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蒙古公立中學教師工作滿意度影響因素之研究

A Study on Factors Influencing Teacher's Job Satisfaction in

Mongolian Public High School

琪媚

Ganchimeg Baast

指導教授：彭安麗 博士

Advisor: An-Li Peng, Ph.D.

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# 南 華 大 學
## 國際事務與企業學系公共政策研究碩士班
## 碩 士 學 位 論 文

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研究生：王琪媚　Ganchimeg　Baast

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# 摘要

　　本文研究著重於調查蒙古高中教師工作滿意度之影響因素，透過電子郵件的電子測量方式來觀察受訪教師，總發放電子問卷共 300 份，有效回收電子問卷為 212 份。本文透過 SPSS 進行描述性統計、相關分析和逐步回歸等分析。

　　本文研究的重點於並調查了影響蒙古高中教師工作滿意度的因素。 使用諸如電子郵件的電子測量方法發放問卷給 300 教師，已收到 212 封電子郵件回覆，利用社會科學統計(SPSS) 進行分析包括：描述性統計、相關分析和逐步回歸分析。

　　研究發現，活動實現與 6 項獨立因素呈現正相關。正如研究預期結果所描述，研究中提出其他相關的重要數據，如高中教師的既定屬性。本文研究旨在提供完整且豐富的影響教師工作滿意度的因素及研究結果。這項研究旨在豐富和完善現有文獻，並擴大與影響教師工作滿意度的常見因素有關的以往研究的範圍。

關鍵字：工作滿意、公立高中教師、蒙古

# ABSTRACT

The research focuses and examines factors that influence the satisfaction of Mongolian high school teachers. Questionnaires were sent to these teachers. 300 reviews were distributed; however, only 212 questionnaires were sent back. SPSS, a measuring program, was used to break down the gathered information. Descriptive statistics, correlation analysis, and stepwise regression analysis were conducted in this research.

The study's examination, focusing on its discoveries, proposed that between activity fulfillment and its 6 independent factors, there was a positive relationship. The study is aimed to enrich and improve existing literature and extend the scope of past studies that are related to common factors that influence teacher's job satisfaction.

**Keywords**: Job satisfaction, Public high schools teacher, Mongolia

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# CHAPTER 1. INTRODUCTION

## 1.1 Background of the study

In any instructive setting, educators are critical. Without the teaching and guiding from great teachers, no staff could be properly prepared or be successful. Therefore, how teachers perform in their work is extremely important. Nevertheless it is not easy for a teacher to achieve the success as the human needs can hardly be fulfilled in total (Maslow, 1954). Educators in the developed countries have not yet completed all their activities (National Center for Education Statistics, 1997). And there is no exception in the Transmara District. The specialists observed in the NCES (1997) report that the adequacy of the instructor legitimately impacts and depends on the fulfillment of the educator's work. The position, working conditions and fulfillment of the instructor are recommended by Macdonald to keep an excited teacher (Macdonald, 1999, and Wong and Breaux, 2003). An instructor plays the most important role. For a considerable period of time, an incapable instructor can have an impact on an understudy course, and an insufficient educator can continually participate in the whole vocation of the understudy." (Nilsson,P.,2008) Hence, it is important to review the practice of the teacher in order to enhance the educator's ability to teach all the study subjects.

In Ulaanbaatar, Capital of Mongolia, there are never municipal districts. Ulaanbaatar accounts for 72% of every ordinary school (ADB, 2008). As from 2016, 774 schools were opened and a total number of 551,952 students have been attending undergraduate studies, trained by 28,801 educators (NSO, 2016). Training is a 7-15-year obligation. Advanced training is the fastest expanded enrollment training in Mongolia.

Undergraduate training is typically 5-6 years for high-school teachers. In the beginning, they will study for 4-5 years in college. Upon earning a certification as a Professional, two exams should be taken: (1) public service and (2) literacy. The last stage is a position as a government-funded educator and a year to begin training.

Mongolian secondary school teachers have the conventional idea that they are dissatisfied with their assignments. According to the UNESCO report in 2015, we face different problems under different conditions. In comparison with other work at open house, private secondary school teachers and state-sponsored university educators, the most important measure is the rise of homeroom students and low wage levels.

## 1.2 Statement of the problem

Analysts have nevertheless experienced issues that directly connect schools or their atmosphere to results from undergraduate studies. Methodological and sensible is the source of these challenges (Bidwell and Kasarda, 1980). Clearly, methodological challenges arise mainly from the impacts of running a school. The circuitous school-understudy association interceded by the educator may be virtually more suited to conceptualization. In this way, school groups influence the way teachers view their work and teach. Long-term study learning influenced educators ' insights and practices.

The association's people are considered as the most important resources currently available and so the association must be properly monitored (Kabene, 2006). In case a worker feels a balance between his activity and another activity as a result of his pay differentiation, he or she is disappointed and disillusioned with his activity on the basis of pay or compensation maintenance. Pay is inspirational to a representative, as "less pay than work is one of the external reasons for disappointment at work" (Robbins, 2003). In an association, job satisfaction is the most important factor. This is the only way that representatives will gradually be satisfied with the working environment and the payroll framework. "When people are more and more satisfied, they will become satisfied and disappointed and profitable because they depend on work and the desires of the worker for the activity." (Al-Hussami, 2008).

Mongolian state-funded educators and associations were required from time to time to increase their pay rates to administrative authorities. 32,000 open high school and kindergarten teachers who accumulated to fight low wages have been identified as the last and greatest blow. Prior to 1 September 2017, the educators chose to strike, which was not known as the new 2017 school year (Ikon News, 2017).

In 2014, seven hierarchical degrees of wages were established for government workers and compensations for teachers were fifth or sixth in terms of the most reduced level of salary (UB post, 2017).

The normal month-to-month compensation of high school teachers goes from MNT 480,000 (about 5500NT) to MNT 608,000 (around 7,000NT) for trainers with many years ' experience (Ikon news, 2019). The measure of compensation that most instructors have been given lacks for work and is less than the genuine measure of labor.

Recently, the workload of teachers has been expanded quickly by class of about 50-60. Compensation is therefore not the principal problem facing the instructors. They also have enormous concerns about working conditions, school status, advancement and benefits (UB post, 2017). Hard work circumstances directly affect employee satisfaction (Buble, 2006：437). According to (Srivastra

and Salepante, 1977), satisfaction with one's work is directly linked with the amount of wage it receives. The satisfaction with pay therefore has a direct impact on performance, motivation, turnover, absence and may even relate to pay disputes with an organization. This review aims to identify and find factors affecting the job satisfaction of secondary school teachers

## 1.3 Research objective

(1) Find factors that influence Mongolian high public school teacher's job satisfaction

(2) Find ways to increase Mongolian public high school teacher's job satisfaction level

**The main research questions are as follows:**

1. What factors influence to Mongolian high public school teacher's job satisfaction?

2. How to increase Mongolian public high school teacher's job satisfaction level?

## 1.4 Research Procedure

The researcher examined the relevant materials in order to have a clear view of the education sector, according to a preliminary study by the Flow Prevention Survey. Methodology, assumptions and methods for data collection and modeling of questionnaires. A final review conducted the survey. The research model of design is based on hypotheses and assumptions based on research and development.
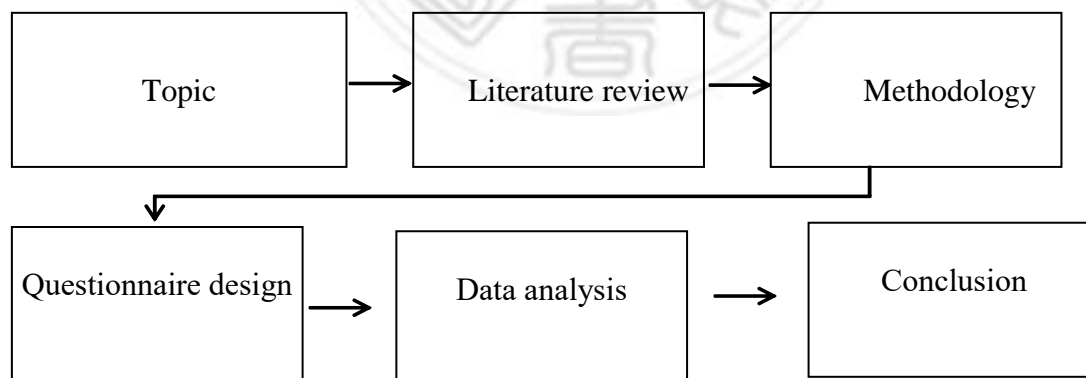


**Figure 1** *Research Procedure*
Resource: The Research
**This research includes five chapters and the summary of each is as below:**

- Chapter 1 includes the research background, motivation, questions, objectives, and progress of research.

- Chapter 2 introduces the previous literature about definition and historical development of job satisfaction its impact and the developments of research hypotheses their relationships.

- Chapter 3 describes the development of the conceptual model, measurement of variables and research method.
- Chapter 4 present the research results, including the correlations relationship between job satisfaction and its impacts.
- Chapter 5 contains the research conclusions defined according to the previous results and findings. The limitations of the research and the primary recommendations to facilitate future study are also described in the end

# CHAPTER 2. LITERATURE REVIEW

## 2.1 Definition of job satisfaction

The term "employment satisfaction" was marked by various researchers ' viewpoints. The term "any mix of the mental, physiological and environmental conditions that make an individual honest,"I am happy with my activity" has been characterized by Hoppock (1935), a leading researcher in occupational fulfillment studies. As the multi-dimensional framework of mind as a representative, Herzberg (1959) characterized job satisfaction with work-related exercises, compensation or all kinds of benefits, as well as work conditions. Wood (1973) characterizes job satisfaction as "an inspired frame of mind in his state of satisfaction with his work and its condition". And Smith ( 1969) portrayed fulfillment of an individual's feeling of work. Wanous (1974) characterized the satisfaction of work as a combination of the need of a person and the support provided by an association. Locke (1976) also described "job satisfaction could be regarded as a pleasant or positive state of passion as the result of examining one's activities or professional adventures". Siegal and Lance ( 1987) referred to job happiness as a positive response to whether he / she likes a vocation. Vroom (1982) thus combined job satisfaction with his enthusiastic approach to employment. Webster's Dictionary ( 1986) identified job satisfaction in terms of how well a job provides a person with needs and satisfaction.

According to (Spector, 1997) work satisfaction has a positive impact on workplace activity or working conditions. The clear sense of the success of groups in terms of their function has influenced the research to be regarded in a wide range. (Ellickson and Logsdon, 2002) support this perspective by characterizing job satisfaction as a way of extending the role of members. Similarly, job satisfaction is only what one wants or has work values (Brief and Weiss, 2002). Managers are deeply interested in the idea of doing their role because of the belief that this is linked in the long term to representative income. Specialists such as (Etzioni, 1975；Likert, 1961；McGregor, 1960) have ensured efficiency for their respective representatives in this field. Given the importance of the researcher's job fulfillment, the author claimed that the quality of their tasks is the way that participants behave and react about their work every day.

## 2. 2 Job Satisfaction Theories

In the middle of the 1900s analysts with industry workers began to consider job satisfaction. The main distribution of work fulfillment in Hoppock's study in 1935 contributed to the positive distribution of jobs through various authors such as Maslow (1954), Hercules,( 1959), Vroom(1964),

Sergiovanni (1967), Locke (1969), Lortie (1976), Hackman (1975), BulLock (1984) and Spector (1997) to focus deeply upon job satisfaction among others. Job satisfaction was a predominant distribution in the area of career performance. Abraham Maslow is perhaps one of the best recognized researchers on human behavior and motivation after Hoppock's research.

The Hierarchy of Needs Theory was developed by Abraham Maslow in 1943. This theory was focused on the idea that the human needs are influenced by five types of human needs, namely physiological needs, well-being needs, social needs, self-fulfillment desires and wants. As Maslow has suggested, people are motivated by unsatisfied desires, so that they are able to find out that the physical requirements of individuals are met. Maslow claimed that the hierarchy of theory of needs shoots the specific fulfillment of the workforce. For example, as Maslow's hypothesis demonstrates, work fragility, low salaries, poor working conditions or less social exercises can explain why people leave their jobs to do a higher work. Maslow's hypothesis was not intended to clarify the inspiration of the working environment, but the hypothesis is perpetual. Then again the hypothesis of Maslow is that the similar arrangement of requirements does not convince everyone.

In 1968 Frederick Herzberg, a psychological scientist, published the two-factor concept. Herzberg used the hierarchy of needs of Maslow (1954) to further construct his idea. He listed 15 components of happiness or dissatisfaction at the work. As found out by Herzberg, motivation in the workplace affects efficiency while other cleanliness considerations maintain a tactical buffer from deceit. Factors for job motivation include accomplishment, appreciation, self-work, tasks, growth and progression. Cleanliness factors include compensation, advantages, organizational strategy, employees, surveillance, status, safety, working conditions, and personal life. These components are locally identified and must be used to address factors of inspiration. Generally, constructive incentives contribute to the intrinsic facets of the event and detrimental times for international perspectives. Maddox (1981) expressed that the hypothesis of Herzberg was first applied to inspire the working environment and is also used in customer satisfaction.

In the middle of 1960 Adams (1963) introduced his equity theory that was concerned about characterizing and estimating the social fulfillment of representatives, despite Maslow's hierarchy of necessity theories and Herzberg's two-factor theory. Adams proposed that employees try to keep balance between what they provide and what they earn (inputs). Sources of information are considered to include time, reliability, strength, adaptability, energy, lack of consideration of one's own needs, capacity, and trust in managers. Professional stability, peripheral benefits, progress, achievement, recognition and reputation are all pay. Certainly, the theory of equity is dependent on a rule that determines individual achievements by decency. Representatives seeing value as equivalent

to others have a sense of satisfaction, although workers who see disparities feel disappointed and undervalued and try to reduce inputs eventually leave the association (DeMato, 2001).

Vroom (1964) proposed theory of expectation and claimed that the intention of the event depends on individual examples with a certain purpose in mind. In fact, 3 core sentences were based on the theory, such as (1) executions for endeavors; (2) payment for executions; (3) reimbursement for the worker's bonuses (Berry, 1997). Fulfillment then decides if the real rewards are coordinated with normal awards. The output is further influenced by the confidence of the leader of his job. This theory agrees that the organization will clarify what workers aspire for with the aim of making further effort to portray them in a positive way.

## 2.3 Job Satisfaction in the Field of Education

In the field of education a considerable number of research has been carried out following the Herzberg Motivation-Hygiene theory. Perhaps one of the most popular researchers in this area, Thomas Sergiovanni. In 1967 he checked principle of Herzberg to teachers. Thus, Thomas Sergiovanni found that achievement, recognition and responsibility mainly affects teachers ' satisfaction, while insufficient supervision, negative relations with employees as well as parents, inflexible school and administration policies and an interpersonal relationship with students led to their dissatisfaction. According to Sergiovanni, educators are both pleased and unhappy. In reality, teaching as a job offers not much chance of career progress. Dan Lortie (1975) also presented many papers by the teaching profession scholars. Through his school teacher not only does Lortie expand Herzberg's two-factor theory: a sociological analysis. He divided the awards into three categories: (1) extrinsic rewards, (2) psychic or intrinsic rewards, and (3) ancillary rewards (Lortie, 1975).

Extrinsic rewards are generally seen as work-related earnings like pay, recognition and power over others. It is regarded as alien in the manner that it exists regardless of who feels appreciated by the role they play. Psychic or natural incentives totally contrary to perceived rewards. It is a subjective assessment in the context of research, which ensures this fluctuates differently. It's focused on the activities and abilities you love. In comparison, ancillary bonuses are known as arbitrary aspects of job (work, holiday and flexible working hours) which some people but not all can see as incentives of example, where men don't, women teachers find dynamic scheduling to be a bonus. In other terms, supplemental remuneration appears to be judgments that vary from the needs of one. Many people expect that they operate less than usual workplaces because of their need to spend less time on school, for example. They prefer to become educators.

Lortie (1975) has studied more than 5,800 teachers and it was found that 76.5% of primary

teachers have chosen psychological or intrinsic rewards, meaning things as they feel they have achieved their goal of reaching the students and getting them to learn and to communicate well with other teachers, etc.

Through 1972, over 3350 articles were published on job satisfaction (Locke, 1976). Most were, however, linked with industrial staff and focused heavily on professional human services (Spector, 1985). Since 1985 Paul Spector has worked in the field of job satisfaction. Spector says stress leads to work dissatisfaction, which frustrates and frustrates employees.

## 2.4 Job Satisfaction Factors

In the mid of 1900s researchers of industrial workers began to consider job satisfaction.The primary distribution for work-consatisfaction was Joppock's Job Satisfaction (1935) and numerous researchers, such as Maslow (1954), Adams (1963), Vroom (1964) and Sergiovanni

(1967) were involved in the work-compliance, including Smith, Kendall and Huilin (1969) and Locke (1969), Lortie (1975), Hackman and Oldman (1976), Bullock (1984), and Spector (1997) were deeply involved in consideration of job satisfaction. Perhaps one of the famous scholars of human characters, Abraham Maslow follows Hoppock's work.

The Hierarchy of Needs theory was presented in 1943 by Abraham Maslow. This theory relies on the assumptions of the presence of five kinds of chain of command for human needs, namely physiological criteria. As Maslow has found out, humans have been motivated by unsatisfied expectations, which mean that people are unlikely to meet their physiological needs at this point in time. Maslow argued that the theory of needs has a bearing on the specific fulfillment of the employee. Of example, the theory of Maslow indicates frailty in jobs, low salaries, poor working conditions or less social activities because people leave their position and work more intensely to meet their needs. This can be a good reason of unemployment. The hypothesis of Maslow is not expected to explain the inspiration of the working environment, but the hypothesis is perpetual. Again, Maslow's hypothesis is limited by the fact that a similar arrangement of requirements does not persuade all the representatives.

A Frederick Herzberg sociology scientist proposed his hypothesis of two variables in 1968. Herzberg used Maslow's Hierarchy of Need (1954) to develop his theory even more thoroughly. He identified 15 components with satisfaction or disappointment in the workplace. As mentioned by Herzberg, factors of work inspiration have an impact on performance while other factors of employment purity keep a strategic distance from deception. Factors of job motivation involve satisfaction, appreciation, work itself, tasks, success and growth. Factors related to cleanliness include

pay, incentives, management policy, co-workers, supervision, rank, security, job environment and personal lives. These components are locally identified and need to be targeted to address the factors of inspiration. Positive opportunities are generally related to inherent activities, while negatives are linked to external angles. Although the theory of Herzberg was first used as a basis of job motivation, Maddox (1981) said it is used in customer satisfaction.

In the middle of 1960 Adams (1963, however) presented his theory of equity, anxious to characterize and estimate the social fulfillment of representatives. Maslow's hierarchy of needs theory and Herzberg's twin-factor theory did. Adams recommended that employees try to maintain the balance of what they (inputs) and ultimately earn (renders) provide for the organization. Information sources are known to be time, accuracy, flexibility, adaptability, power, lack of regard to one's own needs, the ability and trust of managers. Career prosperity, growth, success, appreciation and reputation though yields are salary. Certainly the theory of equity depends on a rule that guides the achievements of people through decency. Representatives who see value equivalent to others feel satisfied, but workers who see disparity feel unhappy and undervalued and try to cut back their inputs ultimately quit the association (DeMato, 2001)

He contended that an individual event with an objective in mind dependent upon the desire for activity was presented by Vroom (1964). The hypothesis is based, in particular, on 3 center convictions, for instance, 1) execution efforts; 2) execution compensation; 3) the worker's rewards (Berry, 1997).

Fulfillment then determines whether the actual bonuses are aligned with usual prizes. The quality is further influenced by the views of the leader at work. This hypothesis accepted by the Association would explain in the first place the hopes of workers in order to increase their effort by means of positive awards.

## 2.5 Individual factors

Analysts have shown that different figures such as age, sexual orientation, race or ethnicity, understanding of the work, the level of training, marital status and level of position play a part in their performance. (Herzberg, 1957; Ash, 1972; Quinn et al., 1974; Glenn and Weaver, 1982; McNelly, 1984; Rhodes, 1983; Brush et al., Grady, 1985; 1986; Berns, 1989; Waldman and Avolio, 1990; Cano and Miller, 1992; Heller et al., 1993; Bowen et al., 1994; Thomas and Asuka, 1995; as Vollmer and Kinney, 1995; Mi'ari, 1996; Clark, 1997; Fetsch and Kennington, 1997; Castillo and Cano, 1999; Konrad et al., 2000; McManus et al., 2002; Abu- Bader, 2005; Bender et al., 2005; Beck et al., 2006; Haight and Belwal, 2006; Holmes, 2007; Gyekye and Salminen, 2009; and Dovidio et at., 2009.

These research reports are unique, compared discoveries here and there that the statistical characteristics affect the completion of work.

Many exams have focused on the achievement of work; in any case, no one has yet discovered the right solution for its temper. This means that the relation between the statistical character of the individual and fulfillment of the profession must be considered more and more.

### 2.5.1 Sexual Orientation

People expect that contrasts between sexual orientation affect the fulfillment of their work. In all instances, studies that have investigated differences in sexual orientation as determinants of job performance did not have the option of achieving a simple settlement.

Herzberg (1957) found that men become more and more satisfied with what they do, while Holmes (2007) suggested that women be slowly pleased with what they do. The audit of the 5 national reviews about gender contrasts at work later became the most widely discussed report of Quinn , Staines and McCullough's (1974) on this issue. They completed men gradually in the reviews and two of those studies were completed by women. We further suggested that the completion of research by sexual orientation not be differentiated. The Abu-Bader (2005) study did not guarantee the position of women and men because the two sexual directions displayed a similar degree of job satisfaction. Therefore, the two people were also satisfied with their experiences in separate exams carried out by Cano and Miller (1992), Castillo and Cano (1999). The professional therefore wants the two genders not to be pleased or dissatisfied.

It's worthwhile to note the explicit inversion of the above tests was an inquiry by McNeely (1984) and Mi'ari (1996). We found male members typically content as female partners for their tasks. The primary reasons were the lack of influence and the shortage of time opportunities.

Garantized men's representatives Clark (1997) think of salary as a major vocation factor because women workers see social perspectives as important. Furthermore, citizens who consider money as an important factor of jobs are less able to perform. Another test by Konrad, Corrigall, Lieb and Ritchie (2000) found that people find pay and obligation as one of the major elements in their job efficiency, whereas women treated a relationship with workers and bosses as a slowly important adaptable working day. Ladies think of extended working times as one of the causes of work deception when people don't. Ladies have a huge impact on the fulfillment of the job depending on the adaptability of family issues, such as day-trips, division between home and work and less hours of work etc. In general, ladies will select a profession to be responsible for family affairs (Bender, Donohue and Heywood, 2005).

## 2.5.2 Age

The effect and the work of age in the conduct of hierarchy and explicitly the achievement of work is an area which researchers have taken a broad view of. As occupational contribution and responsibility, Waldman and Avolio (1990) found a positive link between age and association factors. Another scientist, Haight and Belwal (2006), and Rhodes (1983), strengthened the work with their pundits and ensured that age became the most important factor for authoritative behaviour.

White and Spector (1987) have found the link between age and work satisfaction steadily with past examinations. They collected information about Florida's age, compensation, levels of hierarchy and socio-economic understanding from 496 heads. They find more developed employees more and more satisfied with their jobs when they get what they need from their job. Gyekye and Salminen (2009) found comparative results, ensuring that more well-known specialists had more inspirational mental frames than more young workers. Also, Berns (1989) has shown that he / she is in general gradually happy with his / her activities in the education sector as an immense job creator as an instructor. The specialist thinks there is still more to learn about the connection among age and instructor job satisfaction.

## 2.5.3 Race and Ethnicity

There are numerous studies aiming at satisfying the job of ethnic minorities. These research showed that ethnicity / race has a positive connection to job satisfaction.

Ash (1972) twice instructed women clerical staff and producers how to please brown, whitish and Spanish surname. In the first study, eleven hundred and eleven thousand whites, four seven black and sixty-three Spanish surnamed female workers finalized a study on Science Research Associates ' employee attitude. White female clerical employees in both studies were generally more satisfied than blacks with their work. In the second study, employees of Spanish surnames were satisfied but unhappy compared to whites. Similarly, Thomas & Asunka (1995) found that minority faculty members usually have a feeling of unsecurity with regard to their ethnicity / race. Dovidio, Gaertner, and Niemann (2001) studied among Blacks, Hispanics, and Asians and found these faculty members of the minority group as white faculty members stigmatized for race and unhappy about their job.

The link between race / ethnicity and job satisfaction between government employees working in the federal government has been established by Holmes (2007). His research also found that all other ethnic staff members such as Latino, Chinese, White, Native Americans, etc. have less contact with black employees. It is therefore important for a student to study the ethnicity of teachers so that the right factor can be found which affects satisfaction at work

## 2.5.4 Marital status

Students / researchers who studied the link between marital status and job satisfaction did not achieve consistent results. One of Herzberg et al.'s first studies (1957) shows that there are no additional factors to conclude for the link between job satisfaction and marital status. However, the married individuals reported more job satisfaction than single mothers, McManus, Korabik, Rosin, and Kelloway (2002). However. They reported that single mothers often stress their home and work because they feel that they receive lower support and more responsibility than married people.

In exploring the needs of married, divorced, individual and widowed structured families, it is important to examine mean differences between individuals and married individuals with respect to work-family interface. McManus et al. (2002) concluded their study by combining a reduced conflict between work-family and job satisfaction. The lack of spouses reduces family demands and stress, while increasing unemployment. Individual mothers generally have a less than married working mothers feeling satisfied with their job because of their lack of support. Bowen et al. (1994) have confirmed the results of previous studies by studying the marital status of 4-H (agents who provide extension education to staff) employees. He found that married 4- H officers were happier with the job than single mothers.

Fetsch and Kennington (1997), which did not comply with previous investigations, reported the satisfaction of both married and divorced agents of the Cooperative Extension program than those never before married. A study carried out by Beck, Lazer and Schmidgall (2006) found similar results that married and divorced persons feel satisfied with their work than individual persons. It is therefore important to study the marital education of teachers to explore the relationship between their marital status and job satisfaction.

## 2.5.5 Education Level

The relationship between education and job satisfaction appears to be unclear after the previous studies are examined. Glenn & Weaver's studies in1982 have shown that employees with higher education are more satisfied than those with a lower education. Whilst other research including Vollmer and Kinney (1995) have shown that lower educated workers were better off than higher education colleagues. Berns researched qualified educators engagement in 1989. Through this research he discovered that the education of the teacher affects the satisfaction of his job. In particular, a professor with a degree is happier than a teacher with a Bachelor's degree.

Interestingly enough, there are other studies which do not suggest that the two are correlated. Throughout 1986, 10,000 workers from 11 industrial companies and 10 distribution organizations carried out a meta-analysis involving Brush, Moch and Podyan. Through these 21 independent studies, they aimed to show the link between education and job satisfaction, since the various trained workers

in the various sectors vary. Brush et al. (1986) did not identify any trend of important links between job satisfaction and education levels. They suggested to future investigators at the end of this report that they focus and explore the link between demographic and job satisfaction.

## 2.5.6 Work experience

There is still no consistent relation between teachers ' years of experience and job satisfaction. Grady (1985) researched Louisiana professorship. The more experienced the teacher is, the more satisfied the teacher is with the overall job he / she does. Berns (1989) has also indicated the level of satisfaction of the teacher as teaching experience increases every year. He has indicated that educators who have a master's degree appeared to be happy with the teaching profession more than a bachelor.

In comparison, Castillo et al. (1999) also studied whether there are any specific variables that contribute with high school teachers ' job satisfaction and unhappiness. They have concluded teaching experience, total teacher years, age, current position years and condition with their job satisfaction were not specifically affected. Heller, Clay and Perkins (1993) carried out similar studies involving primary, college, junior and secondary education educators with over four years of North Carolina experience. They noticed that about 50% of their staff were unhappy because of teaching finances. Teachers were, however, most satisfied with their colleagues ' relationship. This study allows the researcher to find more results relating to possible experience of the job satisfaction of public high school teachers in Mongolia.

## 2.5.7 Position level

Breyfield, Wells and Strate (1957) consider the level of satisfaction for men as men in a higher classification with higher salaries, according to a study. The results show that women have a greater satisfaction with the job. Work and career development therefore play a major role for men, while women prefer to balance their own lives and work.

This is not about women's work positions but about equal self-esteem and identity, which play an important role in the life of women (McPartland and Cummings, 1958). Breyfield et al. (1957) finished their research by reporting that job satisfaction is growing with the maximum employment levels.

Quantum Workplace (2016) states that employment commitment increases with employees at a higher level when 90% of managers work voluntarily whereas 63% of contributors feel involved. Similarly, another Gallup poll (2015) showed that 35 percent of executives are working while 30 percent are unpaid. Brian Solis and The Jostle Corporation (2015) have found that managers are overall better than their staff. This may suggest that higher positions increase the level of employee satisfaction and the willingness to work. However, not many studies focus on the level of one's position and job satisfaction. It should therefore be studied further.

## 2.6 ORGANIZATIONAL FACTORS

### 2.6.1 Salary

Pay is defined as the financial compensation method specified by the job description for doing scheduled work, tasks or repeated routines (Spector, 1997). The Robinson, Athanasiou and Head's (1969) argument notes that higher wages are more competitive and experienced. Srivastra and Salepante (1977) reviewed a total of 1073 job satisfaction studies, concluding that the satisfaction with their job was directly related to their pay.

Money obviously affects one's efficiency, general morale, attrition, absenteeism, and can even cause money-related conflicts with an organization.

Goodlad (1984) noticed that salaries are not the main reason why educators have chosen to work in learning. In reality, for many purposes, they preferred to teach and help children, job protection and self-fulfillment earned from work themselves. They decided to educate children for themselves. But Goodland concluded that the second-class job satisfaction factor was the salary for which professors leave the profession by analyzing surveys from 1,300 teachers.

According to Rebore (2001), teachers cannot become educators, instead of teachers joining a professional career to train students. In addition, the inherent incentive for job fulfillment should be stressed further by school officials and policymakers. In reality, teachers are more inspired by inherent incentives than by outsiders, according to a study conducted by Ellis (1984). Although McEwen (1999) described male teachers as dependent on foreign influences such as wages, advancement, rank and co-worker relationships, etc. Ethington (1988) states that males are more prone to pay and other financial benefits when it comes to their jobs, whereas females rely more on intangible awards such as work fulfillment.

Moreover, the concern of Spector (1997) about salary literally does not mean how much you get the work you do. But instead, it's a matter of fair wages. In reality, the wages do not include workers in various positions, but the same men. Individually, once you know the other person with the same job, you tend to compare your salary to another person and become unsatisfied with their jobs (Spector, 1997). This means that wages can be regarded as one of the key aspects of job satisfaction.

### 2.6.2 Promotion

Promotion means advancing one's job career and being able to go further than the current state of work (Kramer and Nolan, 1999). Promotion is thus an important factor in employees ' career because it influences their career progression through potential salary increases, organizational self-power and the mobility of their employees. Nevertheless, the significance of supporting the reasons underlying discontent continues to be little emphasized by researchers. For instance, Kosteas (2009) studied how promotion affects job satisfaction through a review of 1996-2006 years of the national

long-term study surveys on youth in 1979. (NLSY, 1979). He summarized the study by indicating that employees promoted in the last two years are satisfied with their job or that employees who can be promoted in the next two years. He has also reported that previous promotions are persistent, while the current job satisfaction has less impact. There could therefore be a lot of marketing and demands from staff and shrink revenue. Shields and Ward (2001) found, rather than dissatisfaction with salary and working conditions that employees who are dissatisfied with promotion and education tend to give up.

In high school, leaders are responsible for the teachers and other staff's management and professional development and recognize important educational programs and offer them to teachers, look after school land, ensures that the budget is properly allocated and, last but not least, maintains a stable relationship between schools and communities. It is not easy to get a leader promoted by high school teacher. The following are a typical hierarchical advancement of education in the field of promotion according to the Ministry for Education, Culture, Science and Sports (2016).
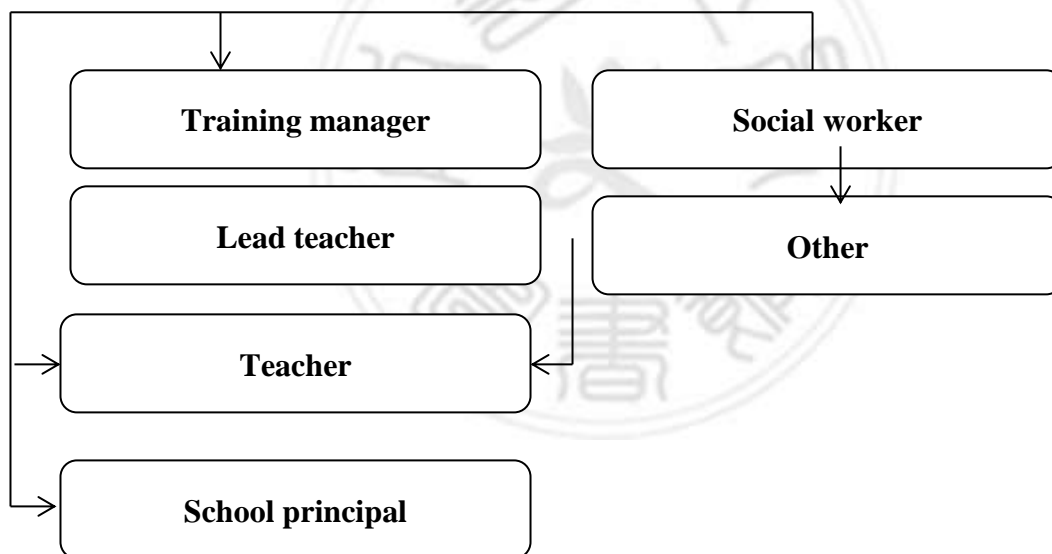


Teachers may apply for the position of a school manager if they qualify according to standards:

**Figure 2** *School Principle*
Resource: The Research

- The applicant must have worked as teacher for minimum of 5 years

- The applicant must have a master's degree in School Administration or related field

- The applicant must pass the related examination that consists of English test, general computer knowledge test, and IQ test.

Moreover, the Administrative Service Office in the Public High School is made up of an accountant, nurse and other staff (Integrated legal information system, 2007).

### 2.6.3 Supervision

The distinction between work satisfaction and dissatisfaction is that work-related satisfaction factors and environmental factors are linked to insatisfaction (Herzberg, 1959). Indeed, several studies investigated by Herzberg (1959), Morris (1972) and Bullock (1963) have shown that misguided and wrongful supervision is linked with disappointment. By addition, the supervisory feature was connected to job satisfaction other research by Bowen (1980) and Seegmiller (1977). Cano (1990) reported that there is no correlation between monitoring and job satisfaction.

The goal of school management is to improve education and the school environment and to improve educator competence through supervision. Therefore, the role of the head of school is complex, because all students have a high performance pressure. The headmaster is deemed responsible for all facets of the school according to Beck & Murphy (1993). The principal's positions appear to be an educational manager in highly successful schools (Brookover et al. 1978). Edward DeRoche (1985) linked the role of Principal in education quality in school, teachers and other employees to each other, the level of success of students, the climate at school and the willingness of parents to work together.

It has not yet resolved the relationship between supervision and job satisfaction. Nevertheless, leadership seems to be in one direction or another related to instructor engagement. For example, the satisfaction of teachers was affected by the empowerment of their principal teachers by Pearson and Moomaw (2005). The same conclusion that Shead (2010) made was to empower teachers and employees by relying on the inherent value of job satisfaction like offering extra tutoring bonuses, encouraging teachers to promote and support teachers in advancing careers.

Bill Gates said "When we think forward to the next century, those in control will be rulers". The leadership style of the director of school will successfully affect the interaction of teachers with one another according to Stenberg (1988). This has resulted in high job satisfaction among workers who formed interpersonal relationships with their boss (Beehr et al., 2006). According to a study by Gallagher (1984), teachers defined the headmaster as somebody who cares, feels and prefers to share their decision-making skills. While the directors included in this study assumed that these qualities

existed, the teachers did not agree. Similar results also exist in other studies. Bass (1981) and Fleishman (1973) have discovered that employees have different attitudes and behavior depending on leadership styles. A manager who is highly engaged and values staff has brought happiness to their work. The main reasons for quitting the education sector have been identified by educators as poor management due to weak administrative support and student discipline problems (Buckley, Schneider & Shang, 2004). School leaders therefore directly influence the organizational climate and the lack of a director.

### 2.6.4 Co-workers

Men are wonderful creatures and must by nature connect to each other in order to live a good life (McAdams, 1988). The importance of interpersonal relationships between persons related to survival was also discussed by Maslow (1988). Social support is therefore an essential job to help workers grasp their social reality. According to Ng & Sorensen (2008), supervisors recognize that their employees expect them to support their superiors and colleagues in the organization, thus positively affecting the results of their work.

To colleagues and fellow workers, as do superiors and bosses, Spector (1997) has identified coworkers. This affects job satisfaction, both with the co-worker and the supervisor. Hodson (1997) merged the happiness of his work with the individual characteristics and characteristics of his team. This could reduce productivity at work and task rates through challenging partners and managers, a manager and poor working conditions.

Most experiments investigate the interaction between staff and work fulfilment. In contrast, some reports recognized the importance of social support as an important factor in the organization's partnership. Hurlbert (1991) found that employees with a friendly external relationship have a high satisfaction in their employment.

In terms of education, Inger (1993) researched teachers in order to learn their relationship. When the teachers work together, Mr. Inger ended up breaking the loneliness of the classroom and enhancing the teacher's efficiency. Teaming provided support for personal and professional advancement to new teachers. Teaming helped experienced teachers to stimulate enthusiasm (p. 1). This has culminated in greater job satisfaction and increased labor productivity through good relations with workers. But interpersonal conflicts among colleagues can lead to negative workplace behaviour. Conflict between employees is frequently caused by job unhappiness, while solidarity among employees is linked to job satisfaction (Hodson, 1997). Therefore, unfair treatment by superiors was a major concern to workers.

### 2.6.5 Working condition

Work conditions include physical conditions and psychological criteria, such as work hours, rest periods, daily patterns, work environment and working environment, in the workforce (ILO, n.d.).Work conditions Poor working conditions are often influenced by (1) external factors including climate-related issues; (2) subjective factors like age, gender and unwanted worker conflict; (3) organization-related factors, including work schedule, working time and working environment. Jobs with difficult working conditions must be done by those who meet the demands of a job. Satisfaction of the workforce was directly affected by the stressful working conditions (Buble, 2006:437). For organizations it is therefore essential that they educate workers according to the operating processes and goals of the company.

All organizations have operational conditions which explain the rules and working policies that the worker must comply with. Operating conditions are examples of policies, procedures, rules and an organization's perceived red tape. In most organisations, employees adapt the operating procedures of the organization and manage his / her job accordingly, according to Aplander & Lee (1995). Uneffective operating practices create poor working conditions and their level of job dissatisfaction also increases when employees are cut off   from organizational policies and objectives (Rosenfeld, Richman, & May 2004).

Singh (2010) carried out a study to show how factors in job content and job satisfaction among the pharmaceutical market forces relate to each other. Operating procedures and legislation vary in performance. For certain operating conditions their overall performance was linked, while some responded as leading to work dissatisfaction. In operating procedures, excessive amounts of documentation and complexity are known to lead to job unhelp. Tomislav Babic (2013) has examined the overall difference in job satisfaction between normal workers and hard-working workers. He found that the overall groups differ greatly. However, those who worked to the satisfaction of management were superior to the other group. Working conditions are therefore not inherently a factor that determines happiness at the work. But for workers who work under challenging working conditions it is an important factor of job satisfaction.

### 2.6.6 Work itself

As a satisfaction with the form he / she does, Spector (1997) described the nature of the work. In other words, it's the intrinsic pleasure of an employee. Employment satisfaction is the need to meet the needs and expectations of employees. Various types of research studies of various jobs called on employees to evaluate various factors, such as salary, promotion, supervision, coworkers, opportunities, benefits, safety at work, working conditions and work. The most important factor has been decided by the staff themselves (work nature) (Judge and Church, 2000). Khaleque and

Chowdhary (1984) supported the claim that it was seen as the nature of work itself that the most important element for the overall satisfaction of industrial managers was.

Intrinsic work characters including task difficulty, commitment, variability, workload, obligation and the nature of the role (Hunjra, Chani, Aslam, Azam, & Rehman, 2010) are most prominent contributors to the work satisfaction. Lowe and Schellenberg (2000) have established safe and respectful working environments as two key factors for the development of friendly and positive workplace relationships. They concluded that the equilibrium between work and work in a working environment is significant. Different Morrison (2002) findings showed that the morale of workers is the result of a safe and friendly working environment. Employment satisfaction was related to the achievement of independent tasks, but negatively to the performance of daily repeated tasks (Blau, 1999).

Regarding schooling, the chief of special education, Lowry (2004), conducted a study to determine the level of job satisfaction. The performance of the job was therefore most reliant on the nature of the work.

The more workers expend on the fun duties at their place of work, the happier they are with their jobs (Fields, 2002). Sergiovanni (1967) also claimed that work itself was also linked to a high level of job satisfaction. However, the unhappiness with a supervisor, job tasks and responsibilities causes job unhappiness (Jablin & Krone, 1994)).

### 2.6.7 Benefits

Including (1) obligatory and (2) marginal benefit, there are two types of employee benefits. The obligatory benefit consists of benefits for all employees to get from the company. Compulsory benefits include compensation for workers, unemployment and insurance covering disability. Fringe benefits provide different types of non-salary rewards which, in addition to their normal wages, is provided by the company for workers. Benefit packages are crucial in order to attract top talented staff. 60% of people report selecting a work for their benefit package according to a Glass door Career Confidence Report (2015).

The predicted effect is still uncertain on the correlation between peripheral gain and work satisfaction. Because the very small amount of research that focuses on the fringes is the main factor for job satisfaction has been studied.

Nevertheless, two methods of obtaining marginal benefit can influence job satisfaction are identified in the National Pay Survey carried out by the Bureau of Labor Statistics. Next, as 30 percent of total pay for all civilian workers in 2006, it is a major part of the workers ' compensation. In contrast, only 27 percent of all benefits are covered by social security and Medicare benefits. 73% are paid

leave, insurance plans and pension and savings plans (BLS, 2006). The remaining 73% is paid leave. The approach to receive work by employment is deemed better than the competition since these incentives are not taxed (Alpert, 1987). Therefore, cheap benefits can improve your satisfaction at work.

Second, wages can act in the name of fringe benefits. After a certain amount of benefits were offered, employer salaries decreased by employee (Baughman, Di Nardi, and Holtz-Eakin, 2003). Woodberry (1983) also stated that employees were ready to lower their pay in exchange for additional benefits. The less taxed benefits, the more likely it is for employees to lower the tax burden. Fringe advantages as substitution can therefore enhance job satisfaction in such a way as to reduce stress. As the expected effect of marginal benefits on job satisfaction is not yet determined, the relationship between benefits and job satisfaction is hard to come to any conclusion. This must therefore be more researcher.

### 2.6.8 Job security

Studies have shown that happiness with employment improves the dedication of workers to their jobs. Davy, Kinicki and Scheck (1997) have observed that health at work is also very tied to a dedication to work. Iverson's (1996) similar claim that job security has an impact on corporate engagement. The Rosenblatt and Ruvio (1996) study found that employment insecurity is negatively linked to the commitment of the organization. Earlier, Guest (2004) reinforced previous statements which increased uncertainty and poor working conditions had a detrimental impact on one's job and satisfaction contribution. However, Abdullah and Ramay (2012) found that the relationship between organizational engagement and safety at work has been positive. That may mean this health at work contributes to a dedication to work. In other words, if the employee is threatened by job security and finally decides to quit, he or she is less committed to doing his or her job.

Employment instability is the degree of safety competence that will guarantee the work remains stable. Worker insecurity experience can be characterized as a perceived threat to their job and cannot do anything to avoid this threat. Sverke et al (2002) found that job insecurity has to do with lower work satisfaction, could produce physical illness, and lower work performance and lower job participation. Similar results indicate that work stress impacts both physical and mental health (Storseth, 2006). Unless risks are considered more than incentives, a worker tends to lose interest in working and suffers from workplace frustration. Therefore, work health is connected to job satisfaction by fostering the corporate engagement and the productivity of workers (Yousef, 1998)

## 2.7 High School Teachers in Mongolia

As Mongolia constantly devotes more attention to teacher preparation and development, it is important that teachers identify their needs to improve their performance and satisfy their workplace requirements. In Ulaanbaatar, the capital of Mongolia, there are nine districts and in Mongolia there are 329 soums in 21 agricultural provinces. Throughout Ulaanbaatar there are 72 per cent of all general schools (ADB, 2008). Mongolian citizens have the right under the constitution to have access to free basic public education. The formal education system comprises children's garden (until the age of five), elementary school (4 years), secondary education (3 years) and secondary school (3 years) (ADB 2008) from 2015 onwards.

For the ages of 8 to 15, education is required.
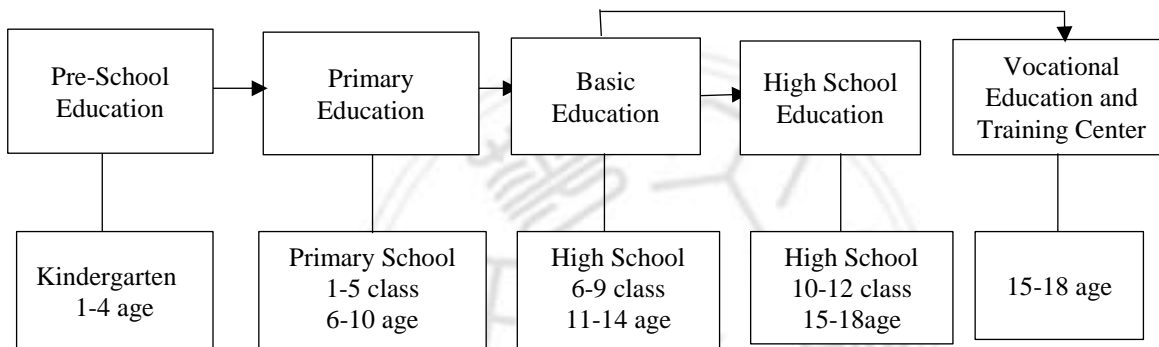


**Figure 3** *High School Education System of Mongolia*
Resource: The research

The Ministry of Education, Culture and Science (MECS) is the central government body which governs and formulates all issues and policies related to education. The quickest growth in student activity in Mongolia is always higher education. As early as 2016 there were 774 public secondary schools, of which 551,952 were educated by 28 801 teachers (NSO, 2016). Of the 28801 teachers 23,120 are female, 80,2% and 5681, 19,8% are male (Ikon News, 2016) teachers.

Ikow News (2016) has shown around 20,142 bachelor's degrees from the overall number of teachers, while 4,085 education graduates and others earn doctoral degrees.
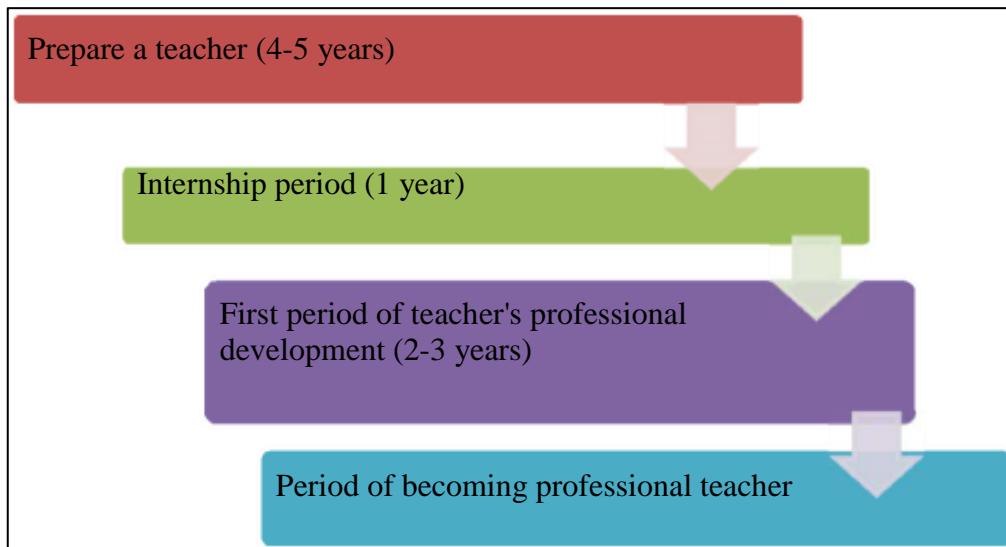


**Figure 4** *Teacher's Education System*
Resource: The Research

Following general education, you must enroll in university training courses, usually 4-5 years old. A year of internship must be done at the actual school for the examination of professional teachers, such as civil service exams and teaching certification tests.

| Pre-school fulltime | 40 hours a |
|---|---|

| Pre-school completion period is 4 |
|---|

| Students must complete 120 credits for bachelor degree | Total 8 weeks break |
|---|---|
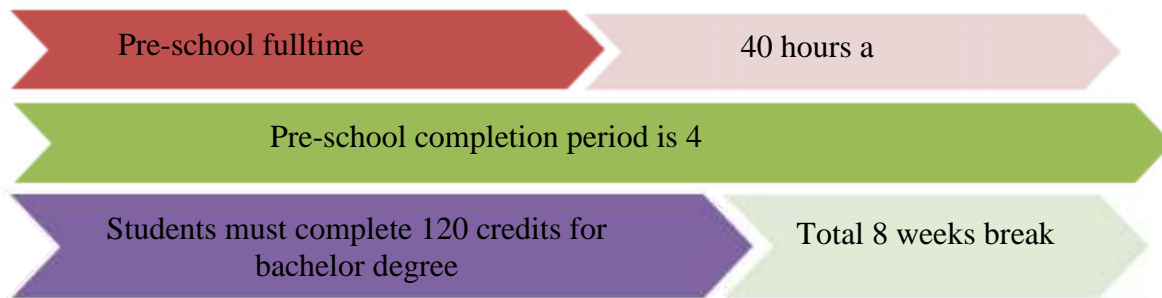
**Figure 5** *Courses for Pre-School Teachers*

Resource: The Research

The government borrows from public universities 70 to 100% for tuition fees and living costs. To apply for the national scholarship, the applicant must earn 650 or 750 marks.

# CHAPTER 3. METHODOLOGY

## 3.1 Research framework and hypothesis

This chapter provides readers with more information on the analytical framework, the sample size, the data collection and analysis. Previous studies were also taken by researchers focusing on the job satisfaction factors of different researchers in different countries.

### 3.1.1 Independent variables

On the basis of previous job satisfaction surveys by other researchers, following eight organizational factors, wages, promotion, supervision, employees, working conditions, employment itself, benefits and job security are recognized as main factors of job satisfaction. In all forms of work satisfaction study, wages, promotion and relationships with staff are usually used. The supervision factor is more often used in the job satisfaction study in the service sector. Teachers tend to work under difficult conditions in the second and third world countries. There is a lack of available materials in schools, such as text books for students and teachers, teacher guides and other related materials, and there are still large numbers of pupils in each class. The majority of teachers, according to Goodlad, have entered the teaching profession because the nature of the work itself is inherent. In terms of benefits, the more compensation employees get, the more satisfaction they will increase.

**Table 1 Factors That Used in Previous Job Satisfaction Studies**

| JS Factors \ Authors, years | Mongolian Studies | | | | | | High School Studies | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Oyumaa (2011) | Odonchimeg (2012) | Doljinsuren (2011) | Ariunmunkh (2012) | Odongerel (2011) | Sodnomdulam (2011) | Natalia A. Cui-Callahan (2012) | Nganzi Christopher (2014) | Sukkyung You et al., (2017) | Fredy Wilson Ngimbudzi (2009) | Gedefaw Kassie Mengistu (2012) | Muhammad M. A. et al. (2009) |
| Salary | √ | √ | √ | √ | √ | √ | √ | | | √ | √ | √ |
| Promotion | √ | √ | √ | √ | √ | √ | | √ | | √ | √ | √ |
| Supervision | | √ | | | √ | √ | √ | √ | √ | √ | √ | √ |
| Coworkers | √ | √ | √ | √ | √ | √ | | | √ | √ | √ | √ |
| Working Condition | √ | | | √ | | √ | √ | | √ | √ | √ | √ |
| Work itself | √ | | | √ | √ | √ | | | | √ | | √ |
| Benefits | √ | | | √ | √ | √ | | | | √ | | √ |
| Job security | | | | | √ | √ | √ | √ | | √ | √ | |
| Recognition | √ | √ | | √ | | | | √ | √ | | | |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Working hours | | | | | | √ | √ | | | | √ | |
| Workload | | | | | | | √ | | | | | |
| Company | | √ | | | | | √ | √ | | | √ | |
| Policy/aspect | | | | | | | √ | | | | √ | |
| School culture | | | | | | | | √ | | | | |

Resource: The Research
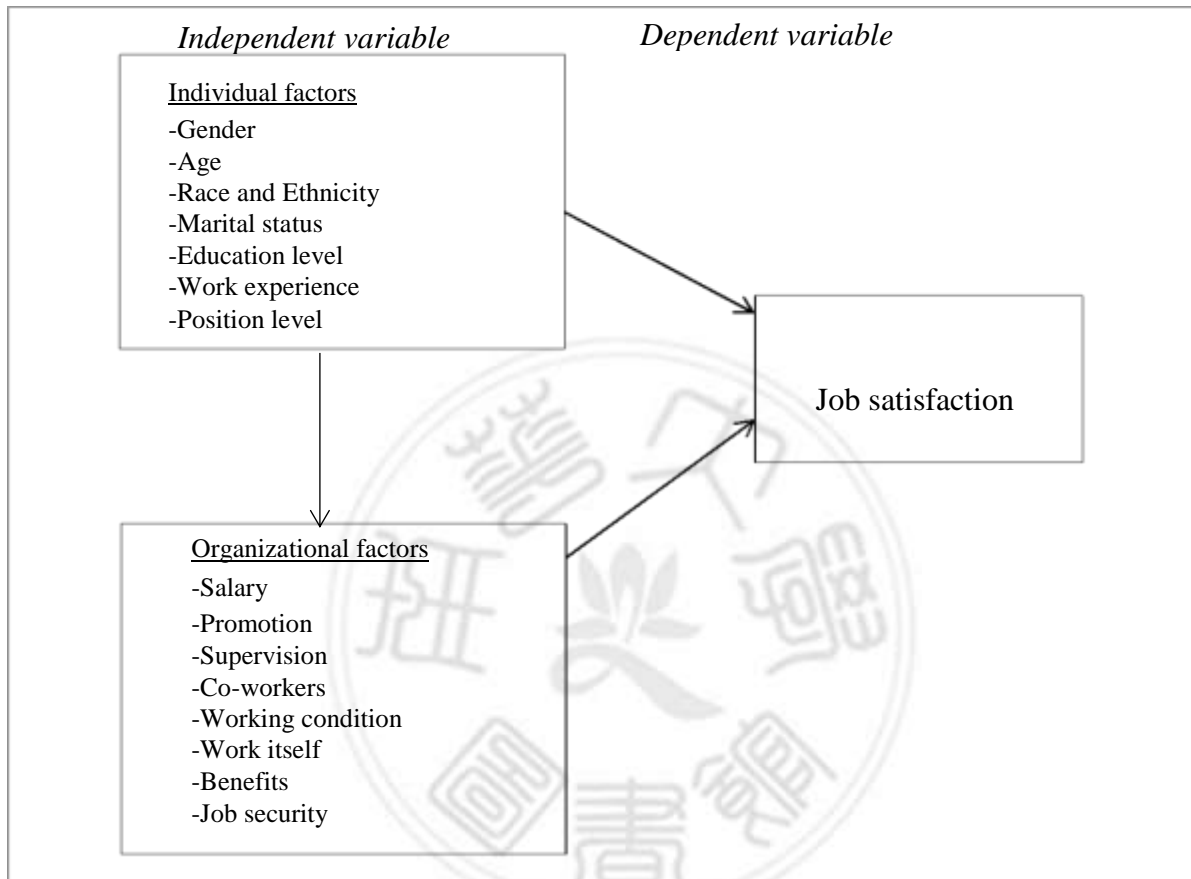


**Figure 6** *Analytical Framework*
Resource: The Research

### 3.1.2 Hypothesis

The following hypothesis will be investigated:

**H1:** There is a positive relationship between a job satisfaction and selected factors which are salary, promotion, supervision, relationship with co-workers, working condition, work itself, benefits, and job security.

**H2:** Employees' demographic factors can affect to their job satisfaction level.

**H3**: There is a significant effect of demographic factors on organizational factors.

## 3.2 Study Design and Methodology

### 3.2.1 Purpose of the study

The unspeed sampling model is chosen as necessary for research purposes in the context of a convenient sampling method. The aim of this research is to determine factors affecting public high school teacher's job satisfaction in Mongolia. The investigator will examine the relationship between dependent and independent variables.

### 3.2.2 Sample size

As of 2018, there are 774 public high schools with some 551.952 students trained by 28,801 professors (National Statistical Office NSO, 2018). The researcher has collected data to send samples to the on-line questionnaire using Google Online Survey. In total, the survey response rate was 78 percent and the researcher sent 300 potential teachers emails and in October 2019, only 212 returned.

For this analysis, I have used the sample cluster process. Because in different areas I want to collect data from the whole community. I then chose a number of clusters and used them according to the simple method of random sampling. In other terms, first I picked a town and then I selected a sample of school and finally a number of students. Province test. Mongolia comprises 21 provinces, 2 towns and one city named Ulaanbaatar. This research has been performed first in diverse schools in Ulaanbaatar, capital city, city of Erdenet, province of Umnugobi. The complex school means that in one administration there are elementary, middle and high school. In my study, the first complexs school is located in Ulaanbaatar, the second complex school will be Erdenet city; third, the complex school was Umnugobi province, and the fourth complex school was also from Umnugobi province (See an appendix).

### 3.2.3 Data collection

An online-based survey has been taken by school teachers. The questionnaires sent out have two sections, including 7 questions about demographics, 2 questions about job satisfaction, and 4 set of questions about each selected 8 independent variables.

### 3.2.4 Data analysis

Data collection and data analysis are an essential part of findings and conclusions of this research. The researcher used SPSS statistical program to analyze all collected data

The following analysis conducted:

- **Descriptive statistics**

The researcher will use descriptive statistics to analyze basic data analysis and will develop graphics.

- **Correlation analysis**

The researcher will use correlation statistics to calculate relationship between selected dependent and independent variables.

- **Regression analysis**

The researcher will use regression analysis to reveal related independent variables of selected dependent variable.

# CHAPTER 4. RESULT AND ANALYSIS

The survey conducted through Google online survey 300 surveys were distributed but 212 were returned.

## 4.1 Basic analysis - Demographic statistic

The demographic (descriptive) statistics are the basic analysis of data; the data offers several ways to describe data. The descriptive analysis reveals frequencies, proportions, means, standard differences, variances and ranges.

### 4.1.1 Gender

The majority of respondents are women's educators equal to 67.3%. On the other side, just 32.7% of respondents are male. Women tend to choose a career to work while they are dealing with family issues (Bender, Donohue & Heywood, 2005). The results of the survey reveal mostly women who have chosen and who are teachers.

**Table 2 Gender of Respondents (left**

| Gender | Respondents | Percentage |
|--------|-------------|------------|
| Male   | 70          | 32.7%      |
| Female | 142         | 67.3%      |
| Total  | 212         | 100%       |

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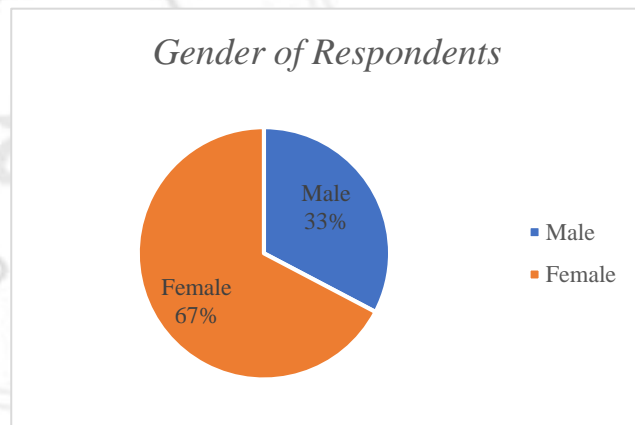


**Figure 7** *Gender of Respondents (right)*
Resource: The Research

### 4.1.2 Age

Above 60 percent of the respondents were teachers who fall in the age category of 31 and older. If you look closer to the result, it shows that teachers tend to work stable.

**Table 3 Age of Respondents**

| Age | Respondents | Percentage |
|-----|-------------|------------|
| 20-25 | 32 | 15% |
| 26-30 | 53 | 25% |
| 31-35 | 34 | 16% |
| 36-40 | 42 | 20% |
| 40 & up | 51 | 24% |
| **Total** | **212** | **100%** |

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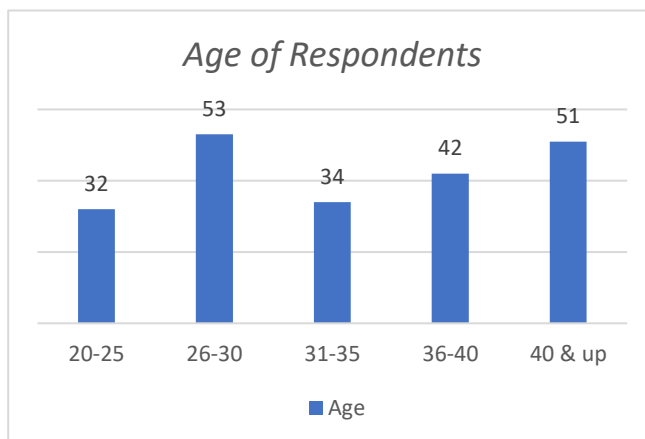


Figure 8 *Age of Respondents*
Resource: The Research

### 4.1.3 Ethnicity

About 95% of the total population of Mongolia belong to the largest Khlakh ethnic group. The remaining 5% belong to other ethnic groups. 64.1% of respondents in this study were Khalkh. And 36 percent of those interviewed were members of four different ethnic groups. This well reflects the sample size of the entire population.

**Table 4 Ethnicity of Respondents**

| Ethnicity | Respondents | Percentage |
|-----------|-------------|------------|
| Khalkh | 136 | 64.1% |
| Durvud | 6 | 2.6% |
| Bayad | 2 | 0.3% |
| Kasak | 66 | 31.08% |
| Hoton | 2 | 0.92% |
| **Total** | **212** | **100%** |

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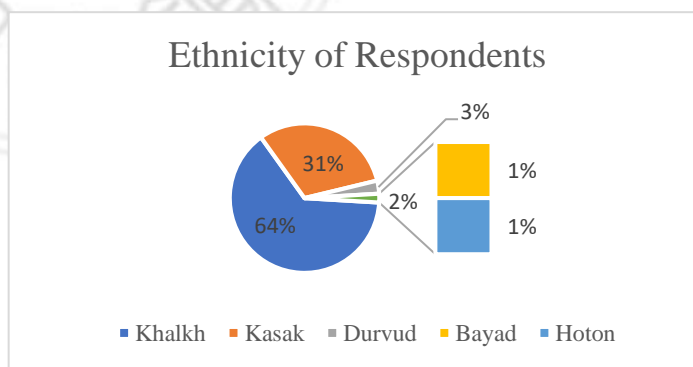


Figure 9 *Ethnicity of Respondents*
Resource: The Research

### 4.1.4 Marital status

Result of marital status shows that majority of the respondents are married and teachers tend to have stable family life.

**Table 5 Marital Status of Respondents**

| Marital status | Respondents | Percentage |
|---|---|---|
| Single | 26 | 12.5% |
| Married | 136 | 64% |
| Widowed | 30 | 14% |
| Divorced | 20 | 9.5% |
| **Total** | **212** | **100%** |

Resource: The Research
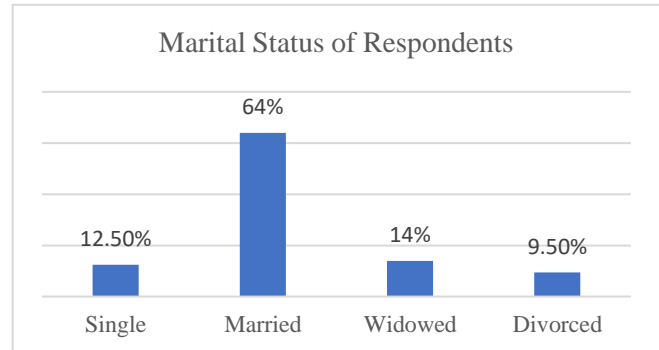


Figure 10 *Marital Status of Respondents*
Resource: The Research

### 4.1.5 Education level

Majority of the respondents hold a bachelor degree. Even around 75 percent of the respondents were hold bachelor degree, the result shows that teachers do not rush to further study. Also there were no teacher with degree of higher than master.

**Table 6 Education Level of Respondents**

| Degree | Respondents | Percentage |
|---|---|---|
| Bachelor | 159 | 75% |
| Master | 53 | 25% |
| **Total** | **212** | **100%** |

Resource: The Research
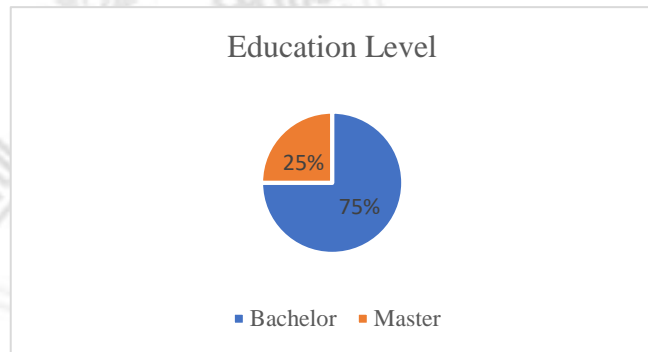


Figure 11   *Education Level of Respondents*
Resource: The Research

### 4.1.6 Work experience

More than 60 percent of the respondents were working at least 6 years and more as a teacher. The result shows that teachers tend to work stable. If we compare teachers' age and worked years, we will see that teachers.

**Table 7 Work Experience of Respondents**

| Work Experience | Respondents | Percentage |
|---|---|---|
| Up to 1 | 38 | 18% |
| 2-5 | 42 | 20% |
| 6-10 | 64 | 30% |
| 11-20 | 49 | 23 |
| 20&up | 19 | 9% |
| Total | 212 | 100% |

Resource: The Research
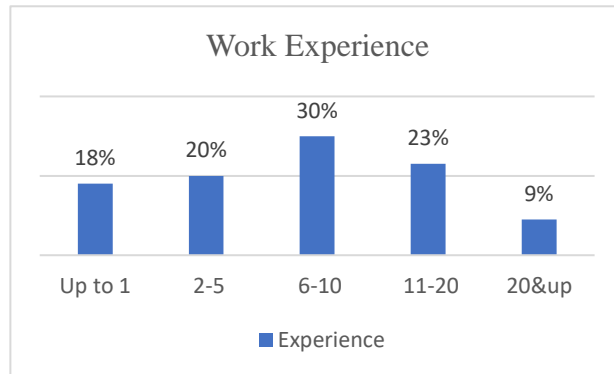


Figure 12 *Work Experience of Respondents*
Resource: The Research

## 4.2 Factor analysis

### 4.2.1 Cronbach's Alpha and Reliability

Alpha of Cronbach is usually used as a reliability estimator for statistics and up to 0.8 is considered to be acceptable. The investigator analyzes reliability of the satisfaction of the job and other independent variables selected. The selected dependent and independent variables Alpha of Cronbach was 0.728, which means reliable.

Table 8 Reliability Status

| Cronbach's Alpha | N of Items |
|---|---|
| 0.728 | 15 |

Resource: The Research

### 4.2.2 Reliability Statistics

Table 9 Item Statistics

| Item Statistics | | | |
|---|---|---|---|
| Factors | Mean | Std. Deviation | N |
| Job satisfaction | 3.1923 | .84120 | 212 |
| Benefits | 3.0371 | .65991 | 212 |
| Work itself | 3.0520 | .37134 | 212 |
| Promotion | 2.5495 | .60314 | 212 |
| Salary | 2.3317 | .65489 | 212 |

| | | | |
|---|---|---|---|
| Job security | 3.1782 | .54467 | 212 |
| Coworker | 2.8292 | .41673 | 212 |
| Work condition | 3.1931 | .42261 | 212 |
| Supervision | 3.2129 | .58778 | 212 |

**Resource:** The Research

## 4.3 Correlation analysis

The researcher was done the Pearson's Correlation Analysis of between all possible independent variables and dependent variable in order to know how closely all IVs and DV correlated to each other. The correlation coefficient will vary from -1, which indicates perfect negative correlation, through 0, which indicates no correlation at all, to +1, which implies perfect positive correlation. Therefore the closer the value is to plus or minus 1, the better the correlation.

The researcher has examined job satisfaction and its 8 independent variables and estimated their relationships. The researcher found out that there is a positive correlation between job satisfaction and its 6 independent variables except for coworker and work condition. There is a positive but weak correlation between teachers' job satisfaction and its selected factors which are promotion, benefit and work itself. Also, there is a positive but moderate relationship between their job satisfaction and its three factors which are salary, supervision and job security.

This result partially approves Hypothesis 1:

**H1:** There is a positive relationship between a job satisfaction and selected factors which are salary, promotion, supervision, relationship with co-workers, working condition, work itself, benefits, and job security.

Table 10 Organizational Factor Correlation Analysis

| | | Job satisfaction | Promotion | Benefit | Salary | Coworker | Work condition | Work itself | Supervision | Job security |
|---|---|---|---|---|---|---|---|---|---|---|
| Job Satisfaction | Pearson | 1 | .274** | .365** | .671** | -.084 | -.110 | .199* | .460** | .552** |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | | .006 | .000 | .000 | .406 | .274 | .046 | .000 | .000 |
| | N | 212 | 212 | 212 | 212 | 212 | 212 | 212 | 212 | 212 |
| Promotion | Pearson | .274** | 1 | .355** | .275** | .464** | -.229* | -.165 | .285** | .048 |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | .006 | | .000 | .005 | .000 | .021 | .098 | .004 | .637 |
| Benefit | Pearson | .365** | .355** | 1 | .367** | -.283** | -.108 | -.189 | .188 | .219* |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | .000 | .000 | | .000 | .004 | .284 | .059 | .059 | .028 |
| Salary | Pearson | .671** | .275** | .367** | 1 | -.020 | -.237* | .100 | .533** | .352** |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | .000 | .005 | .000 | | .843 | .017 | .322 | .000 | .000 |
| Coworker | Pearson | -.084 | .464** | -.283** | -.020 | 1 | -.043 | -.056 | .028 | -.189 |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | .406 | .000 | .004 | .843 | | .669 | .580 | .781 | .058 |
| Work Condition | Pearson | -.110 | -.229* | -.108 | -.237* | -.043 | 1 | .031 | -.173 | -.077 |
| | Correlation | | | | | | | | | |
| | Sig. (2-tailed) | .274 | .021 | .284 | .017 | .669 | | .758 | .084 | .444 |
| Work Itself | Pearson | .199* | -.165 | -.189 | .100 | -.056 | .031 | 1 | .064 | .329** |
| | Correlations | | | | | | | | | |
| | Sig. (2-tailed) | .046 | .098 | .059 | .322 | .580 | .758 | | .528 | .001 |
| Supervision | Pearson | .460** | .285** | .188 | .533** | .028 | -.173 | .064 | 1 | .413** |
| | Correlation | | | | | | | | | |

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

Resource: The Research

The researcher also examined job satisfaction level of teachers with their demographic indicators. The researcher found out that there is a no strong correlation between job satisfaction and teachers demographic indicators. There is a positive but weak correlation between teachers' job satisfaction and their some demographic indicators such as age, marital status, education level, and work experience.

This result partially approves Hypothesis 2.

**H2:** Employees' demographic factors can affect to their job satisfaction level.

Table 11 Demographic Correlations

| | | Job Satisfaction | Age | Ethnicity | Marital Status | Education Level | Work Experience |
|---|---|---|---|---|---|---|---|
| Job Satisfaction | Pearson Correlation Sig. | 1 | 353[**] | .051 | .238[*] | .369[**] | .399[**] |
| | (2-tailed) | | .000 | .615 | .017 | .000 | .000 |
| | N | 212 | 212 | 212 | 212 | 212 | 212 |
| Age | Pearson Correlation Sig. | .353[**] | 1 | -.230[*] | .369[**] | .329[**] | .825[**] |
| | (2-tailed) | .000 | | .020 | .000 | .001 | .000 |
| | N | 212 | 212 | 212 | 212 | 212 | 212 |
| Ethnicity | Pearson Correlation Sig. | .051 | -.230[*] | 1 | -.272[**] | .009 | -.165 |
| | (2-tailed) | .615 | .020 | | .006 | .925 | .098 |
| | N | 212 | 212 | 212 | 212 | 212 | 212 |
| Marital Status | Pearson Correlation Sig. | .238[*] | .369[**] | -.272[**] | 1 | -.048 | .329[**] |
| | (2-tailed) | .017 | .000 | .006 | | .632 | .001 |
| | N | 212 | 212 | 212 | 212 | 212 | 212 |
| Education Level | Pearson Correlation Sig. | .369[**] | .329[**] | .009 | -.048 | 1 | .298[**] |
| | (2-tailed) | .000 | .001 | .925 | .632 | | .002 |
| | N | 212 | 212 | 212 | 212 | 212 | 212 |
| Work Experience | Pearson Correlation Sig. | .399[**] | .825[**] | -.165 | .329[**] | .298[**] | 1 |
| | (2-tailed) | .000 | .000 | .098 | .001 | .002 | |
| | N | 212 | 212 | 212 | 212 | 212 | 212 |

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

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

Resource: The Research

H3: There is a significant effect of demographic factors on organizational factors

A significant relation was observed between demographic characteristics (age, marital status, gender, race and ethnicity, education level, work experience and position level and Organizational factors that were shown in table 12.

Table 12 Relationship between Demographic characteristics and Organizational factors
a.Spearman's rho & Mann-Whitney U, Correlation Coefficient **.

| Organizational factors/ Demographic factors | Salary | Promotion | Supervision | Co-workers | Working condition | Work itself | Benefits | Job security |
|---|---|---|---|---|---|---|---|---|
| **Gender** | .054* | .054* | 0.015 | .095** | -.101** | -.065** | -.166** | -0.02 |
| **Age** | .103** | 0.006 | 0.012 | .098** | .078** | 0.006 | 0.025 | -.079** |
| **Race and Ethnicity** | 0.011 | 0.034 | .101** | 0.009 | 120** | 0.026 | -0.027 | -0.01 |
| **Marital status** | -0.043 | -.083** | -.220** | 0.014 | -.12 | 0.012 | -0.036 | 0.001 |
| **Education level** | -.052* | -.136** | -0.009 | -.083** | -0.031 | 0.034 | -0.04 | 0.003 |
| **Work experience** | -0.005 | .192** | -0.049 | -0.039 | -.078** | -0.025 | 0.016 | -.078** - |
| **Position level** | 0.016 . | .081** | 0.028 | -0.019 | -0.002 | .150** | -.077** | -.085** |

b.Correlation is significant at the 0.01 level (1-tailed) *.
c.Correlation is significant at the 0.05 level (1-tailed)
 Resource : The Research

According to table10 and 11 correlation analysis. There were 5 variable including gender, race and ethnicity, work experience and coworkers. That were weak correlation that will not be showed in regression equation.

## 4.4 Regression analysis

The model summary table displays 6 models of job satisfaction. R square of the first model is 0.622 and it offers promotion, work itself, supervision, benefits, job security and salary as an organizational factor predictor for independent variable of job satisfaction. Meanwhile, it also suggests education level, marital status, work experience and age as predictors of job satisfaction. Thus, the first model can predict job satisfaction level of teachers with 62% by using earlier mentioned independent variables.

Table 13 Regression Analysis Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | R Square Change | F Change | df1 | df2 | Sig. F Change |
|---|---|---|---|---|---|---|---|---|---|
| 1 | .789[a] | .622 | .580 | .54526 | .622 | 14.801 | 10 | 90 | .000 |
| 2 | .789[b] | .622 | .584 | .54226 | .000 | .003 | 1 | 90 | .956 |
| 3 | .788[c] | .622 | .589 | .53940 | .000 | .030 | 1 | 91 | .863 |
| 4 | .787[d] | .620 | .591 | .53767 | -.002 | .406 | 1 | 92 | .526 |
| 5 | .785[e] | .616 | .592 | .53732 | -.004 | .877 | 1 | 93 | .351 |
| 6 | .782[f] | .612 | .591 | .53770 | -.005 | 1.134 | 1 | 94 | .290 |

a. Predictors: (Constant), work itself, supervision, education level, family status, benefit, promotion, experience, job security, salary, age

b. Predictors: (Constant), work itself, education level, family status, benefit, promotion, experience, job security, salary, age

c. Predictors: (Constant), work itself, education level, family status, benefit, promotion, experience, job security, salary

d. Predictors: (Constant), education level, family status, benefit, promotion, experience, job security, salary

e. Predictors: (Constant), education level, family status, promotion, experience, job security, salary

f. Predictors: (Constant), education level, family status, promotion, job security, salary

Resource: The Research

Table 14 Coefficients Analysis

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | |
|---|---|---|---|---|---|---|---|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound |
| (Constant) | -1.455 | .596 | | -2.441 | .017 | -2.640 | -.271 |
| Salary | .533 | .111 | .418 | 4.787 | .000 | .312 | .754 |
| Benefits | .103 | .098 | .080 | 1.046 | .298 | -.093 | .298 |
| Supervision | -.007 | .132 | -.005 | -.056 | .956 | -.269 | .255 |
| Work itself | .091 | .147 | .046 | .618 | .538 | -.202 | .384 |
| Job security | .405 | .115 | .283 | 3.525 | .001 | .177 | .633 |
| Promotion | .200 | .107 | .143 | 1.865 | .065 | -.013 | .412 |
| Age | .014 | .076 | .023 | .181 | .857 | -.136 | .164 |
| Marital Status | .152 | .106 | .105 | 1.440 | .153 | -.058 | .362 |
| Experience | .045 | .084 | .064 | .534 | .595 | -.122 | .212 |
| Education level | .260 | .136 | .140 | 1.911 | .059 | -.010 | .530 |
| Gender | .107 | .232 | -.105 | -.096 | .856 | -.161 | .135 |
| Marital status | .191 | .047 | .096 | .628 | .338 | -.103 | .214 |
| Race and Ethnic status | .305 | .105 | .183 | 1.565 | .101 | .274 | .513 |
| Work condition | .101 | .126 | .164 | 3.825 | .095 | -.063 | .292 |
| Coworker | .016 | .096 | .093 | .621 | .627 | -.121 | .204 |

Resource: The Research

Standardized regression coefficients measures how strongly each independent variable influences the dependent variable in units of standard deviation. The higher the beta value, the greater is the impact of the independent variable on the dependent variable.

Based on Coefficients table's model 1 and the researcher developed following regression equation. This equation describes relationship between predictor variables with their change in response values.

**Y=1.455 + 0.533\*Salary + 0.103 \* Benefits + 0.91\*Work itself + 0.405\*Job security +0.200\*Promotion + 0. 0.14\*Age + 0.152\*Marital status + 0.045\*Experience + 0.206\*Education level -0.007\*Supervision+0.107\*Gender+0.191\*Marital Status+0.305\*Ethnicity+0.101\*Work condition+0.016\*Coworker**

Analysis of Variance (ANOVA) called F-ratio consists of calculations that provide information about levels of variability within a regression model and form a basis for tests of significance. ANOVA table's first model's F test is 14.801 at the significance of $\infty$ 0.00. ANOVA table provides that the first model is acceptable and it also partially supports our two Hypothesis.

Table 15 ANOVA Analysis

| ANOVA[a] | | | | | |
|---|---|---|---|---|---|
| Model | Sum of Squares | Df | Mean Square | F | Sig. |
| Regression | 44.005 | 10 | 4.400 | 14.801 | .0095b |
| Residual | 26.758 | 90 | .297 | | |
| Total | 70.762 | 100 | | | |

a. Dependent Variable: job satisfaction

b. Predictors: (Constant), Education, Promotion, Status, Work Itself, Supervision, Benefits, Experience, Job Security, Salary, Age

Resource: The Research

Correlation table between Organizational Factor variables in figure13
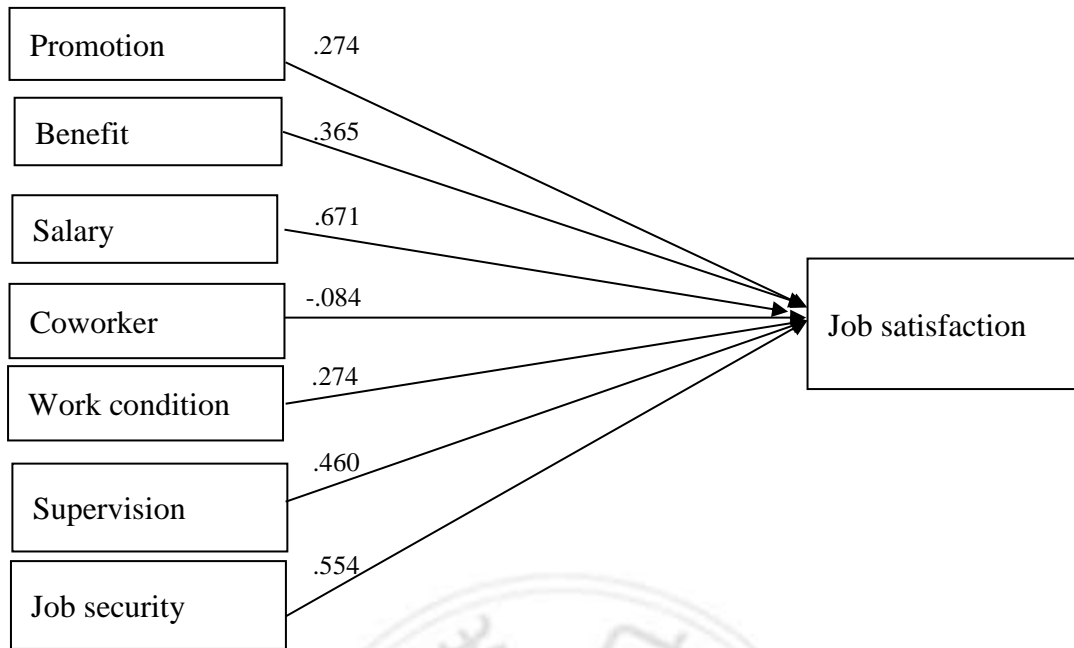


**Figure 13** *Research framework Organizational Factor resul*t
Resource. The Research

Researchers inspected job satisfaction and its 8 organizational factors and assessed their connections. The analyst discovered that there is a positive relationship between job satisfaction and its 7 organizational factors, with the exception of the colleague. In addition, there is a positive but moderate relationship between their job satisfaction and its three variables which are wages, supervision and job security.

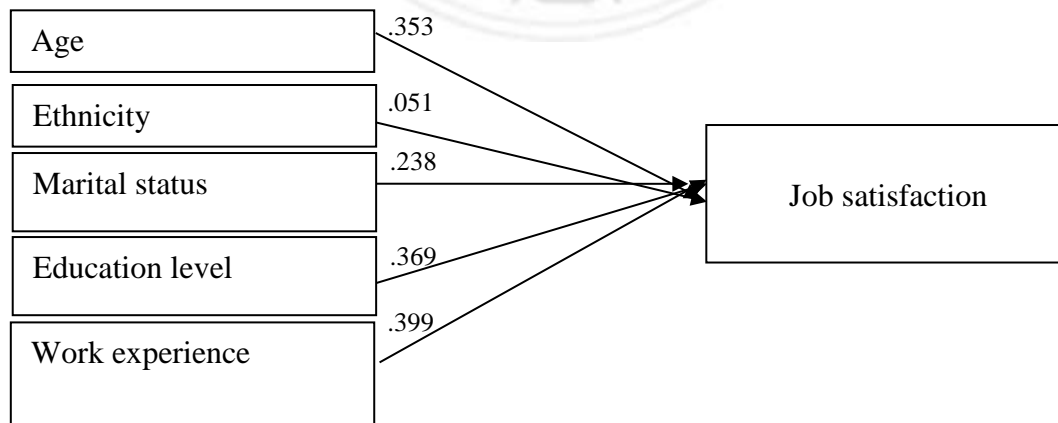Correlation between Demographic variables in figure14



Figure 14 *Research framework Demographic Factor result*
Resource: The Research

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The researcher also inspected job satisfaction level of teachers with their demographic indicators. We found out that there is a weak correlation between job satisfaction and teachers demographic indicators. There is a positive but also weak correlation between teachers' job satisfaction and their some demographic indicators such as age, marital status, education level, and work experience.

Table 16 Association between Demographic and Organizational factors and Job Satisfaction

| Variables | Chi-Value | Sig. Level | Result |
|---|---|---|---|
| Gender and Job satisfaction | 60.969 | P<0.01 | Significant |
| Age and Job satisfaction | 121.764 | P<0.01 | Significant |
| Race and Ethnicity and Job satisfaction | 20.874 | P<0.01 | Significant |
| Marital status and Job satisfaction | 39.821 P | P<0.01 | Significant |
| Education level and Job satisfaction | 24.326 | P<0.01 | Significant |
| Work experience and Job satisfaction | 116.426 | P<0.01 | Significant |
| Salary and Job satisfaction | 155.027 | P<0.01 | Significant |
| Promotion and Job satisfaction | 95.027 | P<0.01 | Significant |
| Supervision and Job satisfaction | 80.425 | P<0.01 | Significant |
| Co-workers and Job satisfaction | 34.856 | P<0.01 | Significant |
| Working condition and Job satisfaction | 40.875 | P<0.01 | Significant |
| Work itself and Job satisfaction | 70.561 | P<0.01 | Significant |
| Benefits and Job satisfaction | 125.145 | P<0.01 | Significant |
| Job security and Job satisfaction | 120.325 | P<0.01 | Significant |

Resource : The Research

The chi-square value shows that there is a significant association between age and level of job satisfaction at 0.01 level of significance. The findings are supported by Kalpana & Dharmaraj (2018) there is a significant mean association between the age of employees with reference to their job satisfaction. The calculated chi-square value shows that there is a significant association between gender and level of job satisfaction at 0.01 level of significance. Mehta (2015) found a significant association between gender and job satisfaction. The calculated chi-square value shows that there is a significant association between marital status and level of job satisfaction at 0.01 level of significance. Sharma

(2014), Yaser (2015) and Sandhya (2011) found a significant association between marital status and job satisfaction. The chi-square value shows that there is a significant association between education and level of job satisfaction at 0.01 level of significance. This findings are supported by Kalpana & Dharmaraj (2018) which identified that individual characteristics such as sex, age, tenure, education, level of control, and need strength were found related to job satisfaction . The chi square value shows that there is a significant association between supervision and job satisfaction of the respondents at 0.01 level of significance. This finding is supported by Yew (2007) and his study found a significant relationship between supervision and job satisfaction , monthly salary and job satisfaction , influence of experience on job satisfaction of employees and there was a significant association between present experience and job satisfaction .This finding was controversy to the findings of Adham (2014) who found that employee salary was found to have no influence on the relationship between the three constructs. The Chi-square value shows that there is a significant association between job security and job satisfaction at 0.01 level of significance. The Chi-square value shows that there is a significant association between job experience and job satisfaction. Loganathan, & Dharmaraj (2017) finds employers have to provide with training opportunities in order to enhance employee's skills and experiences and motives them for job satisfaction.
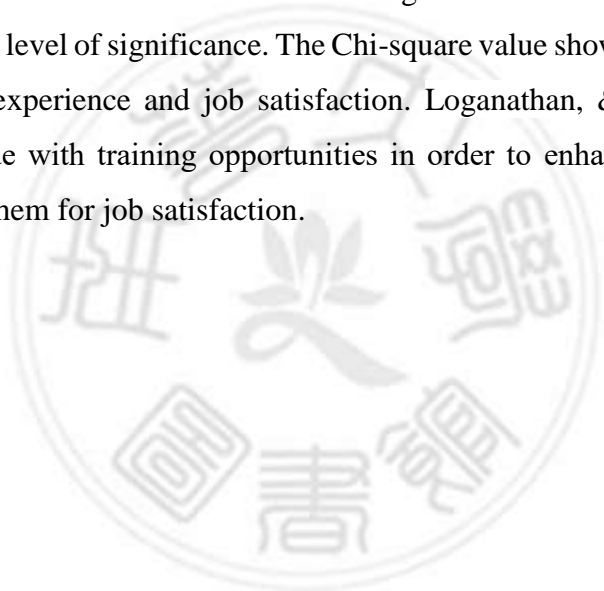
# CHAPTER 5. DISCUSSION AND CONCLUSION

## 5.1 Summary of findings

Although several limitations have been mentioned, this study has produced useful results.

This study was carried out in Ulaanbaatar and similar findings can be applied to teachers from other developing countries. Of the 15 individual and organizational factors in total, 10 are positively linked to the work of Mongolian teachers. The analysis and summary data from 212 survey questionnaires were done by SPSS 20. The results of this study revealed that most Mongolian teachers are female and belong to the Khalkh ethnic group and have a stable family life. Teachers do not enthusiastically study since 71 percent of students have a bachelor's degree. In addition, teachers often have a stable life.

Positive relationships with job satisfaction include pay, benefits, personal work, and security of employment, promotion, supervision, age, marital status, work experience and training level. Therefore, teachers in public high schools in Mongolia will focus on these aspects to help improve the job experience of public high school educators. Many scholars have studied the relationship between work and satisfaction over the years. However, only few targeted their studies at teachers. The purpose of the present study is to examine their influence on job satisfaction by seven individual factors and 8 organization. In addition, the author reviewed previous studies by various scholars and authors to help the topic. The results are summed up as follows:

First, there were selected independent variables such as pay 0.671, promotion 0.274, and supervising 0.460, working condition 0.274, benefits 0.365, employment security 0.552, age 0.353, ethnicity 0.51, education level 0.369 and marital status 0.238.

Furthermore, the correlation between job satisfaction and its six independent variables except for coworker 0.84 and work conditions 0.274 is favorable. The most important factors affecting teacher's job satisfaction were pay 0.671 and job security 0.552. However, result shows that salary 0.671 is not only main concern of teacher's. Teachers tend to work stable, therefore their job security plays one of the main role of their critical issue.

Thirdly, the correlation between performance and demographic variables of teachers such as their age 0.353, experience at work, 0.399 educational level 0.369 and marital status 0.338 are favorably not strong indicators for job satisfaction.

## 5.2 Suggestions for the authorities

The objective of this study was to provide useful information about the factors those influence job satisfaction of high school teachers in Mongolia. Therefore, we found that 10 of the total selected 15 factors have positive, relationship with job satisfaction including benefit 0.365, salary, 0.671, supervision 0.460, job security, educational level 0.369 work experience 0.399, promotion 0.274, work condition 0.274, marital status 0.338 age 0.353.

The suggestions for the authorities are as follows:

- Increase the salary to keep best teachers and increase job satisfactions of teachers by reconsider and compare teachers` benefits to other civil servants' benefit such as doctors and firefighters.
- Reconsider and discuss with teachers about introducing and implementing new programs whenever minister of education culture and science have changed since it is harmful for the productivity and performance for both teachers in high school and students.
- Increase job security of teachers.
- Take proper feedback of supervisors from teachers and evaluate supervisors.
- Introduce new promotion program based on specific qualifications.
- Change the salary system into performance and productivity-related pay.
- Provide further study benefits and support teachers to develop themselves academically since higher educated teachers has higher job satisfaction.
- Develop program with foreign schools with benefits and support for teachers based on worked years and encourage teachers to work stable.
- Give advice on how to keep their job secure to teachers.
- Provide a support and collaborate with teachers.
- Verify and check whether teachers receiving their benefits or not.
- Organize permanent events between teachers in a school to increase team working.

## 5.3 Suggestions for future research

Teachers' salaries have recently become a topic of interest in Mongolia as both childcare and public-sector high school teachers have demanded that the government increase their salary. The average monthly teachers ' wages for long experienced teachers vary between MNT 480,000 (about 5,500 NT) and MNT 608,000 (about 7,000 NT) (Ikon News, 2019). Most teachers have complained

that their wages are insufficient to support them and lower than the actual work they do.

In this research, there were selected independent variables such as job satisfaction, pay, promoting, supervising, working, experience, benefits, employment security, age, training, working experience, and marital status. Furthermore, the correlation between happiness with jobs and its six independent variables except for job and work conditions is favorable. The most important factors affecting teachers ' job satisfaction were pay and job security. However, the result shows that salary is not the only main concern of teachers' job satisfaction. Teachers tend to work stable, therefore their job security plays one of the main roles of their critical issue. Thirdly, the correlation between performance and demographic variables of teachers such as their gender, experience at work, employment and marital status is favorable yet small. It also shows in the research that teachers how older and more experienced than younger teachers tend to be happy with their work. In addition, more graduated teachers are more likely to have job satisfaction than bachelor teachers.

As for those who would be interested to do further research based on this study, the research suggestions are as follows:

- Conduct comparative job satisfaction studies on public and private primary schools with selected factors.
- Determine further examination on different job satisfaction factors.
- Study on to increase teacher's job satisfaction without changing their salary.

## 5.4 Limitations

There are several limitations to the study, as our participants were selected in the Education Union, in which 32,000 public secondary and childcare teachers announced a strike. This study can therefore not be found in other environments, though most public high school teachers have been on strike. First, of the average 28,801, the remaining 17,703 teachers teach in other rural Mongolian regions 11,098 are in Ulaanbaatar (NSO, 2017). We do not know how many educators in the rural area are active in the protest. In addition, survey questionnaires in schools that are well representative of different cities and provinces should be collected.

Morever, the main objective of this analysis was to explore factors that affect the job satisfaction of public high school teachers, which only reflected public high school teachers and private high school teachers. The results cannot be fully represented by teachers in the public and private sectors, so a further study on private sector teachers is recommended.

## 5.5 Conclusion

As what was mentioned earlier, Ulaanbaatar accounts for 72% of every ordinary schools (ADB, 2008). As of 2016, 774 schools were opened as optional and a total of 551,952 have been attending undergraduate studies, trained by 28,801 educators (NSO, 2016).Trainingisa7-15-year obligation. Advanced training is the fastest expanded enrollment training in Mongolia. Teachers' salaries have recently become a topic of interest in Mongolia as both childcare and public-sector high school teachers have demanded that the government increase their salary. Most teachers have complained that their wages are insufficient to support them and lower than the actual work they do. Mongolian secondary school teachers have the conventional idea that they are dissatisfied with their assignments.

According to the UNESCO report in 2015, we face different problems under different conditions. In comparison with other work at open house, private secondary school teachers and state-sponsored university educators, the most important measure is the rise of homeroom students and low wage levels. Mongolian state-funded educators and associations were required from time to time to increase their pay rates to administrative authorities. 32,000 open high school and kindergarten teachers who accumulated to fight low wages have been identified as the last and greatest blow. Prior to 1 September 2017, the educators chose to strike, which was not known as the new 2017 school year (Ikon News, 2017).

Researchers inspected job satisfaction and its 8 organizational factors and assessed their connections. The analyst discovered that there is a positive relationship between job satisfaction and its 7 organizational factors, including promotion 0.274, benefits 0.365, salary/wage 0.671, work condition 0.274, supervision 0.460 and job security 0.552. On the other hand, the analyst discovered one negative relationship among variables with job satisfaction which is co-worker -0.084. The researcher also inspected the job satisfaction level of teachers with their demographic indicators. There is a positive but also weak correlation between teachers' job satisfaction and they are some demographic indicators such as age 0.356, marital status 0.238, education level 0.369, and work experience 0.399. Among the demographic indicators age 0.353, education level and work experience have the highest connection with job satisfaction whereas ethnicity 0.51 and marital status 0.238 has lowest connection with job satisfaction.

Teachers who are older and more experienced tend to have higher job satisfaction than young teachers. In addition, teachers holding postgraduate study degrees are more likely to have job satisfaction than those holding bachelor's degree.

Job satisfaction is very important for teachers because their mindsets towards the job impacted the learning environments of the students. When teachers possess a high level of job satisfaction, they

will have a greater chance in believing that their position in the school was rewarding over time. They would care more about the value of their work, have greater rates of retention, and would be more productive and dedicated to the school (Bavendam Research Incorporated, 2000). The results indicate that higher than average levels of satisfaction will continue to the quality of teaching a lecturer provides.

The objective of this study was to provide useful information about the factors which influence high school teacher's job satisfaction of in Mongolia. We are giving some of important recommendation according to the research paper analysis and finding. Our second hypothesis was employees' demographic factors can affect their job satisfaction level. In order to keep the working environment full of job satisfaction, human resource managers in public high schools in Mongolia should reconsider these following things including age, gender, education level, marital status, position level and work experience when they hire new teachers.

Depending on the our first hypothesis here is a positive relationship between a job satisfaction and selected factors which are salary, promotion, supervision, working condition, benefits, and job security.

Followings are recommended for management of Public high schools in Mongolia：

• Firstly, try to increase the salary to keep best teachers and increase their job satisfactions and receive their benefits by changing the salary system connecting with performance and productivity. (salary)

• Secondly, try to increase teacher's job security. Give advice on how to keep their job security to teachers (job security)

• Thirdly, introduce new promotion program based on specific qualifications. It is important for supervisors to start reconsider and discuss with teachers about introducing and implementing new programs whenever the minister of education culture and science have changed. Because it is harmful for the productivity and performance for both teachers and students in high school.(promotion)

• Fourthly, try to take proper feedback of supervisors from teachers and evaluate supervisors.(supervision)

• Fifth, provide further study benefits and support teachers to develop themselves academically since higher educated teachers has higher job satisfaction. Develop program with foreign schools, which gives benefits and supports for teachers and encourage teachers to work stably (benefits)

• Last but not least, try to increase team working between teachers at school and provide supports if they need.(working condition)

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# APPENDIX I

The Survey Questionnaire (English version)

| QUESTIONNAIRE |
|---|

Please put check mark (√) for each question that comes closest to reflecting your opinion about it. All participants' information to this survey will remain confidential. Please do not write you name on the questionnaire.

1. **Gender**
   (_)Male     (_)Female
2. **Age**
   (_____)
3. **Race and ethnicity**
   (_____)
4. **Marital Status**
   (_)Single     (_)Married     (_)Widower  (_)Divorced

5. **Educational level**

   (_)Associate degree (_)Bachelor's degree (_)Post degree (_)Graduate

6. **Work experience in teaching profession**

   (____year) (____month)

7. **Position level**

   (_)Teacher (_)Social worker     (_)Training manager

Please put check mark (√) for the appropriate number whether you *strongly agree, disagree, don't know, agree or strongly agree* with the following statements.

| Scale | ① | ② | ③ | ④ | ⑤ |
|---|---|---|---|---|---|
| *Expression* | *Strongly* | *Disagree* | *Don't know* | *Agree* | *Strongly agree* |

| # | Statement | 5cale | | | | |
|---|---|---|---|---|---|---|
| | **Salary** | | | | | |
| 1 | Government has a policy to increase teacher's salary regularly. | 1 | 2 | 3 | 4 | 5 |
| 2 | I am being paid a fair amount for the work I do. | 1 | 2 | 3 | 4 | 5 |
| 3 | I barely live on income with my salary. | 1 | 2 | 3 | 4 | 5 |
| 4 | My salary is compatible to other public service employees. | 1 | 2 | 3 | 4 | 5 |

| | Promotion | | | | | |
|---|---|---|---|---|---|---|
| 1 | I am satisfied with my chances for promotion. | 1 | 2 | 3 | 4 | 5 |
| 2 | Those who do well on the job stand a fair chance of being promoted | 1 | 2 | 3 | 4 | 5 |
| 3 | People get promoted as fast here as they do in other places. | 1 | 2 | 3 | 4 | 5 |
| 4 | There is sally too little chance for promotion tor teachers. | 1 | 2 | 3 | 4 | 5 |
| | **Supervision** | | | | | |
| 1 | My supervision do not provide clear instructions and guidelines | 1 | 2 | 3 | 4 | 5 |
| 2 | My supervisor give me useful feedback about how to improve my job experience. | 1 | 2 | 3 | 4 | 5 |
| 3 | My supervisor give me useful feedback and praise my good performance | 1 | 2 | 3 | 4 | 5 |
| 4 | My supervisors show to little interest in the feeling of subordinates. | 1 | 2 | 3 | 4 | 5 |
| | **Co-workers** | | | | | |
| 1 | 1 have good working relationships with my co-workers. | 1 | 2 | 3 | 4 | 5 |
| 2 | My coworkers share their knowledge and abilities with other. | 1 | 2 | 3 | 4 | 5 |
| 3 | MY co-workers compete with each other unfairly. | 1 | 2 | 3 | 4 | 5 |
| 4 | There is too much bickering and fighting at work | 1 | 2 | 3 | 4 | 5 |
| | *Working Condition* | | | | | |
| 1 | I feel my working condition is generally good. | 1 | 2 | 3 | 4 | 5 |
| 2 | I feel tutor program for student are good enough | 1 | 2 | 3 | 4 | 5 |
| 3 | I have the tools and resources I need to do my job well | 1 | 2 | 3 | 4 | 5 |

| 4 | Teachers' work schedule is favorable. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| | **Work itself** | | | | | |
| 1 | I like doing the things I do at work. | 1 | 2 | 3 | 4 | 5 |
| 2 | Classroom/number of students' size tor per teacher is too much | 1 | 2 | 3 | 4 | 5 |
| 3 | There is too much paperwork for a teacher | 1 | 2 | 3 | 4 | 5 |
| 4 | There is an opportunity to develop myself by working as teacher. | 1 | 2 | 3 | 4 | 5 |
| | *Benefits* | | | | | |
| 1 | I am not satisfied with the benefits I receive. | 1 | 2 | 3 | 4 | 5 |
| 2 | The benefit package we have is equitable. | 1 | 2 | 3 | 4 | 5 |
| 3 | There are benefits we do not have which we should have. | 1 | 2 | 3 | 4 | 5 |
| 4 | The benefits we receive are as good as most other organizations offer. | 1 | 2 | 3 | 4 | 5 |
| | *Job Security* | | | | | |
| 1 | I feel insecure about the future of my job. | 1 | 2 | 3 | 4 | 5 |
| 2 | I feel my job is completely secure. | 1 | 2 | 3 | 4 | 5 |
| 3 | Teachers express their thoughts and opinions without a fear of being fired. | 1 | 2 | 3 | 4 | 5 |
| 4 | I need to develop myself to keep my job in the future | 1 | 2 | 3 | 4 | 5 |
| | *Job satisfaction* | | | | | |
| 1 | Are you satisfied with your overall job? | 1 | 2 | 3 | 4 | 5 |
| 2 | Are you currently seeking for a better job? | 1 | 2 | 3 | 4 | 5 |

# APPENDIX II

The Survey Questionnaire (Mongolian Version)

| АЖЛЫН БАЙРНЫ СЭТГЭЛ ХАНАМЖИЙН СУДАЛГАА |
|---|

**Судалгааны зорилго:** ЕБСургуулийн багш нарын ажлын сэтгэл ханамжид нөлөөлөх гол хүчин зүйлүүдийг тодорхойлох

1. Таны хүйс

   (_)Эрэгтэй       (_)Эмэгтэй

2. Таны нас

    (_____)

3. Таны яс үндэс

      (_____)

4. Таны гэр бүлийн байдал

     (_)Ганц бие(_)Гэрлэсэн  (_)Өрх толгойлсон(_)Салсан

5. Таны боловсролын түвшин

    (_)Бакалавр  (_)Магистр   (_)Доктор

6. Таны багшийн мэргэжлээр ажилласан хугацаа

      (____ жил) (____ сар)

7. Таны албан тушаал

  (_)Багш  (_)Нийгмийн ажилтан  (_)Сургалтын менежер

Дараах асуултуудад өөрийн хариултыг өгөхдөө таны бодолтой таарч байвал **тийм, бараг л тийм,** харин эргэлзэж байвал **хэлж мэдэхгүй**, ерөнхийдөө таарахгүй бол **бараг л үгүй**, **үгүй** гэсэн сонголтыг 1-с 5-н онооны хооронд харгалзах тэмдэглэгээг (√) хийнэ үү·

| Оноо | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| *Онооны тайлбар* | *Үгүй* | *Бараг л үгүй* | *Хэлж мэдэхгүй* | *Бараг л тийм* | *Тийм* |
| ss# | Асуултууд | | | Оноо | |
| *Цалин* | | | | | |

| 1 | Засгийн газар тодорхой хугацаандбагш нарын цалинг нэмэх бодлого барьдаг. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 2 | Миний цалин хийж байгаа ажлын гүйцэтгэлтэй минь тохирдог. | 1 | 2 | 3 | 4 | 5 |
| 3 | Авч байгаа цалин амьдрахад хүрэлцээтэй бус байдаг. | 1 | 2 | 3 | 4 | 5 |
| 4 | Багшийн цалин бусад төрийн үйлчилгээний ажилчдын цалинтай харьцуулахад бага. | 1 | 2 | 3 | 4 | 5 |
| *Тушаал дэвших* | | | | | | |
| 1 | Бидэнд олгож байгаа тушаал дэвших боломжид би сэтгэл хангалуун байдаг. | 1 | 2 | 3 | 4 | 5 |
| 2 | Ажлаа сайн хийвэл цаашид тушаал дэвших бүрэн боломжтой. | 1 | 2 | 3 | 4 | 5 |
| 3 | Бусад байгууллагатай харьцуулахад энд ажиллах нь тушаал дэвших илүү боломжийг олгодог. | 1 | 2 | 3 | 4 | 5 |
| 4 | Багш нарт тушаал дэвших боломж тун бага байдаг | 1 | 2 | 3 | 4 | 5 |
| *Удирдлага* | | | | | | |
| 1 | Сургуулийн удирдлагуудын өгдөг заавар, зөвлөмжүүд тодорхой биш байдаг. | 1 | 2 | 3 | 4 | 5 |
| 2 | Сургуулийн удирдлагууд ажлын гүйцэтгэлийг хэрхэн ахиулах талаар хэрэгтэй зөвлөмж өгдөг. | 1 | 2 | 3 | 4 | 5 |
| 3 | Сургуулийн удирдлагууд сайн ажиллаж байгаа багш нарыг үнэлж, сайшаадаг. | 1 | 2 | 3 | 4 | 5 |
| 4 | Сургуулийн удирдлагууд багш нарт тулгарч буй асуудалд анхаарал бага тавьдаг. | 1 | 2 | 3 | 4 | 5 |
| *Хамтран ажиллагсад* | | | | | | |
| 1 | Би хамт олонтойгоо харилцаа сайтай байдаг. | 1 | 2 | 3 | 4 | 5 |

| 2 | Багш нар бусадтайгаа өөрийн туршлагаасаа хуваалцаж, бие биендээ тусалдаг. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 3 | Багш нар хоорондоо шударга бусаар өрсөлддөг. | 1 | 2 | 3 | 4 | 5 |
| 4 | Хамтран ажилладаг багш нарын дунд үл ойлголцол, маргаан их гардаг. | 1 | 2 | 3 | 4 | 5 |
| *Ажиллах нөхцөл байдал* | | | | | | |
| 1 | Ажлын байр маань ажиллах таатай орчинг бүрдүүлсэн байдаг. | 1 | 2 | 3 | 4 | 5 |
| 2 | Сурагч нарт давтлага хийх анги танхим хангалттай биш. | 1 | 2 | 3 | 4 | 5 |
| 3 | Сургуулийн материаллаг бааз хангалттай. | 1 | 2 | 3 | 4 | 5 |
| 4 | Багш нарын ажиллах цагын хуваарь тааламжтай. | 1 | 2 | 3 | 4 | 5 |
| *Ажлын онцлог* | | | | | | |
| 1 | Би ажил дээрээ хийдэг зүйлсдээ дуртай. | 1 | 2 | 3 | 4 | 5 |
| 2 | Нэг багшид ногдох сурагчийн тоо хэт олон. | 1 | 2 | 3 | 4 | 5 |
| 3 | Багш нарын бичиг цаасны ажил хэт их санагддаг. | 1 | 2 | 3 | 4 | 5 |
| 4 | Багш мэргэжилээр ажилласнаар өөрийгөө хөгжүүлэх боломжтой. | 1 | 2 | 3 | 4 | 5 |
| *Хангамж, Тэтгэмж* | | | | | | |
| 1 | Би авч байгаа хангамж болон тэтгэмжид сэтгэл хангалуун бус байдаг. | 1 | 2 | 3 | 4 | 5 |
| 2 | Бусад байгууллагатай харьцуулахад багшийн ажил хангамж сайн. | 1 | 2 | 3 | 4 | 5 |
| 3 | Багш нарт улсаас олгодог хангамж, тэтгэмжийг нэмэгдүүлэх ёстой. | 1 | 2 | 3 | 4 | 5 |
| 4 | Багш нар бусад төрийн үйлчилгээний ажилчидтай харьцуулахад адил хангамж, тэтгэмж авдаг. | 1 | 2 | 3 | 4 | 5 |
| *Ажлын байрны найдвартай байдал* | | | | | | |

| 1 | Би ажлын байраа алдахаас айдаг. | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 2 | Миний одоогийн ажлын байр найдвартай | 1 | 2 | 3 | 4 | 5 |
| 3 | Багш нар өөрсдийн үзэл бодлоо ямар нэгэн айдасгүй чөлөөтэй илэрхийлдэг. | 1 | 2 | 3 | 4 | 5 |
| 4 | Ажлын байраа хадгалахын тулд өөрийгөө хөгжүүлэх шаардлага гардаг. | 1 | 2 | 3 | 4 | 5 |
| *Ажлын байрны сэтгэл ханамж* | | | | | | |
| 1 | Та одоогийн ажилдаа сэтгэл ханамжтай байдаг уу? | 1 | 2 | 3 | 4 | 5 |
| 2 | Та өөр ажил идэвхтэй хайж байгаа юу? | 1 | 2 | 3 | 4 | 5 |