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Teachers' Perceptions of the Role that School Administrators Play in Their Job Satisfaction

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This is to certify that the doctoral study by

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Walden University
2020

Abstract

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Satisfaction

by

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MA, Saint Thomas Aquinas College, 2015

MA, Long Island University, 2006

BS, Virginia State University, 2003

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

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Abstract

The role that middle or high school administrators play in the job satisfaction of teachers has not sufficiently been studied. The purpose of this basic qualitative study, guided by Herzberg's motivation-hygiene theory, was to understand the veteran teachers' perception of the role that school administrators play in their job satisfaction. The researcher sought to determine the motivating factors that school administrators focus on to increase job satisfaction and the hygiene factors that school administrators focus on to decrease job dissatisfaction. One-on-one, semistructured interviews were conducted with veteran teachers (9 female teachers and 1 male teacher). Data were analyzed with codes and themes. Teachers were targeted that were employed in the middle or high school level for one full academic calendar year or longer. Four motivation themes were identified: (a) teachers want school administrators to recognize them for the work they do; (b) teachers feel that their greatest achievement is working with school administrators to help students succeed; (c) teachers find that motivation comes from the level of autonomy given to them by their school administrator; and (d) teachers find that professional growth comes from professional development workshops provided by school administrators. Three hygiene themes were identified: (a) the role school administrators play in maintaining effective work conditions; (b) teachers feel that a lack of support from school administration contributes to job dissatisfaction; and (c) teachers value the need to build interpersonal relationships with school administrators. Findings from this study contribute to positive social change by providing school administrators, educators, and education officials with a greater understanding of the factors that can improve their professional practice and consequently the teacher's well-being.

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Dedication

"I can do all things through Christ who strengthens me" - Philippians 4:13

First and foremost, I would like to thank the Almighty Lord and Savior Jesus Christ for His work in my life. Without His grace and mercy, I would not be where I am today. Lord, I thank You for Your goodness throughout this journey and every aspect of my life. I would like to dedicate my scholarly work to my beloved mother. I would like to thank her for the encouraging words that she has given me throughout the years. Her words of support and inspiration have given me the mindset to persevere through any of life's challenges. It was because of my mother's direction and prayers that I was able to get through. Because of my mother I am able to get through anything I set my heart and mind to. Thank you to my father, my brothers, James, Travis, Elijah, my extended family, and friends. I want to thank all of them for the words of wisdom and encouragement they provided when I needed to keep pushing through this chapter of my life. This work is also dedicated to my beautiful, intelligent, encouraging, supportive, and phenomenal daughter, MaKiya. I thank God for MaKiya each and every day. Her patience and compassion have taught me how to be a better person. It is because of her that I aspire to achieve greatness and to be a better version of myself. She is truly a gift from God, and I am thankful for the opportunity that I have been given to be her mother.

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Chapter 1: Introduction to the Study

Job satisfaction refers to positive feelings or attitude about or toward a job related to the aspects of the job (Bhat, 2018; Pepe, Addimando, & Veronese, 2017). In education, job satisfaction can impact a teacher's interest in educating his or her students (Johnson, 2019), which makes it a concern (Bhat, 2018). Factors such as stress due to work pressures, increased accountability, scarcity of time to collaborate with other teachers, working conditions, and inadequate support from administration can affect job satisfaction (Von Fischer & De Jong, 2017). However, many of the factors are within the control of school leaders (Von Fischer & De Jong, 2017). Though studies have focused on identifying the source of a teachers' job satisfaction (Sun & Xia, 2018), limited literature exists in the United States regarding leaders and their effect on job satisfaction; therefore, further research is warranted (Kouali, 2016).

Job satisfaction was documented at a local middle and high school through an end of the year survey conducted by the supervisor and me during the 2014-2015 school year. There were 15 teachers working at the school during the 2014-2015 school year. The survey included a total of 10 open-ended questions, with were two questions that addressed job satisfaction: Do we as a school offer adequate opportunities for career development? Do you feel as though your supervisor is invested in your success as an employee? The responses on the surveys indicated their concern for job satisfaction. However, the results of the survey did not specify whether job satisfaction was high or low. Additionally, the survey did not indicate any factors that influenced the job satisfaction of teachers. Based on the survey, the supervisor and I decided that there was

a need to further investigate any factor and gap in practice that may have an impact on job satisfaction. Further, due to state mandates and curriculum changes at the middle and high school, the focus of professional learning communities for the 2015-2016 school year changed. After reviewing the results of the surveys, the professional learning community believed that job satisfaction was an issue and sought to create a school culture of success by addressing the following issues: coworker–administrator interpersonal relationships and staffing needs, such as staff workload, materials and equipment needed to do their job, and receiving praise for the work they have done. In this study, I sought to understand veteran teachers' perceptions of the motivating and hygiene factors that influence their job satisfaction at the middle or high school level.

Background

Job satisfaction is widely studied (Judge, Weiss, Kammeyer-Mueller, & Hulin, 2017). Teacher job satisfaction has been studied for many decades but continues to need examining due to the demands placed on teachers (Carver-Thomas & Darling-Hammond, 2017; Mertler, 2016). According to a study, in 2012, teachers' satisfaction within their jobs declined with only 39% of the teachers being satisfied with their teaching positions compared with 62% in 2008 (Markow, Macia, & Lee, as cited in Ellis, Skidmore, & Combs, 2017). Further, many studies have reported a satisfaction rate of about 20-20% (Mertler. 2016). Although there is a growing body of knowledge regarding the factors that influence the job satisfaction of teachers around the world, there is limited research on motivation and hygiene factors that influences the job satisfaction of veteran teachers within the United States. The focus of this basic qualitative study was to address this gap

in the research by focusing on teachers' perception of the role that school administrators play in the job satisfaction of teachers at the middle or high school levels.

Problem Statement

The 28th annual MetLife Foundation Survey of 1,001 American teachers in the United States reported that teacher satisfaction declined by 23-percentage points (Banerjee, Stearns, Moller, & Mickelson, 2017; Ford & Wilson, 2018). Teachers have varying perceptions regarding the motivation and hygiene factors that influence their job satisfaction. Research has shown that teacher job satisfaction is strongly associated with school leadership (Ansley, Houchins, & Varjas, 2019; Burkhauser, 2017). However, the role that school administrators play in the job satisfaction of teachers at the middle or high school level has not been reported. In my study, I addressed this gap and how certain motivation and hygiene factors influence the job satisfaction of veteran teachers.

Purpose of the Study

The purpose of this basic qualitative study was to understand veteran teachers' perceptions of the role that school administrators play in their job satisfaction and the motivating and hygiene factors that influence their job satisfaction at the middle or high school level. Using a basic qualitative design, I interviewed veteran teachers to understand their perceptions. The basic qualitative study approach consisted of semistructured, open-ended, one-on-one interviews. The goal was to find information on the teachers' job satisfaction based on the accounts from the teachers who experienced it.

Research Questions

The two research questions were based on the conceptual framework of Herzberg's motivation–hygiene theory. The first question addressed the motivating factors that can increase job satisfaction, and the second question addressed the hygiene factors that can decrease job dissatisfaction from the perspective of the middle or high school teacher:

Research Question 1: What motivating factors do veteran teachers perceive that school administrators focus on to increase job satisfaction?

Research Question 2: What hygiene factors do veteran teachers perceive that school administrators ignore to decrease job dissatisfaction?

Conceptual Framework

The conceptual framework for this study was based on organizational psychologist Herzberg's (1959) motivation–hygiene theory, which was influenced by Maslow's (1943) hierarchy of needs theory (self-actualization, esteem, love/belonging, safety, and physiological). Herzberg explained that motivation is grounded in the basic needs of humans but not in a hierarchical formation that was proposed by Maslow. The motivation-hygiene theory was the result of a 5-year study involving interviews from 200 engineers and accountants.

The theory explains the factors that contribute to job satisfaction (Alshmemri, Shahwan-Akl, & Maude, 2017; Herzberg, 1959): motivators and hygiene factors (Herzberg, Mausner, & Snyderman, 1959. Motivation factors lead to satisfaction and motivation, but hygiene factors will not motivate employees to perform better on the job.

(Herzberg, 1959). However, to improve job satisfaction in the workplace, leaders must attend to both. The six motivation factors include (a) advancement, (b) the work itself, (c) possibility for growth, (d) responsibility, (e) recognition, and (f) achievement, and the five hygiene factors include (a) interpersonal relations, (b) salary, (c) policies and administration, (d) supervision, and (e) working conditions (Herzberg, 1993; Holliman & Daniels, 2018).

Though research has suggested that one of the factors that contributes to the job satisfaction of teachers is the leadership approaches of leaders (Foor & Cano, as cited in Hasselquist, Herndon, & Kitchel, 2017; Herzberg, 1966), Herzberg (1959) suggested that the work itself is the most important factor of job satisfaction among any employee in any organization. However, he also suggested that administration must supply workers with higher-level needs for them to be motivated (Herzberg, 1959). An implication that organizations face when using this theory is that by meeting employee's hygiene needs, it prevents employees from becoming actively dissatisfied (Herzberg, 1959). Thus, Herzberg's motivation–hygiene theory provided insight into the motivation and hygiene factors that administrators can use to increase teacher job satisfaction in the middle or high school setting.

Nature of the Study

The design of this research is a basic qualitative study. Conducting a qualitative study helps to understand participants' meaning of their experiences (Ravitch & Carl, 2016). Thus, I used this design along with Herzberg's motivation–hygiene theory to gain an understanding of veteran teachers' perceptions of the motivation and hygiene factors

that influence their job satisfaction at the middle or high school level. Veteran teachers were defined as having one or more years of experience working in a middle or high school. Middle and high school teachers employed in a public-school district were invited to participate in this study via Facebook and were given a consent form for their review before agreeing to partake in the study. The representative sample size is not important because it is more important to have depth (Burkholder, Cox, & Crawford, 2016), so the sample selected comprised of 10 veteran middle and high school teachers. Teachers who were invited to participate met specific criteria: (a) employed full-time by the Board of Education in the middle or high school, (b) acquired a standard teacher certification, and (c) worked in a middle or high school for one full academic calendar year or longer.

Semistructured, open-ended, one-on-one interviews with middle and high school teachers in their natural setting helped to understand the motivators that contribute to the teachers' job satisfaction. Semistructured interviews are an effective method for collecting data when the researcher wants to explore a participant's thought and feelings regarding a topic of interest (DeJonckheere & Vaughn, 2019). Semistructured interviews allow the researcher to learn about a specific topic through a mix of more and less structured interview questions (Merriam & Tisdell, 2016). My qualitative study contained open-ended questions to allow the participants to provide rich and detailed information on the phenomenon of interest. The interviews lasted for approximately 1 hour and were recorded using a voice recorder and transcribed as soon as the interview concluded for later analysis. The data analysis software NVivo 12 includes a transcription feature and was used to explore for the saturation of themes that occurred throughout the interview.

Definition of Terms

For this study, the following terms were used:

Job dissatisfaction: By definition, job dissatisfaction is an employee's dissatisfaction from the work they do and their negative feelings against the job (Eroglu, Coban, & Irmis, 2014).

Job satisfaction: Locke (1969), who had the broadest definition regarding job satisfaction, defined *job satisfaction* as a "pleasurable emotional state resulting from the appraisal of one's job achieving or facilitating the achievement of one's job values" (p. 319). Spector (1997) defined job satisfaction as the degree of satisfaction an employee had towards his or her job and other aspects of the job.

Assumptions

In this basic qualitative case study, the assumptions were that the middle and high school teachers being interviewed are employed full-time in a middle or high school educational system. It was also assumed that the teachers would have acquired a standard teacher certification from the state in which the study was be conducted and that the teachers would have worked at the middle or high school for one full academic calendar year or longer. Additionally, it was assumed that each middle or high school teacher would respond honestly to each open-ended interview question. It was also assumed that the teachers would be knowledgeable about the middle or high school administrators' leadership behaviors. Finally, it was assumed that the open-ended interview questions posed to each teacher were valid, met the purpose of the study, and helped me gain an

understanding of the role that school administrators play in the job satisfaction of middle and high school teachers' job satisfaction.

Scope and Delimitations

For this basic qualitative study, I sought to understand the perceptions of veteran middle or high school teachers. The scope of this study was bound to only middle or high school teachers in a public-school district. The sample size of this study was limited to the veteran middle or high school teachers who volunteered to be interviewed. Due to the small sample size of the participants, the results may not be generalizable to other educational stages and may not be sufficient enough to make generalizations about the role that school administrators play in the job satisfaction of teachers within the middle or high school setting.

The broad scope of the study was to understand the veteran teachers' perceptions of the motivation and hygiene factors that influence their job satisfaction at the middle or high school level. Veteran teachers were interviewed, which provided teachers with the opportunity to express their opinions about their work and the various school problems in their school. The recording and coding of the participants who were interviewed was analyzed using NVivo 12, which includes a transcription feature that was used to search for the saturation of themes that may occur throughout the interview. Every teacher participating in the interviews was employed full-time by the Board of Education in a middle or high school, has acquired a standard teacher certification, has worked at the middle or high school for one full academic calendar year or longer, and is

knowledgeable about his or her middle or high school administrator's leadership behaviors.

Limitations

Limitations included conducting semistructured interviews on a small number of participants. The small sample size of interview participants that included middle and high school teachers may limit the generalizability of the findings. Further, the study focused only on middle and high school teachers' perceptions of their job satisfaction at the middle or high school level. The limited amount of time that I had to interview the teachers and analyze the data posed limitations to this study. My choice not to interview administrators also posed a limitation on this study because I was unable to determine what factors school administrators have attempted to contribute to the job satisfaction of their teachers. Additionally, a personal bias may create limitations to this study. I am a veteran teacher and I previously taught at the high school level for 11 years, and I have experienced factors that I perceive to contribute to teacher job satisfaction. To address the potential effect of my personal bias toward this study, I used member checking to substantiate my results.

Significance

In my study, I sought to address a gap in research pertaining to the role school administrators play in the job satisfaction of teachers at the middle or high school level and how certain motivation and hygiene factors influence the job satisfaction of veteran teachers. The findings of my study may support Walden University's mission for positive social change by helping school administrators identify motivation and hygiene factors

that influence the job satisfaction of middle or high school teachers, which may improve teachers' professional practice and well-being. By listening to input from the middle and high school teachers, this study may be useful in helping school administrators, educators, and education officials explore factors that influence job satisfaction in the school setting. Leadership is perceived to be a predictor of job satisfaction (Torres, 2019). In the field of education, teachers will only remain effective if leaders create working environments that are motivating (Daniels, 2016).

Social Change

Social change can have an impact on every aspect of society by benefiting a larger whole (Kleist & Wright, 2017, p. 195). This study may have an impact on social change within the middle and high school setting, which includes recommendations for school administrators regarding the application of factors to increaser teacher job satisfaction. The results may help school administrators to work with teachers and all stakeholders to address the motivation and hygiene factors that influence their job satisfaction.

Summary

The goal of this basic qualitative study was to understand veteran teachers' perceptions of the motivation and hygiene factors that influence their job satisfaction at the middle or high school level. The findings of this study may add to a broader body of research that focuses on teacher job satisfaction in public elementary, middle, and high schools. Chapter 1 provided a brief synopsis of the basis of this study. Chapter 2 encompasses an exhaustive review of the literature pertaining to components of the study. Additionally, Chapter 2 will provide an overview of the problem internationally.

Chapter 2: Literature Review

Job satisfaction continues to intrigue employers because retaining employees who are satisfied leads to the organization prospering (Pepe et al., 2017). According to the 28th annual MetLife Survey, teacher satisfaction has declined to its lowest in 25 years (Banerjee et al., 2017). Low teacher satisfaction is expected to correlate when a teacher experiences distress on the job (Gu, 2016). If middle and high school teachers are to remain effective in the field, it is important for administrators to create a working environment that is motivating (Daniels, 2016).

The purpose of this basic qualitative study was to understand veteran teachers' perceptions of the role that school administrators play in the job satisfaction of their teachers and the motivating and hygiene factors that influence their job satisfaction at the middle or high school level. Using Herzberg's motivation-hygiene theory (1959), the basic qualitative study assisted in understanding the motivators that contribute to middle or high school teacher's job satisfaction. Chapter 2 provides an exhaustive review of the literature on the topic of job satisfaction.

Literature Search Strategy

This study may address a gap in practice related to the role that school administrators play in the job satisfaction of teachers at the middle or high school level. The literature review is based on topics that are relevant to this study and are based on the problem of job satisfaction and how school administrators contribute to the job satisfaction of teachers. I examined peer-reviewed journal articles associated with job satisfaction in the educational school setting. I also examined peer-reviewed journal

articles associated with Herzberg's motivation-hygiene theory. The resources I used to develop my literature review were found through ProQuest, Educational Resources Information Center (ERIC), Walden University's library, and EBSCO Information Services. Key search terms included *job satisfaction*, *teacher job satisfaction*, *satisfaction*, *dissatisfaction*, *Frederick Herzberg*, *motivation–hygiene theory*, *educational leadership*, *workplace culture*, *school climate*, *hygiene factors*, and *motivators*. The peer-reviewed journals I used as sources were published between 1959 and 2020, except for Maslow's theory on the hierarchy of needs, which was published in 1943, and published work by Herzberg printed in 1959. Resources referenced in the literature review that are more than 5 years old are pertinent because they contribute to the research.

In the literature review, I will examine topics related to job satisfaction, with a focus on leadership factors that influence the job satisfaction of middle or high school teachers. The review of the literature is divided into the following categories: conceptual framework, criticisms of Herzberg's motivation-hygiene theory, determinants of Herzberg's motivation-hygiene theory, definitions of job satisfaction, job satisfaction of teachers, definitions of job dissatisfaction, job dissatisfaction of teachers, international studies on job satisfaction, first-level motivation-hygiene factors, and the summary.

Conceptual Framework

A conceptual framework provides an orientation to the study and assisted me in seeing how the study contributes to the body of knowledge on the topic, how the study aligns, and how the study design and methodology meet rigorous research standards (Burkholder et al., 2016). Research in the field of job satisfaction has been based on the

theories of motivation due to their overlapping nature (Hassard, Teoh, & Cox, 2016). The conceptual framework that laid the foundation for this study was Herzberg's motivation–hygiene theory, which states that certain factors in the workplace cause job satisfaction and another set of factors cause job dissatisfaction. By determining the factors associated with the job satisfaction of teachers, school administrators can adjust the work environment to enhance satisfaction and minimize dissatisfaction.

Herzberg's Motivation–Hygiene Theory

The conceptual framework for this study is based on Herzberg's (1959) motivation–hygiene theory. According to the theory, by adding satisfiers and eliminating dissatisfiers, the employee will gain true job fulfillment (Cait, 2018), as attitudes toward word can lead to success or failure (Osemeke & Adeboyega, 2017). Herzberg's theory was influenced by Maslow's (1943) hierarchy of needs theory, which outlines the physiological needs that the organization and its employees need to obtain success. Maslow identified five basic needs that emerge in a hierarchy of importance; once one need is satisfied, another need emerges (Maslow, 1987; Osemeke & Adegboyega, 2017).

Maslow's hierarchy of needs is related to job satisfaction in that if one need is not satisfied, the individual is not likely to have a positive attitude toward work or the work environment. However, compared to Maslow's theory, Herzberg's motivation–hygiene theory is more contemporary. Table 1 provides a distinction between Maslow's hierarchy of needs and Herzberg's theory of motivation. The core concept of Maslow's theory relies on an individual's needs being met and unsatisfied needs stimulating the individual,

whereas Herzberg's theory relies on motivators and hygiene factors regulating an

individual's performance and behavior (Reynolds & Reynolds, 2018).

Table 1

Distinction Between Maslow's Theory and Herzberg's Theory of Motivation

Maslow's Theory of Motivation	Herzberg's Theory of Motivation
Meaning: Maslow's theory is based on the concept of human needs and their satisfaction.	Meaning: Herzberg's theory is based on the use of motivators which include achievement, recognition and opportunity for growth.
Basis of theory: Maslow's theory is based on the hierarchy of human needs. He identified five sets of human needs (on a priority basis) and their satisfaction in motivating employees.	Basis of theory: Herzberg refers to hygiene factors and motivating factors in his theory. Hygiene factors are dissatisfiers while motivating factors motivate subordinates. Hierarchical arrangement of needs is not given.
Nature of theory: Maslow's theory is rather simple and descriptive. The theory is based on long experiences about human needs.	Nature of theory: Herzberg's theory is more prescriptive. It suggests the motivating factors which can be used effectively. This theory is based on actual information collected by Herzberg by interviewing 200 engineers and accountants.
Applicability: (a) it is the most popular and widely cited theory of motivation and has wide applicability, (b) Maslow's theory is mostly applicable to poor and developing countries where money is still a motivating factor.	Applicability: (a) Herzberg's theory is an extension of Maslow's theory of motivation. Its applicability is also narrow, (b) Herzberg's theory is applicable to rich countries where money is a less important motivating factor.
Descriptive/Prescriptive: Maslow's theory (model) is descriptive in nature.	Descriptive/Prescriptive: Herzberg's theory (model) is prescriptive in nature.
Motivators: According to Maslow's model, any need can act as a motivator provided it is not satisfied or relatively less satisfied.	Motivators: In the dual factor model of Herzberg, hygiene factors (lower level models) do not act as motivators. Only the higher order needs (achievement, recognition, challenging work) act as motivators.

Note. Reprinted from, "Compare Maslow and Herzberg Theory of Motivation," 2011, *http://kaylan-city.blogspot.com.ng/2011/04/comparemaslow-and-herzberg-theory-of.html*

The motivation–hygiene theory was the result of a 5-year study involving interviews from 200 engineers and accountants. Herzberg interviewed 200 accountants and engineers in Pittsburg, Pennsylvania to discover what caused them to be satisfied and dissatisfied at their place of employment (Herzberg, 1959). Herzberg asked the participants to recall times when they felt satisfied and motivated by their jobs and times that they felt dissatisfied and unmotivated. He discovered that employees would be better motivated at work when they experienced a sense of achievement, recognition, and responsibility (Hur, 2018). Herzberg's findings led him to conclude that his thinking on satisfaction and motivation was incorrect and that motivation factors and hygiene factors should be managed separately because job satisfaction and dissatisfaction are two related but separate aspects (Herzberg, 1966, 1982).

Based on Herzberg's findings, the factors that contribute to job satisfaction are different from those that contribute to dissatisfaction (Herzberg, Mausner, Peterson, & Capwell, 1957). Herzberg found that motivation was derived from motivator and hygiene factors. Motivators such as advancement, the work itself, and the possibility for growth cause employees to be motivated. Conversely, hygiene factors such as interpersonal relationships, working conditions, and supervision cause employees to be dissatisfied in the workplace. To improve job satisfaction in the workplace, administration must tend to both motivation and hygiene factors. According to Herzberg (1959), combining hygiene and motivation factors can result in the following scenarios:

1. High hygiene + high motivation, the ideal situation where employees are highly motivated and have few complaints.

2. High hygiene + low motivation: employees have few complaints but are not highly motivated. The job is then perceived as a paycheck.

3. Low hygiene + high motivation: employees are motivated but have a lot of complaints. A situation where the job is exciting and challenging, but salaries and work conditions are not.

4. Low hygiene + low motivation: the worst situation, unmotivated employees with lots of complaints.

Motivation factors are the factors that are intrinsic to the job and operate only to increase and improve job satisfaction, and hygiene factors are extrinsic to the job and work reduce job dissatisfaction (Herzberg et al., 1950). Motivation includes six factors, which are most correlated with job satisfaction: (a) advancement, (b) the work itself, (c) possibility for growth, (d) responsibility, (e) recognition, and (f) achievement. The five hygiene factors include (a) interpersonal relations, (b) salary, (c) policies and administration, (d) supervision, and (e) working conditions (Alshmemri, Shahwan-Akl, & Maude, 2017). Table 2 depicts factors in Herzberg's motivation-hygiene theory which lead to satisfaction and dissatisfaction. Table 3 provides a comparison between the motivation and hygiene factors (Alshmemri et al., 2017).

Table 2

Factors and Examples of Herzberg's Theory

Factors	Examples
Achievement	Accomplishment of endeavors including instances wherein failures were experienced.
Advancement	Designated an actual change in job status.
Possibility of Growth	Whether a change in status was possible irrespective of the fact that change could be upward or downward in status.
Recognition	Acts of notice, praise, or blame supplied by one or more superior, peer, colleague, management person, client, and/or the general public.
Work Itself	The actual job performance as it related to job satisfaction.
Interpersonal Relations	Relationships involving superiors, subordinates, and peers.
Policies & Administration	Events in which some or all aspects of the company were related to job dissatisfaction.
Responsibility	Satisfaction derived from being given control of personal work, the work of others, and/or new job responsibilities.
Salary	All sequences of events in which compensation played a major role.
Supervision	The supervisor's willingness or unwillingness to delegate responsibility and willingness to teach subordinates.
Working Conditions	Physical working conditions, the facilities, and the quantity of work as related to job dissatisfaction.

Note. From "Importance of Factors Considered by Ohio Secondary Agricultural Education teachers in their Decision to Remain in Teaching," James, E. M., 2013, *Unpublished Master's Thesis – The Ohio State University – Columbus.*

Table 3

Comparisons Between the Two Factors of Herzberg's Theory

	Motivation Factors	Hygiene Factors
Absent	The outcome is no satisfaction	The outcome is dissatisfaction
Present	The outcome is satisfaction	The outcome is no dissatisfaction
Herzberg Described	Intrinsic to the job	Extrinsic to the job
Important to Job Satisfaction	Strong	Poor

Herzberg's motivation–hygiene theory, "is one of the most commonly used theories in job satisfaction research" (Alshmemri, Shahwan-Akl, & Maude, 2017, p. 15). The motivation theory explains how behavior gets started, is energized, is sustained, is directed, is stopped, in addition to the kind of subjective reaction that is present (Jones, 1959). Herzberg's study represents an important step for leaders in recognizing what can be done in the work environment to increase job satisfaction among teachers. Herzberg's motivation–hygiene theory introduced further details on what factors in an employee's work environment caused them to be satisfied or dissatisfied (Alshmemri et al., 2017). Herzberg's theory suggested that meeting the lower-level needs of individuals would not motivate them to put forth more effort into their work but would only prevent them from being dissatisfied. To motivate employees, leaders must supply workers with higher-level needs (Khanna, 2017). Herzberg's motivation–hygiene theory guided my research by providing insight into the motivation and hygiene factors that leaders can use to increase teacher job satisfaction in the middle or high school setting.

Criticisms of Herzberg's motivation-hygiene theory. Herzberg's motivation–hygiene theory has been questioned by scholars (Osemeke & Adegboyega, 2017). Herzberg's motivation–hygiene theory provided great stimulus to researchers for advancing research on job satisfaction (Malik & Naeem, 2013). However, Herzberg's theory, "neglects situational variables to motivate an individual" (Osemeke & Adegboyega, 2017, p. 168). Though some theorists have accepted Herzberg's theory, there are those who disagree on what Herzberg really means. Herzberg's theory has been criticized because even if a person is not fully satisfied, it does not mean that he or she is not overly satisfied with his or her job (Gkolia, Belias, & Koustelios, 2014).

In 1964, Herzberg was criticized by psychologists because he had investigated a narrow range of jobs and used only one measure of job attitudes. It was also argued that Herzberg uncovered people making themselves "look good" by attributing positive events to internal factors and negative experiences to external events (Vroom, 1964). Locke (1976) also criticized Herzberg's motivation–hygiene theory by proposing that it is the mind that identifies man's needs, not to gratify them. Locke further criticized Herzberg's classification system and stated that he was inconsistent in categorizing the factors. According to Osemeke and Adegboyega (2017) Herzberg's theory is criticized by current scholars because of its ability to be generalized and that it does not account for the differences in individuals.

Determinants of Herzberg's motivation–hygiene theory. According to research pertaining to job satisfaction (Banerjee, 2016; Hoppock, 1935; Herzberg, 1959; Locke, 1976; Luckner & Dorn, 2017), there are multiple factors that can influence the job satisfaction of employees. Since the meanings attached to each factor associated with Herzberg's motivation-hygiene theory can vary considerably from person to person, it is essential to define what is meant by each term. The following is a brief explanation of each of the motivation-hygiene factors proposed by Herzberg (Adegboyega, 2017)

First-Level Motivation-Hygiene Factors

  Advancement. Herzberg (1993) referred to advancement as the factor that was used only when the employee had a change in status or position. An employee's opportunity for a promotion is likely to effect on job satisfaction (Moorhead & Griffin, 2013). Ronnins (as cited in Abdu & Nzilano, 2018) states that promotions provide opportunities for personal growth, increased responsibility, and increased social status. For instance, Drafke, and Kossen as (cited in Abdu & Nzilano, 2018), postulated that people will experience job satisfaction when they believe there are chances for advancement and growth within their current workplace. Advancement is an important aspect of an employee's career. An employee's lack of a promotion has an adverse effect on job satisfaction (Shields & Ward, 2001). Locke (1976) asserts that an employee's career growth and status could encourage the individual to seek out a promotion within the company. Promotions can be considered as a tool by management to increase employee motivation and job satisfaction levels (Hettiarachchi, 2014).

Work itself. Job satisfaction can be influenced by different factors, such as, the work itself and achievement (Herzberg, 1959). Levi (1967) reported that the degree of employee's involvement in decision making at the workplace has an impact on the employee's productivity and how satisfied he or she is with his or her job. Gkolia, Belias, and Koustelios (2014) assert that teachers who are satisfied with their job typically have a higher degree of capabilities and feel that they can manage, organize and perform specific tasks, at the risk of failing. Greenburg and Baron as cited in (Abdu & Nzilano, 2018), add that work itself provides individuals with the opportunity to accept responsibility for some of the tasks that enable them to be committed to their jobs. According to Khanna (2017), work itself is an important factor in any organization. Khanna (2017) further claims that organizations can help in creating a belief towards the work among its employees by setting clear objectives and emphasizing to employee on the fact that their efforts contribute to the accomplishments of the organization.

Possibility for growth. A teacher is a highly trained employee of a school that is required to keep abreast of current trends and topics in the teacher's area of expertise by allocating time for professional growth. Okeke and Mtyunda (2017) reported that teachers who were interviewed in their study, stated that during their career that they had opportunities for professional growth. However, the teachers stated that they would have preferred professional growth opportunities that were tailor-made and considered their experiences. These comments indicate that the teacher's sense of satisfaction is related to professional stimulation and an opportunity for growth.

Teachers must allocate time for professional growth through participating in educational seminars or workshops, by reading educational materials or engaging in educational research (Kadtong et al., 2017). According to Herzberg (1959), a company should provide employees with growth and advancement opportunities to motivate employees to be satisfied on the job. Possibilities for growth are the actual change in status that arises when there is a likelihood the employee would be promoted in the company. Solomonson, Korte, Thieman, Retallick, and Keating (2018) reported that opportunities for an employee to be prepared and trained through purposeful professional development in his or her career is a variable that can affect job satisfaction. Nyamubi (2017) noted that teachers displayed happiness in their career when they were provided with an opportunity for professional development.

Responsibility. Herzberg (1959) reported that interviewees considered responsibility a sequence of events that led to their having ownership over their work. According to Kadtong et al., (2017), an employee feels responsible for his or her work if he or she has the freedom to carry out tasks that the employee feels he or she owns.

Recognition. According to Caligiuri, et al. (2010); and Nelson (2005), recognition is the acknowledgement, appreciation, or approval of the positive accomplishments or behaviors of an individual. On the other hand, Gostick and Elton (2007) referred to recognition as praise or a personal note acknowledging achievements including small gestures that are important to employees. Recognition is a factor that drives employee behavior and increases levels of employee job satisfaction (Herzberg, 1959). Individuals at all levels want to be recognized for the achievements they have

made while on the job (Kadtong, et al., 2017). The source of recognition can come from almost anyone: supervisor, a peer, a colleague, or someone from the general public. It was noted in an article by Nyamubi (2017) that teachers expressed satisfaction with teaching when they perceived that community members recognized the contributions they made to the field of education. Kessler and Snodgrass (2014) report that the overall quality of the school environment can be improved when administrators communicate clearly and recognize the contributions that teachers make to the school community.

Recognition describes how the work of an employee is evaluated and how much appreciation he receives in return from the organization for the work that he has done (Danish & Usman, 2010). In 1985, Spector confirmed that recognition is associated with supervision and measured recognition as a characteristic of the job that is given through feedback and support from the supervisor, and rewards. Buble, Juras, and Matic (2014) discovered that recognition is an activity that is supervisor-driven which encourages employees and produces feelings of job satisfaction.

Achievement. According to Herzberg (1959), achievement is referred to as the successful completion of a job or seeing the product of a job. In their research, Syptak, Marsland, and Ulmer (1999) highlighted achievement as a determinant of job satisfaction and stated that achievement is related to the employees' ability to utilize his or her talents and professional skills to be successful in the workplace. McClelland (as cited in Ismail, et al., 2015), argues that individuals who are high achievers have three basic characteristics: 1) those who are high achievers have a desire to assume responsibility over solving problems in the workplace; 2) those with high achievement needs tend to

take fewer risks than their colleagues; and 3) individuals with high achievement needs tend to have a need to receive feedback for their importance.

Interpersonal relationships. Interpersonal relationships with co-workers are the degree to which fellow co-workers are technically supportive (Kadtong et al., 2017). Supportive interpersonal relationships are an important facet for influencing job satisfaction in the work environment. In a survey administered by Saiti and Papadopoulos (2015), it was reported that a stable job and a teacher's relationship with his or her colleagues affected the level of satisfaction he or she experienced on the job. Herzberg, Mausner, Peterson, and Capwell as cited in (Gruneberg, 1979), in their review of the related literature, noted that interpersonal relationships with colleagues made people feel most satisfied or dissatisfied with their job. Kadtong et al., (2017) report that it is important to understand the harmonious relationship that colleagues have because it is likely to have a significant impact on an individual's level of job satisfaction.

Salary. A teacher's appreciation of his or her school can be enhanced by the amount of pay he or she receives to conduct his or her professional duties. Regarding teachers, financial compensation is an important aspect in relation to their satisfaction in teaching (Nyamubi, 2017). Nyamubi (2017) further states that when a teacher feels positive about his or her income, the teacher's accountability is boosted. According to Lawler (as cited in Hettiarachchi, 2014), a fair and equal pay system would encourage job satisfaction and things such as bonuses and annual salary increments would encourage employees to be more satisfied.

In 1989, Elam reported that one of the main reasons' teachers were dissatisfied with their job was due to low salary. Similarly, Hee, Shi, Kowang, Fei, and Ping (2020) suggest that teachers had higher levels of satisfaction on their job if the salary was higher. Herzberg explains money as a motivator and because of its ubiquitous nature, salary commonly shows up as a motivator as well as a hygiene. Although primarily a hygiene factor, it also often takes on some of the properties of a motivator, with dynamics like those of recognition for achievement (Herzberg 1976).

Attracting and retaining effective teachers is a necessity for educational systems. By offering higher salaries, school districts might attract or retain teachers with higher innate teaching ability or increase job satisfaction, which could increase teacher effort (Hendricks, 2015). According to Alshmemri, Shahwan-Akl, and Maude (2017) salary refers to the amount of financial compensation that an individual receives at his or her place of work. Previous studies have considered the relationship between money and job satisfaction (Jyothi, 2016), and concluded that salary was not a significant factor in job satisfaction (Herzberg, Mausner, Peterson, & Capwell, 1957). Herzberg (1966) predicated that salary was a factor in job satisfaction to an extent.

According to Okeke and Mtyunda (2017), the salary that a teacher earns enables him or her to satisfy his or her physiological needs, but if the needs go unfulfilled, it results in dissatisfaction, which affects productivity and his or her performance quality at work. More than 30% of new teachers leave their profession within the first five years due to the low pay that they received (Darling-Hammond, 2017). Teachers felt that the low pay in salaries contributed to their low satisfaction (Liu, 2007; Ingersoll, 2006).

Suriansyah and Aslamiah (2018) stated the amount that teachers are paid increases the positive feeling that teachers feel toward their jobs and is an important issue for increasing a teacher's job satisfaction. Sharif and Nazir (2016) ascertained that by giving employees good salaries and promotion opportunities, the performance of the organization, service quality and satisfaction among employees can be increased.

Policies and administration. Employers can decrease dissatisfaction due to policies and administration by ensuring that policies are fair and just for all stakeholders. The component of the company that involves company policies and administration is a major component of the school's culture. Kadtong et al., (2017) explain that employees can be frustrated by an organization's policies if they are unclear, unnecessary, or if all employees are not required to follow them.

Supervision. Supervision is the supervisor's ability to provide technical and behavioral support (Kadtong, Unos, Antok, & Midzid, 2017). The factor of supervision explores the basic concept of administration and the role administrators play in the job satisfaction of teachers in the school setting (Herzberg, 1959). The job satisfaction of teachers is an important target for human resource management, which should be the focus of the school principal because it directly or indirectly affects the school organization (Mukhtar, Ali, & Rusmini, 2017). Herzberg et al., (1959) determined that supervision is an extrinsic factor that is a critical factor in the work environment and leads to exceptional feelings of job satisfaction in employees.

According to Wang, Pollock, and Hauseman (2018) job satisfaction is one of the most important issues in leadership studies. And, "Administrators are an important part of

the work done at school; and they contribute to teachers' experiences in a positive or negative way" (Cogaltay, Yalcin, & Karadag, 2016, p. 255). In the field of education, administrators are one of the most influential people when it comes to job satisfaction. Herzberg's theory is an important one for educational leaders because the essential items such as complimenting someone, allowing someone autonomy in their duties, and providing recognition are things school leaders do have control over (Whitaker, Whitaker, & Lumpa, 2013). According to Roch and Sai (2017) autonomy should promote a higher level of satisfaction among teachers.

Lambersky (2016) reports that administrators play a role in the emotional states of teachers and school improvement. According to Epps and Foor (2015) school leaders feel it is important to maintain a high level of satisfaction among their teachers. No matter what phase a teacher is in within his or her career, leadership support contributes significantly to the individual's job satisfaction (You & Conley, 2015). Lambersky (2016) contends that the administrator can contribute to the emotional well-being of the faculty by (a) showing professional respect, (b) encouraging and acknowledging teacher efforts, (c) providing appropriate protection, (d) being seen in the school and allowing teachers to have a voice in regards to issues in the school, and (f) communicating the principal's vision for improvements to school programming or classroom instruction.

As Herzberg explained in his theory, it does not take only the motivators to motivate employees, nor does it take the hygiene factors to remove dissatisfaction. To motivate and keep employees satisfied, managers need to blend the factors to suit the needs of their employees (Amoako, 2011). Because teachers are important to the

educational system, it is important for administrators to identify whether or not their employees are satisfied. Velmurugan (2016) wrote an article in an attempt to identify factors that enhance job satisfaction amongst teachers. The result of the study by Velmurugan (2016) indicates that the job satisfaction of teachers depends on salary, the superior's support, workload, work autonomy, and professional growth, among other factors.

The support the administrator gives to teachers plays an important role in increasing a teacher's commitment to the teaching profession (Song & Alpaslan, 2015). Findings by Miraj, Reba, and Din (2018) indicate that a strong leadership, coupled with clear expectations, rules, consequences, and support, were considered as factors for raising teacher job satisfaction and improving the school environment. Thus, to retain efficient teachers, their job satisfaction in those areas needs to be improved.

Working conditions. Working conditions are a factor that has a moderate impact on an employee's job satisfaction (Moorhead & Griffin, 2013). According to Kukiqi (2017), an attractive and supportive work environment is critical to job satisfaction. Furthermore, "When teachers are at school, they require a conducive workplace environment to conduct their profession effectively" (Nyamubi, 2017, p. 1). According to Thuita and Oiye (2018), employees exposed to good working conditions are more likely to be more productive and highly motivated.

The working conditions in which teachers work is an important factor of job satisfaction because there are varying aspects of the job related to the environment in which teachers work. New teachers have cited working conditions as a factor that has led

to job dissatisfaction. A survey by the MetLife Foundation (2011), identified a decline in education and raised an awareness on teacher job satisfaction. It was revealed in the MetLife Survey (2011) that there was a 15-point decrease in job satisfaction from 59% in 2009 to 44% in 2011, which was the lowest level of job satisfaction recorded in 15 years (MetLife Foundation, 2011). Markow, Macia, and Lee (as cited in Von Fischer and De Jong, 2017) reported that teachers in the United States are growing increasingly less satisfied with their jobs.

A growing body of research suggests that teachers decide to leave the teaching profession based on the working conditions of their school (Burkhauser, 2017). Herzberg et al., (1993) found the work environment can lead to dissatisfaction, rather than satisfaction. For the job satisfaction among teachers to increase, administrators must work to improve the working conditions within the schools. Sharif and Nazir (2016) determined that different components and factors affect an employee's job satisfaction and found that one of those factors include the working environment. Working in a pleasant environment has a positive effect on job satisfaction (Tran & Le, 2015).

The working conditions in which a teacher works include the infrastructure of the building, school hours and the number of hours worked per day, the physical condition of items in the school building, and the interpersonal relationships they have with their coworkers (Gopinath & Shibu, 2014). Mtyuda and Okeke (2016) note that unsatisfactory working conditions and the difficulty teachers had in thoroughly performing their roles and responsibilities almost always pushed them to consider leaving the profession.

Herzberg's (1959) theory holds that working conditions are a hygiene factor that must be decreased or eliminated to create a positive culture in the work environment. Tran and Le (2015) state that working in a pleasant environment can have a positive effect on job satisfaction. It is possible to proclaim that a teacher's happiness at work affects job satisfaction in a positive way (Akhtara, Hashmib, & Naqvic, 2010). In 2017, Okeke and Mtyunda published a research article on teachers' views on the causes of dissatisfaction in the workplace; the teachers expressed general dissatisfaction about their physical working conditions. One of the complex problems the teachers faced at work was the compound problems in the work environment and the lack of physical space. The schools in which the teachers worked experienced problems with infrastructure, hampering their ability to deliver quality public education to their students. According to Khan (2003), favorable working conditions would promote teachers job satisfaction.

Literature Review Related to Key Concepts

Definitions of Job Satisfaction

The term job satisfaction has been conceptualized by various researchers. Depending on the job, job satisfaction can be defined as happiness, fulfillment or the opposite as unhappiness or discontentment at a workplace where one can receive a reward (Churchill, Ford & Walker, 1974). Duxbury, Armstrong, Drew, and Henly (1984) defined job satisfaction as the emotional behavior that is developed because of a person's subjective evaluation towards his job and environment. According to Buluc and Demir (2015), job satisfaction is a concept that includes employees' salaries, working conditions, promotion opportunities, climate and job-oriented expectations. Wang,

Pollock, and Hauseman (2018) had the most contemporary definition of job satisfaction.

Wang, Pollock, and Hauseman (2018) affirmed that job satisfaction is one's

psychological response to their place of employment.

Job satisfaction is a term that was first pioneered by scholar Hoppock (1935).

Hoppock (1935) defined job satisfaction as the psychological and physiological aspects

of employees' satisfaction with environmental factors on the job. Locke (1969), who had

the broadest definition regarding job satisfaction, defined job satisfaction as a,

"pleasurable emotional state resulting from the appraisal of one's job achieving or

facilitating the achievement of one's job values" (p. 319). Bhat (2018) defined job

satisfaction as an individual's feeling about his or her job. Spector (1997) defined job

satisfaction as the degree of satisfaction that an employee had towards his or her job and

other aspects of the job, "It is the extent to which people like (satisfaction) or dislike

(dissatisfaction) their jobs" (Spector, 1997, p. 2). In 2005, Vieira defined job satisfaction

as an indication of how much a worker is satisfied with the job. Heller (1988) referred to

job satisfaction as the degree to which a teacher is happy with his or her success in

meeting his or her career goals. Skaalvik and Skaalvik (2015) viewed job satisfaction as a

motivational concept which refers to how teachers generally feel about their jobs. Yavuz

(2018) defined job satisfaction as the fulfillment an individual receives in his or her

workplace.

Job satisfaction of teachers. Job satisfaction has gained the attention of

researchers for decades (Mertler, 2016). According to Locke (as cited in Tien, 2018),

studies of an employee's attitude towards his or her job has begun to make significant

contributions to the body of knowledge about factors that contribute to an employee's satisfaction or dissatisfaction. Due to a number of factors, teachers in the United States are growing continuously less satisfied with their jobs (Von Fischer & De Jong, 2017). According to Von Fischer and De Jong (2017) the literature regarding the job satisfaction influencing teachers points towards the teachers lack of involvement in decision-making, stress due to increased accountability, a negative school climate, and inadequate support from the school leader.

There was a plethora of resources identifying the sources of teacher job satisfaction (Banerjee, 2017; Bhat, 2018; Buckman, 2017; Von Fischer & De Jong, 2017). However, during my research, I came across a limited amount of research concerning teacher job satisfaction within the United States. Nonetheless, to examine this issue further, I investigated and reported on literature regarding job satisfaction from within the United States and other locations around the world.

The importance of job satisfaction from work is to gain happiness and indirectly improve job productivity (Herzberg et al., 1959)., "An educator can arguably be conceived as one of the most important persons responsible for shaping a nation's future" (Darling-Hammond, 2017; Gkolia, Belias, & Koustelios, 2014, p. 326;). According to Abdulahi (2020), "Teachers are the pivot of the education system. They are important figures; they are expected to remain important" (p. 152). And, "Job satisfaction and dissatisfaction are a function of the perceived relationship between what one wants from one's job and what one perceives it as offering or entailing" (Locke, 1969, p. 10). According to Gkolia, Belias, and Koustelios (2014), teachers who are satisfied with their

jobs usually feel they can manage, organize, and perform job related tasks, even if they fail. According to Wu and Fitchett (2018), teachers do not have one underlying perspective on job satisfaction, meaning that research on teacher job satisfaction displays mixed results. Research studies have shown that teachers have expressed varying levels of satisfaction based on their interactions with school leaders (Green & Munoz, 2016).

The job satisfaction of teachers, especially at the secondary level, is vital (Bhat, 2018; Okeke & Mtyunda, 2017). The Society of Human Resource Management (2016) reported, "In 2015, 88% of U.S. employees reported that they were satisfied with their overall job, with 37% reporting they were very satisfied, and 51% reporting they were somewhat satisfied." Teachers have invested a lot of time and money in their careers and it is important that they are satisfied with their job. Teachers' job satisfaction can be defined as their positive or negative attitude towards students or the school (Yavuz, 2018); and, it can be affected by factors such as administration, colleagues, working conditions (Ghavifekr & Pillai, 2016), salary, responsibilities, the job, security, and appreciation (Belias, 2014). A sound environment, adequate training, a good salary, co-operative colleagues, and good supervisors can enhance the job satisfaction of teachers (Das & Choudhury, 2014).

Das and Choudhury (2014) focused on determining the job satisfaction of teachers working in secondary schools. Das and Choudhury (2014) noted that it is necessary that facilities are made available for increasing well-satisfied quality teachers and creating an effective teaching-learning environment. Luleci and Coruk (2018) claim, "Employees having high job satisfaction are healthier and happier in their work life,

transfer their happiness in their work life to the outside of their work and feel themselves

happier in other parts of their life" (p. 57). A teacher's level of satisfaction with his or her

job can have an impact on his or her life, as well as on the lives of others, and especially

on his or her students, since the job satisfaction of teachers demonstrates a strong

correlation with student performance and progress (Hutabarat, 2015). According to

Stauffer and Mason (as cited in Kapp and Gimbert,2018), the aforementioned factors will

assist the teacher in attaining higher levels of job satisfaction if he or she is viewed in a

positive manner. One of the factors Olsen and Huang (2019) cite is a strong influence on

job satisfaction of teachers is support from leadership.

Definitions of Job Dissatisfaction

Job dissatisfaction is unpleasant, and most individuals are conditioned to respond

to unpleasant conditions by searching for mechanisms to reduce dissatisfaction (Afshar &

Doosti, 2016; Okeke & Dlamini, 2013). Job dissatisfaction for teachers leads to a desire

to decreased motivation. Job dissatisfaction is an individual's negative or unhappy

feelings about his or her work or the work environment. Job dissatisfaction influences

both the psychological and physical well-being of workers. By definition job

dissatisfaction is an employee's dissatisfaction from the work he or she does and negative

feelings against the job (Eroglu, Coban, & Irmis, 2014).   According to Jianguo &

Frimpong (n.d.), job dissatisfaction is the psychological condition of an employee

brought about by the unraveled conditions at work. Herzberg (1959) states that factors

leading to dissatisfaction are also related to the job itself. Job dissatisfiers are those

aspects of work which are extrinsic and focused on the environment of the work, and

when they depreciate to a level that an employee deems unacceptable, job dissatisfaction occurs (Herzberg, 1959). Locke (1969) claims that job dissatisfaction is the unpleasurable emotional state resulting from one's job as frustrating or blocking the attainment of one's job.

Job dissatisfaction of teachers. Job dissatisfaction is unpleasant, and most individuals are conditioned to respond to unpleasant conditions by searching for mechanisms that will help reduce dissatisfaction (Afshar & Doosti, 2016; Okeke & Dlamini, 2013). Retaining teachers has been very challenging in many different educational systems (Larkin, Brantley-Dias, & Lokey-Vega, 2016; Naseem & Salman, 2015). Teachers who are dissatisfied on the job may respond by leaving the job or neglecting their duties. Therefore, it is important for school leaders to gain an understanding of the factors that contribute to job satisfaction and job dissatisfaction.

Researchers have deduced dissatisfaction as posing a challenge for the retention of teachers (Calitz, Roux, & Strydom, 2014, Mertler, 2016). Sharif and Nazir (2016) claim that low job satisfaction of employees' leads to lack of productivity, stress on the job, poor performance, and high employee turnover rate. Spector (1997) suggested that job dissatisfaction exists if a person is experiencing problems in his job or himself.

The lack of support that teachers receive from school administrators, available supplies, and low pay are negative factors that decrease teacher's job satisfaction (Bhat, 2018; Song & Alpaslan, 2015). Previous research indicates that teachers are satisfied with their teaching work such as professional interest and professional growth but, dissatisfied

with the performance of their job, such as working conditions, interpersonal relations, and salary (Crossman & Harris, 2006; Okeke & Mtyunda, 2017).

There are a variety of reasons for teacher dissatisfaction. One reason is that they are unclear or uncertain about their expectations for behavior or performance within the workplace (Gkolia et al., 2017). When employees lack a clear definition of their role in the workplace, their levels of job satisfaction are likely to be affected in a negative way (Edmonson, 2006). For people to feel proficient in their role and to feel satisfied, they should be made aware of the steps needed to fulfill their role (Edmonson, 2006).

In 1978, Burns introduced the concept of transforming leadership in his research on political leaders. According to Burns (1978), transforming leadership occurs when leaders engage with followers in such a way that "leaders and followers raise one another to higher levels of motivation and morality" (p. 20). Studies by Wahab, Faud, Ismail, and Majid (2014), and Baptiste (2019) examined transformational leadership practices. The studies included dimensions of transformational leadership and examined the relationship of teachers' job satisfaction and teachers' commitments and transformational leadership practice by administration. The results showed there was a significant positive relationship between the level of transformational leadership and the level of teachers' job satisfaction.

International Studies on Job Satisfaction

Job satisfaction of teachers at the secondary level is vital (Bhat, 2018). The job satisfaction of teachers is extremely important in the development and overall success of the educational system and is one of the problems that leaders face (Kalaiselvan, 2017).

According to Schultz (as cited in Pepe, Addimando& Veronese, 2017), job satisfaction is as an employee's psychological disposition towards their job. According to Akhtar, Shah, Ghazi, and Khalil (2016), there is a need to study factors which contribute to the job satisfaction of secondary school teachers. Sharif and Nazir (2016) recommend that researchers explore the factors that affect teacher motivation and job satisfaction.

Nyenyembe, Maslowski, Nimrod, and Peter (2016) indicate that the leadership style of the school administrator affects and is closely related to the job satisfaction of teachers. The job satisfaction of teachers can be influenced by the teacher's relationship with the supervisor, the physical environment in which they work, or the degree of fulfillment in their work (Bhat, 2018).

The issue of job satisfaction has been of great concern for stakeholders in Ghana (Kumedro, 2018). In a study that was conducted by Vendepuuye and Somi (as cited in Kumedro, 2018), teachers were dissatisfied in their work and were not motivated to perform their teacher duties due to the low pay they were receiving and the mediocre teaching conditions.

To date, there are few studies that investigate the relationship between leadership and the job satisfaction of teachers (Eliophotou & Ioannou, 2016). According to Tas (2017), researchers can contribute to the research on leadership and job satisfaction by conducting qualitative research on leadership and job satisfaction at the junior high or general high school levels.

Shourbagi and Bakkar (2015) reported that teachers who received support from leaders tend to have a higher level of job satisfaction. According to Herzberg's

motivation-hygiene theory (1966), the leadership approaches used by leaders affect the job satisfaction of teachers because they have to interact with the leader on a daily basis. Baptiste (2019) has argued strongly that leadership can have an impact on the job satisfaction of teachers in the school setting.

Kouni, Koutsoukos, and Panta (2018) suggest the job satisfaction of teachers has become a topic that has drawn the attention of researchers. Eliophotou and Ioannou (2016) noted that there are few studies that investigate the role that leadership has on the level of teacher job satisfaction. There was a lack of research investigating the job satisfaction of veteran teachers. However, various studies explored the factors that influenced novice teachers (Dicke, Elling, Schmeck, & Leutner, 2015; Gray & Taie, 2015). According to Wang, Pollock, and Hauseman (2018), job satisfaction is one of the most important issues in leadership studies, and given the contradictory perspectives that exist in the literature regarding the role leaders have in generating job satisfaction, it is evident that further research is warranted (Kouali, 2016).

According to Wang, Pollock, and Hauseman (2018), job satisfaction is one of the most important issues in leadership studies. Kouali (2016) reported that leadership and its effect on the job satisfaction of teachers has been one of the most popular interests among researchers in the field of education within the last two decades. However, with all the available research on the topic of teacher job satisfaction, there is a lack of research available on the relationship between leaders and the role that school administrators play in the job satisfaction of teachers at the middle or high school level.

Teachers are the most vital part of the school (Okeke & Mtyunda, 2017) and in the field of education, the study of the job satisfaction of teachers has become a prime focus of attention for researchers (Ali, 2011; Bhat, 2018). Authors Nigama, Selvabaskar, Surulivel, Alamelu, and Joice (2018) explain that teachers would go above and beyond to meet the demands of teaching if they are satisfied with their jobs. Tas (2017) reported that leadership behaviors on job satisfaction has become an issue for educational institutions. The leadership approach of leaders contributes to the teacher's experience in a negative or positive way because teacher's interactions with leaders are an important part of their work at the school (Cogaltay, Yalcin, & Karadag, 2016).

Summary

The primary goal of Chapter 2 is to examine and summarize Herzberg's motivation-hygiene theory and literature that is related to understanding job satisfaction among middle or high school teachers. Chapter 3 will discuss the research design and methodology deemed appropriate for the study. The chapter will provide the research context for the study, identify the study participants, describe the data collection instruments, and discuss the trustworthiness and ethical procedures.

Chapter 3: Research Method

The purpose of this basic qualitative study was to understand veteran teachers' perceptions of the role that school administrators play in the job satisfaction of teachers and the motivating and hygiene factors that influence their job satisfaction at the middle or high school level. Semistructured, open-ended, one-on-one interviews were used to gather data to answer the research questions. The semistructured interviews helped me to gain an understanding about the participants' thoughts on motivation and hygiene factors that contribute to their job satisfaction.

In this chapter I provide the methods and procedures used in the study. The next section describes the rationale for the application of the basic qualitative research method used to identify, select, and analyze information applied to understanding the research problem. I will also describe my role as the researcher and the instrument used. I also include the participants, data analysis, and ethical issues involved in conducting this type of study.

Research Design

The research design that served as the main methodology for this study was the basic qualitative study approach. Qualitative research is used to understand people's experiences through their interpretations of their experiences (Merriam & Tisdell, 2016). Qualitative inquiry is used to discover and describe what people do in their everyday lives and what their actions mean to them (Ravitch & Carl, 2016). A qualitative study allowed me to explore real-world phenomena such as feelings or thought processes that are difficult to learn about through conventional research methods (Burkholder, Cox, &

Crawford, 2016). Qualitative research consists of a set of interpretive, material practices that helps visualize phenomena (Denzin & Lincoln, 2017).

My goal for this basic qualitative study was to understand the role that school administrators play in the job satisfaction of teachers within the middle or high school setting. Thus, this study was guided by the following research questions:

Research Question 1: What motivating factors do veteran teachers perceive that school administrators focus on to increase job satisfaction?

Research Question 2: What hygiene factors do veteran teachers perceive that school administrators ignore to decrease job dissatisfaction?

A basic qualitative approach was the most appropriate approach to determine the experiences of participants in a real-life context (Merriam & Tisdell, 2016). The basic qualitative approach allowed me to research a complex issue and to gain a more in-depth interpretation of the social phenomenon under examination through interviews. By using a basic qualitative approach, I gained a better understanding of the teachers' personal perspectives of the motivation or hygiene factors that contribute to their job satisfaction.

This type of study involved minimal or substantial risks, though there were some. Risks included (a) someone from the interviewee's school seeing the participant during data collection; (b) the interviewee experiencing emotional stress due to the nature of the interview questions; (c) the possibility of repercussions to the interviewee should I divulge confidential data from my study to my peers about their subordinates; and (d) the interviewee disclosing information about polices that he or she deem unfair, which could damage their professional reputation should his or her identity be made known to school

administration. Any risks were minimized by ensuring that all records were kept confidential. The participants were identified by a code, and that the interviews were conducted after school, off the school premises by phone.

To proactively manage any conflicts of interest, especially in my role as an administrator, I did not choose participants who were friends or subordinates. Additionally, participants were provided with the participation invitation letter and consent form in advance to aid them in understanding the value of my research objective and deter them from providing me with false responses that will not help inform best practices. The participants were also able to choose to participate in the interview via the phone to ensure confidentiality or meet in a private space in the library where only study staff would be present. Participants were not aware of the study in advance but were made aware by reviewing the participation invitation letter and consent form. To minimize biased responses due to personal agendas, there was be a balance of positive or negatively worded questions. Participants were also given an opt-out choice for any question to relieve any pressure. Finally, the informed consent process reflected the precautions needed to balance the teacher–administrator relationship and guard against coercive practices as well as confidentiality breaches.

Role of the Researcher

The role of the researcher and the individuals from whom qualitative data are collected play a more central role in researchers' design decisions (Denzin & Lincoln, 2017). In qualitative research, the researcher plays an instrumental role in the data collection process (Burkholder et al., 2016; Denzin & Lincoln, 2017; Ravitch & Carl,

2016). The researcher provides structure and reflects on his or her positionality throughout the process (Ravitch & Carl, 2016). Following the protocol for basic qualitative research, as a researcher, I was the primary data collection instrument.

I conducted interviews to obtain data to answer the research questions. Interviews are one of the most common forms of data collection in qualitative research. One reason for their popularity is because of the rich data they provide (Ravitch & Carl, 2016, p. 146). By conducting interviews, I was provided with rich data that were important in providing in-depth detail on my research questions. Additionally, I was able to obtain detailed information from the interviewee that I would not otherwise receive via other data collection methods such as questionnaires.

I am a school administrator within a public school in a Northern state. However, I am not an employee at any of the schools with any teacher who has participated in my study. Additionally, individuals who are my subordinates were not invited or allowed to participate in this study. I have a professional working relationship with some of the individuals who work at the school, but I do not have a personal relationship or wield any authority with any of the veteran teachers who participated in this study. I did not know any of the participants prior to interviewing them. Therefore, it was important for me to build a rapport with them beforehand because I wanted them to feel comfortable enough to answer the interview questions.

Throughout each phase of the data collection process, I took a moment to examine my role as the researcher and how my role shaped my experience as part of researcher reflexivity (see Ravitch & Carl, 2016). Reflexivity is an essential idea in qualitative

research because it addresses the most prominent threat to the efficiency of research outcomes. Reflexivity involves making the research process itself a focus of inquiry and the researcher becoming aware of the biases, dispositions, and assumptions that are to be undertaken during their research (Merriam & Tisdell, 2016). Throughout the research process, I took the time to examine myself as the researcher along with examining the context of the research. Throughout the interview process, I took analytic memos and field notes and kept a mini reflective journal of how coding and the interview process made me feel as I listened to and transcribed the words of each interviewee.

Methodology

Participant Selection

The research population for this study consisted of teachers working in a middle or high school educational environment. Each of the teachers were educators from an operating middle or high school in Grades 8-12. To reach and recruit veteran middle or high school teachers, I posted a participation invitation letter on the social media platform Facebook with the selection criteria. This social media platform has a substantial peer network in which I was able to recruit a sufficient sample size of middle and high school teachers. Twenty-two teachers contacted me to participate in the study. However, all teachers were not recruited and interviewed. Sample sizes are typically less important in qualitative research (Burkholder et al., 2016). An appropriate sample size of ten veteran teachers were interviewed based on the notion of saturation.

Purposive sampling was used to select middle and high school teachers to participate in the study. The selection criteria were based on each teacher's potential to

add to the understanding of school administrators and the role that they play in their job

satisfaction. Teachers who were invited to participate in this study were targeted because

they were (a) teachers who were employed full-time by the Board of Education in the

middle or high school, (b) teachers who have acquired a standard teacher certification,

and (c) teachers that have worked at the middle or high school level for one full academic

calendar year or longer. Individuals were not allowed to participate in the study if they

were employed at any of the schools in which I work. By establishing these criteria, I was

able to ensure that participants had experience working with their school administrator

for a specified duration of time. In creating the criteria, I was also able to determine the

teachers who would be excluded from this study in a way that was handled respectfully

and without stigma.

Instrumentation

Data collection for the interview consisted of an audio recorder and audio-to-text

transcription. Recording technology is used in qualitative research to capture participants'

voices (Ravitch & Carl, 2012). The recorder that I used was a Sony-BX Series Digital

Voice Recorder. The voice recorder is compact and enabled me to manage the audio

recordings efficiently. The transcription service I used was from Temi.com, which was

developed in 2017 by Austin Neudecker. Temi.com is a site that converts audio to text

using sophisticated speech identification algorithms.

Semistructured interviews allowed the participants to report on the events that

they want to communicate with me (Herzberg, 1993). The semistructured interview

questions for this study were created by me. Formulating the research questions required

a considerable amount of time. Interview questions were field-tested by a high school English Language Arts teacher and a high school Physical Education teacher. The teachers who were used in the field test work for the school district, but are not faculty members of the school used in this study. The participants who participated in the field-test were emailed a copy of the interview protocol (see Appendix A) and the interview questions that would be used in the study. The interview protocol provided me with the opportunity to remain on-task during the interview process. Twelve interview questions were developed to understand administrative factors within the middle or high school setting that contribute to teachers' job satisfaction:

1. From your perspective, what does job satisfaction mean to you?

2. What causes you to feel satisfied in your teaching career?

    a. Why do these factors cause you to feel satisfied in your teaching career?

3. What causes you to feel dissatisfied in your teaching career?

    a. Why do these factors cause you to feel dissatisfied in your teaching career?

4. Does school administration play a role in your job satisfaction as a teacher?

5. Does support from school administration make you enjoy your work more?

6. What motivation factors has school administrators used to increase job satisfaction?

7. What hygiene factors have school administrators ignored to decrease job dissatisfaction?

8. Would you be able to tell me a story that might have enhanced your job satisfaction and/or one that de-enhanced it without naming any real names or identifying any particular individual?

9. Do you have any ideas to enhance job satisfaction at your school?

    a. Have you shared this idea with your colleagues?

10. What are some actions that you believe can be taken to improve job satisfaction at this school?

11. Can you think of any additional factors not listed that might affect your job satisfaction?

12. Is there anything else you would like to share with me on this topic that I have not asked you about or that you would like to have an opportunity to say?

Qualitative Data Collection

Qualitative researchers often collect data at the site where participants' experience the problem being studied (Creswell & Creswell, 2018). For my study, I explored participants' perceptions and lived experiences (Creswell & Poth, 2017) of the role that leaders play in their job satisfaction at the site where the problem under study was experienced. I did not begin collecting any form of data for my research study until explicit permission was granted from Walden University's Institutional Review Board (IRB). Working with IRB, I had to ensure that any participant I interviewed would not be one of my subordinates due to the fact that the risk of my study might include coercion to participate in the study and repercussions to participants if I should divulge confidential data from my study to my peers about their subordinates in a private conversation.

Once permission was granted for me to begin data collection by Walden's IRB, I uploaded my participation invitation letter to Facebook. The participation invitation letter informed teachers that a copy of the participation invitation letter and consent form would be emailed to their personal email address for further review before they made the decision to consent. I provided my Walden email address and personal phone number to any participant who wanted to further discuss his or her participation in the study. Once participants understood the nature of my study, I obtained consent.

One of the most common methods of data collection in qualitative research is through interviews. One reason for their popularity is for their ability to assist in understanding the world from the subjects' point of view, unfold the meaning of their experiences, and uncover their lived world prior to scientific explanations (Ravitch & Carl, 2021). The primary source of data for this study was the semistructured interviews, which give the interviewer the autonomy to construct interview questions related to the research question and to probe within the predetermined areas of inquiry (Crawford & Lynn, as cited in Burkholder et al., 2016). The most important goal of a qualitative interview is to gain insight into the individuals' lived experiences with the phenomenon of interest, understand how participants make sense of the phenomenon, and explore how individuals' experiences and perspectives relate to other participants (Ravitch & Carl, 2016). Researchers can gain more in-depth information from the interview because participants can elaborate on the topic they are discussing (Seidman, 2019). Semistructured, one-on-one interviews with teachers allowed middle and high school teachers to voice their understanding of how leaders contribute to their job satisfaction.

However, due to the interviews being conducted over the phone, I was unable to interpret the body language of the participants, which could have enhanced my understanding of the topic.

Interviews with participants were scheduled to be conducted face-to-face at a local library off the school premises once social distancing restrictions were lifted or on the phone. However, all interviews were conducted over the phone. The location and time of the interview was at the discretion of the participant. The duration of the interview lasted for approximately one hour. During the interview process, participants were provided with enough time to discuss the nature of the study and the consent form. Time was also provided for participants to answer the interview questions and for me to answer any questions they had before or after the interview. The interviews were recorded by a voice recorder, and I took notes as well. By using a voice recorder, I was able to listen to the interviewee's response to each question in its entirety. During the interview, teachers were not referenced by their birth name; they were identified by a code. After the interview concluded, the audio was transcribed using a speech-to-text converter called Temi. Once the interview was transcribed, I provided a copy of the transcript to the participants who wanted it so that they could judge the accuracy of the information transcribed. Participants were asked to return the transcript within 14 days from the day of their interview if they found transcription inaccuracies.

Semistructured interview. The interview questions were created and arranged in a way that would capture the veteran middle or high school teachers' perception of the motivating and hygiene factors that influence their job satisfaction. The interview

questions have been adapted from similar studies and questionnaires on job satisfaction. The interview questions included a total of 12 semistructured, open-ended questions that enabled participants to provide me with rich detail that led to the occurrences for analysis. To determine which interview questions would answer each research questions, I created a semistructured interview protocol map (see Appendix C).

Data Analysis Plan

Moving inductively from coded units to larger representations requires a lot of thought and understanding of the differences in each concept. The first step in data analysis requires that I read the interview transcripts and memos that I write. As I read through the interviews, I looked for emerging themes. Qualitative data for this study will be analyzed using codes and themes. According to Yin (2016), there are five-phases that researchers should use: (a) compiling, (b) disassembling, (c) reassembling and arraying, (d) interpreting, and (e) concluding. I went through these steps until the conclusions were complete. The qualitative data I analyzed were based on a one-on-one interview. Using a color-coding key, I noted themes that emerged from the interview. According to Creswell and Creswell (2018), the coding process helps the researcher understand the data and to derive themes from the information gathered. During the analysis of the data, the transcript was highlighted to identify distinctive features that were captured during the interview.

<div align="center">

Trustworthiness

</div>

Lincoln and Guba (as cited in Burkholder, Cox, and Crawford, 2016) claim that trustworthiness of a research study refers to the extent to which one can have confidence

in the study's findings. Trustworthiness includes establishing (a) credibility, (b) transferability, (c) dependability, and (d) confirmability. According to Ravitch and Carl (2016), credibility is the researcher's ability to take into account all the complexities that present themselves in a study and to deal with patterns that are not easily explained; transferability is the way in which qualitative studies can be applicable, or transferable, to broader contexts while still maintaining their context-specific richness; and dependability refers to the extent that other researchers can repeat the research study. Lastly, confirmability is the qualitative researchers comparable concern to objective (Ravitch & Carl, 2016). One goal of confirmability is to ensure the researchers' findings are the ideas of the participant and are able to be confirmed (Ravitch & Carl, 2016). To ensure the quality, trustworthiness, and credibility of my qualitative research study, the following strategies developed by Creswell and Creswell (2018) were utilized: (a) external audits, (b) member checking, and (c) peer reviews.

External Audits

The concept of an external audit is to assess the trustworthiness of a qualitative research study. External audit is a strategy for assessing trustworthiness of qualitative research where someone not involved in my research would review my data and assess whether the findings represent the data accurately. An external auditor for my study would be a researcher who is familiar or well versed in qualitative methodology, in the field of education, and has a doctoral degree.

Member Checking

Member checks are generally used for how the researcher will "check in" with the individuals who participated in their study (Ravitch & Carl, 2016). In most qualitative studies, as expressed by Lofland, Snow, Anderson, and Lofland (as cited in Burkholder, Cox, & Crawford, 2016), member checking, "allows the outside researcher to share his or her ideas with the views of an insider and develop an ongoing, increasingly accurate understanding of the phenomena" (p. 123). The middle and high school teacher participants will be involved in each phase of this basic qualitative study. In my research study, I asked the middle and high school teacher to examine rough drafts of my work and examine the accuracy of my work. After the interviews concluded and the transcripts were transcribed, each participant was given two weeks from the time that they received the transcript to check for any inconsistencies. If I did not hear from them within two weeks with corrections, the transcript would stand as is. I also re-read interviews and contacted participants if I needed clarity. Teacher 2 was the only teacher who emailed me about an inconsistency in her transcript.

Peer Review

A peer reviewer is an individual who will keep the researcher honest, ask the researcher questions about their methods, and listen to the researcher's feelings. The peer reviewers for my research study were a social worker and a speech pathologist. The social worker was chosen to be a peer reviewer because she has experience working with the classroom teachers and administration and can provide insight on the topic of study. The speech pathologist was chosen to be a peer reviewer because she has experience as a

classroom teacher and can provide insight on the topic of study. Both individuals possess knowledge on the topic and are able to render decisions of quality and offer improvements without being too close to the study. The peer reviewers helped to keep me honest throughout my research; they asked me questions about methods; and they provided me with the opportunity for catharsis by listening to my feelings.

Ethical Procedures

Due to the nature of my work as an administrator, participants wanted assurance that they would not be identified in my study before they decided to give consent. I had to assure participants that proper safeguards were in place to protect their privacy. The interaction between researchers and participants can be ethically challenging for the former, as they are personally involved in different stages of the study.

To ensure that the confidentiality of my participants was protected I stripped all information of anything that may have identified them. I informed all participants that in reporting the outcomes of their interview, only a code would be used, and no identifiable identifiers-e.g., name or school would be used. For the purpose of the research, participants were identified as a Teacher followed by a numeral, such as Teacher 5. Additionally, I informed participants that raw data were transcribed as soon as the interview was over, and data would be stored in a locked file cabinet in my home for five years. At that time, paper documents containing sensitive information would be shredded and discarded.

To ensure that ethical standards of my research were met, I took into consideration and reflected upon Walden University's ethical standards as set forth by

IRB. Yin (2016) describes ethical standards as the researcher's ability to maintain the client's integrity, taking responsibility for her own work, showing respect for the client's rights, being able to demonstrate social responsibility, and being able to maintain professional competence.

On December 25, 2018, I successfully completed the web-based course *Protecting Human Research Participants Online Training*. I did not begin collecting data for my research and I did not contact potential participants for my study until I was approved by Walden University's IRB. I explained to the IRB how my data would be securely stored, my plan for sharing my study results with the participants and community stakeholders, and the steps I would take to ensure participant confidentiality.

Recruitment procedures for participants were conducted in an ethical manner to ensure the rights of each participant and their confidentiality was protected. Participants were informed about the nature of my study via Facebook ©. I also informed teachers that a copy of the participation invitation letter would be posted on Facebook ©. I also informed teachers that a copy of the participation invitation letter and consent form could be mailed to their private email account for further review. Participants who met the criteria and were willing to voluntarily participate in the study contacted me via phone or email. When participants contacted me, I reiterated that their participation in this study was voluntary and that they could change their minds at any time, even after they had begun the interview process. Participants who contacted me were informed of the potential risks of being in the study and were assured that their participation in this study

would remain confidential. Teachers who participated in this study were not compensated for their participation.

Risk Categories

For individuals who were interested in participating in my study, contact was made via telephone to discuss the risk categories. In my study, the risk categories were fully acknowledged and described as either minimal or substantial. Any researcher must take precautions to make sure participants are protected, and steps are taken to minimize the risks of participating in the study. The risks of participating in my study are detailed as follows: (a) privacy risks (minimal): Participants may decide to have their interview conducted at a local library. Although the interview will be in a private room, there is a possibility that someone from the interviewees school would see us during data collection, (b) psychological risks (substantial): I do not believe that my topic includes stress greater than what one would experience in daily life. However, participants may experience emotional stress due to the interview questions that they are asked regarding school administrators, (c) relationship risks (substantial): I am an employee within a school district and I may be a peer of the participants' administrator. The risk of my study might include coercion to participate in the study and repercussions to participants if I should divulge confidential data from my study to my peers about their subordinates in a private conversation, (d) legal risks (minimal): Legal risks will not be present because data collection will not result in a participant's disclosure of violation of laws. The probability of discomfort is not greater than what the participant would experience in daily life, (e) economic/professional (substantial): My study poses substantial risks

because data collection could result in the participant disclosing information about policies and issues, they deem unfair, with their administration. Should the participant's identity be made known to his or her school administrator, this could be damaging to the participant's professional reputation, and (f) physical risks (minimal): There will not be any physical discomfort, pain, illness or injury brought upon the participant(s) due to the methods of the research. To minimize risks, the following guidelines were put into place: (a) informed consent, (b) monitoring of data collection to ensure safety and confidentiality of all participants, and (c) conducting the interview at a local library as soon as social distancing restrictions were lifted or over the telephone.

Data Storage

Research documents will be stored in a locked file cabinet at my home for at least five years. Any digital recordings or data collected via the computer, will be secured on my personal computer that is password protected. After five years, research documents will then be properly shredded and discarded according to Walden University's policy. Digital files were stored on a password-protected computer at my home that would only be accessible to me. After five years, I will also destroy any digital files. This will include all data stored on digital recorders.

Protection of Participants

Each participant was informed that Walden dissertations enter the public arena. However, participants were made aware that the identity of the site and participant's identity will be masked to protect their privacy and rights. Additionally, each participant was informed that their participation in this qualitative research study is confidential, kept

private, and voluntary. Consent from each participant was obtained prior to their

participation in the study. The consent form stated the purpose of the study, the

approximate amount of time that the participant was needed for the study, the activities

that were requested of the participants, confidentiality of the research study, and the

protection of their rights.

Informed Consent

As a researcher, I must adhere to the criteria that is set forth by the National

Commission for the Protection of Human Subjects of Biomedical and Behavioral

Research. A brief overview of the study was provided to the teachers to establish a

rapport and to clarify any questions that the participants had prior to beginning the study.

Informed consent is an important element of all research and not just qualitative research

because it involves human participants. As clinicians, we must protect the rights of all

participants. If any part of the study should change, we as researchers must inform the

participants. Informed consent might influence design decisions due in part to the fact

that the design the researcher uses must protect the autonomy of the participant. If the

participant's autonomy is not protected, parts of the design will need to be changed. An

informed consent form was signed by each participant stating their voluntary consent to

participate in this qualitative study. Due to social distancing restrictions, participants

were able to provide consent to partake in my study via email. If they understood the

study well enough to make a decision about participating, they were able to sign the

consent form and email it back to me.

Summary

Chapter 3 contained a rationale of the use of a basic qualitative research design; the role of the researcher; methodology-participant selection, instrumentation, data collection, data analysis; trustworthiness; and ethical procedures. Through the semistructured interview for data collection, I, as the researcher, was able to obtain a thorough understanding of the role that school administrators play in teachers job satisfaction. To strengthen the results, member checking, and peer reviews were implemented. Chapter 4 will contain the analysis of the data collected for this research study that are based on the research questions, as well as the findings.

Chapter 4: Reflections and Conclusions

I selected a basic qualitative study to gain insight into the veteran teacher's perception of the role that school administrators play in the job satisfaction of teachers and the motivating and hygiene factors that influence their job satisfaction at the middle or high school level. Utilizing Herzberg's motivation-hygiene theory, I conducted semistructured interviews with middle and high school teachers to identify the ways in which school administration support teacher job satisfaction. Motivating factors increase job satisfaction when present, but hygiene factors serve to increase job dissatisfaction when absent. Ten teachers participated in the semistructured interviews, which addressed the following two theory-based research questions:

Research Question 1: What motivating factors do veteran teachers perceive that school administrators focus on to increase job satisfaction?

Research Question 2: What hygiene factors do veteran teachers perceive that school administrators ignore to decrease job dissatisfaction?

Qualitative analysis was utilized to inductively identify themes from within interview responses. The patterns and themes that emerged through the analysis process are discussed in this chapter. In Chapter 4, I present the findings of the data collected for this basic qualitative study. The data analysis strategies will also be described in detail as well as evidence of trustworthiness.

Setting

Veteran middle and high school teachers were invited to participate in the study via Facebook. Based on the requirements to participate in the study, this basic qualitative

study included 10 veteran middle and high school teachers. Although I originally intended to conduct data collection through in-person interviews with participants, due to the spread of COVID-19 and social distancing measures in place in the spring of 2020, all 10 interviews were conducted remotely via phone. Because interviews were conducted over the phone, participants were able to participate in the location of their choosing as long as they could maintain a clear phone connection. Interviews were conducted at a time chosen by the participant. I emailed each participant informed consent forms, providing a review of the aims of the study, the role of the participants, and a notification of potential risks. As a result of social distancing, informed consent forms were e-mailed to each of the participants and they were then emailed back to me. All 10 participants returned the signed consent form via e-mail. The duration of each interview was approximately 60 minutes.

Demographics

This study population was comprised of 10 veteran middle and high school teachers, all of whom had at least 1 full year of teaching experience. The criteria for teachers to participate in this study were as (a) teachers who are employed full-time by the Board of Education in a middle or high school, (b) teachers who have acquired a standard teacher certification, and (c) teachers who have worked at the middle or high school for one full academic calendar year or longer. By establishing the criteria, I was able to ensure that the teachers had experience working within the middle or high school setting.

The number of years of experience each participant had in the field of education varied, ranging between 2 and 22 years. The average number of years of teaching experience was approximately 11 years. Nine of the 10 participants were female, with only one male participant. Four of the study's participants taught at the high school level. Six of the remaining participants taught at the middle school level. Though participants taught a variety of subjects (Table 4), the most common course subject of instruction was Special Education. I did not collect additional demographic information.

Table 4

Participant Demographics

Participant	Gender	Years of Experience	Current Grade	Current Subject
Teacher 1	Female	20	High School	English Language Learners
Teacher 2	Female	8	Middle School	Special Education
Teacher 3	Male	6	Middle School	Science
Teacher 4	Female	16	High School	Special Education
Teacher 5	Female	15	High School	Special Education
Teacher 6	Female	2.5	Middle School	Special Education
Teacher 7	Female	2	Middle School	Social Studies
Teacher 8	Female	22	Middle School	Special Education
Teacher 9	Female	12	Middle School	English
Teacher 10	Female	13	High School	Special Education

Teachers were asked a question about their teaching experience because of the relevance to this study and to determine how well they know their school administrator. It was determined that all teacher participants had more than 1 year of teaching experience and have fostered a working relationship with their administrator to ensure that they are effectively working together to serve their students. The sample of veteran teachers who contacted me via Facebook expressing their interest to be a part of this study was originally 22. However, only 10 veteran middle and high school teachers were selected for the study. Out of the 22 teachers that contacted me, five teachers were unable to

participate in my study because they work at one of the schools where I work, two teachers were unable to participate in my study because they teach in an elementary school, and five teachers did not meet criteria to participate in the study because they had not worked at the middle or high school for one full academic calendar year or longer. The sample size of 10 participants was determined to be an appropriate sample size for the study, enabling me to determine that the sample size had reached data saturation.

The following paragraphs provide a snapshot of background information on each veteran teacher who participated in this study. Teacher 1 was a female teacher who has been teaching for over 20 years. She teaches English language learners in Grades 9-12 and is the language expert in the school building that she serves. Teacher 1 currently has a master's degree and is working toward her doctorate in educational leadership and administration.

Teacher 2 was a female special education teacher and has taught for eight years. After earning her bachelor's degree in criminal justice, Teacher 2 began working as a sign language interpreter at a school for the deaf. While working as a sign language interpreter, she went on to earn her master's degree in education. Upon earning her master's degree in education, Teacher 2 was hired as a middle school special education teacher of students with multiple disabilities.

Teacher 3 was a male teacher and has been teaching for 8 years. Teacher 3 started his career as a teacher's assistant. Teacher 3 was in school for two months and was working toward becoming an occupational therapy assistant when he decided he wanted to be a science teacher. Upon completing his bachelor's degree, he obtained a job as a

science teacher in an elementary school. Teacher 3 worked in the elementary school setting for 2 years and was provided with the opportunity to work in a middle school STEAM program.

Teacher 4 was a female teacher who has worked as a speech therapist for 14 years at the elementary level and a high school special education teacher for the past 2 years. Teacher 4 earned her bachelor's degree in speech pathology and early childhood education. Within the first 5 years of working as a speech teacher, Teacher 4 earned her master's degree in special education.

Teacher 5 was a female teacher who has worked in the field of education as a high school teacher for 16.5 years. She earned her bachelor's degree in English literature and a master's degree in special education. Teacher 5 currently works as a special education teacher.

Teacher 6 was a female teacher who has worked in the educational system for 2.5 years. Teacher 6 earned her bachelor's degree in counseling. However, she stated that shortly after graduating she stated that she felt a strong desire to fulfill her dream of becoming a teacher after working as a behavior specialist and seeing the milestones that her students made daily. Teacher 6 earned her master's degree in special education and currently works as a middle school special education teacher and a part-time behavior specialist. Teacher 6 is currently working towards her second master's degree in applied behavior analysis with the goal of opening her own program for individuals with special needs.

Teacher 7 was a female teacher who has worked in the educational setting for two years. She is relatively new to the field of education. She earned her bachelor's and master's degree in education. Teacher 7 is a social studies teacher at the middle school level.

Teacher 8 was a female teacher who has been teaching for 22 years and is close to retirement. Teacher 8 teaches special education to middle school students in a program that delivers educational programs structured to meet their differing academic, social, and emotional needs. The highest level of education obtained by Teacher 8 is her Master's degree.

Teacher 9 was a female teacher who has been taught in varying capacities. Teacher 9 was a college professor, high school teacher, and currently teaches middle school English. Teacher 9 earned her education specialist degree and desires to use her expertise to provide professional development to her colleagues on topics that will meet the educators' and students' needs.

Teacher 10 was a female teacher who has been a special education teacher for high school students for 13 years. Teacher 10 earned her bachelor's degree in psychology. While working as an aide at a school that provided early intervention services, Teacher 10 decided that she wanted to work in the field of special education. While working at the school, Teacher 10 earned her master's degree in education.

Data Collection

The nature of this basic qualitative study was to understand how people interpreted their experiences and the meaning that they attributed to their experiences

(Merriam & Tisdell, 2016). Thus, interviews were used as an effective way to collect data (Creswell & Creswell, 2018). The procedures that were used for this study were completed under the guidelines of Walden University's IRB (approval number: 04-17-20-0675267).

Prior to data collection, I contacted each teacher who expressed an interest in participating in my study. The consent form provided to teacher participants detailed further information for teachers on how they could have their interviews conducted via phone or at the local library once social distancing restrictions were lifted. Due to COVID-19, social distancing restrictions, and library closures, each veteran teacher who gave their consent was interviewed over the phone. Upon receiving approval from the IRB, purposive sampling was utilized to select participating teachers.

Participants were recruited through promotion of the study via Facebook for review by interested individuals. The invitation letter included an explanation of the nature of the study, a request for teachers to participate, and an explanation of the criteria for selection. I included my email address and phone number, encouraging interested individuals to contact me for additional information.

On May 11, 2020, I was granted approval from Walden University's IRB. The recruitment process for teacher participants began 7 days after I received IRB approval. The semistructured interviews began on May 18, 2020. The interviews were conducted between May 18, 2020 and June 6, 2020. Researchers have suggested to schedule interviews 3 to 5 days apart to ponder over the previous interview without losing the linkage between the two (Seidman, 2019). However, the interviews I conducted were

scheduled varying days apart and based on the participants' schedules. Each participant contacted me via phone or my personal email to schedule an interview. Interviews were scheduled to be conducted at a place and time that was feasible for the participant. Due to COVID-19 and social distancing restrictions, each participant opted to have the interviews conducted over the phone.

Prior to conducting the interview, I reviewed the consent forms of each participant and informed them that the study was voluntary, confidential, and that they had the right to leave the study at any time. Participants were informed that if they declined to be in the study or discontinue the study at any time, their relationship with me would not be negatively impacted. Participants were also informed that if they chose to withdraw from the study, the data gathered from them would be deleted and would not be used in the aggregated data. Additionally, participants were informed that they would not be compensated for their participation in this study.

Before interviews were conducted, I informed potential participants that this study may have minimal risks to participants. The risks that my study may pose are (a) someone from the participating school seeing the participant during data collection, (b) the interviewee experiencing emotional stress due to the nature of the interview questions, (c) repercussions to the interviewee should I divulge confidential data from my study to my peers about their subordinates, and (d) damage to interviewees' professional reputation should their identity be uncovered after they disclose information about policies that they deem unfair. One of these risks occurred during my study. During the interview process, Teacher 10 experienced minimal stress due to the nature of the

interview questions. Teacher 10 was worried that his/her identifying information would be made known and would experience trouble on his/her job. I reiterated to Teacher 10 that the information participants provided during this study would remain confidential and that anything that could identify them in any reports of the study would not be included.

Further, one participant contacted me prior to consenting to being part of the study to gain a better understanding of the risks of the study and to inquire about the privacy measures being taken and how data was going to be filed and disposed of after the study concluded. The conversation between the potential participant and myself lasted for approximately 30 minutes. By the end of the conversation and assurance from me that the information she provided would remain confidential, the potential participant to be a part of my study.

Data were collected through one-on-one, semistructured interviews among teachers working in a middle or high school educational environment. Criteria that qualified teachers for participation in the study included: (a) teachers who are employed full-time by the Board of Education in a middle or high school, (b) teachers who have acquired a standard teacher certification, and (c) teachers who have worked at the middle or high school for one full academic calendar year or longer. To minimize potential biases and ensure objectivity, participants were excluded from participating in the study if they were employed at a school where I was also employed.

Upon selection of qualifying participants, I obtained informed consent from each participant prior to initiating his or her interview. At the beginning of each interview, the

participant was reminded of the aims of the study, as well as the roles of the participants

and the researcher. Participants were also reminded that their participation remained

entirely voluntary and that they were able to remove themselves from the study at any

time. Interviews were conducted over the phone at a time that was deemed convenient to

each participant. Interviews lasted approximately 60 minutes, including sufficient time to

address all interview questions pre-determined on the interview guide (see Appendix B),

as well as additional time for elaboration and discussion of other topics deemed relevant

by the participant. Participants were also provided the opportunity to ask questions.

During the interview, I used an interview guide to assist me in directing the

conversation towards the topic and issues that I wanted to learn about and to ensure I

covered my list of questions during the interview. By creating an interview guide, I was

able to remain attentive during the entire interview process, and to thoroughly document

the participant's responses. The interview guide included information that was pertinent

to my study, such as the purpose of the study and information pertaining to consent. By

utilizing an interview guide, I was able to clearly articulate the purpose of the interview,

review the informed consent with the participant, and articulate to the participant the

confidentiality of their participation in my study. During my study, I used semistructured,

open-ended questions, which helped to engage in a conversation with the participant

enabling me to gain a thorough understanding of the topic from their perspective.

Semistructured interviews were designed to enable me to guide the progression of

the interview and ensure they were able to collect responses to the study's research

questions while also providing flexibility to discuss additional topics and questions that

may emerge throughout the interview. The interview guides were designed by adapting questionnaires from similar studies measuring job satisfaction. This study's interview guide contained 12 open-ended questions, each designed to address one of the two guiding research questions. Interviews were recorded utilizing a voice recorder. I also took handwritten notes during the interview for triangulation purposes to see if participants were stating similar concepts in regard to job satisfaction.

After the interviews were finished, member checking was used as a supplemental instrument to help improve the accuracy, validity, and credibility of the information in my study. By utilizing member checking in qualitative research, each participant was given the opportunity to help improve the accuracy of my findings by commenting on my interpretation of what they stated and ruling out the possibility of misinterpreting what they said (Merriam & Tisdell, 2016). At the end of the study, I sent each participant the interview transcript to so that they could ensure accuracy of what was written. If I did not hear from the participant within 14-days, I concluded that they did not have any revisions to make. Because I did not hear back from any veteran teacher within the 14-day period, it was concluded that no revisions were needed.

Following the completion of member checking, the interview transcripts were securely saved on my password-protected computer, which remained in a secure physical location. Data will be stored for five years from the completion of the study at which time all data will be destroyed. Participant confidentiality was maintained using pseudonyms in the interview transcripts. No identifying information that allowed participants to be identified through their responses was included in the study and its resulting reports.

Data Analysis

A basic qualitative study design using semistructured open-ended interview questions were conducted via telephone during after school hours. In all, the study employed the use of ten veteran teachers to gain an understanding of the veteran teacher's perceptions of the motivating and hygiene factors that influence their job satisfaction at the middle and high school levels.

Research participants were interviewed over the phone. At the beginning of the interview, research participants were apprised of the nature of the study and what their participation meant to this study. Interviews lasted approximately sixty minutes. Immediately after each interview concluded, I read my notes and included my first impression on the interview guide.

After each interview was transcribed, I re-read each transcript and highlighted the words, phrases, or sentences I found to be relevant. Following the completion of the data collection process, I organized and analyzed the data employing qualitative thematic analysis strategies. The first step in data analysis required that I read the interview transcript and the memos I wrote. As I read through the transcript, I looked for emerging themes. Data analysis revealed themes that supported the conceptual framework for this study and answered the two research questions: What motivating factors do veteran teachers perceive that school administrators focus on to increase job satisfaction? And what hygiene factors do veteran teachers perceive that school administrators ignore to decrease job dissatisfaction?

The first stage of analysis required that I become familiar with the teacher's dataset. To achieve familiarization, I read through each interview transcript thoroughly. During the familiarization stage of analysis to better prepare for the stages of coding that would follow, I began to take note of recurring words, phrases, and topics which were deemed to be relevant to the study's research questions. Once I felt I was familiar with the teacher's responses, the interview transcripts were uploaded into NVivo 12 Mac © software to facilitate the coding process. Table 10 indicates the results of coding that was taken from the participants', transcripts. Data were repeatedly read and organized into coding groups identified inductively. I conducted multiple stages of coding, further narrowing the coding groups into themes that were identified from within the texts with each round of coding. Upon completion of the coding, I reviewed the various coding groups to ensure that the remaining themes were accurate reflections of the data. At this time, coding groups were revised or combined with other similar coding groups as deemed appropriate.

The coding groups that remained at the conclusion of the analysis process represent those themes which were inductively identified from the various stages of careful consideration of the data and meticulous coding. These themes reflect the meaningful patterns from within the interview responses, providing insight into the perceptions of veteran teachers regarding the motivation and hygiene factors that influence their job satisfaction. The resulting themes will be discussed in detail in the subsequent sections of this chapter, including a thick description of each theme

accompanied by direct textual evidence in the form of quotations from interview responses.

Results

The section that follows discusses the themes related to the various factors that influence veteran teacher's perceptions of job satisfaction. The discussion of each finding will include a description of the theme. Each theme was identified through the qualitative thematic analysis of interview responses, as well as various excerpts from interview responses providing textual evidence to support the finding.

The results from the current basic qualitative study may add to the growing body of literature about the veteran teacher's perception of the role that school administrators play in their job satisfaction and the motivating and hygiene factors that influence their job satisfaction. Using a basic qualitative design, the research participants were asked twelve semistructured interview questions created to prompt a response that would answer the two research questions. The twelve questions were developed from the conceptual framework of Herzberg (1959). Research questions for this study were:

Research Question 1: What motivating factors do veteran teachers perceive that school administrators focus on to increase job satisfaction?

Research Question 2: What hygiene factors do veteran teachers perceive that school administrators ignore to decrease job dissatisfaction?

The experiences and perspectives of the middle and high school veteran teachers provides a voice through which their personal narratives can be heard. The stories that the teachers convey tell of the factors that may impact their job satisfaction. Table 5

illustrates the results of the first cycle of coding analysis through NVivo 12 software

depicting the job satisfaction of veteran middle and high school teachers.

Table 5

First Cycle Coding

Interview question	Codes
1	Administration trust. Support. Students engaged. Heard and acknowledged. Working with administration. Student grasps work. Work teachers do is important. Leave work with a feeling of pride and accomplishment. Student progress. Opinions heard by higher staff. Job Administration has my best interest at heart. Part of a team. Administration and teachers having the same goals. The work itself is fulfilling. Workplace environment. Feel appreciated, valued, and respected by administration. Opportunities for growth. Administration invests in classroom. Administration cares about teacher's voice. Feeling of completion.
2	Collaboration with administration. College and career readiness. Students move towards a better life. Compliments. Credit being given. Autonomy. Enjoyment to students. Students enjoy learning. Help students and teachers that need assistance. Room for me to learn and grow professional. Option of advancement. Do not want to feel stagnant in life. Job is conducive to setting and achieving personal goals. Making a difference. Part of making the transition and progress happen. Heled a student in any way possible. Building positive relationships. Connection. Healthy learning environment. Engaging work. Professional culture. Fair salary for the work required. Feeling of growth. Using skills, I learned in school. Earning a wage that allows for financial comfort. Collaboration with other educators. Seeing the physical, mental, and social growth in our students. Evolve. Made a difference. I see the "fruit of my labor." Touching lives.
3	No support from administration. No job satisfaction. Negative climate. No professional respect from administration. Administration not understanding student needs. Lack of understanding of students. Learning of the students is hurt. Lack of student achievement. Not being treated fairly. Lack of support from administration. Frustrating when no support. Not putting students first. Not giving students proper assistance. Giving up. Boring and repetitive work. No room to advance. Unprofessional environment. The opportunity to grow. A supportive work environment. Not thinking of the student's best interests. Educational bureaucracy. Teachers are not trusted to do their jobs. Teachers face judgement and scrutiny. Teachers are made to feel guilty for not doing enough. Administrators expect more than willing to give. Cannot do job if no support from administration.
4	Administration plays a role. Go to for help. Do not want to feel helpless. 100% administration plays a role in job satisfaction. Well-run organization lead by an administrator with clear rules and expectations. Administrators should take an interest in teachers and their teaching. Administrators should visit classrooms often, not just for observations. Administrators should recognize hard work.
5	Support makes work enjoyable. Relationship with administration important. Communication. Support. Lack of support makes work unenjoyable. Part of a team. Not a separate entity beneath administration. Support makes job less stressful. Enjoy work more with administrative support. Administration compliment classroom practices. Administration provides reassurance and praise. Support from administration is key.
6	Recognition. Additional responsibilities. Overwhelmed. Academic success. Academic growth. Advancement. Possibility of growth. Advancement opportunities. Do not want to feel stagnant. Achievement. Simple accolade or a nice note. The work itself. Interpersonal relationships. A thank you every day. Random office supplies and free food given periodically. Breakfast for birthdays. Responsibility.

Interview question	Codes
7	Physical work environment. Developing relationships. Interpersonal relationships. Policies and administration. Negative work climate. Supervision. Salary. Underpaid for the work. Frustrating. Not in it for the pay. Money does not motivate teachers. Administrators do not enforce good hygiene. Not receiving salary according to schedule. Lack of physical safety and clear protocols. Inconsistent protocols. Overwhelming workload. Fast pace and autonomy are worth it. Administrators ignore working conditions. Outdated materials and resources. Small work space. Prevention from proper cleaning.
8	Student graduating. Higher education. Student sees potential. Lack of respect from administration. Mistreatment. Accused of misconduct. Unfair administration. Not in favor of teacher discipline policies. Administration giving clear cut criteria. Tools and support from administration to achieve goals. Discouraged and upset. A simple thank you. Being a part of change. Administration ignoring IEP. Growth as an individual. Not being good at my job is a source of dissatisfaction. Hours and schedule that support my life. Praise for student growth and development. Unfair treatment by administration. No ownership of classroom space. Help from administration.
9	Breaking bread. Morning meetings. Project adventures. I do not know. Do too much at work. Communication between teachers and administration. Employee board to increase job satisfaction and unity. Plan events for holidays, birthdays, stress breakers. Administration should provide staff with paid luncheons and tam building activities. Simple letter, email, not of encouragement. "Shoutout" to recognize staff. Do things differently. Improvement in communication. Principal doing things their way. Job training. Enjoy working with administration and seeing positive results. Support from administration with learning unfamiliar concepts and material. Better lines of communication. Recognize efforts put forth by teachers. Administration should give teachers the opportunity to be heard. Feel ignored by administration. Responsive administration.
10	Increase in parental involvement. Active stakeholders. Input from teachers. Credit for hard work. Staff appreciation. Feel unappreciated by administration. School administrators need to be reminded what it is like to be a teacher. Administrators too far removed from what teachers deal with. Administration should listen to teachers concerns. Administrators should offer teachers solutions or strategies to improve job satisfaction. Administration support with parents. Team building. Improving student-teacher relationships. Improving teacher-administration relationships. Improving faculty diversity. Recognition and responsibility. The work itself. Professional development provided by administration. Small ways to acknowledge staff. Random fun or breaks from routine. Overtime because of job responsibilities. Administrators should communicate more with teachers. Administrators involve teachers in decisions that involve them. Fair access and delegation of teacher resources. Social justice. Make teaching a sustainable career. More trainings. Administration allows teachers to express concerns.
11	Professional development. Teacher giving input to administration on classroom matters. Salary increases. Ability to deviate from the curriculum so that it does not become monotonous. Control in schedule as long as work is done. Level of independence and creativity. Teamwork. Teacher cohorts. Favoritism.
12	Interpersonal relationships. Move on or change roles to maintain motivation. Support from administration in being my best. Administration guiding teachers into situations that best serve them. Saying, thank you. Administration being kind and professional. Administration finding reasonable ways to acknowledge teachers.

For the second cycle of coding, I summarized and combined the codes so that they could be more compact. Thereafter, I organized the codes in categories and identified emerging themes. The codes from the data aligned with the seven themes that emerged are displayed in Table 6.

Table 6

Second Cycle Coding: Themes Within and Across Coded Data

Codes	Categories	Themes
• Recognition and responsibility • Thank you • Thanked for hard work • Provide small rewards • More credit	• Valuing teachers • Recognition by administrators	• Teachers want school administrators to recognize them for the work that they do
• Support student learning • Support • Resources to perform job • Administrator providing curriculum materials • Collaborating with other educators and my administrator	• Finding success in student growth • Collaborating with school administrators	• Teachers feel that their greatest achievement is working with school administrators to help students succeed
• The work itself • Environment that supports teacher autonomy • Freedom to exercise autonomy • Flexible schedule	• Making a difference • Intrinsic joy	• Teachers find that motivation comes from the level of autonomy given to them by their School administrator
• Personal growth • Professional development opportunities • Advancement	• Teacher learning opportunities	• Teacher's find that professional growth comes from professional development workshops
• Poor working conditions • Limited space • Outdated materials • Lack of physical safety	• Work issues • Physical environment	• The role that school administrators play in maintaining effective work conditions
• Not receiving enough support from school administration • Do not feel supported by school administration • When I am not supported it makes the job twice as hard	• Non-supportive working environment	• Teachers feel that a lack of support from school administration contributes to job dissatisfaction
• Better communication • Improving communication between teachers and administrators • Improve communication with parents • Interpersonal relationships	• Establishing a relationship • Relationships with administrators	• Teachers value the need to build interpersonal relationships with school administrators

There were four motivation themes that emerged from the data collection: (a) teachers want school administrators to recognize them for the work that they do; (b) teachers feel that their greatest achievement is working with school administrators to help students succeed; (c) teachers find that motivation comes from the level of autonomy given to them by their school administrator; and (d) teachers find that professional growth comes from professional development workshops provided by school administrators. Also, three hygiene themes emerged from the data collection: (a) the role that school administrators play in maintaining effective work conditions; (b) teachers feel that a lack of support from school administration contributes to job dissatisfaction; and (c) teachers value the need to build interpersonal relationships with school administrators. Direct quotes from teacher interviews are provided as evidence of the authentic experiences.

The following section will include a presentation of the findings based on the veteran middle or high school teachers' motivation and hygiene factors that influenced the teacher's job satisfaction and job dissatisfaction. Passages from the interviews were used verbatim to capture the perspective of the teacher in his or her words and to respond to each research question.

Research Question 1

What motivating factors do veteran teachers perceive that school administrators focus on to increase job satisfaction? To answer research question one, I examined the passages of each participant. Five major themes emerged from the qualitative data, which were categorized as motivation factors or hygiene factors (see Table 7). The motivation

category produced four major themes from the teachers' discussion of the central

research question: (a) teachers want school administrators to recognize them for the work

they do; (b) teachers feel that their greatest achievement is working with school

administrators to help students succeed; (c) teachers find that motivation comes from the

level of autonomy given to them by their school administrator; and (d) teachers find that

professional growth comes from professional development workshops provided by

school administrators.

Table 7

Connection Between Herzberg's Theory and Thematic Analysis for Motivation

Conceptual Connection to Herzberg's Motivation-Hygiene Theory	Motivation Factors
Teachers find motivation in being identified by school administration for their hard-work and commitment to their job	Recognition
Teachers find that their greatest accomplishment comes from student growth	Achievement
Teachers find motivation comes from the work itself	The work itself
Teachers value effective professional development workshops to continue learning and growing	Possibility of growth

Motivation Theme 1: Teachers Want School Administrators to Recognize Them for the Work That They Do

Maslow (1970) stated that individuals can develop positive feelings of pride when

they receive positive recognition for the work that they do. Recognition is a motivation

factor that contributes to the job satisfaction of teachers. Nine out of the ten participants

who were interviewed stated that recognition is a motivation factor that contributes to

their job satisfaction as teachers. For example, Teacher 7 stated, "Where I currently work,

recognition is a factor in satisfaction. A thank you every day, random cool office supplies, and free food are given periodically by administrators for the work that we do." Teacher 7 highlighted the ways in which small actions, such as teachers being thanked for their hard work or being provided a small reward, contributes to their levels of satisfaction with their job as an educator. Similarly, Teacher 1 stated, "In my school, the administrators increase my job satisfaction by recognizing my expertise as an educator and providing me with additional responsibilities. My administrators have recognized my hard work and the efforts that I am making as a teacher and that makes me feel great" By acknowledging the teacher's expertise with recognition and responsibility, the teacher's level of satisfaction in their career is increased.

Teacher participants suggested that school administrators should increase the efforts they put into recognizing their staff because it would contribute to an increase in job satisfaction. Four participants stated that an increase in recognition of teachers' efforts would serve to improve satisfaction levels. For example, Teacher 2 suggested that teachers would like, "more credit for the things that they create and make," while Teacher 3 stated, "staff appreciation would enhance job satisfaction. A lot of my colleagues feel and have expressed how unappreciated they feel they are by the administration and I feel that staff appreciation initiatives would help in recognizing staff for their efforts." Both responses suggest that teachers would feel more satisfied if they were to receive more recognition from administration. Teacher 7 explained,

> In my previous school administrators provided little recognition to staff for their
> work. I would help with school functions, stay after work late to complete

projects or plan lessons, and mentor fellow teachers, and I was not recognized for the work that I did. On the contrary, the school that I am at now, being recognized has its share of rewards. Teachers have paid overtime because the demands of the role exceed the scheduled work hours. There was a comradery with my co-workers and the staff member that was recognized each month was put in a lottery to have their lunch paid for. At the beginning of a staff meeting, a staff member was always recognized for their exemplary performance. I think that small ways to acknowledge staff go a long way. Random fun or breaks from the routine are also ways that teachers are recognized for their work.

Teacher 7's response portrays the contrast between two different schools. They suggest that they were more satisfied with their teaching career at the current school, where teachers are offered more consistent rewards and recognition.

Motivation Theme 2: Teachers Feel That Their Greatest Achievement is Working with School Administrators to Help Students Succeed

School administrators are visionary leaders who provide teachers with a vision and the resources they need to support student learning and growth (Clayton, Robertson, & Sotomayor, 2020). They are also primarily responsible for driving the instructional agenda that has a direct effect on students (LuVenia, Khalifa, & Khalifa, 2018). Teacher participants felt that their administrators are there to provide them with the support and resources they need to perform their job responsibilities successfully. As I interviewed each of the ten teachers, I learned that teachers felt that a part of their job satisfaction is related to student growth or success due to the school administrator providing the

curriculum materials needed to fulfill their job expectations. When asked about their general definition of job satisfaction, eight teachers stated that student growth contributes to their job satisfaction, particularly to their career in education. For example, Teacher 5 stated, "At the end of the day, job satisfaction is feeling as if I have made a difference for my student(s) lives because my administrator has provided me with the tools, I needed to help them succeed. It makes me feel as if I was a part of making that transition and progress happen." Similarly, Teacher 3 explained,

> What causes me to feel satisfied in my teaching career is the enjoyment I bring to my students, when they can retain information, and they enjoy learning. It has helped that my school leader has provided me with the support, leadership, planning time, and guidance I need to ensure my students are progressing and moving in the right direction. These factors cause me to feel satisfied in my teaching career because I am able to see the academic milestones my students are making each day, month, year.

The responses from Teacher 5 and Teacher 3 highlighted the importance of the teacher's role in helping their students succeed. The teachers find satisfaction in their job when they can witness growth and progress in their students. Another example of the role of engaging with students and witnessing positive outcomes can be seen in Teacher 8's statement,

> As an educator, what causes me to feel satisfied in my teaching career is collaborating with other educators and my administrator, and seeing the physical, mental, and social growth in our students daily. I just feel overjoyed to know that

I am one person in a child's life that is helping to educate them today to prepare

them for a better tomorrow.

An additional example of a teacher finding satisfaction in bringing about student growth

is found in the responses of Teacher 4, who described helping students overcome hurdles

as bringing about satisfaction in her teaching career. Participants' explanations of why

helping students contributes to a teacher's overall job satisfaction provides insight into

the reasons that teacher satisfaction and student success are related to one another.

Teacher 4 stated that teacher satisfaction, administration, and student progress are related,

"because a teacher and an administrator are educators that want to help and guide others,

specifically their students. When we can collaboratively work together and can do these

things, I feel as though I have served my purpose."

Motivation Theme 3: Teachers Find That Motivation Comes from Autonomy Given to Them by Their School Administrator

In many workplace settings, the structure of the organization has called for greater

authority over their employees to ensure they are doing their jobs (Vieria, 2020).

However, during the interview process, there were teacher participants who felt that

working in an environment that supports teacher autonomy has contributed to their job

satisfaction. Based on the data, when teachers were given the freedom to exercise

autonomy over the delivery of the content they provided to their students, their job

satisfaction increased. Five of the teacher participants stated that the autonomy in the

workplace given to them within their school produced a great amount of job satisfaction.

During the interview, five teachers reported that an increase in job satisfaction comes from the work itself and the autonomy given to them by their school administrator. Teacher 1 stated,

> A recent student of mine graduated last year and with my great persistence in assisting her in studying she was able to graduate and move toward higher education in the field of nursing and we still keep in touch. I did not have the time to tutor my student before or after work due to my personal life. Therefore, my administrator provided me with a flexible schedule during the middle of the school day that allowed for me to be able to tutor students that needed assistance.

Teacher 8 stated that "job satisfaction to me is when I have employed effective classroom management techniques and my administrator has given me the autonomy to utilize my management techniques that best fits my students," while Teacher 5 stated that "job satisfaction is seeing progress in the students I work with because I was given the leeway I needed to instruct them based on their different learning styles." All teachers connected their job satisfaction with their students, autonomy, and administration. Teacher 3 expressed these sentiments,

> I am satisfied in my job when administration has given me the ability to make the decision about what I teach to my students and they are able to understand and grasp the little things. It is when a teacher has worked with a student on a given task consistently, and the student is finally able to complete the given task independently.

Teacher 9 stated, "my satisfaction is contingent upon school administration recognizing my value as a teacher and giving me the ability to make my own choices." And this from Teacher 10,

> I have never worked in an educational setting where I was given the opportunity to make informed decisions for my students without an administrator hoovering over me and making sure that I was doing my job. As a teacher, my school administrator has given me a great deal of independence in providing my students with the resources they need to be successful in high school and in their post-secondary placement. To provide my students with a successful and meaningful learning environment, my administrator allows me to take control over my planning and teaching so that I can do what is needed to address my students' diverse needs.

Motivation Theme 4: Teachers Find that Professional Growth comes from Professional Development Workshops Provided by School Administrators

During the interview, five teachers felt that personal growth and advancement opportunities within the job contributed to the job satisfaction of teachers. In addition to finding satisfaction in witnessing the growth of their students, some participating teachers also stated that having an opportunity for continued personal growth also contributed to the job satisfaction of teachers. For example, Teacher 4 stated that a feeling of satisfaction in his or her teaching career is, "when I know my administrators has given me the room I need to learn and grow professionally with the option of advancing my title." The participant continued to explain that "nobody wants to feel stagnant in life. We

need to constantly be striving for more and when you know that your job is conducive to setting and achieving your personal goals it's rewarding." Teacher 4 described the importance of having room for personal growth and success within their career to feel satisfied with their job. Teacher 9 also expressed these sentiments, stating,

> I am satisfied in my teaching career because teaching allows me to continue learning and growing. Every year, I meet new students and face new challenges. I evolve as an educator and my administrator helps me top evolve by providing me with professional development opportunities.

> In addition to supporting the growth of their students, educators enjoy learning and growing as well. Teachers feel satisfied with their career when they are provided opportunities to continue learning new skills and having new experiences. Overall, nine of the participants mentioned recognition as influencing job satisfaction, eight mentioned achievement, five mentioned the work itself, and five mentioned the possibility for growth.

Research Question 2

What hygiene factors do veteran teachers perceive that school administrators ignore to decrease job dissatisfaction? To answer research question two, I examined the passages from each participant. Three major themes emerged from the qualitative data, which were categorized as hygiene factors (see Table 17). The hygiene category produced three major themes from the teacher's discussion of the central research question: (a) the role that school administrators play in maintaining effective work conditions; (b) teachers feel that a lack of support from school administration contributes

to job dissatisfaction; and (c) teachers value the need to build interpersonal relationships with school administrators.

Table 8

Connection Between Herzberg's Theory and Thematic Analysis for Hygiene

Conceptual Connection to Herzberg's Motivation-Hygiene Theory	Motivation Factors
Teachers feel that there are characteristics within the workplace that need improvements	Working conditions
Teachers feel that supervision from school administration is deficient	Supervision
Teachers are dissatisfied over the interpersonal relationship they have with school administration	Interpersonal relationships

Hygiene Theme 1: The Role that School Administrators Play in Maintaining Effective Work Conditions

Working conditions are a hygiene factor that contributes to job dissatisfaction of teachers. All ten participants listed working conditions as a hygiene factor that, if not managed effectively, contributes to dissatisfaction with their job. For example, Teacher 9 explained his or her experience with poor working conditions, stating,

I have seen administrators ignore working conditions. In my current school, the teachers' lounge and office space is limited. I do not have an office. Veteran teachers have monopolized the space and it is disorganized. My principal/vice principal rarely enters the space and when they do, they do not regulate or require anything from anyone. Some teachers have outdated books, personal collectibles, while others are limited to small table space. In addition to that, the clutter prevents custodians from proper cleaning.

As Teacher 9's example depicts, poor working conditions left the teacher feeling inadequately supported and dissatisfied with his or her job at the school. Similarly, Teacher 7 described his or her experience with dissatisfactory working conditions, stating,

> In my previous school, the lack of physical safety and clear protocols that were consistent for all was a big concern. In my current school, it is virtually impossible to complete all the functions of my teaching position within the allotted time frame, so there's a constant feeling of being a little overwhelmed.

While Teacher 7's example was like Teacher 9's in that both describe dissatisfactory physical working conditions, Teacher 7 also expressed dissatisfaction with abstract working conditions, by describing unrealistic administrative expectations when it comes to their workload.

Both physical and abstract working conditions can influence teachers' perceptions of job satisfaction. An additional example of the ways in which working conditions are perceived to impact teacher satisfaction levels, was described by Teacher 4 described, "Administrators did not enforce good hygiene practices in the classrooms by not ensuring that children wash hands, changing clothes in the classroom for physical education or afternoon sports, and not sending kids home or isolating sick children from others." While expressing similar sentiments to the previous examples, Teacher 4's depiction emphasizes poor working conditions in the classrooms as negatively impacting his or her job satisfaction.

The work environment and school administration. Many teachers expressed the belief that school administration plays a role in the job satisfaction of teachers. Nine of the ten participants stated their administration plays a role in whether the teachers feel satisfied with their jobs. Such affirmative responses included, "Yes, a well-run organization led by an administrator with clear rules and expectations is a preferred work environment" (Teacher 7), "I hate to say it, but yes they do" (Teacher 8), and, "100% the administration plays a huge role" (Teacher 4). Teacher 9 also expressed the belief that the job satisfaction of teachers is influenced by the role that administration plays. They described experiences they had with two different administrators to demonstrate the role and impact of the administrators upon their satisfaction levels at work. They explained,

> School administration plays a major role in my satisfaction as a teacher. One of my favorite administrators was a principal that took an interest in me and my teaching. She visited my classroom often, not just for observations. She recognized my hard work and efforts in faculty meetings and professional development sessions. She often did so with pens, certificates, trophies, and other tokens. She took the time to nominate me for teacher of the year of which I was granted in 2008-2009. On the other hand, I had a less enthusiastic department chair. She was cold. She only visited my classroom for observations. Her observations were overly technical. She did not care about my school involvement or student relationships. In my observation notes, she listed things like when I took a sip of water or where I placed my water bottle. The relationship dynamic with her was strange and her mannerisms were off putting.

Teacher 9's response demonstrates the contrast between the two administrators, highlighting the importance of having a positive teacher-administrator relationship in ensuring staff are satisfied with their jobs.

Teacher workload and school administration. As I interviewed the ten teachers, I learned that six teachers felt they have an overwhelming amount of work to complete throughout the school day. The immense workload that teachers endure can oftentimes lead to stress and/or anxiety. However, the teachers I spoke to believe that the amount of support they have received from school administration to reduce their workload has increased their job satisfaction in this area. The six teachers felt school administrators can make their workload a little easier by considering their basic needs and providing them with the resources they need to get their work done in a timely manner. Teacher 3 stated, "while I love my job, I go home stressed every day, because I feel that I have not been able to complete what I feel is a sufficient amount of work in the workday." Teacher 1 stated, "I work very hard and my pay does not equate to the amount of work I do in a day. However, I do the work that I do because I love teaching and no amount of pay can ever replace that." Teacher 10 stated, "I feel that it is important for school administrators to look into ways that they can reduce the workload of teachers. If the workload is reduced, it would give us more time to contribute to things that matter, such as teaching." Teacher 7 felt the responsibility of being a teacher was overwhelming, yet, she enjoyed being a part of a Fortune 500 company more.

Teacher 1 embraces her job as a teacher and enjoys the job responsibilities that come with being a special educator. She admitted she has a desire to change positions

within her school, and therefore, she is working hard to prove she can complete any task set before her. When I asked Teacher 1 what motivation factors have school administrators used to increase job satisfaction, she answered, "In my school, the administrators increase my job satisfaction by recognizing my expertise as an educator, and providing additional responsibilities."

During the interview, it was stated by all ten of the teachers that during the COVID-19 pandemic their workload had increased immensely. Teacher 4 gave an intense response when she discussed her workload amid the pandemic. Teacher 4 felt that the responsibilities she faced during this time were exhausting and said,

> During the month of March, a lot of teachers were forced to work from home. We were not given enough time to plan our lessons or gather the resources we would need to work remotely. As a special education teacher, I am required to meet the unique and individual needs of my students as set forth in their individualized education plan. The field of special education is not a one size-fits-all model and I am mandated to guide individuals who possess special needs. I was not prepared to meet those needs. I was not guided. I was not supported. I felt I was given all this responsibility and the weight of the world was on my shoulders. I did not want my students to fail and so I felt it was my responsibility to make sure that I provided them with the tools they would need to succeed during this time.

Hygiene Theme 2: Teachers Feel That a Lack of Support from School Administration Contributes to Job Dissatisfaction

Five of the ten participants stated that not receiving enough support from their school administration contributes to their feeling dissatisfied with their job. For example, Teacher 5 explained his or her reasoning for feeling dissatisfied when administration does not provide adequate support to teachers, stating, "It is very frustrating when I do not feel supported by school administration. Teaching can be a frustrating job at times, so when I am not supported it makes the job twice as hard." Teacher 10 expressed similar sentiments, stating, "Not having the support that I need from administration to be successful at my job causes me to feel dissatisfied in my teaching career. Without having support from administration in your teaching career you cannot do your job to the best of your ability." Both responses highlight the ways in which a lack of support results in increased difficulty or frustration for the teachers, which, in turn, contributes to feelings of dissatisfaction. Teacher 1 also highlighted dissatisfaction in his or her career being related to lacking administrative support. The participant stated, "I feel dissatisfied in my teaching career when there is no administrative support. The lack of administrative support makes for weak morale within the school." Similarly, Teacher 7 provided an example of the ways in which lacking administrative support left the teacher feeling dissatisfied with their career. Number 7 stated, "I was never fully trained to feel knowledgeable in my role and no one cared. I knew enough, I was told. I never felt that I was actually good at my job and that was a source of dissatisfaction." From the early days of his or her teaching career, Teacher 7 felt he or she was not provided sufficient

support or training from school administration, leaving the teacher feeling unqualified and ultimately dissatisfied in their teaching career.

Hygiene Theme 3: Teachers Value the Need to Build Interpersonal Relationships with School Administrators

Teachers suggest that better communication would contribute to an increase in job satisfaction for teachers. Five of the ten teachers highlighted an improvement in communication as a suggestion for increasing job satisfaction at school. Four of the participants discussed improving the communication between teachers and administration, while one participant discussed the communication between teachers and parents. For example, when asked if there was anything, they felt might improve satisfaction, Teacher 10 stated, "better communication between the staff and administration" and Teacher 3 stated, "communication between teachers and administration is one aspect that would enhance job satisfaction." Teacher 8 expressed similar sentiments, explaining,

> The best thing that can be done at my school to enhance job satisfaction is for school administrators to have better lines of communication with all staff and to recognize the efforts put forth by staff that are working hard to make changes in the school environment whether it be for the students or the school as an entire entity.

While Teachers 3, 8 and 10 each highlighted a desire to improve communication with administration, Teacher 6 described his or her desire to improve communication with

parents, stating, "Improving communication with parents is the start. I see many things happen with students, sometimes parents are contacted and other times they're not."

Teachers also suggest that building interpersonal relationships would contribute to an increase in job satisfaction for teachers. Five of the ten participants suggested improving interpersonal relationships would help to increase job satisfaction for teachers. All five of the participants stated that more could be done to improve relationships between staff and administration, serving to improve teamwork and overall morale. For example, Teacher 1 suggested that job satisfaction be enhanced by "breaking bread together to build morale during morning meetings and also have mandatory work project adventures after work." Similarly, Teacher 5 stated,

> Sometimes a simple letter, email, note of encouragement can go a long way. Maybe in staff meetings a 'shoutout' could be done to recognize staff for the good job they are doing. Administration can 'shoutout' a group of people or point out something great a staff member had done.

The responses suggest ways the staff and administrative teams can spend additional time together and build a more positive work relationship, which, in turn, may serve to increase the job satisfaction of the teachers. Expressing a similar suggestion, Teacher 4 described a previous experience the teacher had, which served to improve job satisfaction. Participant 4 stated, "I was a part of the employee board and my job was to increase staff morale and unity. I tried to plan events for holidays, birthdays, and little stress breakers (treats, staff paid luncheons, team building activities) during more stressful times of the year.' Like the previous examples, Teacher 4 describes his or her

experience with increasing employee satisfaction by providing team building events and activities to boost team morale.

Teacher-school administrator relations. Teachers perceive the importance of feeling heard as a component of job satisfaction, and described job satisfaction as feeling happy 'to go to work'. For example, Teacher 2 stated, "Job satisfaction means that I feel supported, heard and acknowledged in my position." Two additional teachers provided a more detailed explanation of the importance of feeling that their voice and opinions are heard. Teacher 6 stated, "Job satisfaction to me is having my opinions heard by higher staff. For me, I need to feel that my job/school has my best interest at heart. It is better to feel a part of a team and having the same goals to help make the job run smoothly." Teacher 6's response highlights the feeling that job satisfaction is connected to the teacher's ability to have a voice within the workplace, and that when voiced, their opinions will be heard by upper-level administration or staff. Teacher 9 expressed similar sentiments, stating,

> Aside from enjoying your job, you are satisfied when you feel appreciated, respected and valued. I am satisfied with my job when I feel secure in my position. I know that I have opportunities to grow within my school community. My principal invests in my classroom and professional development. My union representatives care about my voice and opinions.

Teacher 9's response highlights a number of factors that he or she feels contribute to, including the necessity of feeling valued, respected and that the participant's opinions matter. Unlike Teacher 6, who referenced the desire to be heard by higher staff, Teacher

9 states he or she would like his or her opinions to be valued and heard by the teacher's union representatives. Despite the different audiences referenced, both responses demonstrate the importance of teachers feeling they have an outlet for expressing their opinions and that these opinions will be heard and taken into consideration.

School administrator-student relations. Teachers feel that a school administrator's failure to put students first contributes to feelings of job dissatisfaction. Participants described feelings of frustration and dissatisfaction when witnessing other educators who do not put the best interests of students first. For example, Teacher 8 stated,

> I have been teaching a long time and I am at the point in my career where I try not to let to many things upset me. However, one thing that does get to me at times is collaborating with educators that do not have the student's best interests and want to do things that are not educationally sound. This causes me to feel dissatisfied in my teaching career because it shows that I am going above and beyond to make sure my students are well prepared for life beyond highs school and some educators are in this field for a check.

Teacher 8's response demonstrates dissatisfaction with some teachers putting less effort into teaching, while still receiving the same compensation as teachers who go 'above and beyond.' Similarly, Teacher 6 described feeling dissatisfied with his or her teaching career because of, "knowing that many staff and faculty do not put our students first." Teacher 6 continued on to explain, "I work in special education, and I see many students not get the proper assistance. Also seeing staff give up on kids makes me feel dissatisfied

in my teaching career. As an educator, if we are not putting our students first, we failed."
Teacher 6's response demonstrates the perception that it is the responsibility of the
teachers to advocate for their students. When Teacher 6 witnesses' other teachers who do
not provide adequate assistance to their students, this results in dissatisfaction within the
teacher's teaching career.

Teacher 3 also expressed the sentiment that dissatisfaction with his or her
teaching career stems from a failure of the system to adequately consider the needs of
students. They stated: "Administration sets unrealistic goals for students, which in turns
hurts the students from achieving. These aspects make me feel dissatisfied because the
lack understanding of students by the administration hurts the learning of the students."
By setting unrealistic goals for the students, the administration does not demonstrate an
adequate understanding of students' learning needs, which negatively impacts both the
students and the teachers and may result in teacher dissatisfaction. Overall, 10 of the
participants mentioned working conditions as influencing job satisfaction, five mentioned
interpersonal relationships, and five mentioned supervision.

Additional findings. Three of the ten veteran teachers defined job satisfaction as
being related to feeling happy about their work or looking forward to going to work each
day. For example, consider the following responses from teachers, "It means that I wake
up happy that I am going to work." (Teacher 2) and "job satisfaction is when you are
happy to go to work each day, knowing that the work you do is important" (Teacher 4).
These examples state explicitly that both teachers associate job satisfaction with being

happy to go to work. Similarly, Teacher 9 described his or her opinion of job satisfaction in this way, "job satisfaction means liking what you do and looking forward to it daily."

Teachers share ideas for improving job satisfaction with colleagues. Most participants stated that they had previously shared ideas to increase job satisfaction with their colleagues or administration. Six of the ten participants stated they had shared their ideas with someone in their school. In addition to the more commonly stated suggestions of improving communication, building interpersonal relationships with colleagues, and increasing teacher recognition, several other suggestions were provided by participants.

During the interview process, participants informed me that there were additional factors that could help school administrators increase the job satisfaction of middle and high school teachers:

Teacher 10

Administration can improve teacher job satisfaction by having more trainings and staff meetings allowing the staff to express their concerns.

Teacher 9

I believe my school administrator can take actions to improve job satisfaction by giving fair access and delegation of teacher resources. I would like limitations to what teachers can store in a shared space. I would like a system for maintaining that space and protocol for adding and removing furniture. I want things to be more than fair. I want us to move beyond social justice in the rhetoric of teachers and acknowledge social justice in the relationships of faculty and staff. We use terms like equity, we are expected to give of ourselves, donate our hard-earned

money, but there is little interest in what teachers need to make teaching a

sustainable career.

Teacher 7

In my previous school administrators provided recognition and responsibility to

teachers. The work itself also had its share of rewards, there was a comradery

with my co-workers and the staff was given the opportunity to take classes to

receive a certification in social., emotional, and behavioral wellness. I think had

we been properly taught by the instructors it would have meant much more. I also

think small ways to acknowledge staff go a long way. Random fun or breaks from

the routine are also supportive. The school I am at now, we have paid overtime

because the demands of the role exceed the scheduled work hours.

Teacher 6

School administrators could improve job satisfaction by providing teachers with

more communication, team building activities, improving student-teacher

relationships, and diversity amongst staff. The student population is pretty

diverse, faculty is not.

Teacher 5

It is my belief that school administrators can help improve teacher job satisfaction

by providing teachers with support when it comes to collaborating with parents. I

have worked with difficult parents over the course of my teaching career and I

have felt that my administrators have not provided me with the support I needed

at the time to deal with these parents. I also think that school administrators can increase teacher job satisfaction by giving teachers an increase in their salary.

Teacher 4

School administrators need to be reminded what it is like to be in a classroom all day. All of the admins have been out of the classroom teaching setting for at least 10 years and I feel that they are too far removed from what teachers are dealing with. In the past few years teaching and state requirements for teaching have changed drastically and if they took the time to genuinely listen to their staff concerns and try to understand what they are dealing with they may be able to offer better solutions or even alternate strategies for them to use.

Teacher 1

I think that school administrators should involve parents in professional developments by providing them with the same or similar tools that teachers have to incorporate them at home. By providing parents with professional development, we can connect them to student success and help them achieve in the classroom. When parents and teachers work together, it is only to improve learning and development of their child.

Discrepant cases and nonconforming data that are included in the findings have been summarized in Table 9.

Table 9

Teacher Suggestions for School Administrators to Increase Job Satisfaction

Suggestions	Participant
Increased staff trainings and meetings	10

More equitable distribution of teacher resources	9
Increased flexibility with curriculum	7
Increased faculty diversity	6
Increased salary	5
Increased school administration support with managing parents	5
School administration more in-tune with teacher/classroom experience	4
Increased school administrator support for parental involvement	1

Evidence of Trustworthiness

Guba proposes four criteria that he believes should be considered by qualitative researchers in pursuit of a trustworthy study (as cited in Burkholder, Cox et al., 2016). For qualitative researchers the components that increase trustworthiness include establishing: (a) credibility, (b) transferability, (c) dependability, and (d) confirmability. To ensure the study is trustworthy, I established dependability by clearly documenting the research design and implementation of the study. By providing a detailed description of the data collection and analysis strategies, as well as the reasoning behind the selection of qualitative methods, I strived to demonstrate the ways in which my study was carried out in a manner that was deemed to be most effective for answering the guiding research questions of the study. To ensure the interviews would be effective at gathering appropriate responses, the interview guide was created by adapting questionnaires seeking answers to similar research questions, which provided demonstrated success at gaining insight into the various motivation and hygiene factors that influence job satisfaction.

Credibility

According to Ravitch and Carl (2016) credibility is the researcher's ability to consider all the complexities that present themselves in a study. The research questions for this study identified the factors that impacted the job satisfaction of veteran middle and high school level teachers. I adhered to a basic qualitative study approach and conducted one-on-one, semistructured interviews with teachers that met criteria for this study.

Credibility of the study and its findings was established through my efforts to minimize potential biases, as well as the application of member checking. Despite the fact that I was employed in a New Jersey school at the time of the data collection process, requiring that participants were not direct colleagues or employees at one of the schools in which I was employed ensured objectivity. By ensuring that participants were not directly affiliated with me, the risk of participant responses being influenced by the participant's relationship with the researcher was minimized.

All ten interviews were recorded with an audio recording device and recordings were later transcribed into Word documents. I also took handwritten notes while conducting interviews to ensure interview responses were accurately and thoroughly recorded at the time of the interview. Upon completion of the interview transcription, the transcripts were returned to each participant for member checking. Participants were asked to review their interview transcript to ensure the transcript was an accurate reflection of their experiences, opinions, and perceptions. Teachers completed member checking of their interview responses to ensure data credibility and accuracy. Teachers

were encouraged to revise their transcripts as they felt necessary to depict their perceptions more clearly. By conducting member checking, I was able to ensure the study's data remained credible and effective for yielding meaningful results.

Transferability

Transferability is the way in which qualitative studies can be applicable or transferable to broader contexts while maintaining their context-specific richness (Ravitch & Carl, 2016, p. 189). Transferability can be supported by providing detailed narratives explaining a given situation. In my study, I provided, as the reader with an explanation as to why all of my interviews were conducted via telephone, the recruitment process for teacher participants, and the data collection process. As a qualitative researcher, I will ensure that my study is transferable by describing my study in sufficient detail so it can be implemented in another research setting and to a wider population.

Since the study was conducted among a small sample population and all participants were middle or high school teachers, the study's findings are not directly transferable to a broader population of educators. However, by providing a thick description of the study and its findings, other researchers in the field of education may utilize the description of the study to determine the applicability of the study's findings upon alternative populations. Similarly, by providing a thick description of the data collection and analysis strategies, I strived to ensure the study could be replicated. It is my hope that the study's methods may be applied in different settings and among different populations, so that additional insights into the factors that impact teacher job satisfaction may be contributed to the field.

Dependability

Dependability refers to the extent to which other researchers can repeat the research study. Ravitch and Carl (2016) described dependability as how procedures are documented and aligned to the problem and purpose of the study, which will allow the reader to replicate the study. To assess dependability in my research study, all aspects of this study were in accordance with IRB procedures. As I gathered data, I did my best to ascertain the information I was collecting, and the tools I used, reflected my study and that my findings were consistent with that of researchers who have done research on job satisfaction before me.

Confirmability

One goal of confirmability is to ensure that the research findings are the ideas from the participant and not the inclinations of the researcher. To achieve this, I kept a reflexive journal that documented my thoughts and personal notes throughout the research process. I also confirmed that conformability was achieved by adhering to the interview guide with teachers and by asking questions that were important to my study. By using an interview guide, I was able to certify that I was impartial to teacher responses.

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Summary

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This chapter has depicted the data collection and qualitative thematic analysis methods employed to gain insight into the role of the school administrator on the motivation and hygiene factors that impact job satisfaction of veteran middle and high school teachers. A total of ten teachers were selected for participation in the study.

Participant teaching experience varied between two and twenty-two years. Four teachers taught at the high school level, and six at the middle school level.

Semistructured interviews were designed to gather insight and answers to the study's guiding research questions, and were conducted with each of the ten participants. Interviews were recorded and transcribed by the researcher, and teachers completed member checking of their interview responses to confirm credibility and accuracy of the data.

Upon completion of the data collection process, I conducted a qualitative thematic analysis on the ten interview transcripts, which comprise the data population for this study. Transcripts were analyzed utilizing NVivo 12 Mac © software to facilitate the data coding and organization.

Qualitative thematic analysis strategies were employed to identify significant patterns within the data. Data was organized into coding groups to inductively identify themes within the interview responses as they related to the motivation and hygiene factors that influence the job satisfaction of teachers. Themes that remained after the multiple stages of data coding represent the shared experiences, perceptions, and beliefs of the ten participants.

These themes were discussed in the results section of this chapter. Each theme was discussed in detail, including direct quotes from the responses of the participating teachers. Teachers defined job satisfaction as being related to enjoyment of their job, feeling heard by administration, and the ability to witness student growth and progress. Motivation factors that contributed to an increase in job satisfaction included recognition,

achievement, responsibility, possibility for growth, and interpersonal relationships. Teachers stated that a lack of administrative support and the failure to put students first may result in an increase in job dissatisfaction among teachers. Hygiene factors, which can cause individuals to feel job dissatisfaction when absent included working conditions, supervision, and interpersonal relationships.

This basic qualitative research study among qualifying middle and high school teachers has provided additional insight into the role that school administrators play in the job satisfaction of middle and high school teachers. Chapter 5 will consider these results in greater detail, discussing the implications of these findings for the field of education and providing recommendations for future studies. I will also provide recommendations for the ways in which study findings related to increasing teacher satisfaction may be directly implemented in schools.

Chapter 5: Discussion, Conclusions, and Recommendations

Teacher job satisfaction is a topic that continues to need examining due to the demands placed on teachers (Carver-Thomas & Darling-Hammond, 2017; Mertler, 2016). Through an extensive review of the literature, I noticed that the role that school administrators play in the job satisfaction of teachers at the middle and high school level has not been documented. The purpose of my study was to identify areas of impact on job satisfaction for veteran middle and high school level teachers. The conceptual framework was constructed around Herzberg's motivation-hygiene theory, focusing on motivating factors (i.e., those that led to job satisfaction) and hygiene factors (i.e., those when absent, lead to job dissatisfaction).

Data were collected through semistructured interviews to answer the two research questions. As a result of the data analysis from the interviews, I identified four motivation themes and three hygiene themes. Teachers defined job satisfaction as being related to the enjoyment of their job, feeling heard by school administration, and the ability to witness student growth and progress. Motivation factors that contributed to an increase in job satisfaction included recognition, achievement, the work itself, and the possibility for growth. Hygiene factors, which can cause job dissatisfaction when absent, included working conditions, supervision, and interpersonal relationships. A unifying theme across motivation and hygiene factors was the role of administrative support, with a lack of support leading to decreased satisfaction (effect on motivation factors) and increase dissatisfaction (effect on hygiene factors). Implications of my findings and the impact of school administration leadership on the themes are discussed in the following chapter.

The leadership themes are also identified. Lastly, I will discuss the next steps and future directions of study.

Review of the Conceptual Framework

I employed Herzberg's (1959) motivation–hygiene theory, which describes how the presence of certain factors can increase the level of an individual's job satisfaction, but when those factors are absent, they do not necessarily cause job dissatisfaction. School administrators should be cognizant that to create an ideal working environment for their subordinates, hygiene factors must be identified and removed. Additionally, motivation factors should be improved to create a working environment that is conducive for job satisfaction. It is imperative that employers understand that motivation and hygiene factors act independently of one another. For employers to remove dissatisfaction the workplace, they need to eliminate the hygiene factors that cause dissatisfaction and increase the factors that cause satisfaction. If an employer can create an optimal workplace environment where employees are highly motivated the results can be surmountable.

Summary of Findings

This study was designed to understand veteran teachers' perceptions of the role that school administrators play in the job satisfaction of teachers and the motivating and hygiene factors that influence their job satisfaction at the middle or high school level. I conducted a basic qualitative study to research the research questions: What motivating factors do veteran teachers perceive that school administrators focus on to increase job satisfaction? And what hygiene factors do veteran teachers perceive that school

administrators focus on to decrease job dissatisfaction? To address the research questions, 10 teachers participated in semistructured interviews. Through the qualitative process, I was able to answer the research questions from the themes that emerged. The size of the sample was determined when I reached a point of information saturation where I was hearing similar responses and I was not gaining new information (see Merriam & Tisdell, 2016). From the data that were collected during the teacher interviews, four motivation themes emerged and three hygiene themes emerged:

- Motivation Theme 1: Teachers want school administrators to recognize them for the work that they do. While at work, teachers have the desire to be recognized for the work that they do and their accomplishments by school administrators.

- Motivation Theme 2: Teachers feel that their greatest achievement is working with school administrators to help students succeed. School administrators can increase teacher job satisfaction by helping them to create conditions to help their students achieve academic success.

- Motivation Theme 3: Teachers find that motivation comes from autonomy given to them by their school administrator. The concept of autonomy for teachers refer to the independence that teachers want in the school. In this study, teachers want autonomy to be able create a working environment that is conducive to the needs of their students.

- Motivation Theme 4: Teachers find that motivation comes from learning opportunities provided by school administrators. Teachers in this study have

expressed that they would like school administrators to expand upon the professional development learning opportunities.

- Hygiene Theme 1: The role that school administrators play in maintaining effective work conditions. Teacher's identified the importance of school administrators creating a safe and pleasant working environment.

- Hygiene Theme 2: Teachers feel that a lack of support from school administration contributes to job dissatisfaction. Teachers believe that a supportive work environment plays an instrumental role in their career success.

- Hygiene Theme 3: Teachers feel that there should be better communicative practices between school administration and teachers. School administrators who foster communicative practices with their teachers can create a work environment where organizational aims are met.

Interpretation of the Findings

The study's findings support existing literature as it relates to job satisfaction and the importance of school administrators collaborating with teachers, supporting teachers, and communicating with teachers on various topics as they relate to the school environment. Among the main the themes that arose as motivating factors were (a) teachers want school administrators to recognize them for the work that they do, (b) teachers feel that their greatest achievement is working with school administrators to help students succeed, (c) teachers find that motivation comes from autonomy given to them by their school administrator, (d) teachers find that professional growth comes from

learning opportunities provided by school administrators, (e) school administrator's roles in maintaining effective work conditions, (f) teachers feel that a lack of support from school administration contributes to job dissatisfaction, and (g) teachers value the need to build interpersonal relationships with school administrators.

Findings of Research Question 1

Research Question 1: What motivating factors do veteran teachers perceive that school administrators focus on to increase job satisfaction?

Motivation Theme 1: Teachers want school administrators to recognize them for the work that they do. The major criterion for this category was to be recognized in some way by a school administrator. I found that teachers gain satisfaction from working with school administrators who support the growth and learning of their students. Nine teachers shared the common belief that they wanted to be recognized by school administrators for all the work that they do within the school setting to make sure that their students flourish. The overall quality of the school environment can be improved when administrators communicate clearly and recognize the contributions that teachers make to the school community (Kessler & Snodgrass, 2014).

Herzberg (1966) asserts that there are several ways an employer can recognize an employee. Giving a teacher recognition can be positive or negative and can be delivered in many forms, such as a notice, acknowledgement, or praise (Herzberg, 1959). The teachers interviewed preferred to be recognized in a positive manner. The participants in this study described their experience of being recognized as positive and want their school administrators to continue to recognize their work for them to continue to be

satisfied at work. Teachers feel that school administrators who care about their job satisfaction will take the time show them that they recognize them for their accomplishments and efforts. School administrators can recognize teaches for their outstanding work by recognizing the teacher in a timely manner, being specific in what they are recognizing the teacher for, and for recognizing the work put forth by the teacher and not just for the end product.

Motivation Theme 2: Teachers feel that their greatest achievement is working with school administrators to help students succeed. Achievement is the "successful completion of a job and seeing the results of one's work" (Herzberg, 1993.) Eight teachers described that their greatest achievement is working with school administrators to help students succeed. School administrators can increase teacher job satisfaction by helping them to create conditions and a school culture that will help their students achieve academic success. According to Schein (as cited in Banejree, Stearns, Moller, & Mickelso, 2017) the school administrator is typically at the forefront of creating a culture that includes shared assumptions, behaviors, and shapes interactions within the environment. Based on Herzberg's motivation–hygiene theory, teachers could experience job satisfaction because of their students attaining a level of academic success.

Teachers also gain a sense of satisfaction when they can work in partnership with school administration for the betterment of their students. Teachers have the innate desire to help their students succeed and they want to feel as though they are a part of the decision-making when it comes to what their students learn. Collaboratively working

with school administration enables teachers to obtain the resources and materials they need to help their students flourish. School administrators can foster a collaborative working relationship with teachers by including teachers in conversations regarding the school environment and providing teachers with a platform to voice their concerns on matters that concern their students.

Motivation Theme 3: Teachers find that motivation comes from autonomy given to them by their school administrator. Teachers find that motivation comes from autonomy given to them by their school administrator. The concept of autonomy for teachers refers to the independence that teachers want in the school. In this study, teachers wanted autonomy to be able to create a working environment that is conducive to the learning styles of their students. The theme regarding autonomy is supported in the literature. For example, a 2018 employee motivation survey of 242 academic employees and administrative staff found that empowerment had the most significant positive impact on employee motivation (Hanaysha & Hussain, 2018). Individuals, particularly in a westernized culture, take satisfaction in knowing they are in control of their situation and their future (Eisen, Keiko, Miyamoto, Ma, & Hitojkoto, 2016), which extends naturally to their jobs and brings about a sense of calm and satisfaction. My teacher participants used examples to highlight the ways in which they feel empowered, primarily through being heard, knowing they have a pathway to growth, and that they are part of a team. These findings highlight factors over which school administration can have a great deal of influence.

Based on the findings of this study, school administrators should provide teachers the autonomy that they need to teach their students in a way that provides them the freedom and flexibility they need to provide instruction while meeting the diverse needs of their students. School administrators should provide advice and direction to their teachers, but they should trust them enough to make decisions that are educationally sound. School administrators can increase teacher job satisfaction in this area by trusting their teachers enough to know the methods they use to teach their students are implemented to help their students succeed, giving them authority self-direction over their materials, and giving them control over disciplinary actions.

Motivation Theme 4: Teachers find that professional growth comes from learning opportunities provided by school administrators. Five of the teachers interviewed found that motivation came from learning opportunities provided by school administrators. It was stated by the teachers that they would like to partake in learning opportunities that consider their area of expertise. Teachers in this study expressed that they would like school administrators to expand on the professional development learning opportunities. Though there are various factors that are important in causing teachers to be satisfied on the job, professional development seems to be the most essential (Geiger & Pivovarova, 2018). According to Herzberg's motivation–hygiene theory (1993) a company should provide employees with growth and advancement opportunities to motivate employees to be satisfied on the job.

Teachers must allocate time for professional growth through participating in educational seminars or workshops, by reading educational materials, or engaging in

educational research (Kadtong et al., 2017). Teachers want to work with school administrators who provide them with the opportunity to grow, learn, and advance in their job. Teachers job satisfaction is increased when school administrators provide them with professional development opportunities that are geared toward their area of expertise and they are included in the decision-making process when it comes to their professional growth needs. Professional development is more likely to be more present in a school environment that has greater autonomy (Smith & Rowley, as cited in Rock & Sai, 2017). School administrators can help their teachers grow by asking them for input when planning learning opportunities that will help increase their skills and knowledge.

Findings of Research Question 2

Research Question 2: What hygiene factors do veteran teachers perceive that school administrators focus on to decrease job dissatisfaction?

Hygiene Theme 1: The role that school administrators play in maintaining effective work conditions. All 10 teachers identified the importance of school administrators creating a safe and pleasant working environment. Working conditions must be addressed to create positive culture in the work environment (Herzberg, 1959). If aspects of the working environments are not fostered, the job satisfaction of teachers can be compromised. Employees who are exposed to a good working condition are more likely to be more productive and highly motivated (Thuita & Oiye, 2018). School administrators are accepting the role that they have in creating a safe and supportive environment for all staff (Canter & Canter, as cited in Reaves & Cozzens, 2018). However, each of the teachers interviewed described being dissatisfied on the job due to

the working conditions within their schools (see also Okeke & Mtyunda, 2017). Although changing the conditions within the workplace will not cause a teacher to feel satisfied, it can contribute to teachers being less dissatisfied. Teachers responded differently regarding working conditions, which depended on the physical space and their workload.

Hygiene Theme 2: Teachers feel that a lack of support from school administration contributes to job dissatisfaction. The factor of supervision explores the basic concept of administration and the role that administrators play in the job satisfaction of teachers in the school setting (Herzberg, 1959). According to Nyamubi (2017) teachers want a work environment where they can conduct their profession in an effective manner. In my study, teachers felt that a lack of support from school administration contributes to job dissatisfaction. Teachers believe that a supportive work environment plays an instrumental role in their career success. Teachers who do not receive enough support from their school administration contributes to them feeling dissatisfied with their job. Positive working conditions are important for an employees' overall well-being (Afshar & Doosti, 2016). When there is no support from one's employer, one's job satisfaction is negatively affected (Maele & Houtte, as cited in Reaves & Cozzens, 2018). Therefore, providing support to teachers may help foster a more cohesive and collaborative environment between school administration and teachers.

Hygiene Theme 3: Teachers value the need to build interpersonal relationships with school administrators. The teachers in the study felt that there should be better communicative practices between school administration and teachers.

School administrators who foster communicative practices with their teachers can create a work environment where organizational aims are met. If teachers had a good interpersonal relationship with their administrator, they could collaborate on many aspects that occur with themselves or their students or the school practices. Geiger and Pivovarova (2018) stated that a positive supportive and working relationship with school administration can lead to job satisfaction. However, job dissatisfaction can occur, and the relationship can be deemed unhealthy when there is not a positive working relationship between the two.

Limitations of the Study

There were several limitations in this study that might affect the generalizability of the findings. First, designing this study, I planned to be objective. I did not want to relay my personal feelings or opinions towards the subject matter. However, I have worked as a teacher and continue to work in the educational setting; therefore, my study results might have been influenced by my own personal biases.

While the findings of my study are impactful for policy change and teacher advocacy, there are limitations to my approach. A second limitation of this study is that it is a basic qualitative study and, therefore, devoid of inferential findings with statistical significance. My results are best viewed as a platform from which to launch quantitative studies that seek to operationalize the themes highlighted.

The third limitation is the small number of participants. My sample size was small, with an imbalance between men and women. If a balance of teachers from different genders were interviewed, the data could be different. While I maintain that

themes identified are supported in the literature as being those identifiable with a cross-section of teachers, I must concede that my interviews provide a limited perspective by nature of being a small number of mainly women. The data I collected was limited to teachers who had one or more years of experience. I did not obtain data from teachers who had less than one year of experience. This study also focused on the perceptions of middle and high school teachers and, henceforth, may not be applicable to teachers in daycares, elementary schools, private schools, or colleges.

The fourth limitation of this study may be the nature of the study itself. Many teachers did not want to discuss their opinion of their school administrators and how their school administrators impacted their job satisfaction. Teachers feared their identity could be revealed and they would be dismissed from their teacher duties.

Recommendations

Recommendations for Future Study

This basic qualitative study provides recommendations for further research that are grounded in the strengths and limitations of the current study, as well as the literature. This study gave a rich and comprehensive description of the teacher's perception of the role that school administrators play in the job satisfaction of teachers at the middle and high school levels. Based on the data I have collected for this study, the following may be of interest to future researchers examining this topic , 'Future research on job satisfaction should utilize a larger sample size of teachers'. The sample size for the current literature only represented the opinions of ten veteran teachers. Additionally, the sample size should consist of novice and veteran teachers. By obtaining insight from novice and

veteran teachers, school administrators can gain a better understanding of what causes teachers to be satisfied in their jobs at any point in their career. Moreover, future studies on job satisfaction should also include teachers who teach at the elementary school level. Future studies should expand to a larger and more diverse sample size to gain a more well-rounded perspective of the themes that impact motivation and hygiene factors. Another future recommendation for future research is to compare the job satisfaction of private school teachers versus public school teachers.

After my interview with Teacher 10, she called me and stated that she wanted to discuss how race affected her job satisfaction. Teacher 10 explained that racism is still alive and well in today's society. The days of slavery may have ended, but the civil rights struggle is far from over. Although remarkable progress has been made as a society when it comes to racism, we have by no means conquered it. As a teacher, I need for administration to understand that discriminating against anyone, regardless of color should not be tolerated in their school. Many school districts have adopted anti-bullying laws and policies as a way to address acts of racism. These policies were created to create an appropriate learning environment for everyone. However, I feel that my school administrators support, listen to, and provide materials to the Caucasian teachers and do not provide the same attention to the teachers of color and this, in turn, causes me to feel dissatisfied with my school administrator and my job.

Based on the conversation I had with Teacher 10, it is my belief that future studies may want to address race and the role that race plays in teacher job satisfaction. The present study only consisted of one male participant. Future studies should investigate the

male teacher's perspective on job satisfaction. Investigating these factors may enable researchers and experts to have a better understanding of strategies that can enhance teacher job satisfaction. Lastly, future studies should be aimed at finding solutions for the role of administrative leaders in teacher satisfaction. Indeed, my results demonstrate that the barriers to satisfaction often lie within the constraints of leadership. Studies that seek to inform policy in a way that school administrators can better meet the needs of their teachers would be supported by the present findings.

Teacher Recommendations for School Administrators

During the interview, veteran teachers discussed the following actions that can be taken by school administrators to improve job satisfaction:

Teacher 1: "I believe that if parents increased their involvement in partnering with the school staff it would improve the academic gap and by parents being active stakeholders it would improve job satisfaction."

Teacher 2: "More input in classroom set up. Where kids go and who they work with. More credit for the things that we create and make. I do not mind sharing items, but at least give me the credit for it."

Teacher 3: "Staff appreciation. A lot of my colleagues feel and have expressed how unappreciated they feel they are by the administration."

Teacher 4:

School administrators need to be reminded what it is like to be in a classroom all day. All the admins have been out of the classroom teaching setting for at least ten years and I feel that they are too far removed from what teachers are dealing

with. In the past few years teaching and state requirements for teaching have changed drastically and if they took the time to genuinely listen to their staff concerns and try to understand what they are dealing with they may be able to offer better solutions or even alternate strategies for them to use.

Teacher 5: "Administration support when it comes to parents."

Teacher 6: "More communication, team building, improving student-teacher relationships, and diversity. The student population is diverse, faculty is not."

Teacher 7:

In my previous school there was recognition and responsibility provided. The work itself also had its share of rewards, there was a comradery with my co-workers and the staff was given the opportunity to take classes to receive a certification in social., emotional, and behavioral wellness. I think had we been properly taught by the instructors it would have meant much more. I also think small ways to acknowledge staff go a long way. Random fun or breaks from the routine are also supportive. The school I am at now, we have paid overtime because the demands of the role exceed the scheduled work hours.

Teacher 8:

As I stated before, I believe that school administrators should communicate more with teachers. It is my desire that school administrators involve teachers in decisions that involve them and their students because we are the ones that work with them on a daily basis.

Teacher 9:

I would like fair access and delegation of teacher resources. I'd like limitations to

what teachers can store in a shared space. I'd like a system for maintaining that

space and protocol for adding and removing furniture. I want things to be more

than fair. I want us to move beyond social justice in the rhetoric of teachers and

acknowledge social justice in the relationships of faculty and staff. We use terms

like equity, we are expected to give of ourselves, donate our hard-earned money,

but there is little interest in what teachers need to make teaching a sustainable

career.

Teacher 10: "I think that school administrators can improve teacher job

satisfaction by offering more trainings and at staff meetings allowing the staff to express

their concerns."

Researcher Recommendations for School Administrators

Based on the data gathered in this study, it is imperative that school administrators

become aware of the factors that may cause teachers to be satisfied on the job and utilize

those factors to implement change. School administrators should consider the motivation

factors that can be used to increase job satisfaction and the hygiene factors that should be

ignored to decrease dissatisfaction and create conditions that support a safe and

supportive teaching environment.

School administrators can use the findings presented in this study to enhance the

job satisfaction of teachers within their school building. School administrators hold the

key to enhancing the lives of those they lead. Whether it is through their attitudes,

instructional methods, or the school environment; school administrators can change the

way their subordinates feel about their job. For teachers to be successful and satisfied in the school community, school administrators must create a social environment that promotes communication, positive collaboration, and interactions. School administrators who focus on identifying the sources of a teacher's job satisfaction will actively communicate with their teachers, show teachers that they are partners in the educational process and allow decisions to be made on-site amongst each other. To make teachers feel satisfied, school administrators must provide them with the type of positive working environment where they feel they are recognized, feel a sense of achievement, they have a sense of autonomy, and are able to grow professionally, enough to where their job satisfaction increases.

The job satisfaction of teachers is an important contributing factor in the workplace when it comes to work performance. If school administrators know the factors that teachers believe increase their job satisfaction, they can be used to improve a teacher's overall well-being and support them in their current work. School administrators can use the information presented in this study on the constructs of job satisfaction to enhance the climate in their building. It is imperative for school administrators to make the job satisfaction of teachers a priority. It is crucial that school administrators go above and beyond the call of duty to ensure that teachers work in an environment where they feel recognized, supported, heard, and are employed in an environment that is created for them to grow. When a school administrator establishes a relationship with his or her teachers, a basis for teacher job satisfaction can then be built .

Strong leadership plays an important role in the satisfaction or dissatisfaction of our teachers. Oftentimes, most school administrators fail because they do not have a vision for how they can sustain the job satisfaction of their teachers. A school needs an administrator who will help build a learning system that will improve scholastic opportunities for teacher quality.

Implications for Social Change

This basic qualitative study contributed to research on job satisfaction for veteran teachers and successful practices by presenting school administrators with factors that may influence professional practice within the educational environment. According to Kleist and Wright (2017) social change can occur when individuals work together for the greater good of the community. Social change can have an impact on every aspect of society, including the school setting. Beyond obtaining job satisfaction for a given individual, the themes highlighted in my interviews have the potential for a broader impact. As discussed above, teacher job satisfaction, in a very visible way, translates to student success. Its importance cannot be overstated. Every student is a future leader of the world in which we live. A teacher is an early and consistent influence on every student. A dissatisfied, distracted, unmotivated teacher cannot be expected to best serve the future generations of our world.

It is not enough to bemoan the plight of teachers, as underpaid heroes. The results of this study highlighted the notion that the barriers to teacher satisfaction are not insurmountable and are deserving of attention. As it stands, fewer young people are motivated to become teachers because of the underappreciated, underpaid, dissatisfied

reputation that the job receives. Rather than simply acknowledging this as fact, school administrators, government officials, and community leaders should understand that the first steps in solving the problems are by identifying what needs to be done. The roadmap to that is described in this research study. Teachers state clearly and in consistent themes what they need from their school administrators. More importantly, these needs are not impossible to be met. For change to happen, teachers' voices must be heard, and their needs must be addressed.

Reflections

Since I was a young girl my mother engrained in me that "education is the one thing that cannot be taken away from you." Those words resonated with me throughout this journey and it ignited the fire I had within me to continue my path to achieving academic success. As I think back on my life, I am quite surprised at how far I have come in my quest to achieving academic excellence. I had mixed thoughts about transitioning to college after high school. I was not the straight A student or a student who had a plan after high school. After high school graduation I went to a local community college and after one semester I transferred to Virginia State University. I graduated with honors from Virginia State University, and I decided that I wanted to be a well-rounded, knowledgeable individual in my field. I went on to obtain two Master's degrees and I thought that my academic journey was complete. After a year of graduating with my second Master's degree, I decided I wanted to earn a doctoral degree.

Throughout the course of my doctoral journey, there were many times when I wanted to quit. There were plenty of days when I felt overwhelmed and bogged down by

the emotional stress that comes with obtaining a terminal degree. I am not a quitter; and I have to complete any task that I start. However, I was uncertain if obtaining a doctoral degree was the course, the path, the educational journey that I was supposed to take. I could not quit when I had so many people rooting for me and encouraging me to complete my degree. And here I am today. I have accomplished my dream of obtaining my doctoral degree and I could not be more enthused to see where my road leads.

As I continue to reflect on my doctoral journey, I wholeheartedly believe that the topic that I chose to research is of utmost importance in the field of education. I believe that it is of great importance that school administrators effectively address the job satisfaction of all their employees. Administrators wield more influence over their subordinates than they realize. It is important that school administrators commit themselves to providing a quality work environment with support, guidance, and supervision to each employee in every position to facilitate a work environment of employees who are fulfilled and satisfied with what they do.

Conclusion

Improving upon the job satisfaction of teachers is a continuous process. This basic qualitative study focused on understanding the veteran teachers' opinions of the factors that middle and high school administrators can focus on to improve job satisfaction. It is the intention of this research study to provide the school administrator with an understanding of factors that can be used within the educational setting to motivate teachers and enhance their job satisfaction.

The motivating factors highlighted above may seem like common sense, but in the context of job satisfaction, it is easy to see how the needs of teacher empowerment, autonomy, and growth can be brushed aside. The findings of this study are promising. We can lay out the needs of teachers in clear themes. When taken one at a time, solutions to each can be achieved for both motivating and hygiene factors. An important thing to note is that teachers are passionate about what they do. This is a consistent theme I saw in my interviews. This passion is what drives the education of our future generations, so a premium must be placed on it. However, I also saw that passion only goes so far, teachers require support, they require that their voices be heard and that their growth and security be fostered. It is not enough to expect that the love of teaching will sustain a teacher through a lifelong career. Teachers are a necessity, and as such their needs to thrive must also be treated as a necessity. This study provides a platform for future research into the needs of teacher satisfaction, which is an area that cannot be neglected. Every facet of society depends on teachers; therefore, at a minimum, school administrators should put a concerted effort into investigating what teachers need to be satisfied in their vitally important work.

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Appendix A

Interview Protocol
Introduction

I am LaKeshia Polite and I am a doctoral candidate at Walden University. Thank you for consenting to be a part of my doctoral study. I want to remind you of the voluntary nature of this study. You can participate freely in this interview or you can stop it at any time that you feel uncomfortable. There will be no repercussions should you decide to stop the process and take yourself out of the study. Your identity will remain confidential. Now, I would like for you to read and sign a consent form for participation in the study. Do you have any questions about the consent form?

I have been a teacher for the past twelve years. During that time, I noticed that many teachers displayed high job satisfaction and some teachers displayed low job satisfaction. I began to wonder why teachers working in the same building were satisfied and some were dissatisfied and what factors contributed to each. When it was time to develop my prospectus, I began researching job satisfaction and I realized that it was a much larger problem in the educational community. Therefore, I am interested in gaining an understanding of the veteran teachers' opinions of the factors that administrators can focus on in order to improve job satisfaction.

This interview will last approximately 1 hour. I will use a voice recorder to record your responses to the interview questions. Please feel free to elaborate on your responses. My goal is to obtain a rich description on your opinion of the factors that school administrators can focus on in order to improve job satisfaction. This study plans to examine the job satisfaction of teachers at the middle/high school educational level.

Hygiene factors (dissatisfaction): Extrinsic factors in the work environment that cause employees to be dissatisfied (Herzberg, 1959).

Motivation factors (satisfaction): Intrinsic factors in the work environment that cause employees to be satisfied (Herzberg, 1959).

Job Satisfaction Influenced by Motivation Factors	Job Dissatisfaction Influenced by Hygiene Factors
Achievement Advancement Possibility of Growth Recognition Responsibility Work Itself	Interpersonal Relationships Policies and Administration Salary Supervision Working Conditions

Teacher Demographic Questions
    How long have you been teaching?

Interview Questions
1. From your perspective, what does job satisfaction mean to you?
2. What causes you to feel satisfied in your teaching career?
   a. Why do these factors cause you to feel satisfied in your teaching career?
3. What causes you to feel dissatisfied in your teaching career?
   a. Why do these factors cause you to feel dissatisfied in your teaching career?
4. Does school administration play a role in your job satisfaction as a teacher?
5. Does support from school administration make you enjoy your work more?
6. Listed above are a list of Herzberg's motivation factors coupled with their definitions. Please take a moment to review them. What motivation factors has school administrators used to increase job satisfaction?
7. Listed above are a list of Herzberg's hygiene factors coupled with their definitions. Please take a moment to review them. What hygiene factors have school administrators ignored to decrease job dissatisfaction?
8. Would you be able to tell me a story that might have enhanced job satisfaction and one that de-enhanced it without naming any real names or identifying any individual?
9. Do you have any ideas to enhance job satisfaction at your school?
   a. Have you shared this idea with your colleagues?
10. What are some actions that you believe can be taken to improve job satisfaction at this school?
11. Can you think of any additional factors not listed that might affect your job satisfaction?
12. Is there anything else you would like to share with me on this topic that I have not asked you about or that you would like to have an opportunity to say?

Conclusion
I would like to thank you for your participation in the interview. I will be in contact with you to clarify information or complete member checking. Do you have a preferred method of contact? The information that you provided me with during this interview, may have a potential effect on job satisfaction in the middle/high school setting. Should you have any questions later, I can be reached by email or phone. Thank you.

Appendix B

Interview Guide

Date:
Time:
Interview Code #:
Location of Interview:

Parts of the Interview	Interview Questions
Introduction	Hi, my name is LaKeshia Polite and I am a doctoral candidate at Walden University. Thank you very much for taking the time for this interview. Your participation in this educational project on job satisfaction for veteran teachers is really important as a study. It will help school administrators understand how to support teachers in the school environment. I would like to review a few items with you. This study is voluntary. If you decide to be in the study now, you can withdraw at any time. If you choose to withdraw from the study, the data gathered from you will be deleted and not used in the aggregated data. If I ask you a question that you do not want to answer or if you need to stop the interview at any time, just let me know. The one-on-one interview will be voice recorded and last approximately 1 hour. Additionally, I will be taking notes. When we finish the interview, I will be giving you a transcript of the audio tape and sharing my notes with you so you can look at them, review them, make any corrections that you see need to be made to make sure that we capture what it is you wanted to say. This study may be published and in publication, we will not use your name. Do you have any questions? Are you ready to begin?
Teacher Demographic Questions:	How long have you been teaching?
Question 1:	From your perspective, what does job satisfaction mean to you?
Question 2:	What causes you to feel satisfied in your teaching career?

	Why do these factors cause you to feel satisfied in your teaching career?
Question 3:	What causes you to feel dissatisfied in your teaching career? Why do these factors cause you to feel dissatisfied in your teaching career?
Question 4:	Does school administration play a role in your job satisfaction as a teacher?
Question 5:	Does support from school administration make you enjoy your work more?
Question 6:	What motivation factors have school administrators used to increase job satisfaction?
Question 7:	What hygiene factors have school administrators ignored to decrease job dissatisfaction?
Question 8:	Would you be able to tell me a story that might have enhanced your job satisfaction and one that de-enhanced it without naming any real names or identifying any particular individual?
Question 9:	Do you have any ideas to enhance job satisfaction at your school? Have you shared this idea with your colleagues?
Question 10:	What are some actions that you believe can be taken to improve job satisfaction at this school?
Question 11:	Can you think of any additional factors not listed that might affect your job satisfaction?
Question 12:	Is there anything else you would like to share with me on this topic that I have not asked you about or that you would like to have an opportunity to say?
Close	Thank you for your answers. This concludes the interview. Once again, I truly appreciate you taking the time to meet with me. If you should have any further questions, please feel free to contact me at ███████ ███ or at ████████████████. Enjoy the rest of your day!

Appendix C: Conceptual Framework Theory Based Semistructured Interview Protocol

Map

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Number Questions	Research Questions	Interview Questions
1	What motivating factors do veteran teachers perceive that school administrators focus on to increase job satisfaction?	What does job satisfaction mean to you?
		What causes you to feel satisfied in your teaching career? Why do these factor cause you to feel satisfied in your teaching career?
		Does school administration play a role in your job satisfaction as a teacher?
		Does support from school administration make you enjoy your work more?
		What motivation factors have school administrators used to increase job satisfaction?
		Do you have any ideas to enhance job satisfaction at your school?/Have you shared this idea with your colleagues?
		What are some actions that you believe can be taken to improve job satisfaction at this school?
		Can you think of any additional factors not listed that might affect your job satisfaction?
2	What hygiene factors do veteran teachers perceive that school administrators ignore to decrease job dissatisfaction?	What causes you to feel dissatisfied in your teaching career? Why do these factors cause you to feel dissatisfied in your teaching career?

What hygiene factors have school administrators ignored to decrease job dissatisfaction?

Would you be able to tell me a story that might have enhanced your job satisfaction or one that de-enhanced it without naming any real names or identifying any particular individual?