it is important for frontline teachers to commit themselves to the education reform, the commitment of school management is also very important. School management would have to support teachers with corresponding school policies, seek resources

internally and externally, and promote a culture to facilitate the implementation of education reform. The finding about the role of school management to manage the change corresponds to the argument of James and Vince (2001) indicating that "schools are given greater autonomy and expected to manage continuous improvement, an emphasis is placed on the importance of school leadership and the management of educational change" (James and Vince, 2001, p.307).

One of the implications of teachers' dissatisfaction with education policy is that the EMB should provide more adequate support for teachers. This finding provides support for Dinham and Scott's research result (1997) indicating that the rapid pace of system change, perceived low level of support for implementing changed policies, procedures and curricula, lack of support services for teachers are found problematic and may give rise to dissatisfaction. "Dissatisfiers are largely out of the control of teachers and schools, and found within the government and the system… educational change and increased expectation on schools are found to have contributed to the most strongly felt dissatisfiers". (Dinham and Scott, 1997, p.375). Fullan (1996) suggests developing collaborative networks so that teachers have more influence over the change in order to overcome the fragmented nature during implementation of any education structural reform.

Moreover, the education policy should be clearly defined so that a clear picture is transmitted to every level of education personnel and teaching staff. This could be achieved by means of seminars, workshops and meetings, etc. EMB should also evaluate continuously the results of the reform at every critical phase by means of research on its impact. Improvement and adjustment could be made in light of evaluation to ensure continuity and enrichment of the education reform.

Moreover, it is interesting to find that the education reform had an impact on teaching methods in classrooms. Teachers tended to become more student-centered and this helped to foster the learning motivation of students. It was suggested by some respondents that teachers from different schools should share their experience in new teaching methods. It was further suggested that teachers should design lessons with elements of computer related teaching aids, such as power-point or computerized learning packages to enrich the teaching and learning process.

8.2 Conclusion

In summary, this study enhanced our understanding of job satisfaction and dissatisfaction of teachers. It appears that using Herzberg's Two-factor Theory could be further elaborated in a changing dynamic environment. Although this study may

not provide a full understanding of job satisfaction and dissatisfaction in Hong Kong and of the underlying reasons, it has discovered that education reform factors have an important impact on teachers' feelings of job dissatisfaction. Moreover, the interview research reveals a clearer sense of why teachers felt dissatisfied with the education reform factors. In most cases, education reform, such as curriculum reform, change of banding system and school-based management, cause overload and stress of teachers during implementation process. Fullan (1996) expresses a similar view that any structural reforms, such as site-based management, can make teachers feel overloaded and stressed if they are received in a fragmented and incoherent way, and if they are implemented at a rapid pace. Obviously, this study raises questions about education reform and education change and these should be further explored in future studies.

8.3 Limitations

First, due to the limitation of resources, a random sampling method was not used in the present research, but rather a small sample size of 250 questionnaires was used. Consequently, the findings of the study cannot be generalized too widely.

Second, in this study, the purpose of the interview was to obtain another source of data to compare with the data obtained from questionnaires. Thus, the teachers who had

completed the questionnaire study in Part A were not selected for qualitative interview in Part B. In future research, it might be worthwhile to recruit subjects for the qualitative interviews from teachers and educationists who had completed a questionnaire survey, in order to increase the validity of interview data.

Although the researcher checked each answer to detect any inconsistencies between respondents, it is suggested that respondents' own review of the findings and conclusion might have helped to confirm the accuracy, completeness and perceived validity of the description and analysis (Patton, 2002). Moreover, it is noted that the qualitative interviews were conducted, analyzed and interpreted by one researcher. This researcher, however hard he tried not to, might still have brought his own perspectives to the research. Thus, future research should adopt the strategy of triangulation analysis, i.e. having two or more persons independently analyze the same qualitative data and compare their findings. This would reduce the potential bias (Patton, 2002).

Although major job satisfaction factors, dissatisfaction factors and education reform factors were included in the studies to assess the opinions of teachers, this does not imply that the factors can explain completely the causes of job satisfaction and

dissatisfaction of teachers. There certainly are many other variables between the education reform factors and feelings of job dissatisfaction, For example, it is not certain whether the overload felt by teachers is caused by a specific factor or by all reform factors interacting with each other. Thus, the application of the findings of this study should not be over-generalized. It is, therefore, necessary to conduct integrated studies involving other variables that may be relevant.

The present study was basically an assessment of teachers' job satisfaction and job dissatisfaction with a new factor, education reform, being introduced. Further study of the effect of education reform factors on teachers, school management and education policy using a wider range of methodologies would be worthwhile in the future. For example, an ethnographic study which includes observational data could provide rich data.

Lastly, the survey and interview were carried out between November 2001 and March 2003, one year after the implementation of education reform in October 2000. The new requirements, regulations, procedures and responsibilities for teachers may have resulted in negative responses to the education reform. Different responses might be received when the education reform is well established in schools.

8.4 Recommendations

8.4.1 Recommendations for Teachers' Professional Development

The data suggest that Hong Kong teachers should be better prepared for life-long learning and training in response to the education reform. The changing educational needs and the increasing diversity of students imply the need for teachers to have a wider spectrum of professional skills and competencies. More important, teachers' mindset and ways of thinking may need to change. A series of training courses, seminars and workshops are suggested so that teachers may be given a systematic body of up-to-date knowledge for their professional development.

In the interviews findings, some school teachers and principals suggested that an organization of teachers, a GTC, should be established to help teachers to foster their own professional development. Besides formulating a code of conduct for teachers, the organization should also help encourage teachers to seek social support, especially from colleagues, school management and EMB whenever dissatisfaction arises.

8.4.2 Recommendations for School Management and Administration

According to the research findings, four motivators were the four top-ranking

satisfaction factors: interpersonal relations with students, achievement, recognition and responsibility play an important role in teachers' job satisfaction. Teachers' experience of respect and appreciation from students, a sense of achievement and appreciation and recognition from their principals or supervisors gave them job satisfaction. Consideration by school management in helping teachers set goals and identify ways to increase opportunities for recognition and achievement is suggested.

Moreover, respondents emphasized it is important for the school management to provide sufficient opportunities for teachers to extend their knowledge of ways to enhance students' learning effectiveness and to improve their teaching techniques. As a result, students might become better motivated to learn and their appreciation of teachers could be enhanced. Given a manageable workload, teachers could concentrate on acquiring knowledge to improve teaching quality and enhance students' learning effectiveness. As a result, students could be better motivated to learn. The teaching quality could then be improved and an interpersonal relationship between teachers and students could be developed in harmony.

In view of the highly rated job dissatisfaction factors such as curriculum reform, banding system, school inspection arrangements, the student assessment system and

school-based management, the school administration should create more opportunities for teachers to communicate with each other to share their feelings and experience. Teachers should also be empowered to participate in the decision-making process. Measures should be implemented to reduce the excessive workload of teachers. Developing a supportive system in schools to help teachers solve problems during the implementation of education reform is recommended.

8.4.3 Recommendations for Education Policy

From the findings, introducing new initiative at a realistic pace and strong support for teachers are important for implementation of education reform. To retain capable teachers in the teaching profession and support the education reform, EMB should seriously consider some key questions in the policy decision making process : Do they help teachers to feel at ease and unthreatened during the process of education reform? Do the teachers feel that they work as a team with a mission to improve standards? Do the teachers believe the reform can be achieved through a series of well-planned strategies? Do the teachers share in the joy and pride of the success of the education reform as a whole? Do the teachers understand the problems and challenges of SBM? Do the teachers have any chance to participate in the problem solving and decision making process? The obvious response to the above questions is to build up a cohesive

communication system in which the teachers can communicate effectively, feel respected, trusted and appreciated. Consequently, teachers will be less likely to complain and the education policy will receive more support. Thus, frontline teachers will be in a better position to use their energy and dedication in implementing the education reform policy.

In the present study, it was found that eight highly-rated sources of dissatisfaction were related to the education reform. The EMB should play a role in addressing this problem. Firstly, EMB should identify the needs of teachers by open discussion and research. In the study, it was found that frequent changes in education policy and an increasing workload caused stress and job dissatisfaction for teachers. EMB should undertake research to review the pace of education reform and make appropriate adjustments. EMB should consider reducing the class size, say from 45 to 35, so as to reduce the workload of teachers. In addition, more subsidies should be granted to schools so that more clerical support staff could be employed to relieve teachers from non-teaching duties. More teaching aids and resources for different subjects should be readily available so that the burden on teachers to prepare their own teaching materials could be eased during the curriculum reform.

In summary, from the findings of this study, it is necessary to manage the education reform in a way that makes its aims more achievable.

8.4.4 Recommendations for Teaching Methods

From the survey findings, most teachers feel dissatisfaction with the education reform owing to excessive workload and pressure. Teachers have had to adapt to a new curriculum and adopt different teaching methods. In view of the changing requirement from traditional 'blackboard and chalk' teaching approaches to a "student-centred" approach, it is suggested that more training should be given to teachers to improve their teaching methods.

Moreover, it was suggested by some respondents that teaching methods should aim at facilitating students' independent learning. Teachers should make use of various learning activities, such as project learning, group discussion, etc. to motivate students to learn. Further, it is recommended that regular seminars and meetings should be held to encourage teachers to share their experience in applying new teaching methods. Teaching methods should be improved in order to motivate students to learn through an interactive learning process.

8.4.5 Recommendations for Further Research

To confirm the findings from the present studies on the motivation and hygiene factors contributing to teachers' job satisfaction and dissatisfaction after implementation of the education reform, a major national study might be undertaken by a professional body. In this way, the findings would gain greater credibility and recognition by the educational authority. A similar study should be conducted in different phases of education reform to measure the different levels of job satisfaction among teachers.

In addition, further studies of job satisfaction are needed. In these studies, different approaches might be used in order to obtain better insights into the sources of job satisfaction and job dissatisfaction and into the ways of creating and maintaining job satisfaction among teachers. In-depth case studies in different types of schools may be a useful approach. Studies on education reform factors as sources of the dissatisfaction factors among teachers should be taken into account in future research on job satisfaction and job dissatisfaction .

An examination of Herzberg's two factor theory and its applicability should be undertaken after the completion of education reform to evaluate the dynamics of motivators and hygiene factors (internally or externally created).

One final recommendation is that training in commissioning and using educational research should be arranged for potential and current principals and teachers. With education changes come new responsibilities for school management and teachers. School management and teachers should do research to assess their constantly changing educational needs, the diversity of student quality in school and the strengths and weaknesses in teaching. Research skills and techniques should be taught so that more in-service educational personnel can conduct their own studies and suggest possible ways to solve the identified problems in the educational field.

Taken overall, the findings reveal that most teachers find drawbacks and difficulties in implementing education reform, and these have led to job dissatisfaction. From the interview studies, most respondents commented that the education reform was sensible, yet its implementation was not well-prepared nor gradual. Some respondents commented from their experience of implementing the language benchmark test that there was nothing wrong in principle with requiring language teachers to be up to a specified standard. However, EMB carried out the policy without offering any possible alternatives, for example, the possibility of receiving training instead of taking the test. As a result, the language teachers who had been long in the profession felt slighted and

compelled to re-qualify. Dissatisfaction was inevitable.

The other side of the coin is that, if the education reform is well-prepared, cautious and well-managed, it will create opportunities for policy-makers, school administrators, educational researchers and teachers to pursue educational innovation, school improvement and school-based research with the help of financial, human and technical resources from EMB. The on-going education experiments, reform experiences and improvement practices at system level and in schools and classrooms may not only benefit the Hong Kong community, but also provide the basis for Hong Kong's contribution to the international concern for education innovation, effectiveness and quality in the new millennium.

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Appendix A

List of Abbreviations

AAT	-	Academic Aptitude Test
CDC	-	The Curriculum Development Council
EMB	-	Education and Manpower Bureau
GTC	-	General Teaching Council
HKCE	-	Hong Kong Certificate of Examination
KLAS	-	Key Learning Areas
NET Scheme	-	Native English Teacher Scheme
SBM	-	School Based Management
SMI	-	School Management Initiative
SPSS	-	Statistical Package for Social Science
SSPA	-	Secondary School Place Allocation

Appendix B

Definitions of Sixteen Factors

An adaptation from "Statements comprising different job dimensions for satisfying job situations"

(1) Achievement:
Genuine feeling of achievement or little feeling of achievement is sensed by the respondent in his/her job.

(2) Recognition:
Credits and praises are received by the respondent for accomplishment. Most employees value being praised for their work and being given credit, especially by supervisors and colleagues whose judgement they respect. Similarly, most employees devalue being criticized or resent not getting credit for their work accomplishments.

(3) Work itself:
It is defined as an enjoyable or unenjoyable job with regard to the amount of workload.

(4) Responsibility:
It means the amount of duties or areas of authority incumbent upon a position.

(5) Advancement:
It focuses on the change of respondent's position.

(6) Interpersonal relations with students:
It refers to the working relationship or interaction that the respondent has with students.

(7) Salary:
It is defined as the wage that the respondent gets for what he/she performed.

(8) Possibility of growth:
It includes the likelihood that the respondent would be able to move onward and upward in school and a situation in which he is able to advance in his profession through in-service training.

(9) Status:
It covers not only the position held by the respondent in school, but also his/her professional status in relation to others in the society.

(10) Interpersonal relations with principals:
It refers to the working relationship or interaction that the respondent has with the principal.

(11) Interpersonal relations with colleagues:
It refers to the working relationship or interaction that the respondent has with colleagues.

(12) Supervision (technical):
It emphasizes the competence, fairness and willingness of the principal in dealing with responsibility and giving professional advice.

(13) School policy and administration:
It covers the plans, aims and organizational management of the school.

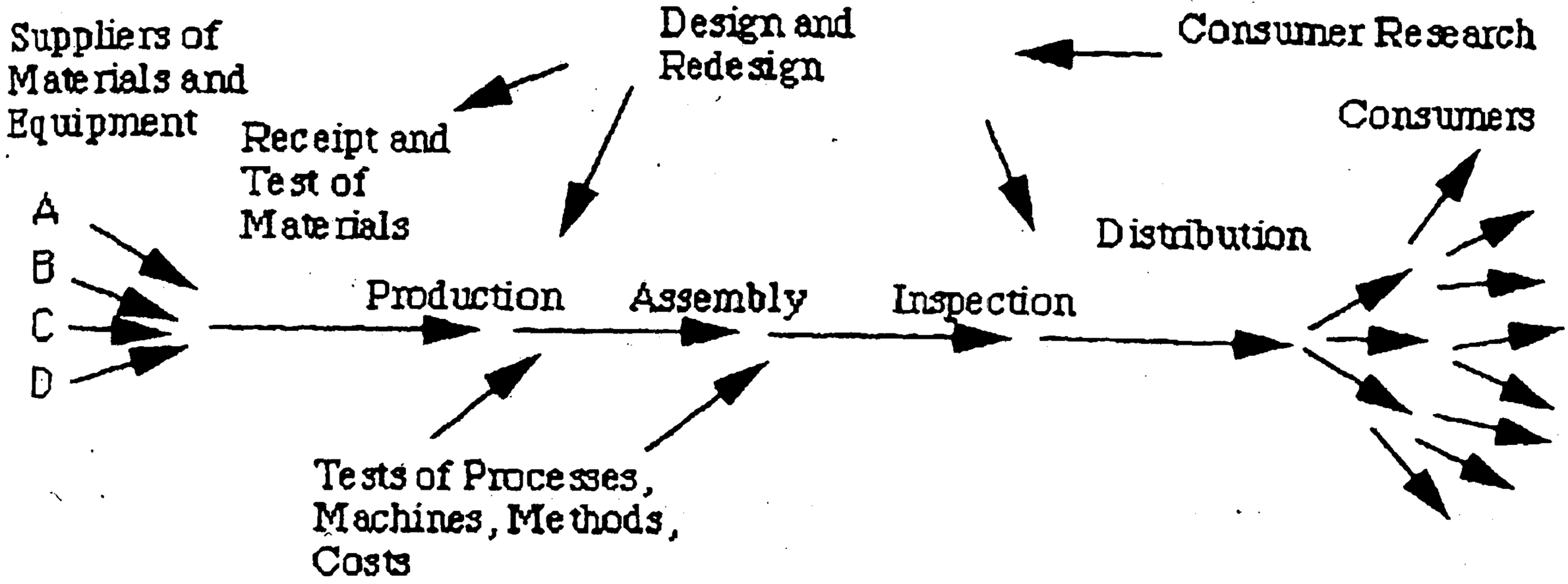
(14) Working condition:
It includes the physical working environment, working facilities and working hours. The availability of ventilation, space, lighting and other environmental characteristics would be concerned here.

(15) Personal life:
Job situation changes in such a way that the respondent can improve or aggravate his/her personal or family life.

(16) Job security:
It refers to all objective signs of job security such as tenure, school stability and so on.

Source: Robinson et. al. (p.114, 1969)

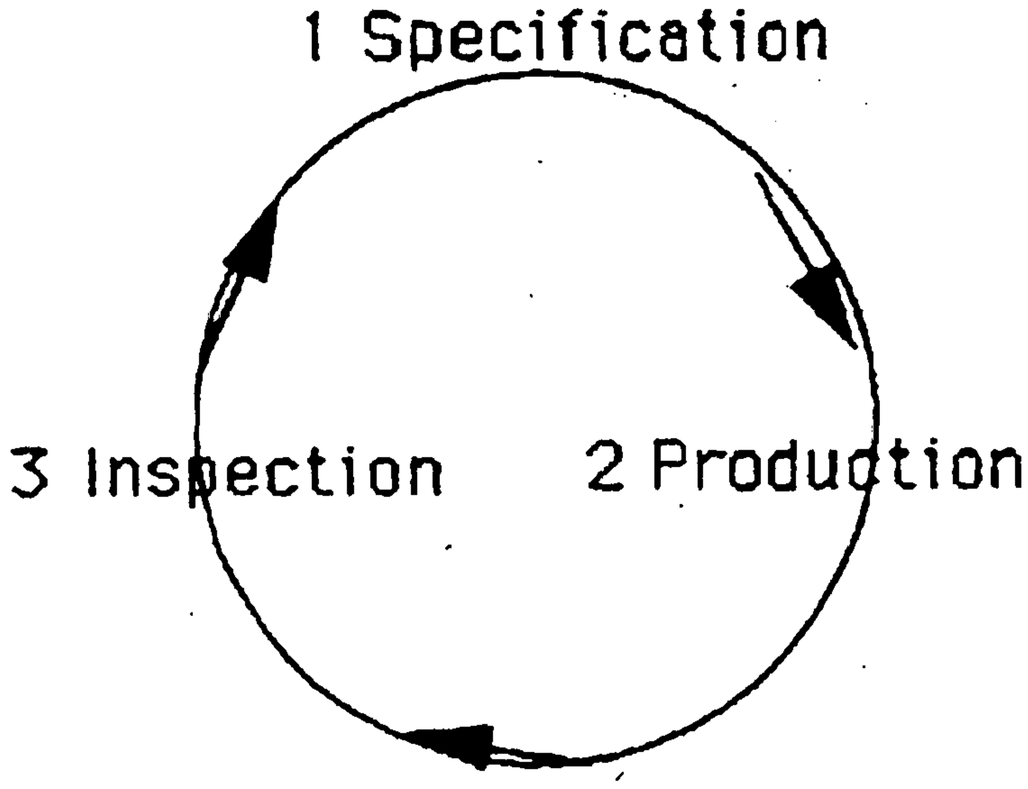
Deming's Model of Production System



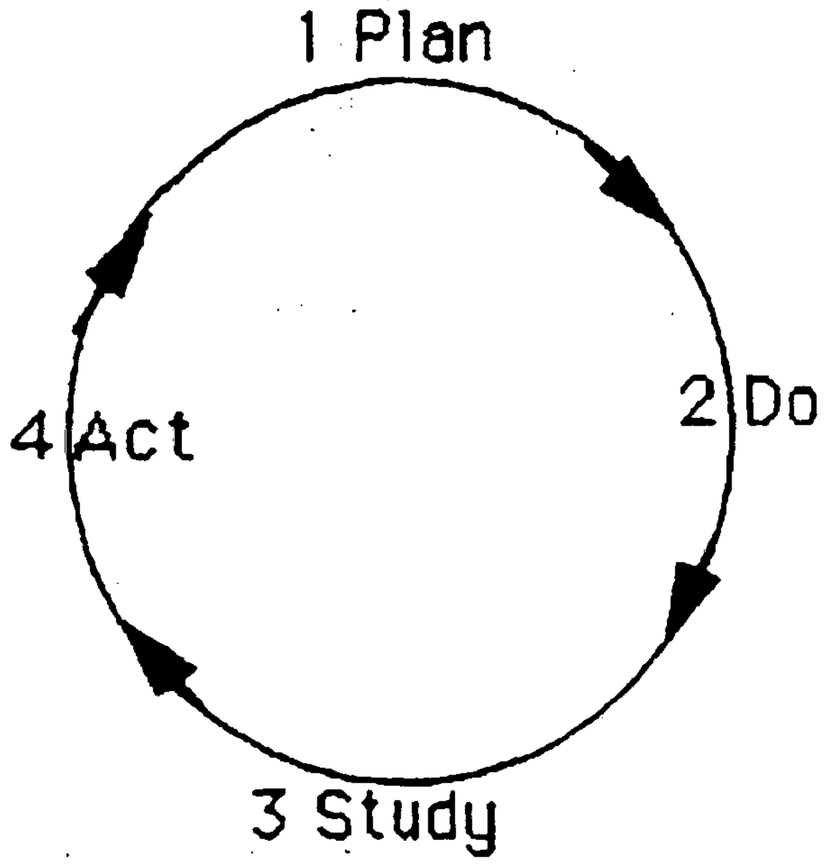
Source: Deming (1986)

Illustration of Shewhart and Deming Cycles

Original Shewhart Cycle



The Deming Cycle



Source: Deming (1986)

Appendix E

Distribution of Secondary Schools in Hong Kong by Region

	Type / Region	Government Secondary School	Government-aided Secondary School	Private/Direct-subsidized Secondary School
1.	Yaumatei/Tsimshatsui/ Mongkok	2	13	5
2.	Wong Tai Sin	1	21	1
3.	Kowloon City	3	29	7
4.	Kwun Tong	2	24	7
5.	Sai Kung	1	17	1
6.	Shumshuipo	1	13	18
7.	Kwai Chung/Tsing Yi	2	31	1
8.	Tsuen Wan	1	13	1
9.	Northern District	3	16	2
10.	Tai Po	2	19	3
11.	Shatin	3	38	4
12.	Tuen Mun	2	35	1
13.	Yuen Long	4	26	8
14.	Eastern District	4	23	9
15.	Wanchai	3	14	3
16.	Central/Western District	1	12	5
17.	Southern District	0	14	0
18.	Outlying Island	2	8	1
	Total	37	366	77

Sources: Education Department, Hong Kong, 2001

Appendix F

Interview Time Schedule

Respondent	Professional Status	Date	Duration of interview	Location	Interview Mode
1.	Education Officer	Jan 2003	50 minutes	____	Telephone
2	Education Officer	Jan 2003	45 minutes	____	Telephone
3.	Curriculum Officer	Jan 2003	50 minutes	____	Telephone
4.	University professor	Jan 2003	52 minutes	____	Telephone
5.	School principal	Jan 2003	60 minutes	Respondent's office	Face to face
6.	School teacher	Feb 2003	58 minutes	Respondent's home	Face to face
7.	School teacher	Feb 2003	60 minutes	Respondent's home	Face to face
8.	Parent	Feb 2003	56 minutes	Respondent's office	Face to face
9.	Parent	Feb 2003	55 minutes	Respondent's office	Face to face
10.	Curriculum Officer	Mar 2003	54 minutes	Respondent's office	Face to face
11.	School principal	Mar 2003	56 minutes	Respondent's office	Face to face
12.	University professor	Mar 2003	68 minutes	Meeting room at British Council	Face to face

QUESTIONNAIRE ON
THE IDENTIFICATION AND ASSESSMENT
OF THE JOB SATISFACTION FACTORS
AMONG SECONDARY SCHOOL TEACHERS IN HONG KONG

****

Section A : Personal Particulars

Put a tick in the bracket or fill in the blank with suitable information.

1. Sex : _____ 2. Religion : _____

3. Age : _____ 4. Marital status : _____

5. Years of teaching experience : _____
(including this academic year)

6. Teaching periods per week : _____

7. One major subject in which you are teaching: _____

8. The average number of students in your class: _____

9. Type of school in which you are teaching
( ) government secondary school
( ) government-aided secondary school
( ) private secondary school/Direct subsidized school

10. Professional title in school
( ) Certificate Master (C.M.)
( ) Assistant Master(A.M.)/Senior Assistant Master(S.A.M.)
( ) Graduate Master (G.M.)
( ) Senior Graduate Master (S.G.M.)
( ) Others : _____

Section B : The following is a list of some factors which may contribute to your feelings of job satisfaction/dissatisfaction. Please circle the appropriate number on the right side of the question.

1	2	3	4	5
not relevant	very dissatisfied	fairly dissatisfied	fairly satisfied	very satisfied

ANSWER

1.	A sense of achievement from your work with students.	1 2 3 4 5
2.	The level of student achievement in class(es).	1 2 3 4 5
3.	Receiving praise from your school administrator.	1 2 3 4 5
4.	Recognition by other teachers of your work.	1 2 3 4 5
5.	The workload in your school.	1 2 3 4 5
6.	The number of teaching hours each week.	1 2 3 4 5
7.	The number of hours for non-teaching duties each week.	1 2 3 4 5
8.	The number of students each class.	1 2 3 4 5
9.	The amount of preparation and marking students' assignment required including time outside of school hours.	1 2 3 4 5
10.	The impact of Government language benchmark test for the proficiency assessment for English and Putonghua teachers.	1 2 3 4 5
11.	The impact of language policy in your school.	1 2 3 4 5
12.	The current language policy in the SAR on EMI and CMI.	1 2 3 4 5
13.	Decision-making power in your school.	1 2 3 4 5
14.	The availability of teaching aids.	1 2 3 4 5
15.	Freedom to select teaching topic for your class(es).	1 2 3 4 5
16.	Freedom to select teaching methods.	1 2 3 4 5
17.	Freedom to select your teaching materials.	1 2 3 4 5
18.	Freedom to determine the time-table/schedule of the program/activities.	1 2 3 4 5
19.	Freedom to determine methods of students assessment.	1 2 3 4 5
20.	The impact of school based management (SBM).	1 2 3 4 5
21.	Your responsibility for a particular curriculum area.	1 2 3 4 5
22.	The methods used to grade teachers for promotion.	1 2 3 4 5
23.	The salary you receive.	1 2 3 4 5
24.	The criteria for determination of salaries.	1 2 3 4 5

1 not relevant	2 very dissatisfied	3 fairly dissatisfied	4 fairly satisfied	5 very satisfied

		ANSWER
25.	The opportunities for in-service training.	1 2 3 4 5
26.	Provisions and opportunities for further and formal study.	1 2 3 4 5
27.	Your relationship with your students.	1 2 3 4 5
28.	The general behaviour of students in the school.	1 2 3 4 5
29.	The general behaviour of students in your class(es).	1 2 3 4 5
30.	The impact of Government mother-tongue teaching policy.	1 2 3 4 5
31.	The professional status of teachers in a society.	1 2 3 4 5
32.	The attitudes of society towards education.	1 2 3 4 5
33.	The attitudes of students towards learning.	1 2 3 4 5
34.	The attitudes of parents towards education.	1 2 3 4 5
35.	Your relationship with your principal.	1 2 3 4 5
36.	Your relationship with your colleagues.	1 2 3 4 5
37.	The leadership style of your principal.	1 2 3 4 5
38.	The distribution of resources within your school.	1 2 3 4 5
39.	The administration policies of the school.	1 2 3 4 5
40.	The impact of Government curriculum reform.	1 2 3 4 5
41.	The availability of ancillary staff to assist you.	1 2 3 4 5
42.	The provision of useful advice to assist you with problems you encounter in teaching.	1 2 3 4 5
43.	Your allocation to teaching a particular class.	1 2 3 4 5
44.	Your involvement in decisions about school policy.	1 2 3 4 5
45.	Working conditions in your school (working space, ventilation, etc.).	1 2 3 4 5
46.	The physical conditions of your classroom(s).	1 2 3 4 5
47.	The availability of facilities for your recreational activities.	1 2 3 4 5

1 not relevant	2 very dissatisfied	3 fairly dissatisfied	4 fairly satisfied	5 very satisfied

		ANSWER
48.	Job situation changing in such a way as to improve personal or family life.	1 2 3 4 5
49.	The prospect of teaching as a life-time career.	1 2 3 4 5
50.	Student assessment system for students promoting from primary 6 to secondary 1.	1 2 3 4 5
51.	Student assessment system for students promoting from secondary 3 to secondary 4.	1 2 3 4 5
52.	Student assessment system for students promoting from secondary 5 to secondary 6.	1 2 3 4 5
53.	School inspection arrangements by the Education Department.	1 2 3 4 5
54.	The change of the banding system from 5 bands to 3 bands.	1 2 3 4 5
55.	Feeling secure in your job.	1 2 3 4 5
56.	The student banding system in Hong Kong	1 2 3 4 5
57.	The impact of educational reforms in recent years.	1 2 3 4 5
58.	Overall level of satisfaction with your job.	1 2 3 4 5

If there are any other factors which contribute to your feelings of job satisfaction/dissatisfaction, especially in the Hong Kong context, describe them below and indicate your answer.

		ANSWER
59.	_____	
	_____	1 2 3 4 5
60.	_____	
	_____	1 2 3 4 5

61. Please give two brief examples of how you perceived job satisfaction/dissatisfaction in your duties for the last few months.

(a) _____

(b) _____

End of the Questionnaire
Thank You for Your Co-operation!

Appendix H

Interview on Aspects of Job Satisfaction

All information provided is confidential. All data collected from this questionnaire shall be compiled for general information uses only.

Section A: Demographic Information

1. Age: _____
2. Sex: ( ) Male ( ) Female
3. Religion : ( ) Catholic
   ( ) Protestant
   ( ) Buddhist follower
   ( ) No religion
   ( ) Others (please specify) _____
4. Education: ( ) Doctorate ( ) Master's
   ( ) Bachelor's ( ) Secondary level
   ( ) Primary level ( ) Others (please specify) _____

Section B: The following is a list of important factors contributing to teachers' feelings of job dissatisfaction. Your opinion on these factors is important to the research.

1.1 Some people say that teachers feel dissatisfied with curriculum reform. What is your opinion?
1.2 What are the implications of teachers' dissatisfaction with curriculum reform for **teacher's professional development?** Please give your opinion.
1.3 What are the implications of teachers' dissatisfaction with curriculum reform for **school management and administration?** Please give your opinion.
1.4 What are the implications of teachers' dissatisfaction with curriculum reform for **education policy?** Please give your opinion.

1.5 What are the implications of teachers' dissatisfaction with curriculum reform for **teaching methods in the classroom**?
Please give your opinion.

2.1 Some people say that teachers feel dissatisfied with the change of the banding system from 5 bands to 3 bands in Hong Kong.
What is your opinion?

2.2 What are the implications of teachers' dissatisfaction with the change of the banding system for **teacher's professional development?**
Please give your opinion.

2.3 What are the implications of teachers' dissatisfaction with the change of the banding system for **school management and administration?**
Please give your opinion.

2.4 What are the implications of teachers' dissatisfaction with the change of the banding system for **education policy?**
Please give your opinion.

2.5 What are the implications of teachers' dissatisfaction with the change of the banding system for **teaching methods in the classroom**?
Please give your opinion.

3.1 Some people say that teachers feel dissatisfied with their professional status as perceived by parents, students and the general in society.
What is your opinion?

3.2 What are the implications of teachers' dissatisfaction with their professional status for **teacher's professional development?**
Please give your opinion.

3.3 What are the implications of teachers' dissatisfaction with their professional status for **school management and administration?**
Please give your opinion.

3.4 What are the implications of teachers' dissatisfaction with their professional status for **education policy?**
Please give your opinion.

3.5 What are the implications of teachers' dissatisfaction with their professional status for **teaching methods in the classroom**?
Please give your opinion.

4.1 Some people say that teachers feel dissatisfied with the school inspection arrangement by the Education Department.
What is your opinion?

4.2 What are the implications of teachers' dissatisfaction with the school inspection arrangement for **teacher's professional development?**
Please give your opinion.

4.3 What are the implications of teachers' dissatisfaction with the school inspection arrangement for **school management and administration?**
Please give your opinion.

4.4 What are the implications of teachers' dissatisfaction with the school inspection arrangement for **education policy?**
Please give your opinion.

4.5 What are the implications of teachers' dissatisfaction with the school inspection arrangement for **teaching methods in the classroom**?
Please give your opinion.

5.1 Some people say that teachers feel dissatisfied with student assessment system for students promoting from primary 6 to secondary 1, secondary 3 to secondary 4, secondary 5 to secondary 6.
What is your opinion?

5.2 What are the implications of teachers' dissatisfaction with the student assessment system for **teacher's professional development?**
Please give your opinion.

5.3 What are the implications of teachers' dissatisfaction with the student assessment system for **school management and administration?**
Please give your opinion.

5.4 What are the implications of teachers' dissatisfaction with the student assessment system for **education policy?**
Please give your opinion.

5.5 What are the implications of teachers' dissatisfaction with the student assessment system for **teaching methods in the classroom**?
Please give your opinion.

6.1 Some people say that teachers feel dissatisfied with the impact of Government language benchmark test for the proficiency assessment for English and Putonghua teachers, the impact of teaching language policy in their school, the current teaching language policy on EMI and CMI schools.
What is your opinion?

6.2 What are the implications of teachers' dissatisfaction with this language policy for **teacher's professional development?**
Please give your opinion.

6.3 What are the implications of teachers' dissatisfaction with this language policy for **school management and administration?**
Please give your opinion.

6.4 What are the implications of teachers' dissatisfaction with this language policy for **education policy?**
Please give your opinion.

6.5 What are the implications of teachers' dissatisfaction with this language policy for **teaching methods in the classroom?**
Please give your opinion.

7.1 Some people say that teachers feel dissatisfied with the impact of the school based management (SBM) in school.
What is your opinion?

7.2 What are the implications of teachers' dissatisfaction with the impact of the SBM for **teacher's professional development?**
Please give your opinion.

7.3 What are the implications of teachers' dissatisfaction with the impact of the SBM for **school management and administration?**
Please give your opinion.

7.4 What are the implications of teachers' dissatisfaction with the impact of the SBM for **education policy?**
Please give your opinion.

7.5 What are the implications of teachers' dissatisfaction with the impact of the SBM for **teaching methods in the classroom?**
Please give your opinion.

8.1 Some people say that teachers feel dissatisfied with the working condition, e.g. working space, ventilation, classroom and the availability of facilities for the recreational activities.
What is your opinion?

8.2 What are the implications of teachers' dissatisfaction with the working condition for **teacher's professional development?**
Please give your opinion.

8.3 What are the implications of teachers' dissatisfaction with the working condition for **school management and administration?**
Please give your opinion.

8.4 What are the implications of teachers' dissatisfaction with the working condition for **education policy?**
Please give your opinion.

8.5 What are the implications of teachers' dissatisfaction with the working condition for **teaching methods in the classroom?**
lease give your opinion.

9.1 Some people say that teachers feel dissatisfied with the pupil behaviour and learning motivation.
What is your opinion?

9.2 What are the implications of teachers' dissatisfaction with the pupil behaviour and learning motivation for **teacher's professional development?**
Please give your opinion.

9.3 What are the implications of teachers' dissatisfaction with the pupil behaviour and learning motivation for **school management and administration?**
Please give your opinion.

9.4 What are the implications of teachers' dissatisfaction with the pupil behaviour and learning motivation for **education policy?**
Please give your opinion.

9.5 What are the implications of teachers' dissatisfaction with the pupil behaviour and learning motivation for **teaching methods in the classroom?**
Please give your opinion.

End of Questionnaire