

COMPARATIVE ANALYSIS OF JOB SATISFACTION AMONG STATE AND PRIVATE SECONDARY SCHOOL TEACHERS IN LIBYA

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ABSTRACT

This study investigates the factors influencing job satisfaction among secondary school teachers in Libya, differentiating between state and private school contexts. Utilizing content analysis of teacher responses, distinct themes emerge, encompassing financial concerns, working conditions, colleague relationships, and the administration's role. State teachers emphasize challenges with low salaries and unsupportive environments, while private teachers highlight positive aspects such as travel opportunities and recognition. Skepticism about the administration's effectiveness is expressed by state teachers, contrasting with the importance of positive engagement for private teachers. The findings reveal nuanced differences in perceptions and point to areas requiring attention for enhancing overall teacher job satisfaction in Libya.

Keywords: Job Satisfaction, Secondary School Teachers, State and Private Schools, Comparative Analysis, Libya Education.

INTRODUCTION

Currently, education holds significant importance as it serves as a crucial catalyst for economic and human resource development. The teaching profession and educators play a pivotal role, akin to an axle in the educational wheel, shaping and managing the entire education system. The effectiveness of a teacher directly influences the quality of the education system. Additionally, a teacher's supportive demeanor during teaching, coupled with a high level of inspiration, influences their positive perception of the learning environment.

JOB SATISFACTION

Ensuring job satisfaction and motivation is crucial for the sustained advancement of any global education system. Job satisfaction refers to the positive emotions and attitudes that employees hold toward their work. When individuals express high job satisfaction, it signifies their genuine enjoyment of their tasks, a positive emotional state, and a recognition of the significance of their contributions. Job satisfaction plays a pivotal role in influencing employees' performance and is shaped by their perceptions of the workplace.

PERFORMANCE OF EDUCATORS

It is widely acknowledged that the effectiveness of teachers significantly influences student learning and accomplishments. Various factors impact the performance of educators, with job satisfaction and motivation being crucial elements. These factors serve as vital tools and potential contributors to educational success, exerting a profound influence on academic performance. Job satisfaction and motivation are closely linked to the collaboration of work values, organizational commitment, working conditions, and the fulfillment of special needs. These aspects are interconnected and represent the most significant variables affecting both teachers and the broader community. If teachers experience dissatisfaction with their work values, organizational commitment, and working environment, they will struggle to fulfill their responsibilities adequately.

THE SIGNIFICANCE OF MOTIVATION IN PERFORMANCE

The significance of motivation in performance is pivotal, impacting every individual both internally and externally. It encompasses five crucial factors: commitment, environment, goals, equipment, and temperament. Motivation shapes behavior, leading individuals to deliver commendable performances and contribute to goal achievement when they are motivated. In the realm of education, motivation takes on a multifaceted form, closely connected to both learning and academic motivation.

LEVELS OF SCHOOL IN LIBYA EDUCATIONAL SYSTEM

The Libyan education system comprises various levels, with both public and private institutions contributing significantly to its development. These levels include Preschool/Kindergarten, Primary Education, Primary Education, as well as Higher Education. Currently, the education system in Libya is structured to encompass these diverse educational stages.

RESEARCH QUESTIONS

What factors primarily influence job satisfaction among state secondary school teachers in Libya?

What key factors contribute to job satisfaction among private secondary school teachers in Libya?

How do perceptions of job satisfaction differ between state and private school teachers in Libya?

What areas within state and private school contexts may require attention to enhance overall teacher job satisfaction?

LITERATURE REVIEW

In a study by Xu, Y et al. (2022), it was discovered that a significant correlation exists between intrinsic motivational factors, such as recognition, the nature of the work itself, opportunities for advancement, professional growth, responsibility, positive feelings about the organization, and employee satisfaction. However, no notable relationship was identified between extrinsic (hygiene) factors and employee job satisfaction. The research observed higher job satisfaction among employees in the treasury department compared to those in the examination and student registration departments. Additionally, there was no significant difference in job satisfaction between permanent and temporary employees.

Abdullah Muhammad Madi et al. (2009) found in their study that secondary school teachers generally express satisfaction with their teaching jobs. However, dissatisfaction with the teaching profession was noted among teachers in the country. Secondary school teachers specifically indicated dissatisfaction with their pay and working conditions. The study suggested that schools should be equipped with satisfactory facilities and teaching materials to enhance the efficiency of teachers in their roles.

Rahim Nadia et al. (2013) reported that while the first four variables positively and significantly influenced job satisfaction (working conditions, principal's leadership style, collegial support, monetary rewards, and career advancement), no significant relationship was established between work load and autonomy. These positive variables were identified as contributors to increased job satisfaction, leading to the development of organizational citizenship behavior among teachers.

Suki and Suki (2011) investigated the impact of gender on employee perception of job satisfaction and organizational commitment, revealing that gender had no significant effect on these perceptions. Men and women were found to have similar levels of organizational commitment.

Ghosh Smritikana Mitra's study (2015) showed no significant difference in job satisfaction between urban and rural secondary school teachers. However, urban female secondary school teachers exhibited higher satisfaction than their rural counterparts. A significant difference in job satisfaction was noted between self-financed and government secondary school teachers.

Zilli and Zahoor (2013) conducted a study on organizational commitment among male and female higher education teachers, finding that females had a significantly higher level of organizational commitment.

Silman et al. (2021) investigated the perspectives of elementary school teachers in North and South Cyprus regarding Teachers' Unions.

METHODOLOGY

RESEARCH MODEL

This study was structured as a comparative case study. In adopting a qualitative research approach, the active involvement of the researcher in the process, a setting conducive to natural data collection, flexibility in the research model, a comprehensive evaluation, an in-depth analysis of perspectives, and an inductive standpoint were deemed essential (Yıldırım & Şimşek, 2013). While the use of comparative case study approaches in qualitative research is well-established, they are particularly employed to examine similarities and differences among two or more cases in intercultural studies within societies, aiming to define and elucidate these distinctions. Comparative case studies prove effective in gaining profound insights into fundamental issues in various countries globally, explaining novel concepts, addressing potential gaps in data, and unveiling hitherto unseen facets, thereby broadening perspectives (Balci, 2013). In this study, the cases under comparison are teachers from private schools and state schools in Libya.

SAMPLE OF RESEARCH

The research sample for this study consists of a total of 9 participants, comprising 5 teachers from state schools and 4 teachers from private schools in Libya. The selection of participants for this study was conducted through a "convenience sampling" method, considering the practicality and accessibility of teachers working in diverse regions across the country. This approach allows for a varied representation of perspectives and experiences within the educational landscape of Libya. By including teachers from both state and private schools, the study aims to capture a comprehensive view of the educational environment, drawing insights from the distinctive contexts and dynamics present in each type of institution. The diverse backgrounds of the selected participants contribute to the richness and depth of the research findings, enhancing the overall understanding of the factors influencing teachers in different educational settings within Libya.

DATA COLLECTION

This qualitative research utilizes in-depth interviews as the primary data collection method. Participants include secondary school teachers from both state-run and private institutions in Libya. The interview questions are designed to explore factors influencing job satisfaction, areas requiring attention, and the impact of the working environment on teacher performance. Online semi-structured interviews were conducted via video conferencing platforms to explore teachers' experiences and perceptions of job satisfaction. Participants' consent was obtained, and interviews will be securely stored for transcription and analysis.

ANALYSIS OF DATA

Data analysis was conducted using the "content analysis" technique, following the four phases outlined by Miles and Huberman (1994). These phases involve separating content into codes, identifying themes by analyzing these codes, unifying codes and themes through examination, and interpreting findings by documenting them. Initially, the information gathered from interviews was transcribed and prepared for analysis with the intention of assigning codes. The written content was then organized to create coherent and meaningful categories. To ensure anonymity, each teacher in the study was assigned a numeric identifier, and names were concealed. Libyan private school teachers were labeled as "PT-1", "PT-2", and so on while Libyan state school teachers were denoted as "ST-1", "ST-2", and so on. Quotations representing the opinions of participating teachers were included in the presentation of findings to enhance the research's validity.

FINDINGS

The examination of responses from both state and private secondary school teachers in Libya as presented in Appendix-1 below reveals critical insights into their job satisfaction and the factors influencing their professional experiences. The analysis, organized into distinct themes, sheds light on shared concerns and nuanced differences between the two sectors.

STATE TEACHERS' JOB SATISFACTION ANALYSIS

Negative Factors:

Low Salaries: State teachers express dissatisfaction with low salaries, highlighting it as a significant factor affecting job satisfaction.

Overcrowded Classes: Overcrowded classes are emphasized as a negative factor, impacting the teaching environment and potentially hindering effective education.

Positive Factors:

Positive Relationships with Colleagues: Good relationships with colleagues are noted as a motivating factor, indicating the importance of a supportive and cooperative work environment.

Changing Students' Levels: Positive experiences include witnessing improvement in students' language skills, suggesting that student success contributes to job satisfaction.

Psychological Impact:

Teachers mention that the mood is amazing when working as an English teacher because teaching is seen as a hobby and enjoyable. This suggests a positive psychological impact associated with the intrinsic enjoyment of the subject matter.

Overcoming Negative Feelings:

Strategies to overcome negative feelings include trying not to be affected by negative factors, maintaining inner motivation and satisfaction, and encouraging optimism. This reflects resilience and a proactive approach to managing challenges.

Professional Development and Resources:

Teachers highlight the importance of professional development, suggesting that it can have a positive impact on job satisfaction. However, concerns about the lack of resources, such as teaching materials and aids, are also mentioned.

Colleague Relationships:

Teachers acknowledge the negative impact of some colleagues' negative attitudes toward each other. Positive relationships with colleagues are considered essential for job satisfaction.

Administration's Role:

Teachers express skepticism about the effectiveness of the current administration, suggesting a perception that the administration may not be adequately addressing concerns related to job satisfaction.

Suggestions for Improvement:

Teachers suggest that improvements could be made by addressing issues such as low salaries, overcrowded classes, and an unsupportive school environment. There is a desire for increased support and resources to enhance the overall teaching environment.

PRIVATE TEACHERS' JOB SATISFACTION ANALYSIS

Negative Factors:

Salary Concerns: Similar to state teachers, private teachers mention salary-related issues. They express discomfort from earning low salaries, indicating that inadequate compensation negatively affects job satisfaction.

Positive Factors:

Travel and Benefits: Private teachers mention advantages such as travel opportunities and other benefits for hardworking employees. These positive aspects contribute to job satisfaction.

Psychological Impact:

Self-Confidence and Trust: Private teachers emphasize the importance of self-confidence and trust in Allah as positive factors that contribute to motivation. This suggests a psychological boost from personal beliefs and confidence.

Overcoming Negative Feelings:

Reminding Oneself of Experience: Similar to state teachers, private teachers try to overcome negative feelings by reminding themselves that gaining experience can be more important than money.

Professional Development and Resources:

Lack of Resources: Private teachers do not explicitly mention a lack of resources but emphasize the need for technology in education. It implies a potential concern about the availability of modern tools and resources for effective teaching.

Colleague Relationships:

Positive Relationships and Cooperation: Private teachers highlight positive aspects such as colleagues' positive attitudes, cooperation, and the successful results of work on students' language skills. Positive colleague relationships contribute positively to job satisfaction.

Administration's Role:

Recognition and Benefits: Private teachers suggest that administration should recognize and reward efforts and mention the importance of positive energy, respect, and support from the administration.

Suggestions for Improvement:

Private teachers suggest that providing benefits such as travel opportunities and phone credit packages can contribute to job satisfaction. Recognition and rewards for teacher achievements are also emphasized.

Comparative Analysis of Job Satisfaction among State and Private Secondary School Teachers in Libya using Content Analysis Technique:

Commonalities:

Both state and private teachers express concerns about low salaries, suggesting that financial compensation is a universal challenge.

Positive relationships with colleagues are considered important for job satisfaction in both sectors.

Professional development is valued in both sectors, although concerns about resource availability differ slightly.

Differences:

State teachers emphasize challenges related to overcrowded classes and an unsupportive school environment, while private teachers focus on benefits and positive support from the administration.

State teachers express skepticism about the effectiveness of the administration, while private teachers emphasize the importance of recognition and rewards.

Factors Influencing Job Satisfaction among State Secondary School Teachers in Libya:

Among state secondary school teachers in Libya, job satisfaction is predominantly influenced by financial factors. Teachers express dissatisfaction with low salaries, emphasizing the significant impact on motivation and enthusiasm for their work (ST-1). Additionally, challenges related to working conditions, such as overcrowded classes and an unsupportive school environment, contribute to diminished job satisfaction (ST-1). On a positive note, teachers highlight the importance of good relationships with colleagues and the gratification derived from witnessing improvements in students' language skills as factors that positively influence job satisfaction (ST-1).

Key Factors Contributing to Job Satisfaction among Private Secondary School Teachers in Libya:

Private secondary school teachers in Libya cite various factors contributing to their job satisfaction. Travel opportunities and benefits for hardworking employees are emphasized, providing positive incentives for job satisfaction (PT-2). Positive relationships with colleagues, self-confidence, and trust are also highlighted as crucial elements (PT-2). Despite concerns about salaries, private teachers find motivation in recognizing successful outcomes in students' language skills and the positive attitudes of colleagues (PT-2). The administration's role in providing recognition and support is underscored as a key factor contributing to job satisfaction (PT-2).

Perceptions of Job Satisfaction Differences between State and Private School Teachers in Libya:

Perceptions of job satisfaction between state and private school teachers in Libya reveal nuanced differences. State teachers express skepticism about the effectiveness of the current administration in addressing their concerns, signaling a potential gap in communication and collaboration (ST-1). They emphasize challenges related to working conditions, while private teachers, while acknowledging salary concerns, focus on positive aspects such as travel opportunities and positive relationships with colleagues (PT-2). Private teachers also highlight the importance of recognition and support from the administration in contributing to their overall job satisfaction (PT-2).

Areas Requiring Attention to Enhance Overall Teacher Job Satisfaction:

To enhance overall teacher job satisfaction in Libya, specific areas require attention based on teachers' responses. Addressing concerns related to low salaries is crucial, as highlighted by both state and private teachers (ST-1, PT-2). Improving working conditions, particularly addressing challenges related to overcrowded classes and fostering a more supportive school environment, is essential for state teachers (ST-1). Engaging the administration positively is crucial for private teachers, emphasizing the need for recognition, support, and positive energy from the administrative level (PT-2). Ongoing professional development opportunities and support for growth, as well as fostering positive relationships with colleagues, are common themes across both state and private teachers' responses (ST-1, PT-2).

DISCUSSION

The findings align with established research on teacher job satisfaction. Similar to existing literature (Bogler, R. 2001), financial concerns, particularly dissatisfaction with low salaries, emerge as significant contributors to teacher discontent.

Our findings are also in line with that of Mohamed and Demirel (Mohamed, T. & Demirel, Y. 2020) that expresses dissatisfaction as a result of stress

Positive colleague relationships, a consistent theme in workplace satisfaction studies (Le Floch, B., et al., 2019), are highlighted as motivating factors. The importance of professional development in enhancing job satisfaction aligns with broader research emphasizing ongoing training opportunities (Hanushek et al., 2004).

CONCLUSION

While state and private teachers in Libya share common concerns about low salaries and value positive relationships, there are nuanced differences in the challenges and priorities highlighted. Addressing these concerns can contribute to improved job satisfaction in both sectors, with potential variations in the strategies needed for enhancement.

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Appendix 1

ST-5	Some students' motivation and negative attitude toward learning foreign language. Some colleagues' negative attitude toward each other. Lack of teaching materials and aids.	Appreciation of my effort by superiors. Some colleagues' positive attitude and cooperation. The successful result of my work on my students' language skills.	I try not to be affected by the negative ones and try to have inner motivation and satisfaction to do my job properly. However, it affects me when I observe inequality between colleagues. The positive factors certainly have a positive impact to motivate me to do my best.
ST-4	Too much job	One of the advantages of my job is that it grants travel and beautiful benefits to the hardworking employee, as well as	It keeps me motivated.
ST-3	In general, there are no specific factors	For example, but not limited to money, the first purpose is to obtain a monthly	Providing a pension on a monthly basis that is equivalent to a living will not make you
ST-2	Lack of salary, overcrowded classes, and an unsupportive	Positive factors include parental involvement and support, while	Negative factors lead to feelings of isolation, anxiety, helplessness, decreased motivation, and
PT-4	The bad idea about English e.g. it's impossible to understand it, it's a hard subject. So I am trying to	Changing the level of my students, like being better than before.	My mood is amazing when I work as an English teacher because it's my hobby, and I am enjoying during teaching.
PT-3	Money, everyone, not just myself, can feel discomfort from earning low salaries. Receiving less than what I	Work environment. I have a good relationship with my colleagues, and that is what makes me want to continue in this job despite having low salaries	As I said, the first one (money) makes me demotivated to work hard, while the second one (work environment) motivates me to keep working
ST-1	Shortening time, lack of material, and overloaded students at class. The crowd	Self-confidence and trust in Allah are the most positive factors.	They keep me motivated.
PT-2	Currently, I do not believe that there are any factors that	One of the advantages of my job is that it grants travel and beautiful benefits to	If the factors are positive, they will raise the ceiling of work and motivation more and make
PT-1	Too much job	Technology	Stress
Question	1a. What factors of your current job do you think negatively affect your	1b. What factors of your current job do you think positively affect your overall job satisfaction?	1c. How do these factors affect your psychology?

ST-5	Motivate and encourage myself to be optimistic and positively motivated to convey that in my teaching, which is worth rewarding in terms of keeping students motivated to learn best and providing a safe class	Yes, once all teachers in my school were required to bring up our teaching materials for assessment. My material was highly appreciated, enhancing my confidence and motivation.	Sometimes, teaching materials and books for some courses aren't available, and facilities and aids are lacking. It's crucial to be trained to work with colleagues as a team to support and help each other.
ST-4	Just trying to remind myself that gaining experience can be more important than money.	Positively when my students tell me we did well in the exam. Negatively when I feel they unfocused with me during my lessons; they think about other	Increased access to information, training feedback, and collaboration.
ST-3	Sports like running and playing football	No, not in public	For example, providing medical insurance and providing modern
ST-2	Steps include building connections with supportive	Positive experiences include parental involvement, while negative experiences involve dismissive	Increased access to information, training feedback, and collaboration.
PT-4	Sport like running, playing football, the salary at the end of the month.	Positively when my students tell me we did well in the exam. Negatively when I feel they are unfocused during my lessons and think about other things	We need to use technology to make everything easy for them that will help me to teach all four skills (listening, reading, writing, speaking)
PT-3	Just trying to remind myself that gaining experience can be more important than money.	As a teacher in a private school, I remember one day I decided to speak with the manager about my salary to be increased; he refused, so I decided to quit that job despite having a good relationship	Again, money can increase the work quality of all the teachers, not just me.
ST-1	Just seeing the achievement of most students.	As a public school teacher, when students participate positively in my class and their tests are good, that is the most positive experience I have	Paying attention to the practical aspect of language teaching, reducing the number of students in classes, and
PT-2	By writing everything negative on a white piece of	I did not work as a teacher in private or public schools	To learn a lot about the cultures of other countries and expand my knowledge
PT-1	Nothing special	Yes	Teaching resources
Question	1d. What do you do to overcome your negative feelings?	1e. Can you share specific experiences or instances that have positively and negatively impacted your job satisfaction as a private and	2a. In your opinion, what specific aspects of your current job might require attention to improve your

ST-5	Providing authentic and various teaching materials and aids. Giving professional training and seminars for teachers to improve teaching quality. Rewarding well-performed teachers.	Having regular training sessions for teachers (professional development chances) and rewarding them for their good performance and participation.	Professional development is important for teachers to be updated, reflecting on their teaching. Frequent opportunities for professional development can positively impact job satisfaction.
ST-4	The administration, in its current work, does not have individual powers that are subordinate to the education controller, who in turn is subordinate to a	I think there are many policies, such as increasing teacher pay and benefits, increasing teacher autonomy and decision-making power, and	Professional development opportunities are crucial for job satisfaction. Improvements could
ST-3	The administration, in its current work, does not have individual powers that are subordinate to the	Introducing modern technology to classes and forming clubs for students to provide a lot of time	Professional development will certainly have a positive impact on
ST-2	Recognizing and rewarding teacher achievements, involving teachers in decision-making, and creating	Suggestions include increasing teacher pay and benefits, granting more autonomy, and providing	Professional development is crucial, and improvements involve more
PT-4	It has an important role, like giving positive energy to the teachers, respecting them, helping them, and mentioning the positive points.	Limited number in every class, e.g., 20 students in every class.	It's good.
PT-3	I do not think that they care a lot about their employees' satisfaction. As long as they have some people who can work with low salaries, they are the ones who are satisfied.	Having breakfast or lunch with all members of the department can positively affect all the staff. Also, giving simple gifts to teachers on Teacher's Day can mean a lot to us.	We do not have big opportunities in our school, but any school can encourage their teachers to attend workshops, seminars, or conferences.
ST-1	The administration must work hard to provide the appropriate environment for students as well as solve the bottlenecks that appear from time to time.	Increasing time and dividing the students. However, this matter will certainly require an increase in the number of teachers or an increase in	Professional development is very important for the teacher as it positively impacts performance.
PT-2	To grant promotions to every hardworking employee and to cultivate the spirit of competition	At the moment no	Professional career development is one of the most important successful
PT-1	Supporting the schools with teaching resources	No	I don't know
Question	2b. How do you think the administration could contribute to boost job satisfaction in your current working environment?	2c. Are there any policies or practices that you think could be improved to create a more satisfying work environment for you?	2d. How important do you think professional development opportunities are in influencing

ST-5	Positive relationships with colleagues create a safe work environment. Encourage colleagues to build strong, trustworthy relationships for better collaboration and team trust, increasing job productivity and satisfaction.	Lack of training and professional development sessions and courses, along with limited teaching materials and aids, are impacting job satisfaction.	Having resources and aids that help increase productivity is appreciated. However, lacking these resources affects teaching. Having them would facilitate the mission and be rewarding for teachers and students.	Unfortunate, working in the public sector still involves traditional and initial
ST-4	Strong collegial relationships are essential to job satisfaction, providing a sense of belonging, support, and camaraderie. This can be strengthened through investing in open communication, on the teacher	Helpful resources include sharing ideas between colleagues and motivating each other to be providing special clubs for	Overloaded work with low salaries can make any teacher quit their jobs, as happened with two of my monthly salary was weak, the effect	Yes, the presence of free
ST-3	The family atmosphere within the school has a good influence on the teacher	Yes, it is possible to work on providing special clubs for	In my experience, when the	Unfortunate
ST-2	Strong collegial relationships foster a sense of belonging and support, and open communication, mutual respect, and shared	Yes, lacking resources include teacher autonomy, professional	Proper lighting, ventilation, and comfortable chairs exist, but poorly	No, there are no
PT-4	It's helpful, like sharing ideas between colleagues, maybe also motivating each other to be creative, doing some groups in social media.	Like using YouTube, HelloTalk; these are great apps that helped me a lot to improve my level.	Sometimes I have backache, which is not good for me as an English teacher. Using body language is essential during explaining the	No.
PT-3	As I said, I have a good relationship with colleagues, which affects me positively.	I think having access to most journals and academic websites can be increased to help teachers find the resources that they need	Overload work with low salaries can make any teacher quit their jobs, as happened with two of my colleagues	NO
ST-1	Colleague relationships are crucial; discussion enriches understanding. Introducing technology could increase collaboration through educational platforms.	Yes, such as recording machines to display lessons and tools like smart boards for better teaching	The work environment, with inadequate heating and lighting, has a major impact on performance.	Unfortunate, no.
PT-2	If the relationship is based on diligence and fair competition, then this is an excellent relationship that you will benefit from	No	It is better for there to be a strong financial income so that the teacher	Yes. There are several
PT-1	They can share knowledge with you	Yes, the teaching resources	No physical work in my job	No
Question	2e. From your experience, how does the relationship between colleagues in your current job environment impact your job satisfaction, and what steps can be taken to	2f. Are there specific resources or support systems lacking in your current job that, if	3a. In your experience, how does the physical working environment in your current job	3c. Are there specific

ST-5	Sharing the same culture helps in identifying weak points, allowing us to work on improving them for better student achievements.	Modernizing classrooms and rewarding teachers positively impacted attitudes and performance, fostering a positive environment.	Frequent training and development opportunities, providing helpful resources and aids, and encouraging cooperative work within institutional associations would enhance the working environment.
ST-4	As an English teacher, the cultures of my country are included in the lessons, shaping the overall atmosphere and influencing	I'm not completely sure, but the salary increase over the past period may have had a positive impact.	Focusing on using technology and modern ways could enhance the working environment.
ST-3	The dominant culture is a neutral culture that has no influence. As for the general	Unfortunately no	For example, providing us with a smart display screen to work on instead of the traditional
ST-2	A positive atmosphere reduces stress and burnout, increases job satisfaction, and	Negative impacts include large class sizes hindering individual attention and	Suggestions encompass improvements in physical conditions, resources, support, work culture, and
PT-4	Not that huge effect.	I can't remember now .	Focusing on using technology, modern ways.
PT-3	Made me more patient, friendly, and flexible.	Working with good colleagues makes me more flexible with my students since I see how my colleagues are flexible,	As I said earlier, increasing salaries can help a lot, and having smart classes can also help.
ST-1	Despite adverse effects, honesty requires continuing despite all obstacles.	Not completely sure, but a salary increase over the past period may have had a positive impact.	Yes, suggesting providing auxiliary equipment, increasing class duration, or adding more classes per week.
PT-2	I don't care about any culture or general character. I care about myself, my	No	Nothing
PT-1	As an English teacher the cultures of my	Maybe the holidays are too much that	Teaching resources are the most important thing
Question	3d. How does the overall atmosphere and culture within your current job environment influence your morale and,	3e. Can you share any instances where changes in your working environment positively or negatively affected your	3f. Any specific improvements or changes you would suggest to enhance the working environment in your current job?