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*Job Satisfaction and Intention to Leave the Current Job among Expatriate Teachers in Three  
Private Schools of Dubai*

الرضا الوظيفي والنية لترك الوظيفة الحالية بين المدرسين المغتربين في ثلاث مدارس خاصة في دبي

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## **Abstract**

This study explores the relationship between job satisfaction and intention to leave the current job among the expatriate teachers in three private schools of Dubai. The aim of this research was to examine the perceived level of job satisfaction and intention to leave among expat teachers in three private schools of Dubai. Moreover, this study looks into the correlation between the nine independent variables of job satisfaction and dependent variable, intention to leave. Furthermore, another important purpose of this study was to identify the main facets of job satisfaction that strongly influence the teachers' intention to leave the current job. A comprehensive review of literature has helped in identifying the nine facets of job satisfaction as Pay, Promotion, Co Workers, Supervision, Contingent Rewards, Operating Procedures, Nature of Work, Communication and Fringe Benefits. This research has employed mixed method approach, inclusive of both the Quantitative and Qualitative methods which eventually led to a questionnaire comprising both closed and open ended questions and was administered to expat teachers in three private schools of Dubai. Data analysis was done on the 103 responses of the participants, collected through the questionnaire, using statistical software SPSS 22 version. Data analysis in this study comprised of descriptive analysis, inferential analysis( Pearson's correlation Analysis and Multiple Regression analysis) and Thematic analysis. The results from the Pearson's correlation analysis show that generally job satisfaction is significantly and negatively related to intention to leave. Moreover, this analysis shows that from the nine facets of job satisfaction, fringe benefits and pay are strongly correlated to intention to leave. Furthermore, the results from Multiple Regression analysis quantitative findings show that from among the nine facets of job satisfaction, it is concluded that satisfaction with Nature of the job, Communication with the organization and Fringe benefits are the main dimensions of job satisfaction that significantly and negatively influence the teachers' intention to leave the current job. While the Qualitative data findings report that satisfaction with Pay, Operating procedures, Nature of the job have a high potential to influence the intention to leave the current job among expatriate teachers in the three private schools of Dubai. Overall findings of this study indicate that, job satisfaction significantly and negatively impacts teachers' intention to leave. Hence it

indicates that more satisfied the teachers are with their work, lesser the probability of them leaving the job. In the end of the study a few practical recommendations were suggested in order to understand and increase the level of job satisfaction among the expatriate teachers in the private schools of Dubai and to decrease the turnover rate by retaining the qualified teachers in their respective schools.

## مجرد

تستكشف هذه الدراسة العلاقة بين الرضا الوظيفي والنية لترك الوظيفة الحاليه بين المدرسين المغتربين في ثلاث مدارس وكان الهدف من هذا البحث هو دراسه المستوي المتصور من الرضا الوظيفي واعتزامه الرحيل بين .خاصه في دبي وعلاوه علي ذلك ، تنظر هذه الدراسه في العلاقه بين المتغيرات التسعه المستقله من الرضا الوظيفي والمتغير .المدرسين وعلاوه علي ذلك ، فانها تهدف الي تحديد الجوانب الرئيسيه للرضا عن العمل التي تؤثر بقوه علي .التابعه ، والنيه للمغادره وقد ساعد استعراض شامل للادب في تحديد الجوانب التسعه من الرضا الوظيفي .اعتزام المدرسين ترك الوظيفة الحاليه والاجور ، والترقيه ، والعمال المشاركين ، والاشراف ، ومكافآت الوحدات ، واجراءات التشغيل ، وطبيعه العمل ، وقد استخدم هذا البحث نهجا مختلطا للاسلوب ، بما في ذلك الاساليب الكميه والنوعيه التي .والاتصالات والفوائد الهامشيه ادت في نهايه المطاف الي استبيان يتالف من الاسئله المغلقه والمفتوحه علي حد سواء ، وتمت ادارته للمعلمين تحليل العلاقه )ويتالف تحليل البيانات من التحليل الوصفي ، وتحليل استنتاجي .المغتربين في ثلاث مدارس خاصه في دبي ردود من المشاركين ، جمعت من 103 والتحليل المواضيعي ، وتم القيام بذلك علي (بين بيرسون وتحليل التحوف المتعدد وتبين النتائج المستمده من تحليل الارتباط .22الاصدار spssخلال الاستبيان ، وذلك باستخدام البرمجيات الاحصائيه الخاص ببيرسون ان الرضا الوظيفي عموما يرتبط بشكل كبير وسلبي باعتزام الرحيل ، حيث الرضا عن المزايا والاجور وعلاوه علي ذلك ، فان النتائج الكميه من تحليل الانحدار المتعدد تستنتج ان الرضا عن طبيعه .الهامشيه ، يلعب دورا رئيسيا العمل ، والاتصال مع المنظمه والمزايا الهامشيه هي الابعاد الرئيسيه للرضا عن العمل التي تؤثر تأثيرا كبيرا وسلبيا علي اعتزام المدرسين ترك الوظيفة الحاليه من ناحيه اخري ، تقرير البيانات النوعيه نتائج السائقين الرئيسيه وراء هذا والرضا عن غير ان النتائج العامه لهذه الدراسه تدل علي ان الرضا الوظيفي يؤثر بشكل .الاجر ، واجراءات التشغيل ، وطبيعه العمل التالي فانه يشير الي ان اكثر ارتياحا للمعلمين مع عملهم ، واقل احتمال منهم .كبير وسلبي علي اعتزام المدرسين الرحيل وفي نهايه الدراسه ، اقترح عدد قليل من التوصيات العمليه من اجل فهم زياده مستوي الرضا الوظيفي بين .ترك العمل المدرسين المغتربين في المدارس الخاصه دبي وخفض معدل دوران هؤلاء المدرسين عن طريق الاحتفاظ الموظفين المؤهلين في مدارسهم الخاصه لتحسين الطلاب وكذلك الامه

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Great thanks to my father and my family members for their help, support and love.

**DEDICATION**

**This dissertation is lovingly dedicated to my mother who passed away while I was studying  
my Master of Education here in Dubai.**

**Your love, smile, and wisdom will never pass away.**

**To Noorjahan-**

*To whom I owe the leaping delight*

*That quickens my senses in our wakingtime*

*And the rhythm that governs the repose of our sleepingtime,*

*The breathing in unison.*

*Of lovers whose bodies smell of each other*

*Who think the same thoughts without need of speech,*

*And babble the same speech without need of meaning...*

*No peevish winter wind shall chill*

*No sullen tropic sun shall wither*

*The roses in the rose-garden which is ours and ours only*

*But this dedication is for others to read:*

*These are private words addressed to you in public.*

**"by T.S. Eliot"**

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## **Chapter One**

### **INTRODUCTION**

## **1.1 Introduction**

This Chapter presents the background of the research subject and focuses to introduce the topic in detail. It also deals with the main drivers for the study and demonstrates the methodological practices used for the research. Moreover, it aims to highlight the existing gap in the present literature associated to the topic of job satisfaction and intention to leave among current expatriate teachers in private schools of Dubai. In particular, the background of the study is presented first followed by the problem statement section. Then the purpose of the study along with the research questions and research hypothesis is stated. Later the aims and objectives of the research are identified and then the significance of the research is presented. Finally, the summary of the research is described in the structure of the research section.

## **1.2 Background of the study**

The teachers' intentions to leave the current teaching positions are an old concern among school administrators or policy makers. International research reveals that the majority of teachers regard teaching as rewarding but many of them also narrate their tales of stress and burnout (Johnson & Birkeland, 2003; Stoeber & Rennert, 2008). Many studies show that one of the global problems in education is teacher attrition (the quitting of teachers from their profession) (Ingersoll, 2001; Chang, 2009; Hong, 2010). Moreover research in this area shows strong relation of teacher stress and attrition to teacher's personal situations and working conditions (Skaalvik & Skaalvik, 2011a).

Furthermore, heavy workload has been one of the reasons for emotional stress and demotivation to continue teaching, and resulting in teacher attrition (Skaalvik & Skaalvik, 2011a; Smithers & Robinson, 2008). On the other hand, a positive relation has been found among supportive school administrations and teachers' motivation to stay in their profession (Skaalvik & Skaalvik, 2011a; Weiss, 1999). It is necessary to study about the teachers' work experiences and working environments, since the graph on the attrition rates traces a U – shaped curve, indicating maximum levels of attrition in the early and late years of the teachers' careers (Borman &

Dowling, 2008). Many surveys were conducted to learn more about teachers' job satisfaction and reasons for attrition, whereas little is known from interviews and narratives of the teachers' behind leaving their profession (Johnson & Birkeland, 2003).

The current rising demands for teachers in classrooms, found in majority of the studies, have urged teacher education providers and universities to expand the availability of teacher preparation programs and provide a platform for other passionate professionals to become full time teachers in order to fill in the growing demands for teachers (Darling- Hammond, 1999). The implementation and effect of such policies to deal with the teacher shortage problem is still a matter of concern and doubt. A large number of people have acquired teacher certificates but in reality never had an opportunity of teaching in the schools (Feistritz & Chester, 2001).

Many researchers have diagnosed another aspect to the problem of teacher shortage: an unusual increase in teacher turnover rate (Murnane & Olsen, 1990). They emphasize that the crucial part of addressing the teacher shortage problem is to work more on teacher retention than on teacher recruitment. Based on the available data findings, the researchers also conclude that more than half of the new teachers exit their teaching profession between the first five years of their teaching career (Ingersoll, 2003). In specific, some researchers argue that an erosion of professional maturity that directly effects student achievement is continuously being caused by teacher shortage and turnover and cannot be repaired instantly (Shen, 1997). Moreover, others claim that huge costs are incurred in recruiting, hiring and inducting teachers (Shen, 1997). As a result, policy makers and researchers have spent many years in finding the cause and effect of turnover and formulating policies to curb the problem.

The reason behind teachers' intention to leave their job is difficult to determine as there are many variables associated with the process of turnover. In Economics, Human capital theory presents a framework to understand and identify the turnover intention based on the relation between the real or comprehended value of the job and the investment expended to become a teacher (Becker, 1993). A major principle of human capital theory is that the higher the acquisition of skills and

knowledge from the job, in comparison to the investments in education and training, the lower one's chances of turnover from the job (Ehrenberg & Smith, 2003). The turnover decision could also be influenced by variables like teacher preparation requirements, better pay, and conducive working conditions, personal and professional benefits (Kirby & Grissmer, 1993).

From a different perspective, the key principle to attract passionate professionals to teaching or retain well qualified teachers in the teaching positions is by making teaching profession highly attractive by giving them necessary incentives and rewards. It has to seem the most attractive opportunity among other opportunities available to them. Little changes in the policies related to nature of work, pay, and professional development, compensation, working conditions and the status and reputation of the teaching profession would bring about drastic outcomes for recruiting and retaining the teachers. Some policies need to be changed in order to address the problem of teacher turnover and bring supply of teachers in line with the demand in the schools.

The research on the relationship between job satisfaction and intention to leave, particularly in the Dubai private school education context, appears to be limited, the study reported on here set out to add empirical research to the current conceptual base relating to the relationship between these variables as manifested in the educational environment.

### **1.3 Problem Statement**

Teacher turnover is one of the biggest problems affecting the educational system in recent years. Moreover, teacher attrition and retention has internationally grown as an issue to many educators (Hong 2010). Attrition rates are very high in the teaching profession (Hakanen, Bakker & Schaufeli 2006). Many countries around the world are trying to resolve this problem while some countries already find the rate of teacher attrition reach to a critical point. For instance, in China more than 50% of teachers left the profession between the years 1979 and 1985 (Changying 2007). Research indicates that teacher turnover and attrition in the US has incremented by 50% in the last fifteen years and around 47% of the new teachers quit teaching in the first five years of their career (Clayton & Schoonmaker 2007).

The high rates of teacher turnover are creating fear, anxiety, loss of productivity and decreased student achievement in the Private schools of Dubai. U.A.E is a fast spreading educational region and the Emirate of Dubai is flourishing with many schools coming up every year, booming with various visions to make this place academically strong. To meet this demand, the schools require hiring professionally trained teachers from within the country and abroad. The percentage of expatriate teachers as compared to Emirati teachers is very high. According to a report by KHDA on key educational statistics for Dubai 2009/2010 academic year, there were 47 national teachers and 11, 723 expat teachers working in the private schools of Dubai. Another report by KHDA on the private schools landscape in Dubai 2012/2013 academic year shows that private schools employed a total of 14,333 teachers out of which only 24 were Emirati. The figures indicate that in 2012/2013 academic year there is an increase in expatriate teachers and decrease in Emirati teachers employed in Dubai private schools when compared to 2009/2010 academic year. The need for recruiting and hiring expatriate teachers by the public and private schools throughout the Emirates has become a norm every year. On the other hand, due to various problems teachers are quitting schools very often and joining other schools or changing their profession. The quitting of the teachers from the classrooms, resulting in teacher turnover has become a crisis and a phenomenon to deal within the schools of Dubai as well as the other Emirates in the UAE. The Ministry of education in UAE expects both the local and expatriate teachers, to perform well in shaping the future citizens of the nation. So, it is become of utmost importance that these expatriate teachers and local educators are intrinsically motivated and well satisfied with their teaching job, to be more productive and committed to the schools they work for.

But, in today's times, many schools in this country are facing a shortage of teachers in the classrooms. Majority of researchers and educators have found a high rate of teacher turnover as the key source to this crucial problem (Ingersoll, 2003). The rigorous efforts to improve the standards of educational system in Dubai are largely crippled by the annual teacher turnover of 60% in some Dubai private schools. According to Ahmed (2011), Abdulla al Karam, director general of the Knowledge and Human Development Authority (KHDA), the authority responsible for private schools, has said that "[t]here is a great mobility of teachers and

principals in Dubai schools which makes the system very different from those in other countries,"

However, not much consensus is available in the present literature as to what factors affect teachers' decision to leave and what facets of job satisfaction are more or less important to those decisions. This study aims to give us rich information about facets of job satisfaction that warrant special attention in reducing the high rate of expatriate teacher turnover and to increase teacher retention in Dubai private schools.

#### **1.4 Purpose of the Study**

The purpose of this study is to investigate whether expatriate teachers in the three private schools of Dubai are satisfied with their job or are they intending to leave the current job.

This research analyses the nature and scope of job satisfaction, with the objective of identifying its relationship with intention to leave the current teaching job.

The objectives of study are as follows:

- To examine the level of perceived job satisfaction and intention to leave among the expatriate teachers in Dubai Private Schools.
- To investigate the relationship between job satisfaction and teacher's intention to leave the current job
- To examine the influence of the nine facets of job satisfaction on teacher's intention to leave the current job

The following prerequisites have to be met in order to achieve the required results of the study:

- Study the different features of job satisfaction and highlight their characteristics through the review of the related literatures.

- Identify the various factors related with teachers' intention to leave by reviewing the special characteristics of its constituents from the previous literatures.
- Evaluating the relationship between job satisfaction and teachers' intention to leave through a survey, a quantitative research tool.
- Explore the potential factors associated with intention to leave among the expat teachers in Dubai through an open ended questionnaire, a qualitative research tool.
- Advise the policy makers and administrators with suggestions to boost the job satisfaction level of the expatriate teachers in order to increase teacher retention rate in Dubai schools.

In order to achieve the aims and objectives of this research, a mixed method approach is used wherein both quantitative and qualitative methods are used to study the relation between job satisfaction and teachers' intention to leave.

### **1.5 Research Questions**

Are expatriate teachers in the three private schools of Dubai satisfied with their job or are they intending to leave the current job?

1. What is the level of job satisfaction among the expatriate teachers in the three private schools of Dubai?
2. What is the level of intention to leave among the expatriate teachers in the three private schools of Dubai?
3. Is there any significant relationship between the nine facets of job satisfaction and teacher's intention to leave the current job?
4. Which facets of Job satisfaction influence the teacher's intention to leave the school?

## **1.6 Research Hypotheses**

In view of the apparent relationship between job satisfaction and intention to leave, studied in Chapter Two, this research is based on the following hypothesis:

H1: There is a significant negative relationship between satisfaction with pay and intention to leave.

H2: There is a significant negative relationship between satisfaction with promotion and intention to leave.

H3: There is a significant negative relationship between satisfaction with co-workers and intention to leave.

H4: There is a significant negative relationship between satisfaction with supervision and intention to leave.

H5: There is a significant negative relationship between satisfaction with contingent rewards and intention to leave.

H6: There is a significant negative relationship between satisfaction with operating procedures and intention to leave.

H7: There is a significant negative relationship between satisfaction with nature of work and intention to leave.

H8: There is a significant negative relationship between satisfaction with communication with the organization and intention to leave.

H9: There is a significant negative relationship between satisfaction with fringe benefits and intention to leave.

H10: There is a significant negative relationship between job satisfaction and intention to leave.

H11: There is a significant negative influence of Job satisfaction on intention to leave the current job.

### **1.7 Research Design Overview**

In order to study the relationship between job satisfaction and intention to leave among teachers, a mixed method approach is being used in this research. For this study, both Quantitative and Qualitative methods of data collection were used. Job satisfaction can be measured by administering a survey to the sample population or by conducting interviews (Spector,1997). In most of the research, the phenomenon of job satisfaction is studied through surveys, while interviews are rarely used. Herzberg, Mausner and Synderman (1959) suggest a multi-method approach in understanding the job satisfaction of the employees. For Quantitative study, a structured questionnaire on Job Satisfaction from Spector, 1997 was adapted and administered to a snowball sample of both male and female teachers, who were presently working and are still in profession as of May, 2016. On the other hand, for the Qualitative method, open ended questions were asked to teachers who took part in the survey as to find the association of their job satisfaction with their intention to leave. The participants of the study were expatriate teachers from around the world who work in the private schools of Dubai. The current study involves snowball sampling method as the schools in the Emirate are scattered and the expatriate teachers work in almost all the private schools. Moreover, for this study, random or probability sampling would have been expensive and time consuming as well.

### **1.8 Significance and relevance of the Study**

In the past decades, many studies can be found on workplace factors that affect organizations, like commitment, motivation, job satisfaction, employees' turnover, attrition and productivity.

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Though these topics were studied in the earlier literatures, only few researches show the mutual linkages between these variables. Very little research is done on the job satisfaction of teachers and its impact on teacher turnover. Hence more studies on the relationship of these concepts is required. Deep understanding about the reasons behind teachers' quitting the current jobs, gives the organizations to reduce teachers' turnover and increase teacher retention in Dubai schools.

Moreover, the researcher has become increasingly interested to find out the perceived level of job satisfaction among expat teachers in this part of the world. She herself is an expatriate teacher who has taught Mathematics in Dubai for several years. Observing teachers come to UAE, from different parts of the world to work and then leave the current job within a short span, made the researcher more inquisitive to find out what causes the teachers to leave the job, or wear down their interest in being committed to the organization while they enter the school, full of vigor and enthusiasm. After she watched this phenomenon repeat quite often among the expat teachers with demotivation to teach and look out for other opportunities in the Emirates, it has ignited a desire in her to explore the relation between the job satisfaction and intention to leave among expat teachers in Dubai. In short, an in depth study on the teachers' job satisfaction and their intention to leave the current job is the main focus of this research.

The practical significance of this study is gained in integrating information that can be used in developing or incorporating strategies for teacher retention. The major issue of concern in the educational system of Dubai is the rate at which teachers are leaving the jobs in pursuit of other opportunities or careers. To explore the educational phenomenon of teacher shortage and teacher turnover in the Dubai schools, this study presents a framework that integrates theories from various disciplines including organizational behavior management and labor economics. In particular, this study aims at understanding factors that have not been explored well in educational literature by employing the constructs of job satisfaction and teachers' intention to leave as independent and dependent variables.

Also, this study will open the doors of understanding about the current working conditions and job satisfaction level of the expatriate teachers in private schools of Dubai. The Ministry of

Education in UAE is continuously trying to improve the quality of education in the nation by 2020. This study will explore the facets of job satisfaction associated with teachers' intention to leave and can help the policy makers and administrators with solutions that will aid in the retention of good teachers in the classrooms of Dubai schools.

### **1.9 Structure of the Dissertation**

At first, the related topics and theories have been reviewed from earlier literatures. Later data is collected through survey to provide solutions to the research questions and hence meet the aims and objectives of the research. This study is divided into five chapters as given below:

Chapter 1: is the "Introduction" which gives the background of the study and states the problem of the study. In addition to this, the purpose of the research is presented along with the significance of the study.

Chapter 2: is the "Literature Review" which deals with earlier literatures about the identification of special characteristics of the main topics of the study ( Job Satisfaction and Intention to leave) among teachers. It presents a conceptual framework for the study.

Chapter 3: is the "Research Methodology" which describes study samples and measurements, used methodologies, strategies and implemented techniques in detail.

Chapter 4: is the "Results, Analysis and Discussion" which demonstrates the results of the survey and analyses the collected data based on the planned research methodology while referring to the study questions and hypotheses and discuss about the findings of the study in relation to the research questions and the hypotheses.

Chapter 5: is "Recommendation and Conclusion" which presents general conclusion, implications to highlight research challenges and recommendations and suggestions for future studies.

## Chapter Two

### **LITERATURE REVIEW**

## **2.1 Introduction**

This chapter presents conceptual analysis, theoretical framework and hypotheses development. In specific, this chapter gives definitions of key concepts, presents theories and reviews literature on the concepts of job satisfaction and intention to leave. Firstly, the section deals with the conceptual analysis and review of theoretical literature to study job satisfaction and intention to leave. Later, this section reviews the earlier literature on the phenomenon of job satisfaction and intention to leave and presents the hypothesis development.

## **2.2 Conceptual Analysis**

### **2.2.1 Term Definitions**

While past literature possibly presents various definitions for these terms, the definitions given in this section are drawn by the researcher as the working definitions for the sake of this study.

*Intention to leave:* An individual's intention to quit the current job in the organization and later look for another job opportunity (Purani & Sahadev, 2007)

*Burnout:* The condition of a person who has become physically and emotionally drained out after performing a tedious task for a long time.

*Turnover:* The rate at which the employees leave an organization and are replaced by others.

*Attrition:* Leaving, quitting, exiting the teaching profession altogether. For this study, teacher attrition population also includes teachers promoted to other administrative jobs away from teaching.

*Job satisfaction:* The contentment an employee has from the evaluation of the individual's experience associated with the job (Locke, 1976).

*Stress*: A state of mental and physical tension caused by problems in life, family or work.

*Incentives*: Something that encourages a person to do something or work harder, such as allowances like housing, fuel, flights, medical, gratuity and a percentage of school fees for their children and other tax free job benefits.

## **2.2.2 - Definitions of Key Concepts**

### **2.2.2.1- Motivation**

According to Mbua(2003), job satisfaction is regarded as a part and parcel of motivation. Hence, a thorough understanding about motivation is necessary before we deal with job satisfaction. Motivation is a much sought after area of research in organizational behavior and yet has no simple definition. Robbins and Judge (2008, p. 69), explain motivation as “the processes that account for an individual’s intensity, direction, and persistence of effort toward attaining a goal”. Many researchers have different definitions and among them are Bennell and Akyeamong (2007), who suggest that motivation involves both individual and external characteristic factors, portraying a broad concept with varied interpretations.

Vroom (1995, p.7), explains motivation as the “process governing choices made by persons or lower organisms among alternative forms of voluntary activity”. According to Myers (1995, p.397) , motivation is referred as “a need or desire that serves to energize behavior and to direct it toward a goal”. According to Mbua (2003, p. 577) motivation is regarded as “the complex forces, drives, needs, tension states or other mechanisms that start and maintain voluntary activity directed toward the achievement of personal goals, or a prepotent [SIC] state that energizes and guides behaviour”. In this study, we are going to regard motivation as internal and external factors that drive people to be continually interested and dedicated to a job and work towards attaining the goals.

### **2.2.2.2- Job Satisfaction**

In any organization, the job satisfaction level of the employees is one of the crucial factors that states the well-being and performance of the organization. The overall happiness of the employees reflects in the customer care and service performance of the organization and will make a mark among the client base and earn a positive image for the company (Fitzgerald et al., 1994).

The employee's job satisfaction in an organization is understood as the level of contentment and positive condition he/she experiences while performing a certain task, like happiness and self-approval (Locke, 1976). The level of self-approval is driven by the emotional and mental contentment that he/she feels about various factors in the working conditions (Kalleberg, 1977). Most of the researchers strongly believe that the job satisfaction of the employee is truly based on the individual tasks he/she is responsible for, rather than a group or company's task (Spector, 1997). Wang et al. (2012), states that studies show a number of factors that affect employee job satisfaction as a multidimensional concept. The definitions of this concept are affected as to how the scholars measure these multifaceted concepts and assimilate information to measure the overall job satisfaction of the employees. The concept of job satisfaction is an aggregation of satisfaction of each job dimension, such as the pay, job itself, promotion, management style and co-worker relations (Schermerhorn et al., 2005). Some of the researchers like Cranny et al., (1992), explain job satisfaction as differential perception between employee's actual gain and his/her expected value.

The concept of job satisfaction also is a well-known area in the field of research. Yet, it does not have a conventional definition in spite of long years of research (Zembylas & Papanastasiou, 2006). According to Zembylas & Papanastasiou (2006, p.230), job satisfaction among teachers, may be explained as the "affective relation to his or her teaching role and is a function of the perceived relationship between what one wants from teaching and what one perceives it is offering to a teacher". According to Robbins and Judge (2008, p.20), job satisfaction is "a

positive feeling about one's job resulting from an evaluation of its characteristics" . Spector (1997, p.2), defines job satisfaction as "simply how people feel about the different aspects of their jobs". According to Mbua (2003, p.305), job satisfaction is "the fulfillment acquired by experiencing various job activities and rewards". From the administration point of view, job satisfaction is "the amount of importance a school places on its human resources" (Lunenburg & Ornstein, 2004, p.66)

According to Evans (1997), the disagreement of the researchers on the definitions of some concepts is of no significance. She rather urges the need for reconceptualising the concept of job satisfaction. This suggestion shows a conceptual gap that requires to be covered by the future studies in organizational behaviour. Considering the above definitions about job satisfaction, in this study, we refer teacher job satisfaction as the teachers' positive feelings and attitudes towards their jobs. On the other hand, teachers' good feelings about their jobs, demonstrates a dimension of satisfaction (Organ & Bateman, 1991)

**2.2.2.3 Job Dissatisfaction**

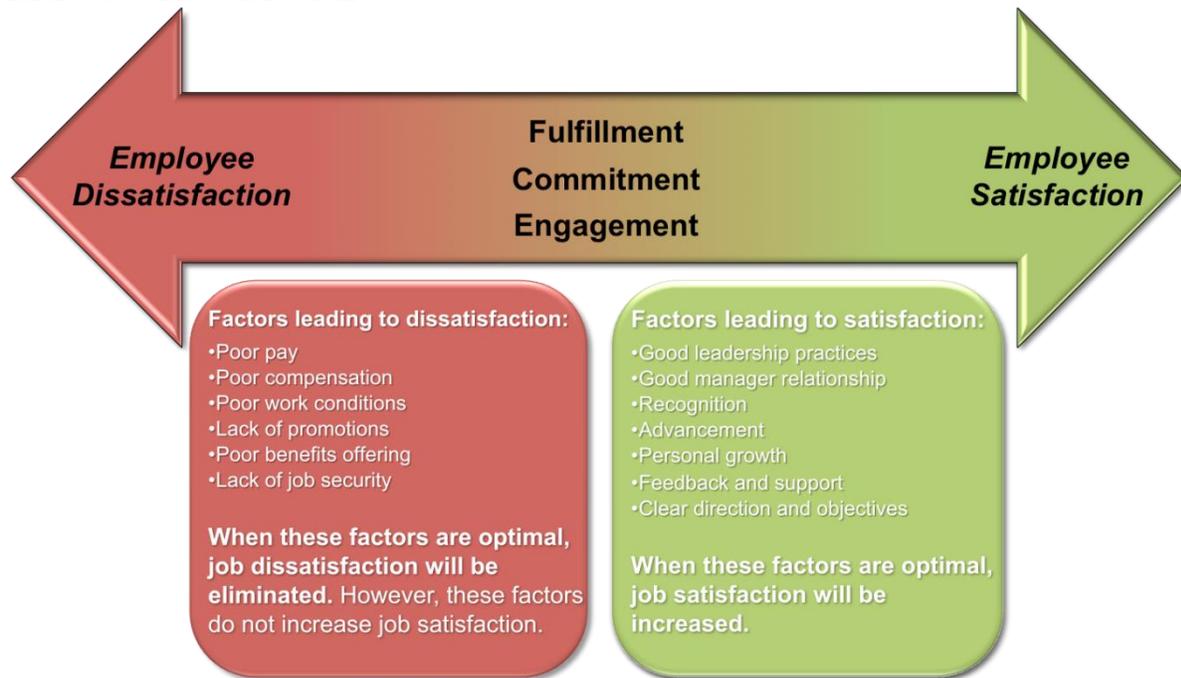


Figure 1: Job Satisfaction Model ( Field, 2008)

Job dissatisfaction is not the opposite of job satisfaction. According to Oxford Advanced Learner’s Dictionary, 9th edition (2015), the term ‘dissatisfaction’ refers to “a feeling that you are not pleased and satisfied...” Organ and Bateman (1991), argue on similar lines that employee’s hold either positive or negative attitudes towards their work. In short, the teacher job dissatisfaction refers to the teachers’ negative and bad attitudes towards their job. In this study, we refer teachers’ job dissatisfaction as a response to their job that can range from feelings of anger, apathy, depression and despair, frustration and resentment (Smith, 2011). Hence, employees are said to be dissatisfied when they display negative attitudes towards their work.

**2.2.2.4 Intention to leave**

Intention to leave refers to conscious and deliberate willingness of the employee to leave the organization (Tett & Meyer, 1993). Intention to leave is defined as an employee’s intention to leave the current job and look for other available (Purani & Sahadev, 2007). Many stress models include the employee’s intention to leave the organization ( Ivancevich , Matteson & Preston,

1982). Employee's perceptions and evaluation of job alternatives can be captured through intention to leave (Mobley, Griffeth, Hand & Meglino, 1979). Many researchers explain that intention to leave is regarded as one of the major predictors and immediate sign of employee's turnover (Porter & Steers, 1973).

### **2.3- Review of Theoretical Literature**

A body of theoretical work has emerged that attempt to maximize employee job satisfaction and minimize the employee turnover. The current study considers and takes into account those previous theories which may affect the employees' behaviour, and encourage them to stay or leave the organization. A closely knit relation exists between the phenomenon of job satisfaction and motivation (Mbua, 2003). Thus, it can be inferred that the theories of motivation can also be regarded as the theories of job satisfaction. These theories are categorised into two types, the content theories and the process theories. Identifying and classifying the needs or sort of motives that lead to job satisfaction is the main focus of the content theories (Locke, 1976). The content theories presented in this section include: (1) Maslow's need theory, (2) Herzberg's Two Factor Theory, (3) McClelland's Need Achievement Theory, and (4) Aldefer's The Existence, Relatedness and Growth Theory. The process theories discussed in this section include: (1) Expectancy Theory and, (2) Equity Theory. Researchers have used many theories to describe the phenomenon of turnover or in specific, intention to leave. In this section, the theories that interpret intention to leave include: (1) The Theory of Reasoned Action and (2) Human capital theory.

#### **2.3.1 –Motivation and Job Satisfaction Content Theories**

##### **2.3.1.1- Maslow's need theory**

According to Mbua (2003, p.310) content theories “focus on factors within the person that start, energize, direct, maintain and stop the behaviour”. Maslow's need theory, claims seventy years ago that human beings' needs, desires or wants range hierarchically from the most basic to the highest according to their : (1)basic or physiological needs, (2) safety needs- security, order and

stability (3) love and belonging needs, (4) Self-esteem, recognition or status needs and (5) the need for self-actualisation (Maslow, 1987 ). The first four levels of needs are termed as Deficit needs or D-needs which means that if you do not have enough of any of those four needs, you feel like getting them. But once you get them, you feel contented. These needs themselves are not motivating.

Maslow's theory posits that a person satisfies his/her basic needs before aspiring for higher level needs. Maslow's hierarchy of needs is illustrated in the shape of a pyramid. The basic and essential needs are at the bottom level of the pyramid, the higher level of needs are placed above in higher levels as we ascend to the top of the pyramid and on the peak or the highest point of the pyramid surfaces the need for realizing one own potential. Maslow's pyramid of needs is shown in Figure 1.

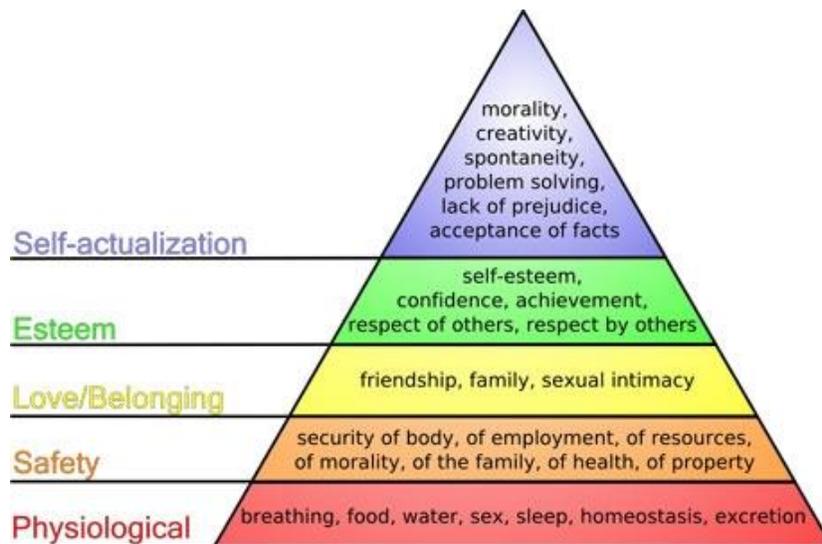


Figure 2: Maslow's hierarchy of needs Pyramid (Finkelstein, 2006)

In Maslow's model, individuals initially seek to satisfy the basic needs such as food, clothing and shelter. Other needs provide motivation only when the basic needs are met. Once the individual's physiological needs are met, safety needs become predominant. Safety needs include the security and freedom of fear of physical danger, deprivation of basic needs, and self-preservation needs. Later, the love and

belonging need will become predominant. This need characterizes the feeling of belonging and acceptance by other people. Belonging need represents striving for meaningful relationships. Once the belonging need is satisfied, the need for self-esteem surfaces as a predominant one, seeking recognition from others. When this need is satisfied, the individuals are confident, and experience power, control, prestige and feel that they affect the environment around. When the individual's self-esteem need is satisfied, the need for self-actualization surfaces as a predominant one. According to Hersey, Blanchard & Johnson (1996), self-actualization characterizes the need to maximize one's potential to become what he/she is capable of achieving.

According to Maslow, the "deficiency needs" or "d-needs" are placed in the first four basic levels of the pyramid. Once the basic needs are met, the individual aims at fulfilling the secondary or higher level needs. When all the prerequisite needs are fulfilled, one may achieve the highest level of self actualization. Every individual addresses needs that are presently predominant. According to Karimi(2008), employee's needs are affected both by the importance of the current needs and satisfaction of the prior level needs.(See Figure 3 and Figure 4)

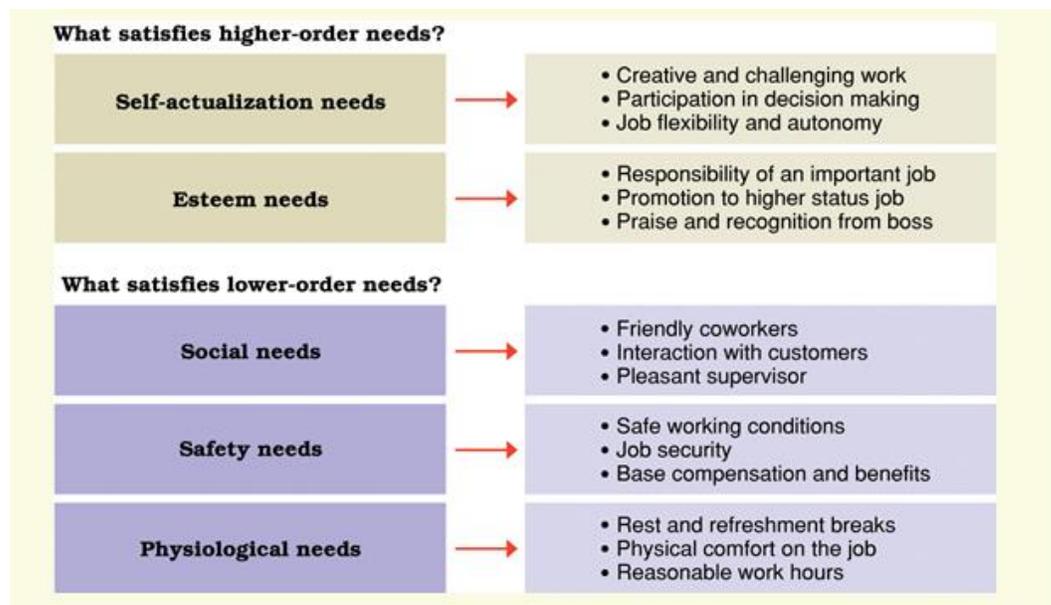


Figure 3: What satisfies employee's needs in a work place.

General Rewards	Need Levels	Organizational Factors
- Growth - Advancement - Creativity	<b>Self Actualization</b>	- Challenging job - Achievement in work - Advancement
- Self-esteem - Self-respect - Prestige	<b>Esteem Needs</b>	- Social recognition - Job title - High status job - Feedback
- Love - Affection - Belongingness	<b>Social Needs</b>	- Cohesive work group - Friendly supervision - Professional associations
- Safety - Security - Stability - Protection	<b>Safety Needs</b>	- Safe working conditions - Company benefits - Job security - Union - Pension
- Food - Water - Shelter - Sleep	<b>Physiological Needs</b>	- Pay - Good working conditions

Figure 4: Maslow's Hierarchy of Needs

Source: Adopted from Cherrington (1989)

### 2.3.1.2- Herzberg's Two Factor Theory

According to Kim(2004), the most appropriate theory to understand the concept of job satisfaction is the Herzberg Motivation-Hygiene theory. Manisera, Dusseldorp and Van, der Kooij (2005), assert that this theory is of utmost significance due to its practical and theoretical usage. Herzberg was “another theorist who uses the needs satisfaction to explain job satisfaction” (Ean, 2007, p.15). According to Morgan (1986, p.40), “employees are people with complex needs that must be satisfied if they are to lead full and healthy lives and to perform effectively in the workplace.” Employee satisfaction in an organization or a workplace is of utmost importance for improved productivity and achievement of employers and customers wants. According to Vroom (1964), motivation is explained as an internal energy, driven by the individual's needs to achieve something.

According to Herzberg (1968), his Two- factor theory suggests that there are two separate set of factors, motivational and hygiene that cause employee job satisfaction and job dissatisfaction in a workplace. (See Table 1)

Table 1: Herzberg's Satisfiers and Dissatisfiers in a work place.

<u>Satisfiers</u>	<u>Dissatisfiers</u>
1. Achievement	1. Company Policy
2. Recognition	2. Supervision
3. Work itself	3. Working conditions
4. Responsibility	4. Interpersonal relations
5. Advancement	5. Salary
6. Growth	6. Status
	7. Job security
	8. Personal life

Source: (Herzberg, Mausner and Snyderman ,1959, p.59-83)

Herzberg, Mausner and Snyderman (1959), explain employee satisfaction as a relation between their contentment and intrinsic conditions of their job such as nature of the job itself, identification, achievement, opportunities for promotion and responsibility. Contrarily, employee dissatisfaction is associated with the extrinsic work conditions such as incentives, workplace environment, workplace relationship, management quality, organization policies and job safety (Herzberg,Mausner &Snyderman, 1959).Hence, Herzberg termed the two factors as motivational and hygiene elements. He classified employee satisfaction factors as motivators and employee dissatisfaction as hygiene factors. The lack or absence of hygiene factors that drive the individual extrinsically can cause employee job dissatisfaction. The hygiene factors do not drive the individual to attain greater levels of motivation, instead their role is to maintain the employee's content and attitude with his job. On the other hand, job facets such as personal growth, respect, passion for the job, opportunity for promotion, social responsibility, appreciation, recognition, and the feeling of achievement are all regarded as motivation factors(Daft, 2003). These factors drive the person intrinsically to work hard, enjoy and achieve more. Interestingly, salary can be termed as both hygiene or motivation factor depending on its definition. If salary, represents the

‘buying power’, it could be considered as a hygiene factor. Perversely, it could be regarded as a motivator factor if it represents as a symbol of achievement in the workplace (Daft, 2003). According to Manisera, Dusseldorp and Van, der Kooij (2005), the organizational management should uphold and maintain the hygiene factors to avert the employee dissatisfaction and should acquire motivators to create a positive working environment and improved employee satisfaction.

Herzberg, Mausner and Snyderman (1959, p.80), in their theory, identified five factors associated with motivation as “recognition, achievement, advancement, responsibility, and work itself”. When Herzberg, Mausner and Snyderman made a remarkable contribution to the field of organizational behaviour by suggesting the two factor theory, they were highly criticised by other scholars. Lunenburg & Ornstein (2004), highlighted the following three criticisms against the Herzberg’s Two-Factor Theory. One of the criticisms is that the outcomes were dictated through his approach in examining the hygiene factors. The other censure is that his suggestion of job satisfaction and job dissatisfaction factors as two different aspects is doubtful and questionable. The job facets that Herzberg, Mausner and Snyderman (1959) term as “motivators” act as both satisfiers and dissatisfiers depending on the context. Lastly, Herzberg’s Two-Factor Theory concentrated more on employee job satisfaction rather than actual motivation. Moreover, Robbins and Judge (2008), present five criticisms against Herzberg’s Two-Factor Theory and they are as follows. Firstly, the method adopted by Herzberg to measure the job satisfaction is limited. Secondly, the reliability of the method is also questionable. Thirdly, all the main facets of job satisfaction were not measured in the study. Fourthly, Robbins and Judge strongly assert that the Two-Factor Theory is not coherent with the earlier research. Finally, Herzberg was criticised for making presumptions on the relation of employee’s job satisfaction and productivity, contrarily while his study dealt only with job satisfaction. Mbua(2003) suggests that since Herzberg’s Two –factor theory was constructed from a limited study sample of participants who were accountants and engineers, this study can’t be generalised to other contexts.

### **2.3.1.3- McClelland's Need Achievement Theory**

McClelland (1969) proposed a content theory of motivation and job satisfaction called Need Achievement Theory. It was also known as d “the values theory” (Mbua, 2003, p.318). “McClelland is of the opinion that people’s needs are acquired from their respective cultures while others are learnt and these include the need for achievement, affiliation, and power”( Mbua , 2003, p.319). This is close to Maslow’s need hierarchy theory but in a condensed form to only three categories instead of five.

According to McClelland(1969),

- Need for Achievement refers to a desire to improve something or do it more efficiently, to resolve the issues or problems, or to master complicated tasks;
- Need for Power refers to desire to control other people, and to influence their behaviour, or to be responsible for them and
- Need for Affiliation refers to the desire to maintain or establish warm and friendly relations with other individuals.

### **2.3.1.4- Aldefer's The Existence, Relatedness and Growth Theory.**

Another important content theory of motivation and job satisfaction presented in this study is Aldefer’s, The Existence, Relatedness and Growth (ERG) Theory. This theory is also a reformulation and condensation of Maslow’s need hierarchy theory . Alderfer similar to McClelland, condenses Maslow’s human needs into only three categories that comprise existence, relatedness and growth needs. According to Aldefer, existence needs refer to desires for physiological and material well-being, relatedness needs refer to desires for satisfying interpersonal relationships and growth needs refer to desires for continued psychological growth and development. Maslow’s physiological needs are referred as existence needs by Aldefer. His relatedness needs refer to social and esteem needs that according to Maslow are one’s desire for belongingness, affiliation or love. Finally, Aldefer’s growth needs are the needs associated with the “desire to be self-confident, productive and creative” (Mbua, 2003, p.321).

## **2.3.2- Motivation and Job Satisfaction Process Theories**

### **2.3.2.1- Expectancy Theory**

Process theories are concerned with explanation of job satisfaction through expectancies and values (Gruneberg, 1979). Mbua (2003,p. 225),explains that “the process theories of motivation are primarily concerned with explaining , how individuals behaviour is energized, directed, sustained and stop.” The main process theories of motivation and job satisfaction reviewed in this section are Expectancy Theory and Equity theory.

The Expectancy theory was first proposed by Victor Vroom (Robbins & Judge, 2008). Expectancy theory argues that motivation emerges from three kinds of beliefs or assumptions people hold and these are: expectancy, instrumentality and valence (Chelladurai, 1999). The term expectancy refers to the person’s beliefs that efforts will bring about achievement . Instrumentality refers to a person’s beliefs that good work will lead to rewards. The rewards may be in the form of a pay increase, promotion, recognition or sense of accomplishment. Valence is regarded to “the perceived value of the rewards to the recipient” (Chelladurai, 1999, p.142). (See Figure 5). Moreover, Expectancy theory suggests that employees will repeatedly involve in social comparison by comparing their efforts and rewards relative to others.

According to Vroom(1964), higher levels of employee’s motivation and job satisfaction will result when expectancy, instrumentality, and valence are all high. If any of the facets are low, then job performance, motivation and job satisfaction of the employees will decrease.

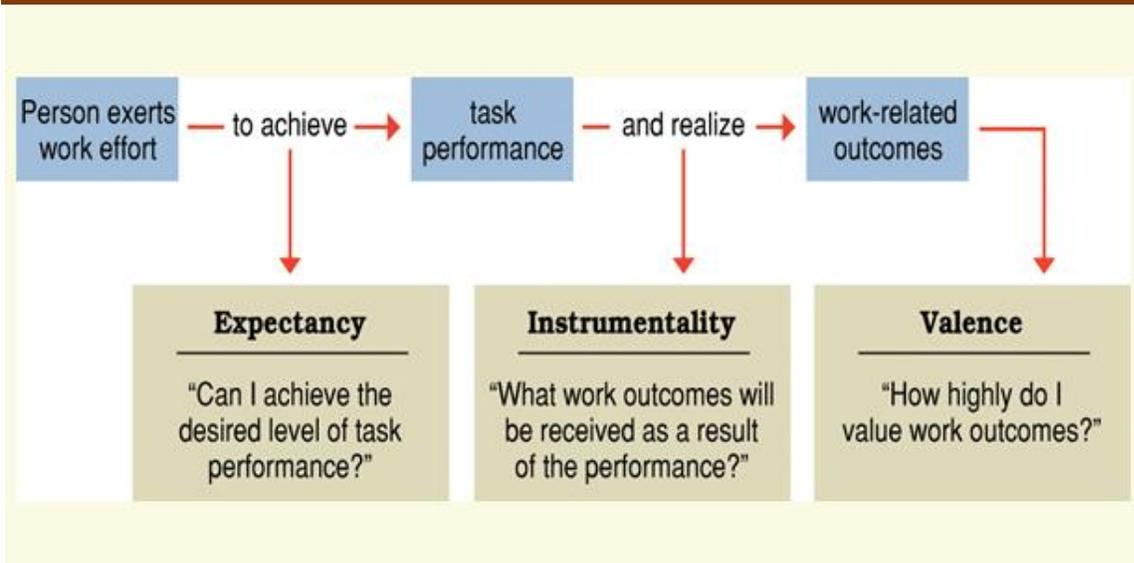


Figure 5: Elements in the Basic Expectancy theory of motivation

### 2.3.2.2- Equity Theory

The second process theory of motivation and job satisfaction reviewed in this study is Porter and Lawler 's Equity Theory. The concept of equity is synonymous to justice and fairness. This theory suggests that, in any organization, the employees tend to compare their efforts to benefits what they receive from their jobs. Their comparisons are based on whether a relationship exists between the input and the outcome (Robbins & Judge, 2008). In other words, an individual compares his/her income with that of other people like colleagues, friends within their organizations or counterparts in similar organizations (Goodman, 1974).

Among the employees in an organization, "inequity occurs when a person thinks that the ratio of his outcomes to inputs and the ratio of other's outcomes to other's inputs are unequal" (Adams, 1965, p.280). Lunenburg & Ornstein(2004,p. 127), explain that the "perceived equitable rewards are a major input into employee satisfaction". According to Lunenburg and Ornstein (2004, p.128), the outcomes from the employee's job are "all the things the employee receives as a result of performing the job, such as salary, promotions, fringe benefits, job security, working

conditions, job prerequisites, recognition, responsibility, and so on”. The inputs are associated with factors that an individual brings to the institution and can give to his/her work, such as employee’s educational qualification, job experience, hours, efforts, skills, professional training, individual ability, commitments, personal qualities or characteristics, loyalty, devotion and attitude towards the work ,etc. (Lunenburg & Ornstein, 2004). Contrarily, outcomes include what an employee can get from his job, like, respect, pay, promotion, status, rewards, job security, prestige and conducive work conditions. Furthermore, both the employee’s inputs and outputs are mainly impacted by his/her perceptions and expectations( Luthans, 1995).

Lunenburg & Ornstein( 2004,p. 128) state that the theory of equity claims that through “the process of social comparison”, the employees evaluate if fairness exists in what they give to the job and what they get from it. This implies that the employees are happy and satisfied with their job if they are fairly rewarded for their efforts and vice versa. A majority of equity theorists believe that in an organization, rewards and benefits must be given to employees according to their inputs in the job, meaning that someone who puts in more effort should be given more privileges when compared to the employee who contributes less (Deutsch, 1985).

### **2.3.3- Intention to Leave Theories**

#### **2.3.3.1 The Theory of Reasoned Action**

According to Ajzen and Fishbein (1980), the Theory of Reasoned Action (TRA), is an approach to understanding individuals complex decision-making processes. This theory suggests that, decision-making starts with beliefs, attitudes toward the behaviour and intention, and it results in the behaviour itself. This theory comprises of two main assumptions. Firstly, to attain a behavioural decision, individuals use information systematically and rationally. Secondly, socially related actions are under one’s own control. According to Fishbein (1979), this theory views an individual’s intention to perform a behaviour as a decision point and an immediate determinant of action . According to the TRA, individuals behaviours can be predicted at three levels. At the first level, intentions predict their behaviour . At the second level, attitudes toward the behaviour predict their intention. At the last level, beliefs about the consequences of the

behaviour and about the normative expectations of relevant referents predict attitudes towards the behaviour and the subjective norm. According to Fishbein ( 1979), demographic variables, attitude towards work, personality traits are all external variables that enrich the information about the individuals beliefs and intentions; but don't actually predict the behaviour.

### **2.3.3.2- Human capital theory.**

According to Becker (1993), the core belief of human capital theory is that the learning functions of the individuals are regarded as one of the natural resources which are associated with the process of production. Though the roots of this theory can be found in the work of Adam Smith, it was in 1964 that Gary Becker broadly elaborated this theory. The theory of human capital claims that all work is equal and that the employees' ability to perform can be raised by investing in them (Becker, 1993). Education and training are the main investments in human capital (Becker, 1993). An individual's ability to learn is closely associated to his/her level of earning hence can increase an individual's pay. The income of highly educated people is mostly high. The educational qualification, work experience and skills of an employee are like assets to the employers and for the economy as a whole. The human capital theory emphasized that for employees to be effective and productive in their job, they have to learn regularly and upgrade their skills in order to compete in an increasingly globally competitive enterprise environment. Thus wage differentials in the occupations relate to the expenditure in human capital (Henneberger & SousaPoza, 2007).

Human capital investments are of two main forms; schooling and on-the-job training. According to Becker (1993, p. 51), a school is an "institution specializing in the production of training", like a high school or university. According to Becker (1993, p. 31), on-the-job training is employed in the organization to increase the productivity of the workers and refers to the perfecting of the old skills while learning new ones on the job . There are two types of on-the-job training, general and specific training. In general training, the skills that are learnt can be used in other companies too; whereas specific training is explained as "training that has no effect on the productivity of trainees that would be useful in other firms" (Becker, 1993: p. 40). The

development or improvement of capability of an individual involves both skill specialization and work experience .This can be acquired from schools as well as companies.

Individuals that acquire a great deal of company specific training will find it difficult to be satisfied with the pay offered in the other jobs. Based on this theory, it can be assumed that company specific training has an inverse relationship to turnover intent. The greater the expenditure on specific training, the greater the deemed transaction expenses (Henneberger & Sousa-Poza, 2007). Kirby and Grissmer (1993) have applied this theory to teachers and concluded that the employees make systematic evaluations of the profits and expenses of entering and staying in the teaching field.

## **2.4 Review of Empirical Studies**

The empirical studies have been carried out in various parts of the world concerning the factors influencing employees' job satisfaction and intention to leave and different factors were discovered to have impact with employees' job satisfaction and its effect on turnover intention. Raddaha, et al. (2012) , investigated the facets that influence job satisfaction and the intention to leave. He reported that supervision, co-worker relationships and tenure have influence on job satisfaction. He also reported low level of perceived satisfaction in terms of pay, contingent rewards and fringe benefits, these were significantly associated with the employee's intention to leave their jobs. He also found that there was no relation between total score of job satisfaction and any demographic variables; however there were numerous relations between specific factors of job satisfaction and demographic variables. The perceived level of job satisfaction among male and female employees on those job satisfaction facets also differed. It was also found that majority of employees expressed strong intention to quit their jobs due to low satisfaction. Hence there were impacts of employees' job satisfaction on intention to turnover.

Kanwal and Majid (2013) investigated the factors which are the major contributors towards employee's job satisfaction. It was found that low pay, long working hours, bonuses and rewards and effective communication were the contributors towards job satisfaction or dissatisfaction and

have impact to the employees intention to leave or stay in the organization. Nyamekye (2012), argued that non-monetary benefits had a direct bearing on employees' job satisfaction. The employees were dissatisfied with supervision and non-participation in the decision making process, these may influence their intention to leave the job. Lee and Jimenez (2011), explained further that performance based rewards, supervision support reduce the possibility that individuals will opt to quit their present jobs, and job satisfaction is the main important determinant of turnover intention. In recent study, it was observed that it is bad working condition, lack of career growth, unfair compensation, negative supervisory support, lack of employee development and job stress caused the employee to leave the organization (Sattar & Ahmed, 2014).

Mosadeghrad, et al. (2008), explored the relation between job satisfaction and employees intention to turnover and found a positive relationship between job satisfaction and turnover intention. He also found that the facets that may impact the job satisfaction level of the individuals are demographic variables, pay, fringe benefits, promotion, supervision, co-workers relationships, task variety and working conditions and also found that job satisfaction and its facets are the strongest determinants of intention to leave. Nazim (2008) investigated the level of job satisfaction and its influence on turnover intention. He concluded that employees were very much dissatisfied with promotion, moderately dissatisfied with fringe benefits, pay and contingent rewards while moderately satisfied with co-workers relation, nature if the work, operating condition and communication. He also found that there was a strong negative relation between turnover intention and pay and promotion followed by supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of work, and communication. Hence there was a significant negative association between factors of job satisfaction and overall job satisfaction and turnover.

## **2.5 Conceptual Framework and Hypothesis Development**

The study was guided by the researcher's conceptual framework (See figure 2.1). According to the framework the independent variable for this study was Job satisfaction. Job satisfaction is the attitudes and feelings people perceive about their job (Armstrong, 2006). The job satisfaction

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measured using nine dimensions namely: satisfaction with pay, promotion, supervision, fringe benefits, co-workers, contingent rewards, operating procedures, nature of work, and satisfaction with communication. This job satisfaction dimension was adopted from the nine clusters of job satisfaction Survey (JSS) (Spector, 1994). Intention to leave from the organization was the dependent variable.

### **2.5.1 Relationship between Job Satisfaction and Intention to leave**

Mobley, Horner and Hollingsworth (1978) model suggests that a series of withdrawal cognitions are produced due to employee's dissatisfaction when he/she inspects the expenses and profits associated with quitting the job. Eventually, this leads to the withdrawal of the employee from the organization. According to Cranny, Smith and Stone (1992), job satisfaction is a blend of cognitive and behavioural reactions to the various perceptions and expectations of the individual in comparison of what he/she wants to receive with what he/she actually receives. Spector (1997) insists that for researchers to have a good understanding of these attitudes, they need to investigate the complex and interrelated facets of job satisfaction in depth. Many studies indicate that job satisfaction does not exist in isolation, as it is dependent on various organisational variables such as pay, size, structure, working conditions and leadership, which represent the organisational climate (Sempene, Rieger & Roodt, 2002). According to Spector (1997), the nine facets of job satisfaction were identified namely: pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers, nature of the work and communication. (See Table 2)

This paper will focus on the relation between different factors of job satisfaction( pay, promotion, supervision, fringe benefits, contingent rewards, operating procedures, co-workers,

nature of the work and communication) and intention to leave within the organizational structure.

Table 2: Nine facets of Job Satisfaction with descriptions

Facet	Description
Pay	Satisfaction with pay and pay raises
Promotion	Satisfaction with promotion opportunities
Supervision	Satisfaction with person's immediate supervision
Fringe benefits	Satisfaction with monetary and non-monetary fringe benefits
Contingent rewards	Satisfaction with appreciation, recognition and rewards for good work
Operating procedures	Satisfaction with operating policies and procedures
Co-workers	Satisfaction with co-workers
Nature of work	Satisfaction with type of work done
Communication	Satisfaction with communication within the organisation

Source: Spector (1997)

A variety of conceptual frameworks have been developed by researchers to explain the model of turnover process. Lambert, Hogan and Barton (2001) report, researchers claim that employee turnover can be explained using the inclusive factors of job satisfaction, simply stated: high job satisfaction leads to low turnover among employees. According to Ajzen and Fishbein (1980), the most immediate indicators of actual behaviour are intentions. Schwepker (2001) claims that positive and statistically significant correlations have been identified in various studies on the relationships between leaving intentions and actual leaving behavior. Hence, many researchers speculate that intention to leave a job is an immediate precursor to actually leaving. Firth, Mellor, Moore and Loquet (2004), claim though it is sensible to argue that intentions are a precise indicator of subsequent behaviour, determinants behind such intentions are still less known to us. Intention to leave is explained as an employee's intent to find a new job in another organization within the next year. Intentions to leave an organization will be greater when employees are dissatisfied with their jobs and when organizations lack trust in their employees;

which eventually causes them to quit the organization resulting in shorter duration of their jobs (Jeffrey, 2007). Many studies have confirmed that employee's intention to leave has negative correlation with job satisfaction (Carsten & Spector,1987; Brown & Peterson,1994).

Figure 6 shows the conceptual framework of the study.

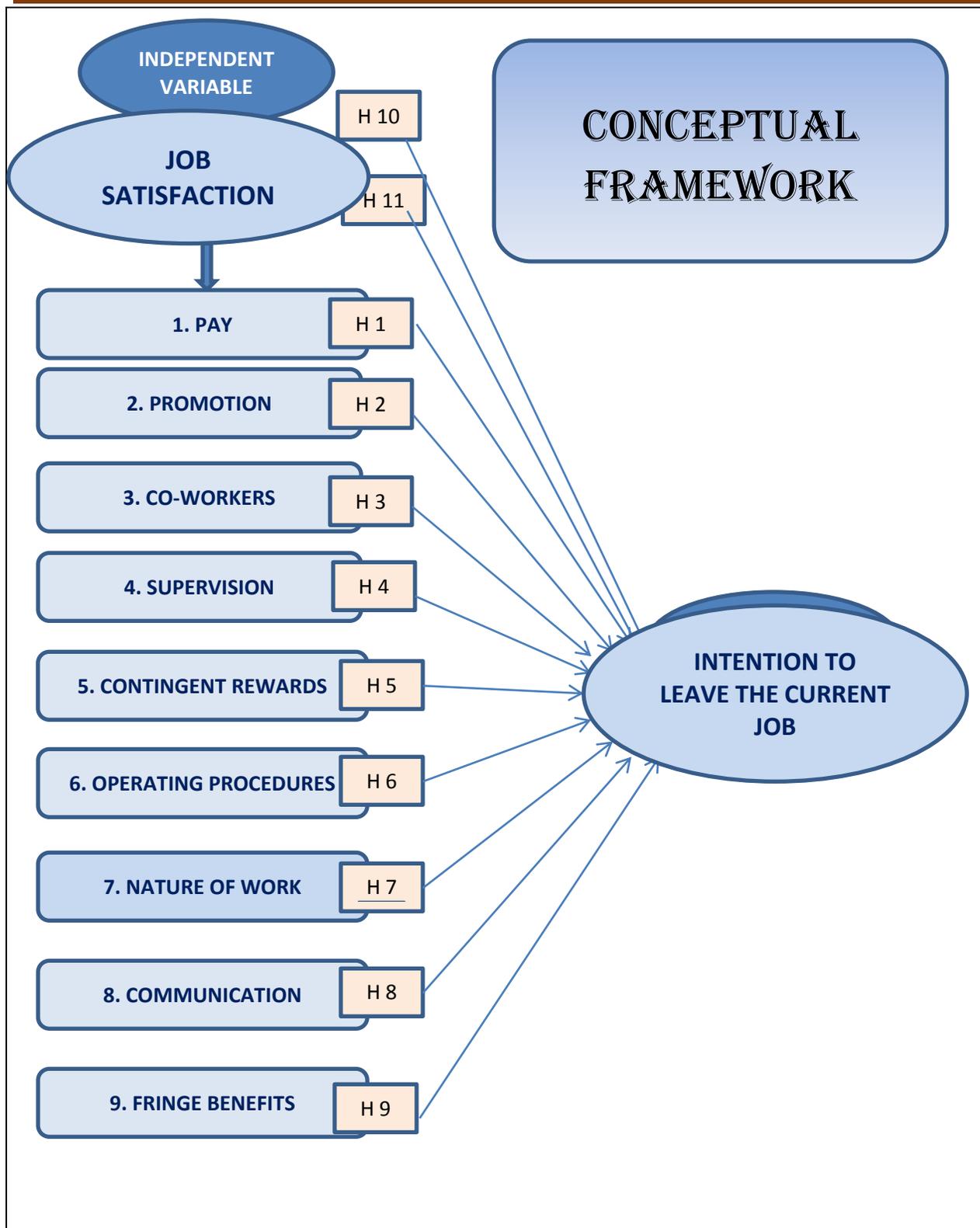


Figure 6: Conceptual Framework of the study

Source: Developed by the researcher, 2016.

The framework depicts that Pay, Promotion, Co Workers, Supervision, Contingent Rewards, Operating Procedures, Nature of Work, Communication and Fringe Benefits are job satisfaction facets, all of which are negatively related to intention to leave. It also depicts that Job satisfaction as a variable not only relates negatively to intention to leave the current job but also significantly influences it.

### **2.5.2 Pay**

According to equity theory, pay satisfaction is based on employee's perception and comparison processes with referent others, either internal to the organization (e.g. individuals with similar positions in the organization) or external (e.g. individuals with similar positions in other organizations) (Adams, 1963). Satisfaction or dissatisfaction with pay is influenced by the discrepancy among what employees perceive as outputs that they should receive for their contribution towards work ( their pay) and what they contribute as inputs towards the organization (Lawler, 1971). In situations where the outputs of the work are perceived to be lesser than the employees input towards the organization, the individual is being under rewarded. According to Greenberg (1990), employees who feel under- paid or rewarded, attempt to seek equity by decreasing their inputs such as reporting late to work, increasing absenteeism, taking longer breaks, decreasing productivity or leaving the organization. According to Spector ( 2008) , though employees regard money as an important factor for job satisfaction, research shows that individuals with high pay are not necessarily more satisfied in their jobs. Currall, Towler, Judge and Kohn (2005) found that satisfaction with pay is significantly associated with the intention to leave among public school teachers. Satisfaction with pay was also found to be related with increased job satisfaction and greater intention to stay (Lum, Kervin, Clarki & Sirola, 1998 ) . According to Clark (2001), both satisfaction with pay and job security are the main job satisfaction categories for determining future quits. From the following studies, the first hypothesis of this study is that:

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***H1: There is a significant negative relationship between satisfaction with pay and intention to leave.***

### **2.5.3 Promotion**

According to Robbins (1993), promotions provide the employees with personal growth opportunities, increased responsibilities and a better social status. Individuals who feel that their promotional opportunities are fair enough are likely to be more satisfied with their jobs (Robbins 1993; Spector 1997). Salleh, Nair and Harun (2012) in their study, provided empirical support that satisfaction with pay, promotion, superior, and the work itself has a significant influence on turnover intention. Employee's dissatisfaction with promotion and training opportunities have a larger effect on intentions to leave than dissatisfaction with pay or workload (Shields & Ward, 2001). They also emphasize that the employees who are dissatisfied with the promotional opportunities available in the organization have a greater intention to leave the organization. More chances of promotion cause more job satisfaction of employees (Pergamit & Veum, 1989). The employee satisfaction is determined by satisfaction with promotion. The employees are committed to the organization when they identify that there are good opportunities for promotion (De Souza, 2002). From the following studies, the second hypothesis of this study is that:

***H2: There is a significant negative relationship between satisfaction with promotion and intention to leave.***

### **2.5.4 Co-workers**

According to Robbins (1993), job accomplishes an employee's social factor need, hence having cordial and cooperative co-workers satisfies the belonging need and leads to high job satisfaction. Job satisfaction of an employee is influenced by the potential of the co-workers, the groups they belong to and their cultural exposure (Ghazzawi, 2008). According to Glissmeyer, Bishop and Fass (2007), working conditions that permit great co-worker support exhibit an environment that allows discussions and suggestions of employees' ideas and strategies with high honesty and truth and is positively related to job satisfaction. Menefee and

Murphy (2004) found that employees are highly inclined to leave the organizations if they are dissatisfied with pay, management, benefits, poor opportunities regarding the development of career-oriented skills, awkward work conditions and disputes with supervisor or co-workers. A research on co-worker and leader support showed that there was a positive correlation between co-worker support and high chances of remaining in the organisation( La Rocco and Jones, 1978). From the following studies, the third hypothesis of this study is that:

***H3: There is a significant negative relationship between satisfaction with co-workers and intention to leave.***

### **2.5.5 Supervision**

An immediate supervisor's conduct is also a determining factor of job satisfaction (Spector, 1997). According to Robbins (1993), an individual's job satisfaction with immediate supervisor increases when he/she is friendly, understanding, motivating, listens to employees' opinions and shows interest in them personally . According to Wood et al. (1986), this dimension of satisfaction with the supervisor decides the perceived level of employee's job satisfaction in relation to how much are they satisfied with the support, information and guidelines provided to them by their supervisors to carry out their job. This implies higher the satisfaction with the supervisor, lesser the probability to leave the organization. From the following studies, the fourth hypothesis of this study is that:

***H4: There is a significant negative relationship between satisfaction with supervision and intention to leave.***

### **2.5.6 Contingent Rewards**

A few contingent rewards are recognition, appreciation and rewards for the work contributions done by the employees for the organization (Spector, 1997). According to Robbins (1993), When the employees realize that their efforts are not identified, appreciated or rewarded equitable enough to their work performance they tend to be dissatisfied with their work. According to Spector (2008), contingent rewards strengthen the reinforcement theory of

motivation, according to which performance-related conduct will be more frequent if recompensed. From the following studies, the fifth hypothesis of this study is that:

***H5: There is a significant negative relationship between satisfaction with contingent rewards and intention to leave.***

### **2.5.7 Operating Procedures**

According to Spector (2008), recognition of equity and fairness are important determining factors of how employees behave and react to work. According to Martins and Coetzee (2007), employee job satisfaction and organisational culture are impacted by how an individual's aims and needs are consolidated with the aims and needs of the organisation, work-life equilibrium and physical work conditions.

From the following studies, the sixth hypothesis of this study is that:

***H6: There is a significant negative relationship between satisfaction with operating procedures and intention to leave.***

### **2.5.8 Nature of Work**

According to Spector (1997), the nature of work satisfaction is explained as the workers' satisfaction with their kind of work. According to Robbins (1993), in an organization, the individuals prefer work that is mentally challenging, offers variety, freedom, feedback about their work and provides with chances to use their expertise. According to Spector (1997), specific features of the job lead to positive psychological states of job satisfaction, wherein the employees experience meaningfulness of their work, feel responsible and know about the products of their work.

From the following studies, the seventh hypothesis of this study is that:

***H7: There is a significant negative relationship between satisfaction with nature of work and intention to leave.***

### **2.5.9 Communication with the Organization**

Within an organization, the generation of particular goals, feedback on advancement in order to attain these goals, and augmentation of aspired conduct all stimulate motivation and need communication. According to Robbins (1993), the fewer misinterpretations, distortions and differences that transpire during communication within organisations, the more satisfied are employees with their work.

From the following studies, the eighth hypothesis of this study is that:

***H8: There is a significant negative relationship between satisfaction with communication with the organization and intention to leave.***

### **2.5.10 Fringe Benefits**

Spector (1997) separates fringe benefits into monetary and non-monetary benefits. According to Suliman and Iles (2000), an increase in the intrinsic and extrinsic fringe benefits that could attract a worker's attention may eventually improve their performance and increase their commitment towards the organisation. From the following studies, the ninth hypothesis of this study is that:

***H9: There is a significant negative relationship between satisfaction with fringe benefits and intention to leave.***

Considering all the above studies, the tenth and eleventh hypotheses of the study are that:

***H10: There is a significant negative relationship between job satisfaction and intention to leave.***

***H11: There is a significant negative influence of Job satisfaction on intention to leave the current job.***

## **2.6 Theoretical Consolidation**

This section summarizes various key findings from the theories reviewed in this study and explains what the researcher intends to theoretically examine in the empirical study.

### **2.6.1 Theories reviewed under Job Satisfaction:**

1. According to Maslow(1987), his need theory explains that the needs of an individual range hierarchically from the most basic to the highest according to their : (1)basic or physiological needs, (2) safety needs- security ,order and stability (3) love and belonging needs, (4) Self-esteem, recognition or status needs and (5) the need for self-actualisation. This theory's key findings suggest that an individual in a workplace looks to satisfy his/her

- (1) physiological needs: reasonable work hours, physical comfort on the job, rest and refreshment breaks, etc.
- (2) safety needs: basic compensation and benefits, job security, safe working conditions, etc.
- (3) social needs: pleasant supervisor, interaction with customers, friendly co-workers, etc.
- (4) Self esteem needs: praise and recognition from boss, promotion to higher status job, responsibility of an important job, etc.
- (5) Self- actualization needs: job flexibility and autonomy, participation in decision making, creative and challenging work, etc.

This implies that in an organization, if any of the above mentioned needs are not met, then there are more chances for the individuals to be dissatisfied with their work.

2. According to Herzberg (1968), his Two- factor theory suggests that there are two separate set of factors, motivational and hygiene that cause employee job satisfaction and job dissatisfaction in a workplace. Herzberg, Mausner and Snyderman (1959), explain employee satisfaction as a relation between their contentment and intrinsic conditions of their job such as nature of the job itself, identification, achievement, opportunities for

promotion and responsibility. Contrarily, they assert that employee dissatisfaction is associated with the extrinsic work conditions such as incentives, workplace environment, workplace relationship, management quality, organization policies and job safety.

3. “McClelland is of the opinion that people’s needs are acquired from their respective cultures while others are learnt and these include the need for achievement, affiliation, and power” ( Mbua , 2003, p.319).

According to McClelland(1969), his need achievement theory states that:

- Need for Achievement refers to a desire to improve something or do it more efficiently, to resolve the issues or problems, or to master complicated tasks;
- Need for Power refers to desire to control other people, and to influence their behaviour, or to be responsible for them and
- Need for Affiliation refers to the desire to maintain or establish warm and friendly relations with other individuals.

This theory implies that if any of the needs, need for achievement, need for power or need for affiliation are not met as desired by the individual, then it is more likely that the employee can get dissatisfied with his/her work.

4. According to Aldefer’s existence, relatedness and growth theory, existence needs refer to desires for physiological and material well-being, relatedness needs refer to desires for satisfying interpersonal relationships and growth needs refer to desires for continued psychological growth and development. Maslow’s physiological needs are referred as existence needs by Aldefer. His relatedness needs refer to social and esteem needs that according to Maslow are one’s desire for belongingness, affiliation or love. Finally, Aldefer’s growth needs are the needs associated with the “desire to be self-confident, productive and creative” (Mbua, 2003, p.321). Hence according to this theory failure in satisfying the existence, relatedness or growth needs can result in displeasure of the employee in his/her work place.

5. Vroom's Expectancy theory argues that motivation emerges from three kinds of beliefs or assumptions people hold and these are: expectancy, instrumentality and valence (Chelladurai, 1999). The term expectancy refers to the person's beliefs that efforts will bring about achievement. Instrumentality refers to a person's beliefs that good work will lead to rewards. The rewards may be in the form of a pay increase, promotion, recognition or sense of accomplishment. Valence is regarded to "the perceived value of the rewards to the recipient".

According to Vroom(1964), higher levels of employee's motivation and job satisfaction will result when expectancy, instrumentality, and valence are all high. If any of the facets are low, then job performance, motivation and job satisfaction of the employees will decrease.

6. The concept of equity in the Equity theory is synonymous to justice and fairness. This theory suggests that, in any organization, the employees tend to compare their efforts to benefits what they receive from their jobs. In other words, an individual compares his/her income with that of other people like colleagues, friends within their organizations or counterparts in similar organizations (Goodman, 1974). ). Lunenburg & Ornstein(2004,p. 127), explain that the "perceived equitable rewards are a major input into employee satisfaction". According to Lunenburg and Ornstein (2004, p.128), the outcomes from the employee's job are "all the things the employee receives as a result of performing the job, such as salary, promotions, fringe benefits, job security, working conditions, job prerequisites, recognition, responsibility, and so on". The inputs are associated with factors that an individual brings to the institution and can give to his/her work, such as employee's educational qualification, job experience, hours, efforts, skills, professional training, individual ability, commitments, personal qualities or characteristics, loyalty, devotion and attitude towards the work ,etc. (Lunenburg & Ornstein, 2004). Contrarily, outcomes include what an employee can get from his job, like, respect, pay, promotion, status, rewards, job security, prestige and conducive work

conditions. Furthermore, both the employee's inputs and outputs are mainly impacted by his/her perceptions and expectations( Luthans, 1995).

According to the Equity theory, if the expected outcome in accordance to the individual's input to the organization is low then it is more likely for the employee to be dissatisfied with his/her work and if the outcome is equitable to the input, then the employee is satisfied with his/her work.

### **2.6.2 Theories reviewed under Intention to Leave:**

1. Theory of Reasoned Action (TRA), is an approach to understanding individuals complex decision-making processes. This theory suggests that, decision-making starts with beliefs, attitudes toward the behaviour and intention, and it results in the behaviour itself. This theory comprises of two main assumptions. Firstly, to attain a behavioural decision, individuals use information systematically and rationally. Secondly, socially related actions are under one's own control. This theory can be related to employees working in an organization, where the individuals process the information systematically about the working conditions, organization as a whole, colleagues, work load, rewards, promotion,etc. and later come to a conclusion whether to continue in the same organization or quit the job. As a result of the decision making process, if the employee is happy with the perceived information about the job, he/she may decide to continue the job and if he/she is not happy, then the employee may intend to leave the job.
2. According to Becker (1993), the core belief of human capital theory is that the learning functions of the individuals are regarded as one of the natural resources which are associated with the process of production. . The theory of human capital claims that all work is equal and that the employees' ability to perform can be raised by investing in them (Becker, 1993). Education and training are the main investments in human capital. The human capital theory emphasized that for employees to be effective and productive in their job, they have to learn regularly and upgrade their skills in order to compete in an increasingly globally competitive enterprise environment. According to this theory, the

employees who are not well educated and trained for the job are more likely to be disappointed with their own skills and abilities first and then would be eventually dissatisfied to cope up with their job requirements and later intend to leave the job. On the other hand, employees who are overly qualified for a job also have more probability to be dissatisfied with the nature and scope of the job. Employees in such situations generally perceive themselves as a misfit to the job and later decide to quit the job.

This study aims to look theoretically into the two main variables job satisfaction and intention to leave from different perceptions. In practicality, it aims to examine what impacts the job satisfaction of the participants in this study, what causes dissatisfaction on their job and which facets of job satisfaction influence their intention to leave the current job.

## **Chapter Three**

### **RESEARCH METHODOLOGY**

### **3.1 Introduction**

The “Research Methodology” chapter presents the research questions and research hypotheses of the study and illustrates the methods and research techniques employed to collect data and carry out the investigations to achieve the aims and objectives of the study. The sections included in the Methodology Chapter are:

- (i) Research Questions and Research Hypotheses
- (ii) Method of Research
- (iii) Research Design
- (iv) Instrumentation
- (v) Reliability Testing
- (vi) Data analysis
- (vii) Limitations and Delimitations of the Study
- (viii) Chapter Summary

The purpose of this study was to examine the perceived level of job satisfaction and its relationship with the intention to leave among expatriate teachers in three private schools of Dubai. Nine facets of job satisfaction were analysed: Pay, Promotion, Co Workers, Supervision, Contingent Rewards, Operating Procedures, Nature of Work, Communication and Fringe Benefits, and their relationship with teachers’ intention to leave was also explored. By learning more about the characteristics of job satisfaction and intention to leave, school administrators will be well equipped to retain productive teachers in Dubai schools.

#### **3.1.1 Research Questions**

Are expatriate teachers in the three private schools of Dubai satisfied with their job or are they intending to leave the current job?

1. What is the level of job satisfaction among the expatriate teachers in the three private schools of Dubai?

2. What is the level of intention to leave among the expatriate teachers in the three private schools of Dubai?
3. Is there any significant relationship between the nine facets of job satisfaction and teacher's intention to leave the current job?
4. Which facets of Job satisfaction influence the teacher's intention to leave the school?

### **3.1.2. Research Hypotheses**

In view of the apparent relationship between job satisfaction and intention to leave, studied in Chapter Two, this research is based on the following hypothesis:

H1: There is a significant negative relationship between satisfaction with pay and intention to leave.

H2: There is a significant negative relationship between satisfaction with promotion and intention to leave.

H3: There is a significant negative relationship between satisfaction with co-workers and intention to leave.

H4: There is a significant negative relationship between satisfaction with supervision and intention to leave.

H5: There is a significant negative relationship between satisfaction with contingent rewards and intention to leave.

H6: There is a significant negative relationship between satisfaction with operating procedures and intention to leave.

H7: There is a significant negative relationship between satisfaction with nature of work and intention to leave.

H8: There is a significant negative relationship between satisfaction with communication with the organization and intention to leave.

H9: There is a significant negative relationship between satisfaction with fringe benefits and intention to leave.

H10: There is a significant negative relationship between job satisfaction and intention to leave.

H11: There is a significant negative influence of Job satisfaction on intention to leave the current job.

### **3.2 Method of Research**

A mixed method approach is used for conducting this research that includes collecting, analysing, and integrating quantitative and qualitative research data in one single study. Tashakkori and Teddlie (2003a, p.711) define mixed methods as “ a type of research design in which QUAL and QUAN approaches are used in types of questions, research methods, data collection and analysis procedures, and/or inferences”. Also mixed method has been explained by Tashakkori and Creswell (2007b, p.4 ), as “ research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or program of inquiry”. The mixed method approach builds on the strengths of both qualitative and quantitative methods and enhances the validity of data and makes research findings more reliable. The scores provided by quantitative data allows statistical analysis, helps in identifying the current trends and research findings can be generalised to a larger population; while qualitative data gives in depth opinions and attitudes of the respondents in a setting or situation (Creswell, 2012).

The main instrument used in this mixed method research is a questionnaire that consists of closed- ended and open-ended questions. In the questionnaire, the quantitative or numeric data

are obtained through job satisfaction survey and closed questions on intention to leave and the qualitative or text information through open ended questions in the questionnaire. Seliger and Shohamy (1989) suggest that closed -ended questions are more efficient and easy to analyse. Gillham (2000, p. 5) is of the opinion that “open questions can lead to a greater level of discovery.” He also agrees that open-ended questionnaires are difficult to analyse. On the other hand, Alderson and Scott (1996, p. 53) agree that qualitative data is useful but also argue that “their open-ended nature made it more difficult to compare reports of discussions and interviews ...”. Nunan (1999,p.143) is of the opinion that the responses to open- ended questions “will more accurately reflect what the respondent wants to say”. Therefore, it is more efficient if the questionnaire includes both closed-ended and open-ended questions to complement each other.

The most common and efficient mixed method approach is the Triangulation Design (Creswell et al., 2003). The purpose of this triangulation design is to enhance the understanding of the research findings and “to obtain different but complementary data on the same topic” (Morse, 1991, p. 122) . According to Patton (1990), this design helps us to converge the different strengths and nonoverlapping weaknesses of qualitative methods (small N, details, in depth) with those of quantitative methods (large sample size, trends, generalization). Patton (2002 ,p. 247) is of the opinion that “triangulation strengthens a study by combining methods. This can mean using several kinds of methods or data, including using both quantitative and qualitative approaches”.

In a nut shell, to increase the validity and reliability of the study; the researcher could use this triangulation design to directly compare and contrast quantitative statistical scores with qualitative text data or to validate or expand quantitative results with qualitative data. In this study, the researcher uses the Concurrent Triangulation Design (Figure 7) that involves both QUAN and QUAL approaches to confirm, cross-validate and corroborate findings on job satisfaction and intention to leave among expatriate teachers in three private schools of Dubai.

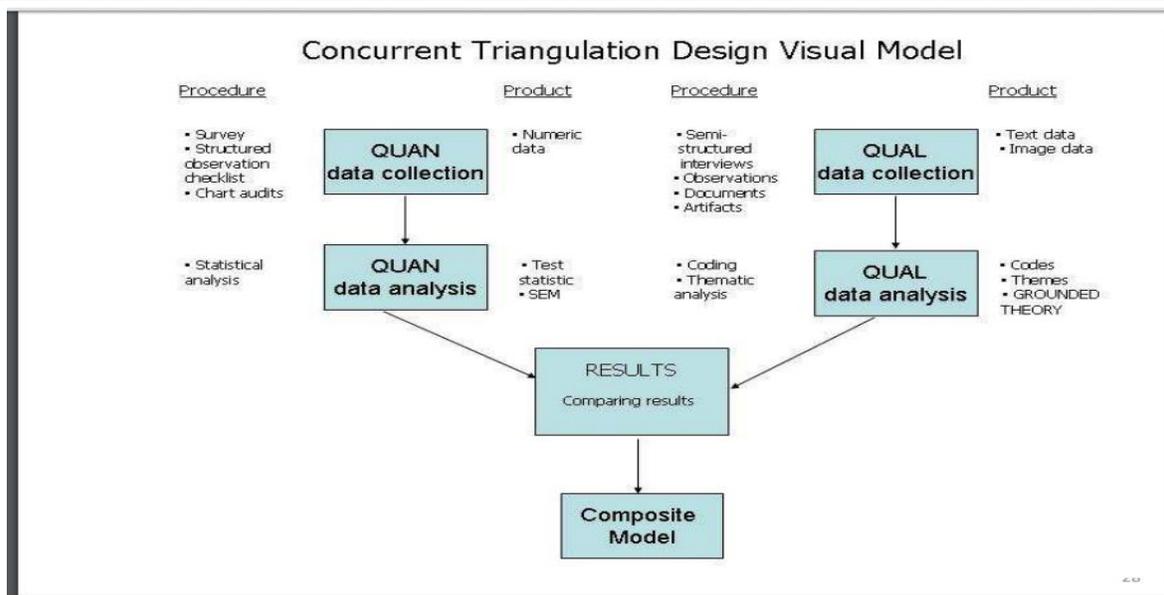


Figure 7: Concurrent Triangulation Design

Source: Using a mixed methods approach to enhance and validate your research (Bulsara ,2014).

### 3.3 Research Design

To achieve the research objectives, a cross-sectional survey of teachers from three private schools of Dubai was conducted. The data collection phase started in first week of May 2016 and completed on 31<sup>st</sup> May 2016.

#### 3.3.1 Population, Sampling and Data Collection Procedure

The population of this study comprises expatriate teachers working in three private schools of Dubai. The overall strength of expatriate teachers in these schools is nearly 900. Therefore by adopting a random sampling method, 270 teachers should be a desirable sample for this study (Figure 8 shows how the sample size was calculated with population size: 900, confidence level: 95% and margin of error 5%). Confidence level describes the accuracy of our results, while margin of error shows the range the survey results would fall between if our confidence level is held true. Random sampling is best known for its ease of assembling the sample. It is also

regarded as a just way of selecting a sample from a given population since every member is given fair opportunities of being selected. Moreover, the results could be used to make generalizations about a larger population as the respondents were randomly selected and are representative of the larger population. Other non-probability sampling procedures like convenience, snow ball or purposive sampling were time taking and out the convenience and reach of the researcher. Hence, 300 teachers in these respective schools were sent online questionnaire link with an introductory letter. Data collection procedure lasted around four weeks, first week of May 2016 to last week of May 2016. A total of 103 useable questionnaires were found completed and returned resulting with an overall 34% of response rate. The ethnic composition of the sample(n=103) was as follows: Indian(52.4%) , Egyptian(11.7%), American( 5.8%), Pakistani(5.8%), British ( 4.9%), Jordanian (3.9 %), Australian( 3.9 %), South African ( 3.9%), Sudani ( 3.9%), European (1.9%) and Irish(1.9%).Overall, there were more female 88( 85.4%) than male 15( 14.6%) participants in this study.

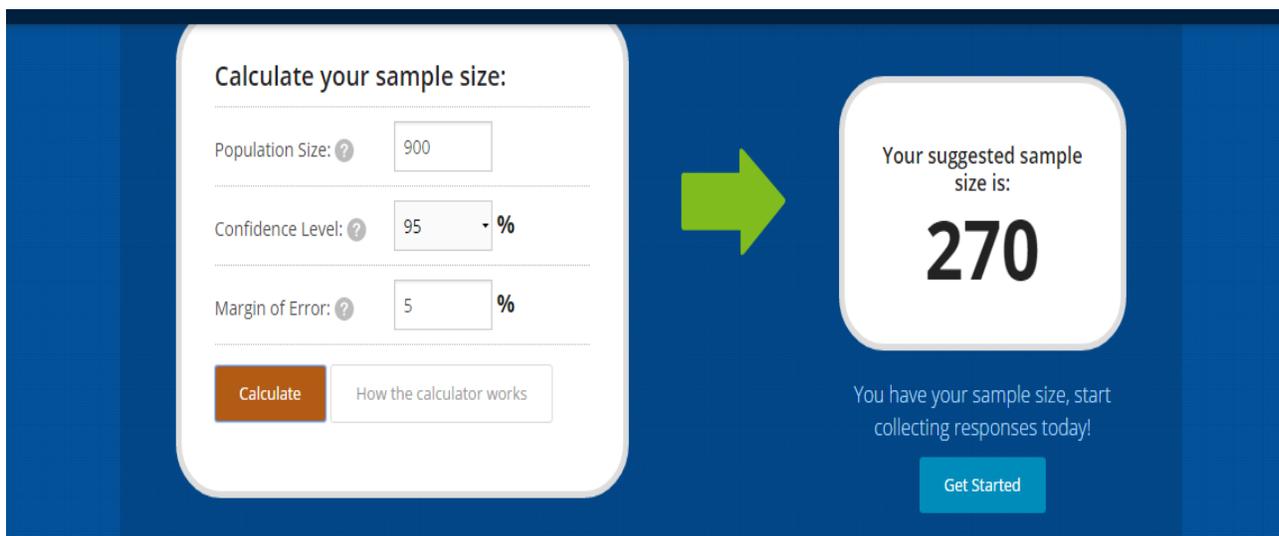


Figure 8: Calculation of Sample Size

### **3.3.2. Questionnaire Design**

The data for this study was collected through questionnaires. The survey questionnaire was developed in English and comprised both open and closed ended questions. To allow more ease to the respondents, an introductory letter was attached with the questionnaire (see Appendix A). The letter gave an introduction about the researcher, purpose of research and also ensured the anonymity of the respondents and assured that the information provided by them will be confidential and used for academic purposes only.

The Survey questionnaire comprises of three sections (see Appendix B).

- Section One is to collect and capture the perceived level of Job Satisfaction among the expatriate teachers in private schools of Dubai.
- Section Two is used for measuring the intention to leave
- Section Three is used to collect the demographic information of the teachers.

### **3.4 Instrumentation**

This study comprises two important variables. The independent variables pertain to job satisfaction while the dependent variable is intention to leave. The Job Satisfaction Survey (JSS) (Spector ,1997) was used to measure the independent variables of job satisfaction in this study. This section discusses how each of the variables was measured in this study.

#### **3.4.1 Job Satisfaction Survey (JSS)**

Hoppock (1935), defines job satisfaction as any combination of physiological, psychological and environmental circumstances that can truly cause an individual to say that he/she is satisfied with the job. Job satisfaction is associated to the employee's conduct in the work place (Davis & Nestrom,1985). Job satisfaction is the feeling or opinion the employees hold about their current job. According to Armstrong (2006), negative and unfavourable attitude towards work indicates

job dissatisfaction while positive and favourable attitude towards the job indicate job satisfaction. Employees who have high level of job satisfaction are more likely to perform their jobs better whereas the employees with low level of job satisfaction experience a poor sense of belonging towards the organization and search for other job opportunities.

According to Spector (1997), the Job Satisfaction Survey, JSS assesses nine facets of job satisfaction (pay, promotion, supervision, fringe benefits, contingent rewards, operating conditions, co-workers, nature of the work and communication), as well as overall job satisfaction. The questionnaire consisted of a set of 36 items (4 items under each facet), all of which were regarded to be of equal value. In order to assess employee attitudes about aspects of their jobs, the participants were asked to give their honest opinions about each statement in the questionnaire. The original scale for the JSS was taken on a six-point Likert-type scale, but for this study the scale was a summated rating in the form of a five-point Likert -type scale. Each facet is assessed with four items (Spector, 1997) using a Likert-type rating scale format with five ordered response options ranging from '1' - "strongly disagree" ("disagree", "neutral", "agree") to '5'- "strongly agree." Reverse coded items were recoded prior to analysis. For data analysis purposes, the items under respective facets of job satisfaction are computed as average summated score. The aim of this questionnaire was to stimulate the subjects' thoughts about their own areas of job satisfaction in relation to the nine facets of the Job satisfaction. The Job Satisfaction Survey's construct, discriminant and convergent validity were established by Spector (1997).

**Table 3 summarizes the instruments used for the present study of teachers' job satisfaction and intention to leave.**

Variables	Items
<b>A. JOB SATISFACTION</b>	
<b>1. Pay</b>	1. I feel I am being paid a fair amount for the work I do.
	10. Salary raises are too few and far between.(r)
	19. I feel unappreciated by the organization when I think about what they pay me.(r)
	28. I feel satisfied with my chances for salary increases.
<b>2. Promotion</b>	2. There is really too little chance for promotion on my job.(r)
	11. Those who do well on the job stand a fair chance of being promoted.
	20. People get ahead as fast here as they do in other places.
	33. I am satisfied with my chances for promotion.
<b>3. Co-Workers</b>	7. I like the people I work with.
	16. I find I have to work harder at my job because of the incompetence of people I work with.(r)
	25. I enjoy my coworkers.
	34. There is too much bickering and fighting at work.(r)
<b>4. Supervision</b>	3. My supervisor is quite competent in doing his/her job.
	12. My supervisor is unfair to me.(r)
	21. My supervisor shows too little interest in the feelings of subordinates.(r)
	30. I like my supervisor.
<b>5. Contingent Rewards</b>	5. When I do a good job, I receive the recognition for it that I should receive.
	14. I do not feel that the work I do is

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	appreciated.(r)
	23. There are few rewards for those who work here.(r)
	32. I don't feel my efforts are rewarded the way they should be.(r)
<b>6. Operating Procedures</b>	6. Many of our rules and procedures make doing a good job difficult.(r)
	15. My efforts to do a good job are seldom blocked by red tape.
	24. I have too much to do at work.(r)
	31. I have too much paperwork.(r)
<b>7. Nature of Work</b>	8. I sometimes feel my job is meaningless.(r)
	17. I like doing the things I do at work.
	27. I feel a sense of pride in doing my job.
	35. My job is enjoyable.
<b>8. Communication</b>	9. Communications seem good within this organization.
	18. The goals of this organization are not clear to me.(r)
	26. I often feel that I do not know what is going on with the organization.(r)
	36. Work assignments are not fully explained.(r)
<b>9. Fringe Benefits</b>	4. I am not satisfied with the benefits I receive.(r)
	13. The benefits we receive are as good as most other organizations offer.
	22. The benefit package we have is equitable.
	29. There are benefits we do not have which we should have.(r)

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<b>B. INTENTION TO LEAVE</b>	
	1. In the last few months, I have seriously thought about looking for a new job
	2. Presently, I am actively searching for other alternative job
	3. I intend to leave the school at the end of this academic year
	4. Did you quit a teaching job in any of the Dubai Schools?
	4.1 Which job satisfaction facet influenced your decision to leave teaching in your previous school?
	4.2 What was the reason for you to quit the teaching position in your previous School?(Open ended question)
	4.3 After quitting the job, did you join back any of your previous schools for a teaching position ?
	4.4 What motivated you to work again as a teacher in your previous school?( Open ended question)
	5. Are you currently teaching in any of the schools in Dubai?
	5.1 How long have you been teaching in Dubai schools?
	5.2 Do you have any intention to leave the current teaching position?
	5.3 Which job satisfaction facet is influencing your decision to leave the present teaching

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	position?
	5.4 What is the reason behind your intention to leave the current teaching job?( Open ended question)
	6.Please share your experienced and valuable suggestions that the School Administrators have to consider in order to retain the current productive teachers in the School.( Open ended question)
<b>C. DEMOGRAPHIC INFORMATION</b>	
	1. Gender
	2. Age
	3. Marital Status
	4. Nationality
	5. Academic Qualification
	6. Length of complete teaching career

Table 3: Instrument of variables used for the present study

Note: (r) stands for reverse coded items in the questionnaire.

### 3.4.2 Intention to leave

According to Tett and Meyer (1993), intention to leave is referred as the employee’s “conscious and deliberate willfulness to leave the organization”. Purani and Sahadev (2007), define intention to leave, as an employee’s intent to quit the current job and look forward for another opportunity in the near future. The intention to leave among expatriate teachers in Dubai schools, was measured using a three item construct adopted from the work of Jenkis (1993) and Kransz et al.(1995). These items were rated on a five- point Likert-type scale with five ordered response options ranging from ‘1’ - “strongly disagree” (“disagree”, “ neutral”, “agree”) to ‘5’- “strongly

agree.” Respondents were to indicate their honest opinions about their agreement or disagreement with each item such as, “In the last few months, I have seriously thought about looking for a new job”, “Presently, I am actively searching for other alternative job” and “ I intend to leave the school by the end of this academic year”. For data analysis purposes, the items of respective factors of intention to leave are computed as average summated score.

### **3.4.3 Demographic Information**

In addition to the above questions, the respondents were asked to give their demographic information about gender, age, marital status, nationality, academic qualification and length of their teaching career. These items were measured on a categorical scale.

### **3.5 Reliability Testing**

Reliability is very important and crucial to the credibility of any study. Joppe (2000, p.1), describes reliability as, “the extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable”. Moreover, the reliability of measure will specify the extent to which it is error free, without bias and shows stability of measurement over time and across the diverse items in the instrument. Cronbach’s alpha is employed to measure the reliability of the instruments. Lee Cronbach (1951) developed alpha to provide a measure of the internal consistency of a test or scale; as the extent to which all the items in a test measure the same concept or construct and is expressed as a number between 0 and 1. Hence, it is connected to the inter-relatedness of the items within the test. To ensure validity, determination of internal consistency should be done before a test can be employed for research. According to Sekaran (2005), the instrument has low reliability and is prone to some errors if the Cronbach’s alpha is less than 0.6. If the value of alpha is within 0.7, then the instrument is accepted for further analysis.

### **3.6 Data Analysis**

After the data has been collected through questionnaires from the survey, SPSS (Statistical Package for the Social Sciences; version 22) for Windows was used as a statistical software to analyse the data. Data analysis procedures included in this study are both descriptive and inferential statistical analyses such as Pearson correlation analysis and Multiple regression analysis. Thematic analysis was used to analyse the text data obtained from the open ended questions in the questionnaire. This section explains the analyses of the study in detail.

#### **3.6.1-Descriptive Analysis**

Descriptive analysis summarises the information in the data and gives an understanding about the characteristics of data. The measures used to report about the data set are measures of central tendency and measures of variability or dispersion. Descriptive analysis is employed in this study to acquire a general profile of the distribution of the responses and to identify the features of the sample for the study. The descriptive analyses in this study include frequencies, mean and standard deviations which are computed for all variables in the instrument. Computing mean and standard deviation of each dimension of job satisfaction and intention to leave, aids in achieving the objectives of research questions 1 and 2 of this study.

#### **3.6.2-Inferential Analysis**

##### **3.6.2.1 Correlation Analysis**

Correlation analysis is a statistical tool that allows us to examine whether a relationship exists between two variables, how strong that relationship is and whether the relationship is positive or negative. Pearson Correlation analysis is used in this study to inspect if there exists a significant relationship between job satisfaction and intention to leave. To describe the intensity of relationships among the dependent and the independent variables of the study, the scale used in this research, as shown in Table 4 is suggested by Hair et al.,(2003) .The Pearson correlation analysis is used to test whether a relationship exists between the nine facets of job satisfaction

and intention to leave. By testing the hypothesis 1 through 10 using correlation analysis, objective of research question 3 of this study would be achieved.

According to Greene and d'Oliveira (2005),

- The Range of Pearson's  $r$  – correlation coefficients can span in value from -1.00 to +1.00.
- A correlation of -1.00 specifies a perfect negative correlation among the two variables of interest. It means, at any given time, if there is an increase of one unit in one variable, there is always the same proportional decrease in the other variable.
- A zero correlation means there is very little or no connection among the two variables. It means, as scores on one variable increase, scores on the other variable may increase or decrease a little, or not change at all.
- Perfect positive correlation happens among the two variables of interest when you have a value of +1.00. It means, at any given time, if there is an increase of one unit in one variable, there is always the same proportional increase in the other variable.

Table 4: Pearson's Indices of Correlation

<b>Pearson's r Indices of Correlation</b>	
<b>Pearson's r</b>	<b>Indication</b>
Between $\pm 0.80$ to $\pm 1.00$	High Correlation
Between $\pm 0.60$ to $\pm 0.79$	Moderately High Correlation
Between $\pm 0.40$ to $\pm 0.59$	Moderate Correlation
Between $\pm 0.20$ to $\pm 0.39$	Low Correlation
Between $\pm 0.01$ to $\pm 0.19$	Negligible Correlation

Source: *Essentials of Business Research* (Hair, Babin, Money & Samouel, 2003).

The occurrence of a perfect correlation indicates there are no other dimensions present that influence the relation we are measuring. Correlation coefficient is evaluated to investigate the significance of relationship between the variables of job satisfaction and intention to leave. The hypothesis of this study could be tested through this analysis. The significance level is set .05 or less.

### **3.6.2.2 Multiple Regression Analysis**

Multiple regression analysis is a statistical tool that allows us to examine how multiple independent variables are related to a dependent variable. In this study, regression analysis is used to describe the relationship between the dependent variable (intention to leave) and nine facets of independent variables (job satisfaction). The multiple regression tools investigate the relationship between the multiple predictor variables and the dependent variable. Therefore regression analysis is employed in this study as all the variables are measured in metric scale, where nine facets of job satisfaction are regressed on a single dependent variable, intention to leave, in order to investigate the relationship and examine the influences between the two or more variables. By testing the hypothesis 11 using regression analysis, objective of research question 4 of this study would be achieved.

### **3.6.3 Thematic Analysis**

Among the qualitative analytical methods, thematic analysis is a tool for, “identifying, analysing and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic” ( Braun &Clarke , 2006, p.79). Furthermore, Braun and Clarke explained that “a theme captures something important about the data in relation to the research question and represents some level of patterned response or meaning within the data set” (2006, p.82).

In this study, the respondents’ reasons and suggestions obtained from the open ended questions were first coded into themes. This enabled the researcher to retrieve and collect together all the

text data that were associated with some thematic idea. Later, this method helped the researcher to identify, analyse and report the patterns in the data. This study employs the thematic data analysis method to have an in depth understanding of the findings obtained from the open ended questions in the questionnaire. The reasons behind teachers' intention to leave the previous job, teachers' intention to quit the current teaching job and suggestions to retain productive teachers in schools were analysed in depth to get the actual essence of the present situations of teachers in Dubai private schools that are influencing them to quit their jobs.

### **3.7 Limitations and Delimitations of the Study**

This study is subject to the generic limitations of survey research. Due to the time and logistical constraints on the researcher, the research also focused on only three private schools of Dubai. It is therefore, not generalizable to the entire expatriate teaching staff in the private schools of Dubai. Nevertheless, the findings from this study give us a brief insight about the present scenario of expatriate teachers' perceived level of job satisfaction while working in the private schools of Dubai. Furthermore, only nine facets of job satisfaction were looked into as factors associated with intention to leave the current job, while job satisfaction is a vast and complicated variable inclusive of many more dimensions. Moreover, the scope of qualitative research methods was limited to just a few open ended questions in the questionnaire, rather interviews with a few private school teachers in Dubai, who left the job recently would further enrich the findings on their intention to leave the job. Another limitation to the study was the fact that nearly half of the respondents in this study were Indians, while the other half composed of respondents from different nationalities. The other limitation to this study is the fact that the researcher herself is an expatriate teacher who worked in a private school of UAE and left the job for higher studies. Allowing her own bias, beliefs and experiences as a teacher to guide her with the analysis and interpretation of the data findings, especially when interpreting the qualitative data would have been a major threat to internal validity of the study. She minimized the researcher bias by quantizing the qualitative data and triangulating it with the quantitative data obtained from the descriptive and inferential analysis.

### **3.8 Chapter Summary**

This chapter has summarised the research methodology used for this study. Research design and instrumentation have been elaborated following, the hypothesis generation. To examine the hypothesized relationship in this study, various statistical tests, such as descriptive analysis (frequency, mean and standard deviation), Pearson correlation analysis and multiple regression analysis were employed. Thematic analysis was employed in this study to give a better understanding of the qualitative data findings from open ended questions on intentions to leave in the questionnaire. In the end, this chapter looks into the limitations and delimitations of the study and also explains how this study is free from the researchers' bias.

## **Chapter Four**

### **RESULTS, ANALYSIS AND DISCUSSION**

## **4.1 Introduction**

This Chapter presents and discusses how the survey was carried out. The results of the survey from the data gathered through questionnaire responses will be discussed in this section. This chapter also discusses the background information of the respondents and presents the descriptive analysis of the variables involved. This chapter also presents the results of the hypotheses testing. Towards the end, all research objectives and the key findings are summarized. The results of Pearson correlation analysis, multiple regression analysis, pertaining to each of the eleven research hypotheses that were tested in this study are examined to provide detailed explanation based on the analysis of the research data.

## **4.2 Background of the Respondents**

(See Appendix C for Background/ Demographic Characteristics of the Respondents)

## **4.3 Reliability Analysis**

According to Creswell (2005, p. 597), the reliability of an instrument "means that individual scores from an instrument should be nearly the same or stable on repeated administrations of the instrument and that they should be free from sources of measurement error and consistent" . In this study, Cronbach's alpha is employed to measure the reliability of the instruments used to collect data. The reliability coefficient of Cronbach's alpha normally spans between 0 and 1. The internal consistency of the items in the scale is greater when the Cronbach's alpha coefficient is closer to 1.0. According to George and Mallery (2003, p.231), the following rules of thumb are given to interpret the reliability scores : “  $\alpha > .9$  – Excellent,  $\alpha > .8$  – Good,  $\alpha > .7$  – Acceptable,  $\alpha > .6$  – Questionable,  $\alpha > .5$  – Poor, and  $\alpha < .5$  – Unacceptable” . In Table 11, Cronbach alpha scores of all variables with completed response of 103 teachers are given. The internal consistency reliability coefficients of Cronbach's alpha for the job satisfaction scale (0.9) and

intention to leave the current job (0.9) were excellent, highly reliable and acceptable for analysis purpose as they are closer to 1.0.

*Table 5: Reliability Coefficients of the Constructs (n=103)*

<b>Constructs</b>	<b>No. of Items</b>	<b>Cronbach's Alpha</b>
<b>JSS</b>		
Pay	4	0.6
Promotion	4	0.7
Co-workers	4	0.5
Supervision	4	0.6
Contingent rewards	4	0.6
Operating procedures	4	0.5
Nature of work	4	0.8
Communication with the organization	4	0.7
Fringe benefits	4	0.6
<b>Total job satisfaction</b>	<b>36</b>	<b>0.9</b>
Intention to leave the current job	3	0.9

In this study reliability analysis was done on eleven main measures, i.e. Pay, Promotion, Co-workers, Supervision, Contingent rewards, Operating procedures, Nature of work, Communication with the organization, Fringe benefits, Total job satisfaction and Intention to leave the current job. Table 11 highlights the reliability coefficients of the constructs used. Using the George and Mallery (2003), thumb rule to interpret the Cronbach's alpha reliability coefficients in Table 11, some of the constructs are poor and questionable but not unacceptable, while most of the other variables are acceptable, good and excellent for further analysis. Overall, both the measures of job satisfaction scale and intention to leave are reliable given the high value of Cronbach's alpha (0.9) close to 1.0, which allow for further data analysis.

#### **4.4 Descriptive Statistics Of Main Variables**

(See Appendix D for descriptive analysis of all the main facets of job satisfaction variable i.e. Pay, Promotion, Co-workers, Supervision, Contingent rewards, Operating procedures, Nature of work, Communication with the organization, Fringe benefits,)

##### **4.4.10 Intention to Leave**

As previously mentioned, three items were used to assess the teachers' perceived intention to leave and on average the respondents were moderately inclined to leave the current teaching job in their respective schools. Table 22 highlights the descriptive statistics for each item. Out of three items under Intention to Leave , “In the last few months, I have seriously thought about looking for a new job” (Mean = 3.62, SD= 1.415) shows the highest mean value, followed by “Presently, I am actively searching for other alternative job” (Mean = 3.16, SD= 1.454), and , “ I intend to leave the school at the end of this academic year” (Mean = 3.01, SD= 1.438). The overall mean for intention to leave (Mean = 3.26, SD= 1.274) suggests that the teachers in this study are generally inclined to leave the current teaching job in their respective organizations by the end of this academic year, while seriously looking out for a new alternate job. So, in Table 23, it is observed that 23.30% teachers were reported that they “strongly agree” to leave the school by the end of this academic year. Similarly, 12.62% respondents reported that they “agree” to quit the school at the end of this academic year.

*Table 6: Descriptive Results of Intention to Leave (n=103)*

Items	Mean	Standard Deviation(SD)
1.In the last few months, I have seriously thought about looking for a new job	3.62	1.415
2. Presently, I am actively searching for other alternative job	3.16	1.454
3. I intend to leave the school at the end of this academic year	3.01	1.438
Total Mean (Intention to Leave)	3.26	1.274

*Table 7: Descriptive Values for Teachers' Intention to leave the present school*

LEVEL	Frequency	Percentage(%)
STRONGLY AGREE	24	23.30
AGREE	13	12.62
NEUTRAL	27	26.21
DISAGREE	18	17.48
STRONGLY DISAGREE	21	20.39
TOTAL	103	100

#### **4.5 Correlation Analysis**

To test first ten hypotheses and answer research question three of this study, correlation analysis was employed. This analysis investigates the nature of the relationship that exists between independent variables of Job satisfaction: Pay, Promotion, Co-workers, Supervision, Contingent rewards, Operating procedures, Nature of work, Communication with the organization and Fringe benefits, and dependent variable (Intention to Leave the current teaching job). Pearson's correlation was employed in this study to identify the direction and strength of the relationship between the independent and dependent variables. Each dimension of job satisfaction and intention to leave items were average summated in this study. Table 24 presents the correlation matrix.

As can be seen from Table 24, all independent variables show a negative and significant relationship to intention to leave. This means that the less satisfied the teachers are with Pay, Promotion, Co-workers, Supervision, Contingent rewards, Operating procedures, Nature of work, Communication with the organization and Fringe benefits, the higher their tendency to leave the current teaching job in their respective organizations.

Table 8: Correlation Matrix (n=103)

Correlation	PAY	PROMOTION	COWORKERS	SUPERVISION	CONTINGENT REWARDS	OPERATING PROCEDURES	NATURE OF WORK	COMMUNICATION	FRINGE BENEFITS	JOB SATISFACTION	INTENTION TO LEAVE
PAY	1										
PROMOTION	.383**	1									
COWORKERS	.306**	.403**	1								
SUPERVISION	.335**	.251*	.632**	1							
CONTINGENT REWARDS	.566**	.653**	.311**	.279**	1						
OPERATING PROCEDURES	.509**	.249*	.024	.011	.451**	1					
NATURE OF WORK	.274**	.544**	.549**	.408**	.349**	.228*	1				
COMMUNICATION	.445**	.406**	.262**	.304**	.489**	.440**	.356**	1			
FRINGE BENEFITS	.664**	.183	.299**	.326**	.301**	.357**	.301**	.159	1		
JOB SATISFACTION	.755**	.690**	.627**	.583**	.743**	.558**	.693**	.660**	.604**	1	
INTENTION TO LEAVE	-.520**	-.349**	-.294**	-.264**	-.404**	-.462**	-.491**	-.491**	-.541**	-.652**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

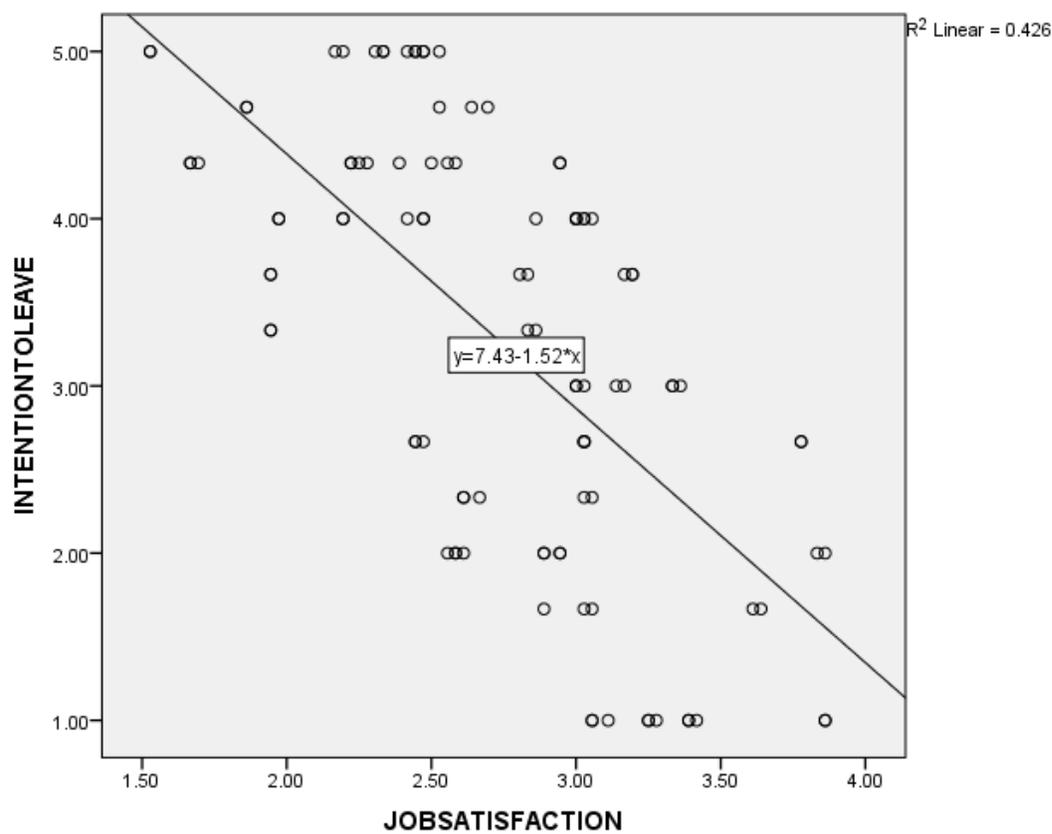


Figure 9: Graph on Correlation between Job Satisfaction and Intention to Leave

#### 4.6 Multiple Regression Analysis

To test hypothesis eleven and answer research question four of this study, multiple regression was employed. This analysis is done to estimate the variance explained in teachers' intention to leave the current job by nine facets of job satisfaction. Nine dimensions of job satisfaction i.e. Pay, Promotion, Co-workers, Supervision, Contingent rewards, Operating procedures, Nature of work, Communication with the organization and Fringe benefits were included in the multiple regression model to compute the effects of variance caused on the intention to leave the current job( dependent variable). Table 25 presents the results of Influence of each Job Satisfaction Variable on Intention to Leave.

Table 9: Overall Influence of Job Satisfaction variable on Intention to Leave

R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
.652 <sup>a</sup>	.426	.420	.96997	74.88	.000 <sup>b</sup>

Table 10: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.428	.491		15.134	.000
	JOBSATISFACTI ON	-1.521	.176	-.652	-8.653	.000

a. Dependent Variable: INTENTIONTOLEAVE

The multiple regression coefficient, value of R shows the strength of relationship between independent variables and dependent variables and lies between 0-1. The relationship between dependent and independent variables is significant if the R value lies close to 1 and if it is close to 0 then the relationship is regarded weak (Ibrahim et al., 2006).

The results from Table 25 indicate that the R value of job satisfaction ( .652 ) has a strong influence on the dependent variable, intention to leave. R Square shows the percentage change in the dependent variable due to the independent variable. The adjusted R square is .426 and regression analysis shows that 42.6% of the variance in the intention to leave has been significantly explained by the job satisfaction, while remaining 57.4% is the unexplained variability. In Table 26, value of  $t = -8.653$ ,  $p < 0.5$  shows that the relationship between job satisfaction and intention to leave is highly significant at .000 significance value and our model is a good fit. Correlation coefficient ( $\beta$ ) shows the degree to which one or more independent variables are associated to the dependent variable. Correlation coefficients ( $\beta$ ) of evaluation as -.652 shows that 1 unit change in job satisfaction will bring about .652 unit changes in intention to leave in a negative direction. Thus the results in this analysis support the hypothesis that teachers' job satisfaction has significant negative influence on the intention to leave the current job.

Furthermore, in the regression analysis, beta values of each independent variable of job satisfaction explain the significant influence and contribution on the intention to leave the current job through the results presented in Table 27 below.

Table 11: Influence of each Job Satisfaction Variable on Intention to Leave

Variables	Std. error	Beta	t	Sig.
(CONSTANT)	.555		12.829	.000
PAY	.182	-.030	-.249	.804
PROMOTION	.174	.017	.162	.872
CO-WORKERS	.181	.018	.171	.865
SUPERVISION	.169	.059	.600	.550
CONTINGENT REWARDS	.169	-.015	-.139	.890
OPERATING PROCEDURES	.148	-.123	-1.316	.191
NATURE OF WORK	.124	-.279	-2.816	.006
COMMUNICATION	.133	-.287	-3.111	.002
FRINGE BENEFITS	.158	-.370	-3.591	.001

a. Dependent Variable: INTENTION\_TO\_LEAVE

From the Multiple regression analysis output results presented on Table 4.33, satisfaction with fringe benefits ( $p= 0.001 < 0.05$ ) appeared to be the strongest explanatory variable to predict intention to leave, followed by, satisfaction with communication with the organization ( $p= 0.002 < 0.05$ ) and satisfaction with the nature of work ( $p= 0.006 < 0.05$ ). In the Table 4.33, value of  $t= -3.591$ ,  $p < 0.5$  shows that the relationship among the variables, fringe benefits and intention to leave is highly significant at .000 significance value and our model is a good fit. Correlation coefficients ( $\beta$ ) of evaluation as  $-.370$  shows that 1 unit change in fringe benefits will bring about .370 unit changes in intention to leave in a negative direction. Also the value of  $t= -3.111$ ,  $p < 0.5$  shows that the relationship between communication and intention to leave is highly significant

at .000 significance value and our model is a good fit. Correlation coefficients ( $\beta$ ) of evaluation as  $-.287$  shows that 1 unit change in communication will bring about  $.287$  unit changes in intention to leave in a negative direction. Moreover, the value of  $t=-2.816$ ,  $p < 0.5$  shows that the relationship between nature of work and intention to leave is highly significant at .000 significance value and our model is a good fit. Correlation coefficients ( $\beta$ ) of evaluation as  $-.279$  shows that 1 unit change in nature of work will bring about  $.279$  unit changes in intention to leave in a negative direction.

However, satisfaction with pay, promotion, co-workers, supervision, contingent rewards and operating procedures were not able to predict significantly on intention to leave among teachers in these Dubai private schools. The p-value for Pay(0.804), Promotion(0.872), Co-workers(0.865), Supervision( 0.550), Contingent rewards(0.890) and Operating procedures(0.191) are all greater than the common alpha level of 0.05, which indicates that they are not significantly important and do not influence the dependent variable “ Intention to leave”. Thus, this regression analysis determines that only satisfaction with Nature of work, Communication with the organization and Fringe benefits have a significant negative influence on intention to leave among expatriate in the three private schools of Dubai.

#### **4.7 Hypothesis Testing**

As mentioned earlier, there are eleven hypotheses formulated for the present study. To test the first ten hypotheses on the relationship between job satisfaction and intention to leave the current job, Pearson’s correlation analysis was employed, and for this Table 24, Correlation Matrix and Table 28 Significant Pearson-product moment correlations are referred to. Out of the first ten hypotheses, all were supported. The results reveal a significant and negative relationship between Pay, Promotion, Co-workers, Supervision, Contingent rewards, Operating procedures, Nature of work, Communication with the organization, Fringe benefits and Total job satisfaction with Intention to Leave. Table 29 presents the Summary of Hypothesis Testing Results.

Table 12: Significant Pearson-product moment correlations (n=103)

JSS Scale	Intention to Leave
Pay	-0.52** (+++)
Promotion	-0.35** (++)
Co-workers	-0.29** (+)
Supervision	-0.26** (+)
Contingent rewards	-0.40** (++)
Operating procedures	-0.46** (++)
Nature of work	-0.49** (++)
Communication	-0.49** (++)
Fringe benefits	-0.54** (+++)
<b>Total job satisfaction</b>	<b>-0.65** (+++)</b>

\*\*\*  $p \leq 0.001$       \*\* $p \leq 0.01$  [ \*\* Correlation is significant at the 0.01 level (2-tailed).]

\* $p \leq 0.05$  (two-tailed)

+++  $r \geq 0.50$  (large practical effect size)

++  $r \geq 0.30 \leq 0.49$  (medium practical effect

size)

+  $r \leq 0.29$  (small practical effect size)

H11: There is a significant negative influence of Job satisfaction on intention to leave the current job.

To test the eleventh hypothesis of this study, multiple regression analysis was employed to calculate the influence of teachers' job satisfaction on intention to leave the current job. The multiple regression analysis results indicate that 42.6% of the variance in the intention to leave has been significantly explained by the nine facets of job satisfaction. Thus the results in this analysis support the hypothesis 11, that teachers' job satisfaction has significant influence on their intention to leave the current job.

*Table 13: Summary of Hypothesis Testing Results*

HYPOTHESES	RESULT
H1: There is a significant negative relationship between satisfaction with pay and intention to leave.	Supported
H2: There is a significant negative relationship between satisfaction with promotion and intention to leave.	Supported
H3: There is a significant negative relationship between satisfaction with co-workers and intention to leave.	Supported
H4: There is a significant negative relationship between satisfaction with supervision and intention to leave.	Supported
H5: There is a significant negative relationship between satisfaction with contingent rewards and intention to leave.	Supported
H6: There is a significant negative relationship between satisfaction with operating procedures and intention to leave.	Supported
H7: There is a significant negative relationship between satisfaction with nature of work and intention to leave.	Supported
H8: There is a significant negative relationship between satisfaction with communication with the organization and intention to leave.	Supported
H9: There is a significant negative relationship between satisfaction with fringe benefits and intention to leave.	Supported
H10: There is a significant negative relationship between job satisfaction and intention to leave.	Supported
H11: There is a significant negative influence of Job satisfaction on intention to leave the current job.	Supported

## **4.8 Key Findings and Discussion**

This study filled a significant gap in the existing knowledge of teachers' job satisfaction and their intention to leave the current job in the three private schools of Dubai. In this section all research objectives and the key findings are discussed and summarized. The results of Pearson correlation analysis, multiple regression analysis, pertaining to each of the eleven research hypotheses that were tested in this study are investigated to present detailed explanation based on the analysis of the research data.

### **4.8.1 Level of Job Satisfaction (Research Objective one)**

The prime objective of this study was to examine the perceived level of job satisfaction among expatriate teachers in the three private schools of Dubai . From the descriptive statistics of the variables, it is found that the mean scores of all nine independent variables of job satisfaction reported at 2.74 on a five-point scale. This indicates that the teachers perceive a low level of job satisfaction and are neither satisfied nor dissatisfied with the nine facets of job satisfaction. However these findings further suggests that it is likely that some teachers in their respective schools would be dissatisfied with their job, as the teachers in this study are not completely satisfied with all the nine facets of their job and the schools they are working for. This is indicated because of the low level (2.74/5.00) of the mean score of the overall job satisfaction perceived by the teachers.

### **4.8.2 Level of Intention to leave the current job (Research Objective two)**

With regard to intention to leave the current job, the mean value of 3.26 on a five-point scale indicates that the teachers are generally more inclined to leave the current job in their respective schools. However these findings further suggest that it is likely that some teachers in their respective schools would strongly intend to leave the job in the future, because of their perceived lower level of job satisfaction (Oshagbemi, 1996).

## **4.9 Discussion from the Findings And Hypotheses Results**

This section presents the key findings of the hypotheses testing done in this study. The findings from the hypotheses one through ten, allow to achieve the research objective three of this study. The findings from hypothesis eleven, allow to achieve the research objective four of this study.

### **4.9.1 Relationships between Job Satisfaction and Intention to Leave (Research Objective three)**

Analysis of the data resulted from the Pearson correlation analysis indicates that intention to leave the current job is significantly and negatively correlated to the perceived level of satisfaction with Pay, Promotion, Co-workers, Supervision, Contingent rewards, Operating procedures, Nature of work, Communication with the organization and Fringe benefits. The results of the Pearson correlation analysis, further suggest that intention to leave is low if the perceived level of satisfaction with Pay, Promotion, Co-workers, Supervision, Contingent rewards, Operating procedures, Nature of work, Communication with the organization and Fringe benefits is high in the private schools of Dubai.

From the findings of hypotheses one through nine, there was a significant and negative correlation between the teachers' intention to leave the current job and nine facets of job satisfaction. However, correlation statistics reveals that, despite the relationship reported between nine facets of job satisfaction and intention to leave, only satisfaction with Fringe benefits and Pay seemed to be strongly associated with the teachers' intention to leave as they reported with relatively high coefficient values. Furthermore, the correlation statistics reveals that there is significant and negative correlation (-0.65) between the teachers' overall job satisfaction and intention to leave the current job as it reported with high coefficient value of correlation. This indicates that job satisfaction is directly related to intention to leave, consistent with the findings of Campbell, Hasselback, Hermanson, and Turner (1990).

#### **4.9.2 Effect of Job Satisfaction on Intention to Leave (Research Objective four)**

The multiple regression analysis exhibited that out of the nine dimensions of job satisfaction (Pay, Promotion, Co-workers, Supervision, Contingent rewards, Operating procedures, Nature of work, Communication with the organization and Fringe benefits), satisfaction with fringe benefits appeared to have the strongest influence on intention to leave the current job, followed by, satisfaction with communication with the organization and satisfaction with the nature of work. Spector (1997) divides fringe benefits into monetary and non-monetary benefits. The fringe benefits in this study deal with issues relating to teachers paid leave, social security, medical insurance plans, retirement and saving plans provided in their jobs. Studies from past research explain that salaries often suffer in exchange for fringe benefits, and furthermore those that are not very necessary may decrease job satisfaction. According to Suliman and Iles (2000), fringe benefits that entice an individual's attention may eventually increase their performance and cause higher levels of job satisfaction and organisational commitment. Therefore, enhancing job related organizational commitment through offering motivational fringe benefits such as paid leave, social security, medical insurance plans, retirement and saving plans is essential in reducing the turnover rates of teachers in these private schools of Dubai.

In addition to satisfaction with fringe benefits, satisfaction with communication with the organization and satisfaction with the nature of work were also found to impact intention to leave the current job among teachers. The communication with the organization plays a crucial role in shaping teachers' motivation and commitment towards their job in the schools. For the relationship between the organization and the employees to be just and successful, communication is crucial not only for performance feedback but most importantly to maintain a firm coordination to achieve higher goals for individuals as well as the schools. According to Eggins (1994), educational leaders and policy makers should address issues related to improvise and develop strategies of communication within the organization, coordination and feedback for teachers, as they regard important to teachers with the intention to leave the current job and teaching profession.

Satisfaction with nature of work was also found to impact intention to leave the current job among teachers. . Nature of work (an independent variable of job satisfaction) is assessed by an employee's perception that their job is meaningful, engaging, and they sense a feeling of pride in doing the job (Spector 1997). Satisfaction with the nature of work is significantly associated with the employee's intention to remain in the organisation ( Westlund & Hannon, 2008).

In conclusion, this study further confirms the theoretical understanding of relationship between job satisfaction and intention to leave the current job among the expatriate teachers in the three private schools of Dubai. Satisfaction with fringe benefits, communication with the organization and with the nature of work were significantly and negatively correlated to intention to leave and appeared to strongly affect and influence the teachers' intention to leave the current job in their respective schools.

#### **4.10 Qualitative Findings and Discussion.**

(See Appendix E for analysis of all closed and open ended questions asked under intention to leave section in the questionnaire

##### **4.10.1 Significant findings from Qualitative data on reasons behind the teachers' intention to leave the previous job**

(See Appendix F for Findings from Qualitative Analysis of Data)

#### **4.11 Integration of Quantitative And Qualitative Data Findings.**

Findings from both the QUAL and QUAN methods about facets of Job Satisfaction that seemed to strongly influence Intention to leave the job among teachers are presented in Table 34

Table 14: Qualitative and Quantitative Findings on Job Satisfaction facets that strongly influence Intention to Leave

<b>Qualitative Data Findings from Open ended questions on job satisfaction facets that strongly influence intention to leave.</b>	<b>Quantitative Data Findings from Multiple Regression Analysis on job satisfaction facets that strongly influence intention to leave.</b>
4.2: “What was the reason for you to quit the teaching position in your previous School?”	
1. Pay	1. Fringe Benefits
2. Nature of the Job	2. Communication with the organization
	3. Nature of the Job
5.4: “What is the reason behind your intention to leave the current teaching job?”	
1. Operating Procedures of the Organization	
2. Pay	

These Qualitative findings are in line with the Quantitative findings and are complementing the Pearson correlation results between the nine facets of job satisfaction and the intention to leave the current job. The three facets of job satisfaction that are pay, operating procedures and nature of the job raised as prevalent themes behind intention to leave from open ended questions are also significantly and negatively correlated to intention to leave from the quantitative findings obtained from the Pearson Correlation analysis as well.(See Table 35)

Table 15: Significant Quantitative findings from the Pearson correlation analysis between Job Satisfaction facets and Intention to Leave

Job Satisfaction Facets	Intention to Leave
Pay	-0.52 <sup>**</sup> (+++)
Operating procedures	-0.46 <sup>**</sup> (++)
Nature of work	-0.49 <sup>**</sup> (++)
<b>Total job satisfaction</b>	<b>-0.65<sup>**</sup> (+++)</b>

\*\*\*  $p \leq 0.001$       \*\* $p \leq 0.01$  [ \*\* Correlation is significant at the 0.01 level (2-tailed).]

\* $p \leq 0.05$  (two-tailed)

+++  $r \geq 0.50$  (large practical effect size)

++  $r \geq 0.30 \leq 0.49$  (medium practical effect size)

size)

+  $r \leq 0.29$  (small practical effect size)

From the QUAL findings of the open ended questions, the three main facets of job satisfaction that emerged as mainly influential over intention to leave are “Pay”, “Operating Procedures of the Organization” and “Nature of the job”. On the other hand, the significant facets of job satisfaction that are reported to strongly influence intention to leave from the QUAN findings are “Fringe Benefits” and “Communication with the Organization”. The findings of QUAL and QUAN data highlight that “Nature of the job” stands as a strong facet of job satisfaction that is significantly influencing the intention to leave the job among the teachers. From the open ended questions analysis, the “Nature of the job” that emerged as one of the main reasons behind intention to leave is complementing the Multiple regression analysis results between “Nature of the job” and “Intention to leave”. Satisfaction with the nature of work( $p= 0.006$ ) is less than the common alpha level of 0.05, which indicates that it is statistically significant on influencing the dependent variable “Intention to leave”. (See Table 36)

*Table 16: Significant Quantitative findings from the Multiple Regression Analysis between Job Satisfaction facets and Intention to Leave.*

Variables	Std. error	Beta	t	Sig.
(CONSTANT)	.555		12.829	.000
NATURE OF WORK	.124	-.279	-2.816	.006
COMMUNICATION	.133	-.287	-3.111	.002
FRINGE BENEFITS	.158	-.370	-3.591	.001

a. Dependent Variable: INTENTION\_TO\_LEAVE

The Qualitative and Quantitative methods employed in this study reveal that out of the nine facets of job satisfaction, there are five main dimensions that significantly and negatively influence intention to leave the current job among expatriate teachers in the three private schools of Dubai. They are Pay, Operating procedures, Nature of the job, Communication with the organization and Fringe benefits.

1. Teachers in these schools intend to quit the job as they are not happy with their pay scale. They feel their salary is less, unappreciated and not comparable to their work. Some teachers even felt discrimination in the pay scale to certain nationalities.
2. As regard to operating procedures of the organization, the teachers intend to leave due to too much work load and KHDA Inspection pressure with stay backs arranged quite often, tedious corrections/ checking and too much paperwork, improper policies of pay and promotion, unsystematic approach towards work itself, unclear objectives of the organization, confusion as to delegation of responsibility, no support for student discipline and complete disregard to employee's satisfaction.
3. Some respondents had issues with nature of the job itself and finally intended to quit the job. They disliked their job since it was mundane, boring, unrewarding, with no variety, too much clerical work, many student discipline issues and extra job responsibilities. They reported in the JSS survey that they disliked their job as it sometimes felt meaningless. They also gave opinions that they do not enjoy their job nor do they feel sense of pride in doing it.

4. Communication with the organization is also found to have significantly negative influence on teachers' intention to leave. The teachers' opinions on Communication with the organization in the JSS questionnaire reported that they do not know the intentions of the organization behind the given tasks as there was lack of communication with the teachers. Some teachers opined that work assignments were not fully explained and goals of the organization were not clear.
5. Another job satisfaction facet which strongly and negatively influenced teachers' intention to leave was the Fringe benefits. The respondents reported that they were not satisfied with the fringe benefits they receive in the schools like paid leave, social security, medical insurance plans, retirement and saving plans provided in their jobs. They opined that the benefit package is not equitable and not as good as most other organizations offer.

#### **4.12 Summary**

This chapter has presented the results, analysis and discussion section of the study. The findings of the analysis explain that all the eleven hypotheses tested in this study were supported. In particular, the correlation analysis revealed that perceived level of all the nine job satisfaction facets are negatively related to the teachers' intention to leave the current job in these three private schools of Dubai. These job satisfaction facets are Pay, Promotion, Co-workers, Supervision, Contingent rewards, Operating procedures, Nature of work, Communication with the organization and Fringe benefits. However regression analysis for testing hypotheses eleven indicates that three of the job satisfaction facets explain significantly the variance in teachers' intention to leave. These three facets are satisfaction with fringe benefits, satisfaction with communication with the organization and satisfaction with the nature of work. From open ended questions thematic analysis, the three main reasons that emerged behind intention to leave were Pay, Operating procedures of the organization and Nature of the job.

## **Chapter Five**

### **CONCLUSION AND RECOMMENDATIONS**

## **5.1 Introduction**

This study was conducted to examine the perceived level of job satisfaction and intention to leave among expatriate teachers in three private schools of Dubai. The study also aimed to explore the relationship between job satisfaction and intention to leave. Moreover, it also attempted to investigate the influence of job satisfaction on the teachers' intention to leave the current job. The prime objectives of this study were mainly achieved and will be presented in the key findings section of this chapter.

This chapter is inclusive of the summary of the study, the key findings, recommendations that may aid the school administrators in retaining qualified teachers in the schools, implications for further research studies and the conclusion.

## **5.2 Summary of the Study**

This study used the mixed method approach using both the quantitative and qualitative research methods with the main objective to investigate whether the expatriate teachers in the three private schools of Dubai satisfied with their job or are they intending to leave the current job. This study sought to answer the following questions: What is the level of job satisfaction among the expatriate teachers in the three private schools of Dubai; What is the level of intention to leave among the expatriate teachers in the three private schools of Dubai; Is there any significant relationship between the nine facets of job satisfaction and teacher's intention to leave the current job; Which facets of Job satisfaction influence the teacher's intention to leave the school.

A combination of Spector's job satisfaction survey, Intention to leave questionnaire and researcher-made open ended questionnaire were the main instruments used for gathering the data. The questionnaire was administered from 1<sup>st</sup> week of May 2016 until 4<sup>th</sup> week of May 2016. This study included 103 respondents presently teaching in the three private schools of Dubai.

Both qualitative and quantitative methods were used to interpret and analyze the data. Thematic analysis was done to describe the facets of job satisfaction influential behind the teachers' intention to quit the previous job and to understand about the facets of job satisfaction influencing their intention to leave the current job. Descriptive and inferential analysis was done to describe the frequency and standard deviation of all the items in the questionnaire and to explore the relationship, direction and strength between the variables of job satisfaction and intention to leave.

### **5.3 FINDINGS OF THE STUDY**

The participants of this study comprised of 85.4% female and 14.6% male respondents, majority of the respondents 87.4% were married, while 10.7% were single, more than half (58.2%) of the participants were Asians, nearly half (45.6%) of the respondents were well qualified with Masters Degree and a large number of participants 72.7% have a minimum of 6 years of teaching experience.

The prime aim of this study was to examine the perceived level of job satisfaction and intention to leave among expatriate teachers in the three private schools of Dubai. The descriptive analysis results indicate that the teachers perceive a low level of job satisfaction and majority of them are not satisfied with their jobs in the respective schools. While the perceived level of their intention to leave the current job is high, with many of the teachers intending to quit the job by the end of the academic year. This study also looked into the relationship between teachers' job satisfaction and their intention to leave the current job. The Pearson correlation analysis results indicated that there is significant and negative correlation between job satisfaction and intention to leave. Out of the nine facets of job satisfaction studied in this research, satisfaction with Fringe benefits and Pay seemed to be strongly related with the teachers' intention to leave as they reported with relatively high coefficient values.

Furthermore, this study explored the influence of various job satisfaction facets on intention to leave. From the Quantitative findings of the multiple regression analysis employed in this study, we conclude that satisfaction with Nature of the job, Communication with the organization and Fringe benefits are the main dimensions of job satisfaction that significantly and negatively influence the teachers' intention to leave the current job. While the Qualitative data findings report that satisfaction with Pay, Operating procedures, Nature of the job have a high potential to influence the intention to leave the current job among expatriate teachers in the three private schools of Dubai. Overall findings of this study indicate that, job satisfaction significantly and negatively impacts teachers' intention to leave. Hence it indicates that more satisfied the teachers are with their work, lesser the probability of them leaving the job.

#### **5.4 Recommendations**

Based on the findings of this study, the following are the recommendations and suggestions made to the school administrators to decrease the turnover rate and increase the retention rate of the teachers in UAE private schools. The results suggest that in order to create conducive working conditions that encourage the teachers to stay with their respective schools, it is recommended that the teachers be paid well in accordance to their work, qualification and experience, irrespective of any nationality.

Nature of the job has to be varied and challenging enough for the teachers to enjoy their job and take pride in teaching. Moreover, teachers' communication with the organization has to be improved drastically to give teachers the feedback on their work, explain about work assignments with clarity and precision and also inform them about intentions of the organization behind each crucial job. The head teachers could be admitted into the decision making panel to voice their opinion on the issues that bother them in the organization. Furthermore, with regard to the communication with the organization, it is better if the school informs all the teachers about their vision and mission and all the employees work as a team to achieve those goals for

the betterment of student achievement, personal and organizational development. To retain the teachers in the schools, other important aspect is to revise their fringe benefits package, like paid leave, social security, medical insurance plans, retirement and saving plans, etc. More the teachers are satisfied with all these job satisfaction facets, lesser is the probability for them to leave the job.

The schools should also reduce the workload of the teachers, reduce paperwork, clerical jobs and give them opportunity to work more for student achievement. Operating procedures and policies of the schools have to be improvised to enhance smooth functioning of teachers' job responsibilities. The outcome of these improvised policies and procedures will ensure highly motivated and satisfied teaching staff, which are more likely to stay in the current job rather than intend to leave it.

### **5.5 Implications for Further Study**

Due to the time and logistical constraints faced by the researcher, the present study was limited to expatriate teachers employed in only three private schools of Dubai. Therefore, the results cannot be generalised to the overall expatriate teacher population employed in all the private schools of Dubai. Future research should be based on acquiring a larger and more representative sample of expatriate teachers working in all the private schools of Dubai in order to understand the perceived level of job satisfaction and intention to leave among expatriate teachers employed in all schools throughout the Emirates of Dubai and later the research can be studied further on a broader context of UAE schools.

Moreover, only nine facets of job satisfaction were considered as factors associated with intention to leave the current job, while job satisfaction is a vast and complex variable inclusive of many more dimensions. Further research could explore the other facets of job satisfaction such as satisfaction with job variety, closure, compensation, HR policies, stress, working

conditions, autonomy, social relationships, skill identity, task significance, feedback, workload, etc.

Due to the investigatory nature of the research, this study could generate only a few statements about causation. The observed relations between the dependent and independent variables have therefore been interpreted more rather than established. To study the detailed cause and effect of the turnover intention phenomena in the private schools, it is advisable that the future research should employ survey as well as include interviews with teachers who already left the jobs in the private schools of Dubai. In spite of these limitations, the study should be considered as an ingrained step towards understanding the present scenario of job satisfaction level among the expatriate teachers working in private schools of Dubai and making a positive contribution to the retention of qualified, productive and valuable staff in the UAE context.

## **5.6 Conclusion**

Findings of this study showed that the perceived level of job satisfaction of the teachers was low while on the other hand, the perceived level of intention to leave the current job was high. A majority of the respondents showed that they were less satisfied with their Pay, Promotion, Operating procedures, Fringe benefits and Contingent rewards.

In this study, the results showed a significant negative correlation between job satisfaction and intention to leave the current job among teachers. Moreover, the Qualitative and Quantitative findings showed that Pay, Operating procedures Nature of the job, Communication with the organization and Fringe benefits are the main dimensions of job satisfaction that significantly and negatively influence the teachers' intention to leave the current job.

This study concludes that job satisfaction is a noteworthy issue with regard to retaining teachers in their respective schools. Furthermore, job satisfaction of teachers will ensure better quality educational services and enhance their professional and organizational commitment. The findings of this research enrich the retention literature by throwing some light on how the job

satisfaction of expatriate teachers employed in private schools of Dubai, has significant negative association with their intention to leave the current job. Practically, in the context of Dubai, the new knowledge and understanding obtained from exploring the relationship between the nine facets of job satisfaction factors and teachers' intention to leave the current job may be useful in the retention of the qualified teachers in their respective schools; by enticing their attention towards teaching, increasing their job satisfaction in the schools and by elevating their status in the teaching profession.

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## **Appendices**

### **Appendix A**

#### **Introductory letter to the respondents about “Teachers’ Job Satisfaction and Intention to Leave Questionnaire”**

Dear Sir / Madam,

I am a student of Masters of Education (MLP) at the British University in Dubai and as part of my dissertation; I am exploring the level of Teachers’ job satisfaction within the Dubai schools and the impact of various job satisfaction facets on their intention to leave the current teaching position.

This survey is for the expatriate teachers who are currently working in the Dubai Private schools. The completion of the questionnaire will take around 5 to 10 minutes of your precious time. Be assured that the anonymity of the respondents and the information provided by them will be used only for academic purpose and will remain confidential.

Your honest and sincere input is valued, as it will enhance the accuracy of the results in my study. Please feel free to share your true opinions. Thank you very much in anticipation of your valued interest, time and support. Have a nice day!

Warm regards,

Humera Khan

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## Appendix B

### Teachers' Job Satisfaction and Intention to Leave Questionnaire

SECTION 1: JOB SATISFACTION*					
PLEASE CHOOSE AN OPTION FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR HONEST OPINION ABOUT IT.					
	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1. I feel I am being paid a fair amount for the work I do.	<input type="radio"/>				
2. There is really too little chance for promotion on my job.	<input type="radio"/>				
3. My supervisor is quite competent in doing his/her job.	<input type="radio"/>				
4. I am not satisfied with the benefits I receive.	<input type="radio"/>				
5. When I do a good job, I receive the recognition for it that I should receive.	<input type="radio"/>				
6. Many of our rules and procedures make doing a good job difficult.	<input type="radio"/>				
7. I like the people I work with.	<input type="radio"/>				
8. I sometimes feel my job is meaningless.	<input type="radio"/>				
9. Communications seem good within this organization.	<input type="radio"/>				
10. Salary rises are too few and far	<input type="radio"/>				

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11. Those who do well on the job stand a fair chance of being promoted.	<input type="radio"/>				
12. My supervisor is unfair to me.	<input type="radio"/>				
13. The benefits we receive are as good as most other organizations offer.	<input type="radio"/>				
14. I do not feel that the work I do is appreciated.	<input type="radio"/>				
15. My efforts to do a good job are seldom blocked by red tape.	<input type="radio"/>				
16. I find I have to work harder at my job because of the incompetence of people I work with.	<input type="radio"/>				
17. I like doing the things I do at work.	<input type="radio"/>				
18. The goals of this organization are not clear to me.	<input type="radio"/>				

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
19. I feel unappreciated by the organization when I think about what they pay me.	<input type="radio"/>				
20. People get ahead as fast here as they do in other places.	<input type="radio"/>				
21. My supervisor shows too little interest in the feelings of subordinates.	<input type="radio"/>				
22. The benefit package we have is equitable.	<input type="radio"/>				
23. There are few rewards for those who work here.	<input type="radio"/>				
24. I have too much to do at work.	<input type="radio"/>				
25. The colleagues in my department are friendly and sociable.	<input type="radio"/>				
26. I often feel that I do not know what is going on with the organization.	<input type="radio"/>				
27. I feel a sense of pride in doing my job.	<input type="radio"/>				
28. I feel satisfied with my chances for salary.	<input type="radio"/>				

29. There are benefits we do not have which we should have.	<input type="radio"/>				
30. I like my supervisor.	<input type="radio"/>				
31. I have too much paperwork.	<input type="radio"/>				
32. I don't feel my efforts are rewarded the way they should be.	<input type="radio"/>				
33. I am satisfied with my chances for promotion.	<input type="radio"/>				
34. There is too much bickering and fighting at work.	<input type="radio"/>				
35. My job is enjoyable.	<input type="radio"/>				
36. Work assignments are	<input type="radio"/>				

**SECTION 2: INTENTION TO LEAVE\***

PLEASE CHOOSE AN OPTION FOR EACH QUESTION THAT COMES CLOSEST TO REFLECTING YOUR HONEST OPINION ABOUT IT.

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
1. In the last few months, I have seriously thought about looking for a new job	<input type="radio"/>				
2. Presently, I am actively searching for other alternative jobs	<input type="radio"/>				
3. I intend to leave the school at the end of this academic year	<input type="radio"/>				

**4. Did you quit a teaching job in any of the Dubai Schools? \***

- YES
- NO

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**4.1 Which job satisfaction facet influenced your decision to leave teaching in your previous school?\***

Please choose an option that best fits your opinion

- PAY
- PROMOTION
- SUPERVISION
- FRINGE BENEFITS
- CONTINGENT REWARDS
- OPERATING PROCEDURES OF THE JOB
- CO-WORKERS
- NATURE OF THE JOB ITSELF
- COMMUNICATION WITH THE ORGANIZATION
- Other:

**4.2 What was the reason for you to quit the teaching position in your previous School?\***

Please answer in a sentence or two.

**4.3 After quitting the job, did you join back any of your previous Schools for a teaching position ? \***

- YES
- NO

**4.4 What motivated you to work again as a teacher in your previous school?\***

Please answer in a sentence or two

**5. Are you currently teaching in any of the schools in Dubai? \***

- YES
- NO

**5.1 How long have you been teaching in Dubai schools?\***

- less than 1 year
- 1-5 years
- 6-10 years
- 11-15 years
- 16 – 20 years
- more than 20 years

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**5.2 Do you have any intention to leave the current teaching position?\***

YES

NO

**5.3 Which job satisfaction facet is influencing your decision to leave the present teaching position?\***

Please choose an option that best fits your opinion

PAY

PROMOTION

SUPERVISION

FRINGE BENEFITS

CONTINGENT REWARDS

OPERATING PROCEDURES OF THE JOB

CO-WORKERS

NATURE OF THE WORK ITSELF

COMMUNICATION WITH THE ORGANIZATION

Other:

**5.4 What is the reason behind your intention to leave the current teaching job?\***

Please answer in a sentence or two.

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**6. Please share your experienced and valuable suggestions that the School Administrators have to consider in order to retain the current productive teachers in the School.\***

Please provide at least one suggestion

### **SECTION 3: DEMOGRAPHIC INFORMATION**

Please choose the one response that best describes you

**1. Gender\***

- Male
- Female

**2. Age\***

- 19 - 24
- 25 - 34
- 35 - 44
- 45 - 54
- 55 and over

**3. Marital Status \***

- Single
- Married
- Divorced
- Widow
- Widower

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**4. Nationality\***

If you are an expatriate and choose " Other " option, then please mention your nationality in the box given.

Emirati

Other:

**5. Academic Qualification \***

Diploma

Diploma in Education

Bachelor Degree

Bachelor Degree in Education

Masters Degree

Masters Degree in Education

Doctorate

Doctorate in Education

Other:

**6. Length of your complete teaching career**

less than 1 year

1-5 years

6-10 years

11-15 years

16 – 20 years

more than 20 years

End of Survey

## Appendix C

### Background/Demographic characteristics of the Respondents

The demographic characteristics of the participating respondents are presented in Table 5 through Table 10. From a total of 103 respondents, 88 (85.4%) were female teachers and 15 (14.6%) were male teachers. This finding indicates that female teachers are more in number than male teachers in these private schools of Dubai. Table 5 presents demographics on respondents' gender.

*Table 17: Gender of Respondents*

<b>1. Gender (n=103)</b>	<b>Frequency</b>	<b>Percent</b>
Male	15	14.6
Female	88	85.4
Total	103	100.0

The distribution of the ages of the participating teachers ranged between 19 to 55 years and over. The majority of the teaching staff's age distribution of about 43 ( 41.7 %) were 35 years to 44 years old. While 29 (28.2%) of the respondents were aged between 45 years to 54 years. While 25 (24.3%) of the teachers aged between 25 years to 34 years. A small number of teachers 4 (3.9%) aged 55 years and over while 2 (1.9%) of the respondents ranged between 19 years to 24 years. The overall age distribution of the teachers indicates that in these private schools of Dubai, mostly the teachers are both young and middle aged, their ages ranging between 25 years to 54 years. This finding further suggests that both male and females of these age groups are keen on working as teachers in these Dubai private schools. Table 6 presents demographics on respondents' age.

Table 18: Age of the Respondents

<b>2. Age (n=103)</b>	<b>Frequency</b>	<b>Percent</b>
19 -24	2	1.9
25 - 34	25	24.3
35 - 44	43	41.7
45 - 54	29	28.2
55 and over	4	3.9
Total	103	100.0

The majority of the respondents 90 (87.4%) were married, while 11 (10.7%) were single and the rest 2 (1.9%) were widow . Table 7 presents demographics on respondents' marital status.

Table 19: Marital Status of the Respondents

<b>3. Marital Status (n=103)</b>	<b>Frequency</b>	<b>Percent</b>
Single	11	10.7
Married	90	87.4
Widow	2	1.9
Total	103	100.0

The findings of the nationality of the expatriate teaching staff in these Dubai private schools indicates that out of 103 respondents, a majority of them are Asians- 60 (58.2%) out of which most of them are Indians- 54 (52.4%) and Pakistani - 6(5.8%). Other nationalities of the respondents are as follows: Egyptian- 12(11.7%), American- 6(5.8%), British- 5(4.9%), Australian- 4(3.9%), South African- 4(3.9%), Jordanian- 4(3.9%), Sudani- 4(3.9%), Irish- 2(1.9%) and European- 2(1.9%). Table 8 presents demographics on respondents' nationality.

Table 20: Nationality of the Respondents

<b>4. Nationality (n=103)</b>	<b>Frequency</b>	<b>Percent</b>
Indian	54	52.4

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Jordanian	4	3.9
Egyptian	12	11.7
Pakistani	6	5.8
Australian	4	3.9
American	6	5.8
South African	4	3.9
British	5	4.9
Sudani	4	3.9
Irish	2	1.9
European	2	1.9
Total	103	100.0

As far as the academic qualification of the respondents is concerned, out of 103, 29 (28.2%) hold a Bachelor Degree from other Disciplines, while 14 (13.6%) hold a Bachelor Degree in Education. Teachers who hold a Masters Degree in Education are 27 (26.2%), while 20 (19.4%) hold Masters Degree from other Disciplines. Teachers with Doctorate Degree are 5 (4.9%), while Doctorate Degree in Education holders are 4 (3.9%). A few teachers 4 (3.9%) hold a Diploma in Education. This finding indicates that a majority of teachers 56 (54.4%) in these Dubai private schools are well qualified for teaching, holding Masters or Doctorate Degree either from education field or other disciplines. Table 9 presents demographics on respondents' academic qualification.

Table 21: Academic Qualification of the Respondents

<b>5. Academic Qualification (n=103)</b>	<b>Frequency</b>	<b>Percent</b>
Diploma in Education	4	3.9
Bachelor Degree	29	28.2
Bachelor Degree in Education	14	13.6

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Masters Degree	20	19.4
Masters Degree in Education	27	26.2
Doctorate	5	4.9
Doctorate Degree in Education	4	3.9
Total	103	100.0

Out of 103 respondents 28 (27.2%) have been working as teachers between 1 to 5 years, while 25.2% between 6 to 10 years and 19.4 % between 11 to 15 years. The teachers with 16 to 20 years of experience are 15.5%, while 12.6% of them have worked as teachers for more than 20 years. This finding indicates that a majority of respondents (72.7%) have teaching experience ranging between 6 years to more than 20 years of their career. Table 10 presents demographics on respondents' length of teaching career.

*Table 22: Length of Respondents' Teaching career*

<b>6. Length of the complete teaching career (n=103)</b>	<b>Frequency</b>	<b>Percent</b>
1-5 years	28	27.2
6-10 years	26	25.2
11-15 years	20	19.4
16 - 20 years	16	15.5
more than 20 years	13	12.6
Total	103	100.0

## Appendix D

### Descriptive Statistics of the main facets of Job Satisfaction

Table 12 highlights the descriptive statistics of the main variables of the study, i.e. Pay, Promotion, Co-workers, Supervision, Contingent rewards, Operating procedures, Nature of work, Communication with the organization, Fringe benefits, Total job satisfaction and Intention to leave the current job.

As can be seen from the table, the respondents were less satisfied with their Pay ( Mean = 2.28, SD= .84), Promotion( Mean = 2.27, SD=.79), Operating procedures( Mean = 2.48, SD= .80), Fringe benefits ( Mean =2.50, SD=.83) and Contingent rewards ( Mean = 2.50, SD= .83), while they were moderately satisfied with Co-workers( Mean = 3.37, SD= .73), Supervision( Mean = 3.25, SD= .74), Nature of work( Mean = 3.16, SD= 1.01) and Communication with the organization( Mean = 2.86, SD= .88). The standard deviations of the sub-scales are fairly similar, all ranging from .73 to 1.01.

The Total job satisfaction (Mean = 2.74, SD= 0.55) of the respondents with their current teaching job was just average. With respect to the intention to leave (Mean = 3.26, SD= 1.27), the teachers in this study are generally more inclined towards leaving the current teaching position in these private schools of Dubai. Furthermore, these findings indicate that from among the nine dimensions of job satisfaction, the subjects were least satisfied with Promotion (Mean = 2.27, SD=.79) and most satisfied with Co-workers (Mean = 3.37, SD= .73).

Table 23: Descriptive Statistics of Variables (n=103)

Measuring instrument subscales( Items)	Mean	Standard Deviation(SD)
<b>JSS</b>		
Pay	2.28	.84
Promotion	2.27	.79

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Co-workers	3.37	.73
Supervision	3.25	.74
Contingent rewards	2.50	.83
Operating procedures	2.48	.80
Nature of work	3.16	1.02
Communication with the organization	2.86	.88
Fringe benefits	2.50	.83
<b>Total job satisfaction</b>	<b>2.74</b>	<b>0.55</b>
Intention to leave the current job	3.26	1.27

Note: 5= Strongly Agree, 4= Agree, 3= Neutral, 2= Disagree and 1= Strongly Disagree.

In the following section, each variable is examined in greater details as to its relation with the mean value found earlier.

#### **4.4.1 Satisfaction with Pay**

As previously mentioned, four items were used to assess the teachers' perceived satisfaction with pay and on average the respondents are less satisfied with the current pay( Mean= 2.2816, SD=.83847) in their respective schools. Table 13 highlights the descriptive statistics for each

item. Out of four items under pay, "I feel unappreciated by the organization when I think about what they pay me" (Mean = 2.73, SD= 1.366) shows the highest mean value, followed by , "I feel I am being paid a fair amount for the work I do" (Mean = 2.64, SD= 1.474), followed by "Salary raises are too few and far between" (Mean = 1.81, SD= 1.121) and "I feel satisfied with my chances for salary increases"(Mean = 1.95, SD= .974). In general, the respondents appear unappreciated and less satisfied with what the organizations are paying them.

Table 24: Descriptive Results of Pay (n=103)

Items	Mean	Standard Deviation(SD)
1. I feel I am being paid a fair amount for the work I do.	2.64	1.474
10. Salary raises are too few and far between.(r)	1.81	1.121
19. I feel unappreciated by the organization when I think about what they pay me.(r)	2.73	1.366
28. I feel satisfied with my chances for salary increases.	1.95	.974
Total Mean (Pay)	2.28	.839

Note: (r) stands for reverse coded item

#### 4.4.2 Satisfaction with Promotion

As previously mentioned, four items were used to assess the teachers' perceived satisfaction with promotion and on average the respondents are less satisfied with the current promotion opportunities (Mean= 2.2694, SD= .78878) in their respective schools. Table 14 highlights the descriptive statistics for each item. Out of four items under promotion, "Those who do well on the job stand a fair chance of being promoted" (Mean = 2.60, SD= 1.301 shows the highest mean value, followed by , "There is really too little chance for promotion on my job" (Mean = 2.37, SD= 1.237), followed by "People get ahead as fast here as they do in other places" (Mean = 2.09, SD= .919) and "I am satisfied with my chances for promotion" (Mean = 2.02 , SD=

1.029). In general, the respondents appear to be less satisfied with the chances of promotion in their respective organizations.

Table 25: Descriptive Results of Promotion (n=103)

Items	Mean	Standard Deviation(SD)
2. There is really too little chance for promotion on my job.(r)	2.37	1.237
11. Those who do well on the job stand a fair chance of being promoted.	2.60	1.301
20. People get ahead as fast here as they do in other places.	2.09	.919
33. I am satisfied with my chances for promotion.	2.02	1.029
Total Mean (Promotion)	2.27	.789

Note: (r) stands for reverse coded item

#### 4.4.3 Satisfaction with Co-workers

As previously mentioned, four items were used to assess the teachers' perceived satisfaction with co-workers and on average the respondents are satisfied with the co-workers (Mean = 3.3665, SD= .72745) in their respective schools. Table 15 highlights the descriptive statistics for each item. Out of four items under Co-workers, " I like the people I work with" (Mean = 3.73, SD= 1.131) shows the highest mean value, followed by , " I enjoy my co-workers" (Mean = 3.70, SD= 1.211), followed by " There is too much bickering and fighting at work" (Mean = 3.25, SD= 1.017) and "I find I have to work harder at my job because of the incompetence of people I work with" (Mean = 2.79 , SD= 1.281). In general, the respondents appear to be moderately satisfied with the co-workers in their respective organizations and like working with them.

Table 26: Descriptive Results of Co-Workers (n=103)

Items	Mean	Standard Deviation(SD)
7. I like the people I work with.	3.73	1.131
16. I find I have to work harder at my job because of the incompetence of people I work with.(r)	2.79	1.281
25. I enjoy my coworkers.	3.70	1.211
34. There is too much bickering and fighting at work.(r)	3.25	1.017
Total Mean( Co-workers)	3.37	.728

Note: (r) stands for reverse coded item

#### 4.4.4 Satisfaction with Supervision

As previously mentioned, four items were used to assess the teachers' perceived satisfaction with Supervision and on average the respondents are moderately satisfied with the Supervision (Mean =3.25, SD= .735) in their respective schools. Table 16 highlights the descriptive statistics for each item. Out of four items under Supervision, "My supervisor is unfair to me" (Mean = 3.54, SD= 1.092) shows the highest mean value, followed by " My supervisor is quite competent in doing his/her job" (Mean =3.31, SD=1.180), followed by "I like my supervisor " (Mean =3.17, SD=1.033) and , " My supervisor shows too little interest in the feelings of subordinates" (Mean =2.97, SD=1.133). In general, the respondents appear to be moderately satisfied with the Supervision in their respective organizations and feel that the Supervisors are quite competent in doing their job.

Table 27: Descriptive Results of Supervision (n=103)

Items	Mean	Standard Deviation(SD)
3. My supervisor is quite competent in doing his/her job.	3.31	1.180
12. My supervisor is unfair to me.(r)	3.54	1.092
21. My supervisor shows too little interest in the feelings of subordinates.(r)	2.97	1.133
30. I like my supervisor.	3.17	1.033
Total Mean (Supervision)	3.25	.735

Note: (r) stands for reverse coded item

#### 4.4.5 Satisfaction with Contingent Rewards

As previously mentioned, four items were used to assess the teachers' perceived satisfaction with Contingent Rewards and on average the respondents satisfaction with the Contingent Rewards (Mean =2.50, SD= .833) in their respective schools is neutral. Table 17 highlights the descriptive statistics for each item. Out of four items under Contingent Rewards, “ I do not feel that the work I do is appreciated” (Mean = 2.73, SD= 1.352) shows the highest mean value, followed by “ There are few rewards for those who work here” (Mean = 2.63, SD= 1.196), followed by “ When I do a good job, I receive the recognition for it that I should receive” (Mean = 2.50, SD= 1.162) and , “I don't feel my efforts are rewarded the way they should be” (Mean = 2.12, SD= 1.096). In general, the respondents appear to be neither satisfied nor dissatisfied with the Contingent Rewards (rewards, recognition and appreciation) they receive for their work in their respective organizations.

Table 28: Descriptive Results of Contingent Rewards (n=103)

Items	Mean	Standard Deviation(SD)
5. When I do a good job, I receive the recognition for it that I should receive.	2.50	1.162
14. I do not feel that the work I do is appreciated.(r)	2.73	1.352
23. There are few rewards for those who work here.(r)	2.63	1.196
32. I don't feel my efforts are rewarded the way they should be.(r)	2.12	1.096
Total Mean (Contingent Rewards)	2.50	.833

Note: (r) stands for reverse coded item

#### 4.4.6 Satisfaction with Operating Procedures

As previously mentioned, four items were used to assess the teachers' perceived satisfaction with Operating Procedures and on average the respondents were less satisfied with the operating Procedures (Mean = 2.48, SD= .804) in their respective schools. Table 18 highlights the descriptive statistics for each item. Out of four items under Operating Procedures, "My efforts to do a good job are seldom blocked by red tape" (Mean = 2.90, SD= 1.192 ) shows the highest mean value, followed by "I have too much to do at work" (Mean = 2.50 , SD= 1.335), followed by "Many of our rules and procedures make doing a good job difficult" (Mean = 2.41, SD= 1.410) and , " I have too much paperwork" (Mean = 2.11, SD= 1.171). In general, the respondents appear to be less satisfied with the Operating Procedures of their work with too much workload and paperwork in their respective organizations.

Table 29: Descriptive Results of Operating Procedures (n=103)

Items	Mean	Standard Deviation(SD)
6. Many of our rules and procedures make doing a good job difficult.(r)	2.41	1.410
15. My efforts to do a good job are seldom blocked by red tape.	2.90	1.192
24. I have too much to do at work.(r)	2.50	1.335
31. I have too much paperwork.(r)	2.11	1.171
Total Mean (Operating Procedures)	2.48	.804

Note: (r) stands for reverse coded item

#### 4.4.7 Satisfaction with Nature of Work

As previously mentioned, four items were used to assess the teachers' perceived satisfaction with 'Nature of Work' and on average the respondents were moderately satisfied with the Nature of Work (Mean = 3.16, SD= 1.015) in their respective schools. Table 19 highlights the descriptive statistics for each item. Out of four items under Nature of Work, "I feel a sense of pride in doing my job" (Mean = 3.34, SD= 1.257) shows the highest mean value, followed by "I sometimes feel my job is meaningless" (Mean = 3.18, SD= 1.447), followed by "I like doing the things I do at work" (Mean = 3.17, SD= 1.213) and , " My job is enjoyable" (Mean = 2.93, SD= 1.278). In general, the respondents appear to be moderately satisfied with the 'Nature of Work' in their respective organizations while experiencing a sense of pride and joy in doing their job.

*Table 30: Descriptive Results of Nature of Work (n=103)*

Items	Mean	Standard Deviation(SD)
8. I sometimes feel my job is meaningless.(r)	3.18	1.447
17. I like doing the things I do at work.	3.17	1.213
27. I feel a sense of pride in doing my job.	3.34	1.257
35. My job is enjoyable.	2.93	1.278
Total Mean (Nature of Work)	3.16	1.015

Note: (r) stands for reverse coded item

#### **4.4.8 Satisfaction with Communication with the Organization**

As previously mentioned, four items were used to assess the teachers' perceived satisfaction with Communication with the Organization and on average the respondents were moderately satisfied with communication (Mean = 2.86 , SD= .883) in their respective schools. Table 20 highlights the descriptive statistics for each item. Out of four items under Communication with the Organization, "The goals of this organization are not clear to me" (Mean =3.07, SD= 1.293) shows the highest mean value, followed by "Work assignments are not fully explained" (Mean =3.03, SD= 1.052), followed by "Communications seem good within this organization" (Mean =2.69, SD= 1.146) and , "I often feel that I do not know what is going on with the organization" (Mean =2.64, SD= 1.195). In general, the respondents appear to be moderately satisfied with the Communication in their respective organizations.

*Table 31: Descriptive Results of Communication with the Organization (n=103)*

Items	Mean	Standard Deviation(SD)
9. Communications seem good within this organization.	2.69	1.146
18. The goals of this organization are not clear to me.(r)	3.07	1.293
26. I often feel that I do not know what is going on with the organization.(r)	2.64	1.195
36. Work assignments are not fully explained.(r)	3.03	1.052
Total Mean (Communication with the Organization)	2.86	.883

Note: (r) stands for reverse coded item

#### 4.4.9 Satisfaction with Fringe Benefits

As previously mentioned, four items were used to assess the teachers' perceived satisfaction with Fringe Benefits and on average the respondents satisfaction with the fringe benefits (Mean = 2.50, SD= .831) in their respective schools was neutral. Table 21 highlights the descriptive statistics for each item. Out of four items under Fringe Benefits, "I am not satisfied with the benefits I receive" (Mean = 2.63, SD= 1.276) shows the highest mean value, followed by "The benefits we receive are as good as most other organizations offer" (Mean = 2.61, SD=1.315), followed by "The benefit package we have is equitable" (Mean = 2.57, SD= 1.134) and , " There are benefits we do not have which we should have" (Mean = 2.18 , SD=1.073). In general, the respondents appear to be neither satisfied nor dissatisfied with the fringe benefits they receive in their respective organizations.

Table 32: Descriptive Results of Fringe Benefits (n=103)

Items	Mean	Standard Deviation(SD)
4. I am not satisfied with the benefits I receive.(r)	2.63	1.276
13. The benefits we receive are as good as most other organizations offer.	2.61	1.315
22. The benefit package we have is equitable.	2.57	1.134
29. There are benefits we do not have which we should have.(r)	2.18	1.073
Total Mean (Fringe Benefits)	2.50	.831

Note: (r) stands for reverse coded item

## Appendix E

### Analysis of other closed and open ended questions asked under intention to leave section in the questionnaire (see Appendix B, Question 4 to Question 6)

#### Question # 4: Did you quit a teaching job in any of the Dubai Schools?

Table 4.20 presents the responses to Question 4

Q 4 Response (n=103)	FREQUENCY	PERCENT
YES	55	53%
NO	48	47%
TOTAL	103	100%

About 53% of the total respondents quit a teaching job in Dubai schools.

#### Question # 4.1: Which job satisfaction facet influenced your decision to leave teaching in your previous school?

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About 53% (55 out of 103 ) of the total respondents have answered this question out of which 49% of the respondents have reported that issues with pay have influenced them to leave the job in their previous school, followed by 13% of respondents who said that nature of job has influenced them to quit teaching in their previous school

**Table 4.22 presents the responses to Question 4.1**

<b>Q 4.1 Response (n=55)</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
PAY	27	49%
PROMOTION	3	5%
SUPERVISION	5	9%
FRINGE BENEFITS	0	0%
CONTINGENT REWARDS	0	0%
OPERATING PROCEDURES OF THE JOB	4	7%
CO-WORKERS	0	0%
NATURE OF THE JOB ITSELF	7	13%
COMMUNICATION WITH THE ORGANIZATION	0	0%
Other		
Health issues	6	11%
Inefficient leadership of the school	2	4%
Organization itself	1	2%
<b>TOTAL</b>	<b>55</b>	<b>100%</b>

**Question # 4.2: What was the reason for you to quit the teaching position in your previous school? (Open ended Question)**

Regarding the reasons for the respondents to quit the teaching job in the previous school, the most prevalent theme raised was pay. Nearly half of the respondents who answered this question spoke about issues concerning their pay in the respective schools. The following comments from the respondents are some examples that illustrate the point:

“The job felt mundane and unrewarding.” (Respondent 20)

“I didn't like the tiring clerical work at school that gradually interfered with my teaching time.” (Respondent 34)

“Had to deal with too many student discipline issues on a daily basis” (Respondent 39)

“I was loaded with extra job responsibilities of preparing students for various school events and at the end felt overburdened and quit the job.” (Respondent 81)

“There was no variety to do different tasks in the job. After some time it felt boring.” (Respondent 101)

The other prevalent theme that was raised by the respondents on reasons behind leaving the teaching job in their previous school was nature of the job.

- “Poor pay package” (Respondent 8)
- “Non-professional attitude of management towards teachers' pay” (Respondent 21)
- “Was not being paid enough nor rewarded” (Respondent 48)
- “Pay scale was less” (Respondent 51)
- “Insufficient salary” (Respondent 79)
- “Basic pay was not enough for me to survive here in Dubai” (Respondent 89)
- “I was paid very less since I did not have prior UAE experience” (Respondent 90)
- “Another attractive opportunity with a high pay scale came my way and I had to leave the job” (Respondent 97)

The other themes that emerged as reasons behind the teachers' intention to leave the previous job were: Promotion, Health Issue, Supervision, Operating Procedures of the Organization and Inefficient Leadership. (See Table 4.23)

**Table 4.23 presents the responses to Question 4.2**

<b>Reasons to quit the job in the previous school (n=55)</b>	<b>Number of respondents who cited this reason</b>	<b>Percentage of respondents who cited this reason</b>
Pay	21	38%
Nature of the Job	9	16%
Promotion	6	11%
Operating Procedures of the Organization	6	11%
Health Issues	6	11%
Supervision	5	9%
Inefficient Leadership	2	4%
<b>TOTAL</b>	<b>55</b>	<b>100%</b>

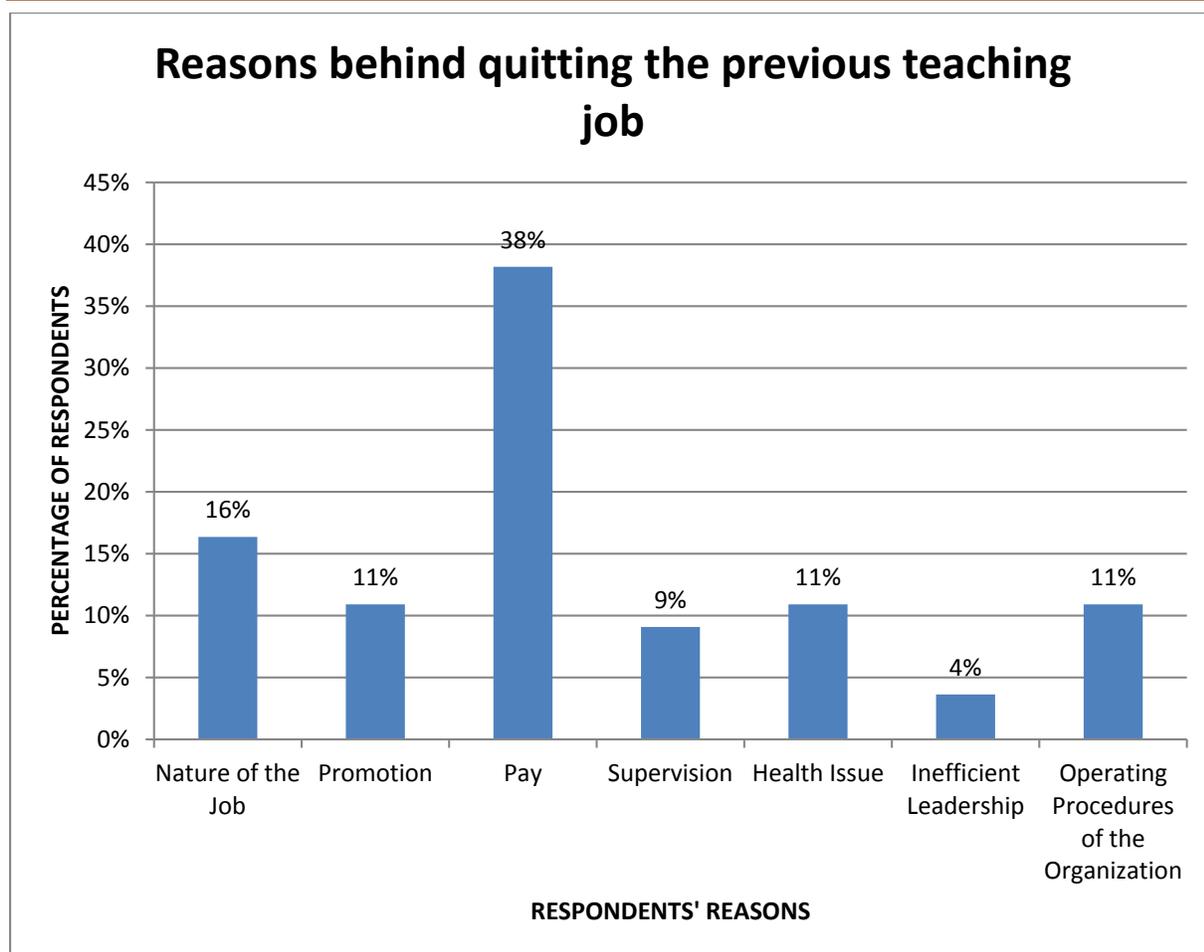


Figure 4.1: Reasons behind quitting the previous teaching job.

**Question # 4.3: After quitting the job, did you join back any of your previous Schools for a teaching position ?**

Table 4.24 presents the responses to Question 4.3

Q 4.3 Response (n=55)	FREQUENCY	PERCENT
YES	2	4%
NO	53	96%
TOTAL	55	100%

**Question # 4.4: What motivated you to work again as a teacher in your previous school?  
(Open ended Question)**

Regarding the motivation of the respondents to work again as a teacher in the previous school, only 2 out of 55 respondents joined back the previous school due to the following motivating reasons:

“Student discipline in my old school was good and the environment was conducive for me to teach my students well.” (Respondent 62)

“Working conditions and co-workers support tempted me to join back”.  
(Respondent 86)

Further these findings indicate that out of the 53% of the total respondents who quit a previous school in Dubai, only 2% , which is quite a small number of the total respondents, have joined back their previous organization.

**Question # 5: Are you currently teaching in any of the schools in Dubai?**

Table 4.25 presents the responses to Question 5

<b>Q 5 Response (n=103)</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
YES	103	100%
NO	0	0%
TOTAL	103	100%

All the respondents of this study currently teach in these three private schools of Dubai .

**Question # 5.1: How long have you been teaching in Dubai Schools?**

**Table 4.26 presents the responses to Question 5.1**

<b>Q5.1 Response (n=103)</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
less than 1 year	4	4%
1-5 years	41	40%
6-10 years	38	37%
11-15 years	11	11%
16 – 20 years	6	6%
more than 20 years	3	3%
<b>TOTAL</b>	<b>103</b>	<b>100%</b>

More than half of the respondents(58 out of 103), have a minimum of 5 years of teaching experience in Dubai schools.

**Question #5.2: Do you have any intention to leave the current teaching position?**

**Table 4.27 presents the responses to Question 5.2**

<b>Q 5.2 Response (n=103)</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
YES	61	59%
NO	42	41%
<b>TOTAL</b>	<b>103</b>	<b>100%</b>

**Question # 5.3: Which job satisfaction facet is influencing your decision to leave the present teaching position?**

**Table 4.28 presents the responses to Question 5.3**

<b>Q 5.3 Response (n=61)</b>	<b>FREQUENCY</b>	<b>PERCENT</b>
PAY	18	30%
PROMOTION	3	5%

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SUPERVISION	0	0%
FRINGE BENEFITS	0	0%
CONTINGENT REWARDS	0	0%
OPERATING PROCEDURES OF THE JOB	7	11%
CO-WORKERS	0	0%
NATURE OF THE WORK ITSELF	22	36%
COMMUNICATION WITH THE ORGANIZATION	4	7%
Other		
Health problem	3	5%
Relocation	3	5%
Curriculum	1	2%
TOTAL	61	100%

About 59% (61 out of 103) of the total respondents are intending to leave the current teaching job.

**Question # 5.4: What is the reason behind your intention to leave the current teaching job? (Open ended Question)**

Regarding the reasons behind respondents' intention to leave the current teaching job, 19 out of 57 (33%) respondents spoke about issues related to the operating procedures of the organization .

The following comments from the respondents on reasons behind intention to quit the current job are some examples that illustrate the point:

- “Stay backs at school are done quite often” (Respondent 3)
- “Pay, benefits, policies of promotion, unsystematic approach towards work itself, unclear objectives, confusion as to delegation of responsibility”. (Respondent 12)
- “Work pressure is too high”. (Respondent 17)
- “No admin support with discipline, and little emphasis on student achievement”. (Respondent 19)
- “The administration has unrealistic expectations for staff performance” (Respondent 28)
- “Too much work and too little motivation and complete disregard of employee's satisfaction and welfare by the organization” (Respondent 40)
- “Tedious corrections and checking and too much paperwork” (Respondent 43)

Pay in the organizations was another theme raised by the respondents with regard to their intention to leave the current job. The following comments from the respondents are some examples that illustrate the point:

- “Pay is not sufficient for the expenses in UAE” (Respondent 39)
- “Salary is not comparable to the work” (Respondent 41)
- “The school's decisions on pay are biased and unprofessional” (Respondent 54)
- “The school's pay and increment policies have to be upgraded” (Respondent 92)

**Table 4.29 presents the responses to Question 5.4**

<b>Reasons behind intention to leave the current teaching job (n=57)</b>	<b>Number of respondents who cited this reason</b>	<b>Percentage of respondents who cited this reason</b>
Operating Procedures of the Organization	19	33%
Pay	14	25%
Nature of the Job	8	14%
Contingent Rewards	4	7%
Communication with the organization	4	7%
Health Problem	3	5%
Promotion	3	5%
Relocation	2	4%
<b>TOTAL</b>	<b>57</b>	<b>100%</b>

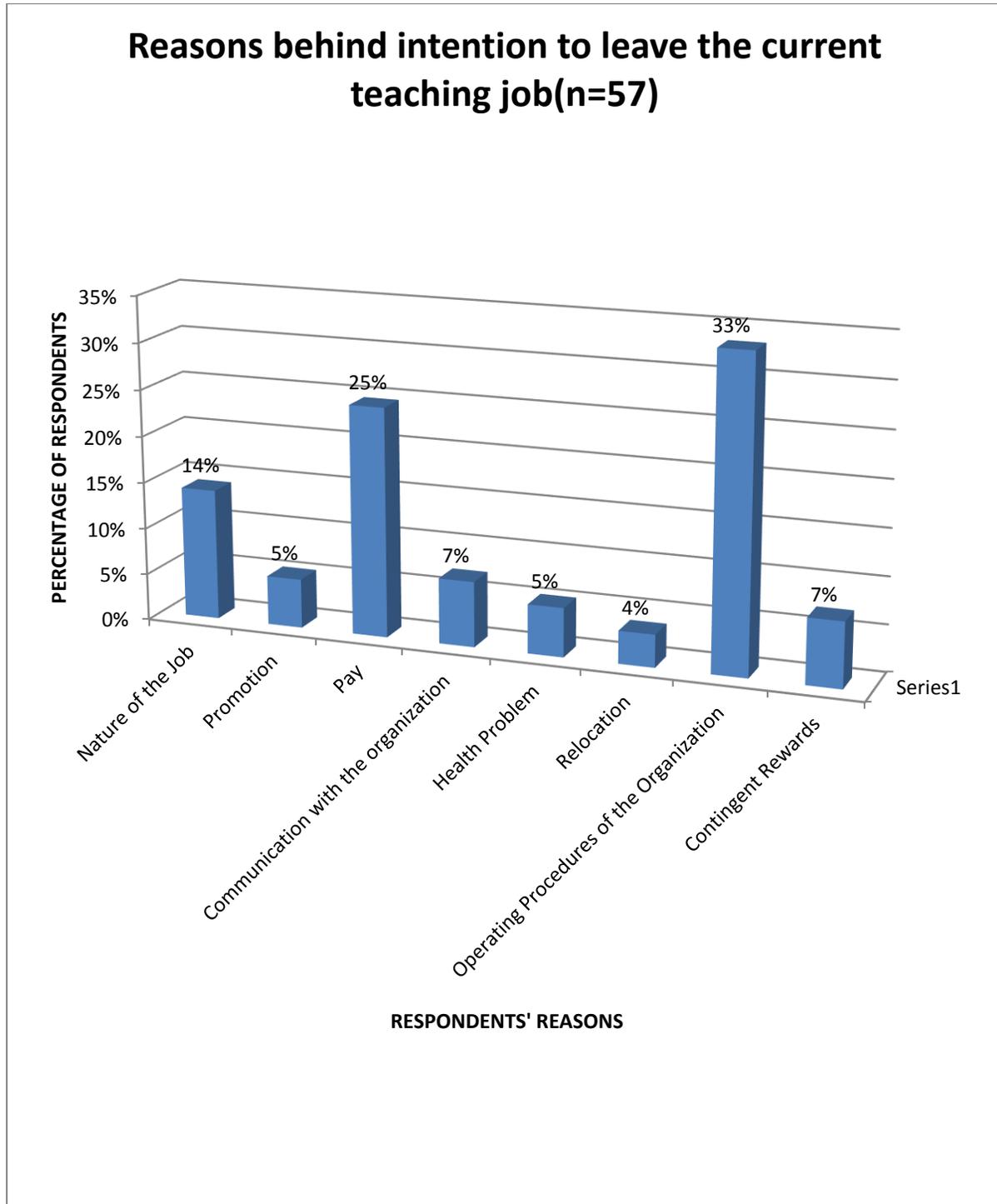


Figure 4.2: Reasons behind intention to leave the current teaching job.

**Question # 6: Please share your experienced and valuable suggestions that the School Administrators have to consider in order to retain the current productive teachers in the School. (Open ended Question)**

About 99 respondents out of 103, have answered this question and provided with 147 suggestions. Regarding the suggestions that the school administrators have to consider in order to retain current productive teachers in the school, many of the respondents spoke about operating procedures. The most prevalent theme raised by them included revising the rules and policies of work load, job security, resignation and leave policy in the organization. The following suggestions from respondents are some examples that illustrate this point:

- “Make good policies for teachers' job security” ( Respondent 2)
- “Reduce the work load” ( Respondent 4)
- “Help them to overcome their problems at work” ( Respondent 12)
- “Review resignation and leave policy” ( Respondent 17)
- “Be firm with discipline. Students need to know there are consequences for poor behaviour, mainly cheating. And stay consistent with teacher duties and expectations, every week or month, new duties shouldn't be added to an overworked teacher's workload.” ( Respondent 18)
- “Reduce their work load and give enough time for teaching” ( Respondent 42)
- “lessen the working hours for teachers” ( Respondent 68)
- “Look into teachers problems and address them on time.” ( Respondent 81)

The other prevalent theme raised by the respondents was about pay .The following suggestions from respondents are some examples that illustrate this point:

- “Improve pay scale and review the benefits.” ( Respondent 7)
- “Pay what they deserve” ( Respondent 8)
- “consider payment according to the educational degree.” ( Respondent 14)
- “First of all Ministry should increase basic salary of teachers” ( Respondent 15)
- “pay teachers enough so that they don't think of leaving” ( Respondent 36)
- “Salary should be in line with the nature of job!” ( Respondent 39)
- “Consider education and experience while paying the teachers.” ( Respondent 57)
- “Every year make reasonable salary increases”( Respondent 70)
- “pay them extra for their additional help during stay backs” ( Respondent 90)

Contingent rewards is another prevalent theme raised by the respondents which included recognition and appreciation of teachers’ work. The following suggestions from respondents are some examples that illustrate this point:

- “Increase the respect for teaching profession” ( Respondent 6)
- “For the additional work done there needs to be a reward system in place to motivate the staff.” ( Respondent 9)
- “Reward teachers and appreciate their work” ( Respondent 12)
- “Increase appreciation and give rewards to dedicated teachers” ( Respondent 49)
- “additional responsibilities need to be rewarded” ( Respondent 52)
- “Respect teachers and value them” ( Respondent 54)
- “Give teachers good pay, work conditions and recognition in the society” ( Respondent 72)
- “reward teachers according to their performance so that they are happy with their job” ( Respondent 79)

**Table 4.30 presents the responses to Question 6**

<b>Question # 6: Please share your experienced and valuable suggestions that the School Administrators have to consider in order to retain the current productive teachers in the School.</b>		
<b>Suggestions that the School Administrators have to consider in order to retain the current productive teachers in the school. (n=99)</b>	<b>Number of respondents who provided this suggestion</b>	<b>Percentage of respondents who provided this suggestion</b>
REVISE RULES / POLICIES OF OPERATING PROCEDURES	44	30%
IMPROVE PAY SCALE	39	27%
RECOGNIZE / APPRECIATE / REWARD TEACHERS' EFFORTS	25	17%
CLARITY IN COMMUNICATION WITH THE ORGANIZATION ABOUT MISSION/ VISION / JOB DESCRIPTION	8	5%
INCLUDE TEACHERS IN DECISION MAKING	7	5%
IMPROVE FRINGE BENEFITS	7	5%

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REDUCE KHDA INSPECTION /WORK LOAD /PRESSURE	6	4%
SUPPORTIVE SUPERVISION	3	2%
PROFESSIONAL DEVELOPMENT WORKSHOPS	3	2%
REVISE THE NATURE OF WORK	3	2%
PROMOTION	2	1%
TOTAL	147	100%

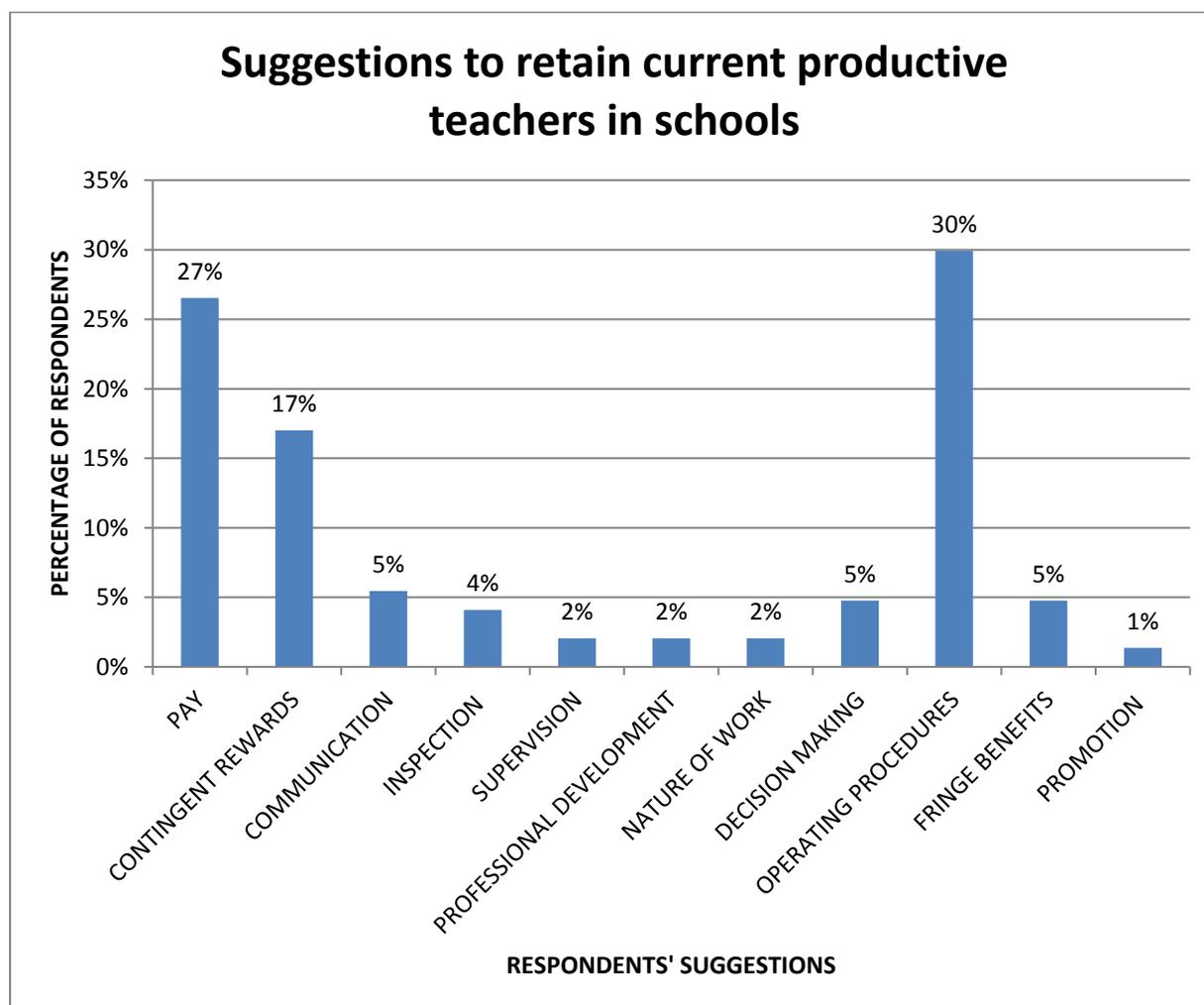


Figure 4.3: Suggestions to retain current productive teachers.

## Appendix F

### Significant findings from Qualitative Data

The two prevalent themes that were raised by the respondents as reasons behind their intentions to leave the previous job were about the issues related to nature of the job and the pay they receive in their schools. Firstly, the respondents were having issues with pay that influenced them to quit the previous job, as they experienced poor pay scale , unprofessional attitude of management towards teachers' pay and pay package that was not enough to survive the expenditure in UAE. Secondly the respondents were having issues with nature of the job itself and finally quit the job .They disliked their job since it was mundane , boring , unrewarding, with no variety, too much clerical work, many student discipline issues and extra job responsibilities. The following comments (See Table 30) from the respondents on reasons behind quitting the previous job are some examples that illustrate the point:

Table 33: Respondents' prevalent reasons behind quitting the previous teaching job

<b>Q#4.2 What was the reason for you to quit the teaching position in your previous school?</b>			
<b>Reasons behind intention to leave the previous teaching job (n=57)</b>	<b>Number of respondents who cited this reason</b>	<b>Percentage of respondents who cited this reason</b>	<b>Reasons cited by the respondents</b>
Pay	21	38%	“Poor pay package” (Respondent 8)  “Non-professional attitude of

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			<p>management towards teachers' pay" (Respondent 21)</p> <p>"Was not being paid enough nor rewarded" (Respondent 48)</p> <p>"Pay scale was less" (Respondent 51)</p> <p>"Insufficient salary" (Respondent 79)</p> <p>"Basic pay was not enough for me to survive here in Dubai" (Respondent 89)</p> <p>"I was paid very less since I did not have prior UAE experience" (Respondent 90)</p> <p>"Another attractive opportunity with a high pay scale came my way and I had to leave the job" (Respondent 97)</p>
Nature of the Job	9	16%	<p>"The job felt mundane and unrewarding." (Respondent 20)</p> <p>"I didn't like the tiring clerical</p>

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			<p>work at school that gradually interfered with my teaching time.” (Respondent 34)</p> <p>“Had to deal with too many student discipline issues on a daily basis” (Respondent 39)</p> <p>“I was loaded with extra job responsibilities of preparing students for various school events and at the end felt overburdened and quit the job.” (Respondent 81)</p> <p>“There was no variety to do different tasks in the job. After some time it felt boring.” (Respondent 101)</p>
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The other themes that were raised by the respondents were promotion, operating procedures of the organization, health issues, supervision and inefficient leadership. Some respondents quit the job due to promotion issues as they felt poor opportunities of advancement and growth in the organization. Quite a few respondents expressed the issues with improper operating procedures in the organization with too much work load, long working hours and too many stay backs. A few teachers were having issues with the Supervisor or with his/her supervision as they found less support from the supervisor and felt improper supervision was causing difficulty to their work performance. Some respondents were building health problems and ill health made it

difficult for them to work further. Moreover the leave seeking policy and procedure in the schools would not allow them to take a long leave without enough evidence. Quite a few teachers got frustrated with the inefficient leadership of the school administrators and eventually had to leave their jobs. They felt harsh treatment from administrative members, chaotic working atmosphere unfair recruitment policies, illogical framing of syllabus, impractical approach towards teaching and stress at workplace. This qualitative data enriched the findings and added a broader scope to the reasons behind intentions to leave the previous job. The most significant reasons behind teachers' intention to leave the previous job that emerged while the qualitative data was quantized are that pay and nature of the job had strong influence on intention to leave. See Table 31

Table 34: Respondents' other reasons behind quitting the previous teaching position

<b>Q#4.2 What was the reason for you to quit the teaching position in your previous school?</b>			
<b>Reasons behind intention to leave the previous teaching job (n=57)</b>	<b>Number of respondents who cited this reason</b>	<b>Percentage of respondents who cited this reason</b>	<b>Reasons cited by the respondents</b>

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Promotion	6	11%	<p>“No opportunity for advancement in a poor organizational structure.” (Respondent 19 )</p> <p>“Unenjoyable environment with meagre chances of promotion” (Respondent 38)</p> <p>“Experienced too much internal politics and found professional growth difficult” (Respondent 93)</p>
Operating Procedures of the Organization	6	11%	<p>“Too long working hours.” (Respondent 6)</p> <p>“Workload was too much. Many staybacks without any monetary benefits. Too much paperwork” (Respondent 17)</p> <p>“The school was not sure about</p> <p>how to do things right, they were always using trial and error methods, as a result we had to redo, undo almost all the jobs. It was like we do a job at least twice which was waste of our time and energy.” (Respondent 100)</p>
Health Issues	6	11%	<p>“Due to personal health reasons I wanted some time off from work. Twice I had to quit the job as the</p>

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			<p>schools do not permit for a leave that is beyond 3 to 4 days that also requires evidence like in case of medical grounds proper doctor reports or personal issues like marriage or death of immediate family members.” (Respondent 10)</p> <p>“I was building high blood pressure problems” (Respondent 50)</p> <p>“ill health forced me to take a break from work” (Respondent 53)</p> <p>“Had severe cervical spondylosis” (Respondent 88)</p>
Supervision	5	9%	<p>“I quit the school because I faced lots of problems created by the Supervisor” (Respondent 15)</p> <p>“No proper support from the Supervisor” (Respondent 44)</p> <p>“Improper supervision would make our job difficult” (Respondent 87)</p>

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Inefficient Leadership	2	4%	<p>“Harsh treatment of SLT members, unfair recruitment policies, illogical framing of syllabus. Impractical approach towards teaching and stress at workplace” (Respondent 12)</p> <p>“Chaotic working atmosphere due to inefficient administration” (Respondent 55)</p>

#### 4.10.2 Significant findings from Qualitative data on reasons behind the teachers’ intention to leave the current job

The two prevalent themes that were raised by the respondents as reasons behind their intentions to leave the current job were about the issues related to operating procedures of the organization and the pay they receive in the schools. Firstly, the respondents were having issues with operating procedures of the organization, as they experienced too much work load and KHDA inspection pressure with stay backs arranged quite often, tedious corrections/ checking and too much paperwork, improper policies of pay and promotion, unsystematic approach towards work itself, unclear objectives of the organization, confusion as to delegation of responsibility, no support for student discipline and complete disregard to employee's satisfaction. Secondly, the respondents were troubled by issues regarding their pay in the schools. Some respondents were

unhappy with the low and unappreciated pay with which they could not meet the basic expenses in UAE, while some felt there was discrimination in the pay scale of certain nationalities. They also felt that their pay was not comparable to their work, which caused them dissatisfaction with the organization resulting in intent to leave the current job. The following comments (See Table 32) from the respondents on reasons behind intention to quit the current job are some examples that illustrate the point:

Table 35: Respondents' reasons behind their intention to leave the current teaching job

<b>Q#5.4 What is the reason behind your intention to leave the current teaching job?</b>			
<b>Reasons behind intention to leave the current teaching job (n=57)</b>	<b>Number of respondents who cited this reason</b>	<b>Percentage of respondents who cited this reason</b>	<b>Reasons cited by the respondents</b>
Operating Procedures of the Organization	19	33%	<p>“Stay backs at school are done quite often due to KHDA’s inspection pressure” (Respondent 3)</p> <p>“Pay, benefits, policies of promotion, unsystematic approach</p>

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			<p>towards work itself, unclear objectives, confusion as to delegation of responsibility”. (Respondent 12)</p> <p>“Work pressure is too high”. (Respondent 17)</p> <p>“No admin support with discipline, and little emphasis on student achievement”.  (Respondent 19)</p> <p>“The administration has unrealistic expectations for staff performance” (Respondent 28)</p> <p>“Too much work and too little motivation and complete disregard of employee's satisfaction and welfare by the organization” (Respondent 40)</p> <p>“Tedious corrections and checking and too much paperwork” (Respondent 43)</p>
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			<p>“School put a lot of work pressure before and after KHDA week, which has increased my anxiety levels and caused me ill health” (Respondent 98)</p>
Pay	14	25%	<p>“Unappreciated payment” (Respondent 13)</p> <p>“Discrimination in pay to certain nationalities” (Respondent 16)</p> <p>“Pay is not sufficient for the basic expenses in UAE” (Respondent 39)</p> <p>“Salary is not comparable to the work” (Respondent 41)</p> <p>“The school's decisions on pay are biased and unprofessional” (Respondent 54)</p> <p>“The school's pay and increment policies have to be upgraded” (Respondent 92)</p>

The other themes that were raised by the respondents were Nature of the Job, Contingent Rewards, Communication with the organization, Health Problem, Promotion and Relocation. Some respondents intend to quit their current job due to issues with nature of the job itself. While one respondent prefers moving from teaching to administration, others feel their job seems meaningless, with long working hours and lots of work pressure, dissatisfaction with the subjects they teach and nature of their work as a whole. Some respondents have issues with contingent rewards, as they feel that their job is not rewarding professionally and their efforts are not appreciated or recognized in the organization. Some state the reason behind their intention to quit is related to the communication with the organization as they do not know the intentions of the organization behind the given tasks due to lack of communication with the teachers. Moreover, one of the respondents feels that the organization has to be clear with the vision and work accordingly for it for delegating clear job responsibilities to all employees. Quite a few of the teachers had issues with promotion as they felt no chances of advancement and growth in the organization. Few of the teachers intended to quit due to health related problems and wanted to restore their health after leaving the job. Two of the respondents stated relocation as their reason behind leaving the current job. They intend to move to their home countries for good. This qualitative data enriched the findings and added a broader scope to the reasons behind intentions to leave the current job. The most significant reasons behind teachers' intention to leave the current job that emerged while the qualitative data was quantized are that operating procedures of the organization and pay have strong influence on intention to leave. See Table 33

Table 36: Respondents' other reasons behind their intention to leave the current teaching job

<b>Q#5.4 What is the reason behind your intention to leave the current teaching job?</b>			
<b>Reasons behind intention to leave the current teaching job (n=57)</b>	<b>Number of respondents who cited this reason</b>	<b>Percentage of respondents who cited this reason</b>	<b>Reasons cited by the respondents</b>
Nature of the Job	8	14%	“looking to move from teaching to

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			<p>administration” (Respondent 50)</p> <p>“recruited as a native speaker to teach english second language, shocked to come here and find that the ceiling is the IELTS for students. I’m an English major and the lack of literature and its complimentary aspects in teaching English is sad. Further I love science and believe that instead of just ielts, some of the curriculum for english should be cross curricular based on science and engineering as well to provide students with the tools of the</p> <p>language” (Respondent 24)</p> <p>“It is meaningless &amp; the school do not treat us as human beings. We have to work long hours even when there are no students in the school &amp; they cut our salary if we need to go to the doctors with our own children. They rule by fear - often sending emails if you don't do this then .... will happen, you have 24 hours to</p>
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			<p>mark exam papers and put the results on the school website. You will be responsible for any mistake you make” (Respondent 26)</p> <p>“I’m very unsatisfied with the subjects I teach” (Respondent 72)</p>
Contingent Rewards	4	7%	<p>“The job is not rewarding professionally” (Respondent 20)</p> <p>“Efforts are unappreciated”(Respondent 56)</p> <p>“No recognition nor appreciation for my efforts” (Respondent 101)</p>
Communication with the organization	4	7%	<p>“I do not know the intentions of the organization behind the tasks” (Respondent 2)</p> <p>“Lack of communication with the teachers but high expectations from them” (Respondent 71)</p> <p>“Administration has to be clear with it's vision and work accordingly to get there by being clear about every employee's job role” (Respondent 93)</p>
Health Problem	3	5%	<p>“Building knee problems” ( Respondent 50)</p> <p>“May be I need a break to recover</p>

			and regain my health” (Respondent 88)
Promotion	3	5%	<p>“My current contract expires and I am looking forward to a promotion as I have done a Masters program and have over a decade of experience now” (Respondent 10)</p> <p>“I’m expecting the administrators will appreciate my work and promote me” (Respondent 53)</p> <p>“I’m looking for growth in my profession and I don’t see any such chances here” (Respondent 91)</p>
Relocation	2	4%	<p>“Relocating to my home country”(Respondent 34)</p> <p>“Moving to my country for good”  (Respondent 77)</p>

## APPENDIX G

### Responses of some participants on Teachers' Job Satisfaction and Intention to Leave Questionnaire.

AU2	A	B	C	D	E	F	G	H	I	J	K
	SECTION 1: JOB SATISFACTION [1. I feel am being paid a fair amount for the work I do.]	SECTION 1: JOB SATISFACTION [2. There is really too little chance for promotion on my job.]	SECTION 1: JOB SATISFACTION [3. My supervisor is quite competent in doing his/her job.]	SECTION 1: JOB SATISFACTION [4. I am not satisfied with the benefits I receive.]	SECTION 1: JOB SATISFACTION [5. When I do a good job, I receive the recognition for it that I should receive.]	SECTION 1: JOB SATISFACTION [6. Many of our rules and procedures make doing a good job difficult.]	SECTION 1: JOB SATISFACTION [7. I like the people I work with.]	SECTION 1: JOB SATISFACTION [8. I sometimes feel my job is meaningless.]	SECTION 1: JOB SATISFACTION [9. Communications seem good within this organization.]	SECTION 1: JOB SATISFACTION [10. Salary rises are too few and far between.]	SECTION 1: JOB SATISFACTION [Those who do the job stand a chance of being promoted.]
1	AGREE	DISAGREE	AGREE	DISAGREE	AGREE	AGREE	NEUTRAL	DISAGREE	DISAGREE	AGREE	AGREE
2	AGREE	AGREE	NEUTRAL	DISAGREE	NEUTRAL	AGREE	NEUTRAL	NEUTRAL	NEUTRAL	AGREE	DISAGREE
3	AGREE	AGREE	NEUTRAL	DISAGREE	NEUTRAL	AGREE	NEUTRAL	NEUTRAL	NEUTRAL	AGREE	DISAGREE
4	STRONGLY DISAGREE	STRONGLY AGREE	AGREE	STRONGLY AGREE	DISAGREE	STRONGLY AGREE	NEUTRAL	STRONGLY AGREE	DISAGREE	STRONGLY AGREE	NEUTRAL
5	STRONGLY AGREE	STRONGLY DISAGREE	STRONGLY AGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY DISAGREE	AGREE	STRONGLY AGREE	STRONGLY DISAGREE
6	AGREE	AGREE	NEUTRAL	AGREE	DISAGREE	AGREE	NEUTRAL	AGREE	DISAGREE	AGREE	DISAGREE
7	DISAGREE	AGREE	DISAGREE	AGREE	AGREE	AGREE	AGREE	DISAGREE	AGREE	AGREE	AGREE
8	STRONGLY DISAGREE	STRONGLY AGREE	NEUTRAL	STRONGLY AGREE	NEUTRAL	STRONGLY AGREE	AGREE	NEUTRAL	AGREE	STRONGLY AGREE	STRONGLY DISAGREE
9	DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	AGREE	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	AGREE	AGREE	AGREE
10	NEUTRAL	DISAGREE	AGREE	NEUTRAL	NEUTRAL	AGREE	STRONGLY AGREE	DISAGREE	NEUTRAL	AGREE	DISAGREE
11	STRONGLY DISAGREE	AGREE	NEUTRAL	DISAGREE	DISAGREE	AGREE	NEUTRAL	AGREE	NEUTRAL	STRONGLY AGREE	AGREE
12	STRONGLY DISAGREE	STRONGLY AGREE	STRONGLY DISAGREE	STRONGLY AGREE	STRONGLY DISAGREE	STRONGLY AGREE	NEUTRAL	STRONGLY AGREE	DISAGREE	STRONGLY AGREE	STRONGLY DISAGREE
13	NEUTRAL	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY DISAGREE	STRONGLY AGREE	DISAGREE	NEUTRAL	STRONGLY AGREE	STRONGLY AGREE	STRONGLY DISAGREE
14	STRONGLY DISAGREE	DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	DISAGREE	STRONGLY DISAGREE	DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE
15	DISAGREE	AGREE	AGREE	DISAGREE	DISAGREE	DISAGREE	STRONGLY AGREE	DISAGREE	AGREE	AGREE	DISAGREE
16	STRONGLY DISAGREE	DISAGREE	DISAGREE	STRONGLY AGREE	NEUTRAL	STRONGLY AGREE	STRONGLY AGREE	NEUTRAL	STRONGLY DISAGREE	STRONGLY AGREE	STRONGLY DISAGREE
17	DISAGREE	DISAGREE	NEUTRAL	DISAGREE	NEUTRAL	DISAGREE	NEUTRAL	DISAGREE	NEUTRAL	NEUTRAL	NEUTRAL
18	AGREE	DISAGREE	AGREE	DISAGREE	DISAGREE	DISAGREE	AGREE	STRONGLY DISAGREE	NEUTRAL	STRONGLY AGREE	AGREE
19	AGREE	STRONGLY AGREE	AGREE	DISAGREE	NEUTRAL	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY DISAGREE	STRONGLY AGREE	STRONGLY DISAGREE

AU2	L	M	N	O	P	Q	R	S	T	U	V
	SECTION 1: JOB SATISFACTION [12. My supervisor is unfair to me.]	SECTION 1: JOB SATISFACTION [13. The benefits we receive are as good as most other organizations offer.]	SECTION 1: JOB SATISFACTION [14. I do not feel that the work I do is appreciated.]	SECTION 1: JOB SATISFACTION [15. My efforts to do a good job are seldom blocked by red tape.]	SECTION 1: JOB SATISFACTION [16. I find I have to work harder at my job because of the incompetence of people I work with.]	SECTION 1: JOB SATISFACTION [17. I like doing the things I do at work.]	SECTION 1: JOB SATISFACTION [18. The goals of this organization are not clear to me.]	CONTINUATION OF SECTION 1: JOB SATISFACTION [19. I feel unappreciated by the organization when I think about what they pay me.]	CONTINUATION OF SECTION 1: JOB SATISFACTION [20. People get ahead as fast here as they do in other places.]	CONTINUATION OF SECTION 1: JOB SATISFACTION [21. My supervisor shows too little interest in the feelings of subordinates.]	CONTINUATION OF SECTION 1: JOB SATISFACTION [The benefit package here is equal to that of other schools.]
1	NEUTRAL	DISAGREE	NEUTRAL	NEUTRAL	NEUTRAL	NEUTRAL	AGREE	AGREE	NEUTRAL	AGREE	NEUTRAL
2	NEUTRAL	DISAGREE	NEUTRAL	AGREE	AGREE	AGREE	AGREE	AGREE	NEUTRAL	AGREE	NEUTRAL
3	NEUTRAL	DISAGREE	STRONGLY AGREE	STRONGLY DISAGREE	NEUTRAL	NEUTRAL	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	AGREE	NEUTRAL
4	NEUTRAL	DISAGREE	STRONGLY AGREE	STRONGLY DISAGREE	NEUTRAL	NEUTRAL	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	AGREE	NEUTRAL
5	STRONGLY DISAGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	DISAGREE	STRONGLY AGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	AGREE
6	AGREE	STRONGLY DISAGREE	NEUTRAL	NEUTRAL	STRONGLY AGREE	NEUTRAL	NEUTRAL	STRONGLY AGREE	DISAGREE	AGREE	STRONGLY DISAGREE
7	DISAGREE	NEUTRAL	AGREE	AGREE	AGREE	AGREE	AGREE	AGREE	NEUTRAL	AGREE	NEUTRAL
8	AGREE	STRONGLY DISAGREE	STRONGLY AGREE	AGREE	NEUTRAL	STRONGLY AGREE	DISAGREE	STRONGLY AGREE	STRONGLY DISAGREE	STRONGLY AGREE	STRONGLY DISAGREE
9	DISAGREE	DISAGREE	DISAGREE	DISAGREE	DISAGREE	NEUTRAL	STRONGLY DISAGREE	NEUTRAL	AGREE	DISAGREE	NEUTRAL
10	STRONGLY DISAGREE	NEUTRAL	NEUTRAL	DISAGREE	DISAGREE	AGREE	DISAGREE	AGREE	NEUTRAL	DISAGREE	DISAGREE
11	NEUTRAL	AGREE	NEUTRAL	NEUTRAL	DISAGREE	AGREE	DISAGREE	AGREE	DISAGREE	AGREE	STRONGLY DISAGREE
12	NEUTRAL	STRONGLY DISAGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY DISAGREE	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	AGREE	NEUTRAL
13	DISAGREE	STRONGLY DISAGREE	STRONGLY AGREE	NEUTRAL	NEUTRAL	STRONGLY DISAGREE	STRONGLY AGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	NEUTRAL	STRONGLY DISAGREE
14	DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	DISAGREE	STRONGLY DISAGREE	DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	DISAGREE	STRONGLY DISAGREE
15	DISAGREE	DISAGREE	NEUTRAL	NEUTRAL	DISAGREE	AGREE	AGREE	AGREE	NEUTRAL	AGREE	DISAGREE
16	DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	NEUTRAL	STRONGLY AGREE	STRONGLY DISAGREE	STRONGLY AGREE	STRONGLY AGREE	NEUTRAL	AGREE	NEUTRAL
17	NEUTRAL	DISAGREE	NEUTRAL	NEUTRAL	NEUTRAL	DISAGREE	NEUTRAL	DISAGREE	DISAGREE	STRONGLY DISAGREE	DISAGREE
18	STRONGLY DISAGREE	AGREE	DISAGREE	DISAGREE	AGREE	AGREE	STRONGLY DISAGREE	DISAGREE	DISAGREE	DISAGREE	AGREE
19	STRONGLY DISAGREE	STRONGLY AGREE	STRONGLY AGREE	NEUTRAL	AGREE	NEUTRAL	STRONGLY AGREE	NEUTRAL	STRONGLY DISAGREE	DISAGREE	AGREE

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AU2		W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG
1	CONTINUATION OF SECTION 1 : JOB SATISFACTION [23. There are few rewards for those who work here.]	CONTINUATION OF SECTION 1 : JOB SATISFACTION [24. I have too much to do at work.]	CONTINUATION OF SECTION 1 : JOB SATISFACTION [25. The colleagues in my department are friendly and sociable.]	CONTINUATION OF SECTION 1 : JOB SATISFACTION [26. I often feel that I do not know what is going on with the organization.]	CONTINUATION OF SECTION 1 : JOB SATISFACTION [27. I feel a sense of pride in doing my job.]	CONTINUATION OF SECTION 1 : JOB SATISFACTION [28. I feel satisfied with my chances for salary increases.]	CONTINUATION OF SECTION 1 : JOB SATISFACTION [29. There are benefits we do not have which we should have.]	CONTINUATION OF SECTION 1 : JOB SATISFACTION [30. I like my supervisor.]	CONTINUATION OF SECTION 1 : JOB SATISFACTION [31. I have too much paperwork.]	CONTINUATION OF SECTION 1 : JOB SATISFACTION [32. I don't feel my efforts are rewarded the way they should be.]	CONTINUATION OF SECTION 1 : JOB SATISFACTION [33. I am satisfied with the chances for promotion.]	CONTINUATION OF SECTION 1 : JOB SATISFACTION [34. I am satisfied with the school's policies.]
2	NEUTRAL	AGREE	NEUTRAL	AGREE	NEUTRAL	AGREE	NEUTRAL	AGREE	NEUTRAL	AGREE	NEUTRAL	AGREE
3	NEUTRAL	AGREE	NEUTRAL	AGREE	DISAGREE	DISAGREE	DISAGREE	AGREE	NEUTRAL	AGREE	AGREE	DISAGREE
4	STRONGLY AGREE	AGREE	NEUTRAL	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	STRONGLY AGREE	NEUTRAL	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	DISAGREE
5	STRONGLY DISAGREE	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	STRONGLY AGREE	STRONGLY AGREE	DISAGREE	DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	STRONGLY AGREE
6	STRONGLY AGREE	NEUTRAL	NEUTRAL	AGREE	STRONGLY AGREE	STRONGLY DISAGREE	STRONGLY AGREE	NEUTRAL	AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY DISAGREE
7	AGREE	DISAGREE	STRONGLY AGREE	AGREE	STRONGLY AGREE	NEUTRAL	AGREE	NEUTRAL	AGREE	DISAGREE	NEUTRAL	NEUTRAL
8	AGREE	STRONGLY AGREE	AGREE	NEUTRAL	AGREE	DISAGREE	STRONGLY AGREE	NEUTRAL	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY DISAGREE
9	AGREE	STRONGLY AGREE	AGREE	DISAGREE	DISAGREE	NEUTRAL	STRONGLY AGREE	NEUTRAL	STRONGLY AGREE	STRONGLY AGREE	DISAGREE	NEUTRAL
10	NEUTRAL	NEUTRAL	STRONGLY AGREE	NEUTRAL	AGREE	NEUTRAL	NEUTRAL	AGREE	DISAGREE	DISAGREE	NEUTRAL	NEUTRAL
11	AGREE	AGREE	AGREE	NEUTRAL	NEUTRAL	STRONGLY DISAGREE	STRONGLY AGREE	DISAGREE	AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY DISAGREE
12	STRONGLY AGREE	STRONGLY AGREE	NEUTRAL	STRONGLY AGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY AGREE	NEUTRAL	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY DISAGREE
13	STRONGLY DISAGREE	STRONGLY AGREE	AGREE	NEUTRAL	AGREE	STRONGLY DISAGREE	STRONGLY AGREE	NEUTRAL	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY DISAGREE
14	DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	DISAGREE	DISAGREE	STRONGLY DISAGREE
15	AGREE	AGREE	AGREE	AGREE	AGREE	DISAGREE	AGREE	AGREE	AGREE	AGREE	AGREE	DISAGREE
16	AGREE	STRONGLY AGREE	STRONGLY AGREE	AGREE	STRONGLY AGREE	DISAGREE	AGREE	NEUTRAL	STRONGLY AGREE	AGREE	AGREE	DISAGREE
17	DISAGREE	STRONGLY DISAGREE	DISAGREE	DISAGREE	DISAGREE	DISAGREE	NEUTRAL	NEUTRAL	NEUTRAL	NEUTRAL	NEUTRAL	NEUTRAL
18	DISAGREE	AGREE	AGREE	DISAGREE	AGREE	DISAGREE	AGREE	AGREE	STRONGLY AGREE	AGREE	DISAGREE	DISAGREE
19	NEUTRAL	STRONGLY AGREE	STRONGLY AGREE	AGREE	NEUTRAL	STRONGLY DISAGREE	AGREE	AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY DISAGREE

AU2		AH	AI	AJ	AK	AL	AM
1	CONTINUATION OF SECTION 1 : JOB SATISFACTION [34. There is too much bickering and fighting at work.]	CONTINUATION OF SECTION 1 : JOB SATISFACTION [35. My job is enjoyable.]	CONTINUATION OF SECTION 1 : JOB SATISFACTION [36. Work assignments are not fully explained]	SECTION 2: INTENTION TO LEAVE [1. In the last few months, I have seriously thought about looking for a new job]	SECTION 2: INTENTION TO LEAVE [2. Presently, I am actively searching for other alternative jobs]	SECTION 2: INTENTION TO LEAVE [3. I intend to leave the school at the end of this academic year]	
2	DISAGREE	NEUTRAL	NEUTRAL	AGREE	AGREE	STRONGLY AGREE	
3	AGREE	DISAGREE	DISAGREE	STRONGLY AGREE	AGREE	STRONGLY AGREE	
4	STRONGLY AGREE	NEUTRAL	AGREE	AGREE	AGREE	NEUTRAL	
5	DISAGREE	AGREE	DISAGREE	STRONGLY AGREE	DISAGREE	STRONGLY DISAGREE	
6	NEUTRAL	NEUTRAL	AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	
7	NEUTRAL	AGREE	AGREE	DISAGREE	DISAGREE	STRONGLY AGREE	
8	NEUTRAL	NEUTRAL	DISAGREE	AGREE	DISAGREE	DISAGREE	
9	DISAGREE	AGREE	DISAGREE	AGREE	AGREE	NEUTRAL	
10	DISAGREE	AGREE	NEUTRAL	NEUTRAL	NEUTRAL	NEUTRAL	
11	AGREE	NEUTRAL	NEUTRAL	STRONGLY AGREE	AGREE	NEUTRAL	
12	NEUTRAL	STRONGLY DISAGREE	AGREE	STRONGLY AGREE	STRONGLY AGREE	NEUTRAL	
13	AGREE	STRONGLY DISAGREE	DISAGREE	STRONGLY AGREE	AGREE	AGREE	
14	DISAGREE	DISAGREE	DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	
15	DISAGREE	AGREE	AGREE	AGREE	AGREE	NEUTRAL	
16	DISAGREE	AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	
17	NEUTRAL	STRONGLY DISAGREE	NEUTRAL	NEUTRAL	NEUTRAL	DISAGREE	
18	DISAGREE	AGREE	DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	STRONGLY DISAGREE	
19	NEUTRAL	STRONGLY DISAGREE	NEUTRAL	STRONGLY AGREE	STRONGLY AGREE	STRONGLY AGREE	

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4. Did you quit a teaching job in any of the Dubai Schools?	4.1 Which job satisfaction facet influenced your decision to leave teaching in your previous school?	4.2 What was the reason for you to quit the teaching position in your previous School?	4.3 After quitting the job, did you join back any of your previous Schools for a teaching position ?	4.4 What motivated you to work again as a teacher in your previous school?	5. Are you currently teaching in any of the schools in Dubai?	5.1 How long have you been teaching in Dubai schools?	5.2 Do you have any intention to leave the current teaching position?	Which job satisfaction facet is influencing your decision to leave the present teaching position?	5.4 What is the reason behind your intention to leave the current teaching job?	6. Please share your experienced and valuable suggestions that the School Administrators have to consider in order to retain the current productive teachers in the School.
YES	NATURE OF THE JOB ITSELF	HEAVY WORK LOAD	NO		YES	1-5 years	YES	COMMUNICATION WITH THE ORGANIZATION	I DO NOT KNOW THE INTENTIONS OF THE ORGANIZATION BEHIND THE TASKS	LOOK IN TO THE PROBLEMS OF TEACHERS AND FIX IT
YES	PROMOTION	No professional growth	NO		YES	1-5 years	YES	NATURE OF THE WORK ITSELF	Stay backs at school are done quite often due to KHDA's inspection pressure	Make good policies for teachers' job security
NO		the feeling of not being payed enough. not getting benefits like other teachers.			YES	years	NO	NATURE OF THE WORK ITSELF		
YES	PAY		NO		YES	11-15 years	YES	NATURE OF THE WORK ITSELF	looking to move from teaching to administration	Reduce the work load
YES	PAY	Too long working hours.	NO		YES	1-5 years	NO			Proper communication and respect.

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1. Gender	2. Age	3. Marital Status	4. Nationality	5. Academic Qualification	6. Length of your complete teaching career
Female	35 - 44	Married	Indian	Masters Degree	1-5 years
Female	25 - 34	Married	Indian	Bachelor Degree	1-5 years
Female	45 - 54	Married	Indian	Masters Degree	6-10 years
Male	35 - 44	Married	Jordanian	Masters Degree	16 – 20 years
Female	19 - 24	Single	Indian	Bachelor Degree	1-5 years
Female	55 and over	Married	Indian	Masters Degree	16 – 20 years
Female	35 - 44	Married	Indian	Masters Degree	11-15 years
Female	25 - 34	Married	Indian	Bachelor Degree	1-5 years
Female	35 - 44	Married	Indian	Masters Degree	11-15 years
Female	25 - 34	Married	Egyptian	Masters Degree	6-10 years
Female	45 - 54	Married	Indian	Bachelor Degree in Education	6-10 years
Female	25 - 34	Married	Pakistani	Bachelor Degree	6-10 years
Female	45 - 54	Married	Indian	Bachelor Degree	more than 20 years
Female	35 - 44	Married	Egyptian	Doctorate Degree in Education	6-10 years
Male	35 - 44	Married	Indian	Doctorate	11-15 years
Female	45 - 54	Married	Indian	Bachelor Degree in Education	more than 20 years
Female	35 - 44	Married	Australian	Masters Degree in Education	16 – 20 years
Male	35 - 44	Married	American	Masters Degree in Education	16 – 20 years

**End of the Dissertation.**

**Thank You!**