

A COMPARATIVE STUDY OF TEACHERS' JOB SATISFATION OF CHEA SIM BOEUNG KENG KANG AND CHEA SIM ANGKOR CHEY UPPER SECONDARY SCHOOLS IN CAMBODIA

King Sothina¹

Yan Ye²

Abstract: This study was conducted to compare the teachers' job satisfaction towards work itself, work group, working condition, and supervision between the two selected Upper Secondary Schools in Cambodia, Chea Sim Boeung Keng Kang in Phnom Penh and Chea Sim Angkor Chey in Kampot province.

The collected data was analyzed by Frequency, Percentage, Mean, Standard deviation; and Independent Samples (two-tails) t-test. The result found that there was significant difference of teachers' job satisfaction between Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools in Cambodia at the probability .024 of significance. Furthermore, significant difference of teachers' job satisfaction towards work group was also found in the two schools. The mean of overall teachers' job satisfaction of Chea Sim Boeung Keng Kang Upper Secondary School was observed higher than the mean of overall teachers' job satisfaction of Chea Sim Angkor Chey Upper Secondary School. However, the means of teachers' job satisfaction of the two schools toward working condition were observed to be the highest, while supervision to be the lowest level.

Keywords: Job Satisfaction, Teacher, Upper Secondary School

Introduction

Today, our world is known as a knowledge-based society in which the working environment is underlying a major shift. The factors such as economic growth, improvement of technology, and especially globalization are constantly showing new challenge and creating new chance for people with these changes. In this context, the people perceptions toward their jobs will also be changing. In this endless-growing marketplace, the success of an organization will be relied on its own workplace employees. In addition, understanding the employees' job satisfaction is important because it is one of the determinants of a person's overall satisfaction. Addressing the level of satisfaction is not only significant for the success of the organization but it can also affect the employee's life satisfaction. (Sarri & Judge, 2004). It means that the employees with high satisfaction and commitment are the vital assets of an organization, including the educational workers in the school context. While the

¹ M.Ed. Candidate in Educational Administration, Graduate School of Education, Assumption University, Thailand.
sothinaking@yahoo.com

² Ph.D., Director of Educational Research, Statistics and Measurement Center, Graduate School of Education, Assumption University, Thailand.
norayeyan723@hotmail.com

school is an organization which closely works with the students and the key persons who deal with this crucial affair are teachers, the teachers' job satisfaction will affect the growth and performance of the school organization because, according to Mwamwenda (1995), a lack of job satisfaction resulted in frequency teacher absenteeism from school, aggressive behavior towards colleagues and learners, early exits from teaching profession and psychological withdrawal from work. Steyn (1992) also concluded that the manifestation of job satisfaction has implications for the teacher as well as for the educational system in which he/she employed. The job satisfaction of teachers employed in the system causes the difference of attitudes of teacher, his/her physical well-being and life expectancy, absenteeism and turnover, as well as a success of educational system. (Mwamwenda, 1995; Steyn, 1992: as cited in George, Louw & Badenhorst, 2008).

Teachers' job satisfaction is defined as the satisfaction that teachers perceived a relationship between the wants and offering while they teach. (Zembylas & Papanastasiou, 2004). Lester (1982) defined teacher job satisfaction as the extent to which a teacher perceives factors such as evaluation, interaction, recognition, and responsibility. This job normally includes teachers' improvement, involvement and motivation towards their jobs. (Satgent & Hannum, 2005). That is why teachers are usually regarded as a potential source in educational field. Despite this importance their job satisfaction does not take into account. (Grerret, 1996: as cited in Ouyang & Paprock, 2006). It is assumed that job satisfaction plays a dual role. As a contributor to job commitment and as a prevailing factor which mediates various determinants with commitment. (Mueller, Boyer, Price & Iverson, 1994).

Herzberg et al (1959) asserted that the attitude of employees in an organization towards their jobs coming from the inside and outside factors which is called intrinsic and extrinsic factors. Intrinsic factor is the task-related factor. It causes the employees' feeling happy or good attitude which consists of advancement, recognition, achievement, responsibility, and possibility of growth, and works itself. By the way, extrinsic factor is related to the job itself. It presents the feeling of unhappy that includes pay, interpersonal relations-supervisors, interpersonal relation-subordinates, supervision-technical, interpersonal relations-peers company policy and administration, factors in personal life, working conditions, status, and job security.

Concerning with Cambodia which yet a less developed country, the educational sector still lacks behind the standard and need to further develop. The schooling system in Cambodia is divided into four categorical levels which consist of pre-school, 9 years basic education, upper secondary education, and higher education. Normally, there are two types of school in Cambodia, public schools which own by the government and private schools which own by private individual. However, these two types of school are obliged to follow a curriculum which was designed by the Ministry of Education, Youth and Sport. The current teachers' job satisfaction in Cambodia, especially the public teachers, related to salary. In terms of regional comparison, the basic pay of Cambodian teachers lags far behind of that of teachers in neighboring countries with the exception of Laos. (CITA, 2010-2012).

Beside salary, supervision also affects teachers' job satisfaction in Cambodia. Moosung Lee (2006) conducted a research at two NGO primary schools in Cambodia, Bassac and Naga to examine the teachers' job satisfaction of these two schools. His

findings showed that, while salary and physical facilities are the key elements affecting teachers' job satisfaction, management plays a more important role in determining this satisfaction. In addition, the public school teachers in Cambodia perceived themselves to be under paid, under supported and working condition is under-resource schools. (VSO, 2008).

So, in this study, the researcher wanted to examine the job satisfaction of teachers in two public upper secondary schools which located in different regions, Chea Sim Boeung Keng Kang in Phnom Penh and Chea Sim Angkor Chey in Kampot province, and then, compare the levels of their job satisfaction regarding the following four variables: work itself, work group, working condition and supervision.

Objectives

There are three objectives:

1. To identify the teachers' personal information in Chea Sim Boeung Keng Kang and in Chea Sim Angkor Chey Upper Secondary Schools.
2. To determine the teachers' job satisfaction in Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools.
3. To compare the teachers' job satisfaction between Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools.

Literature Review

Herzberg's Two-Factor Theory

According to Bosman (2011), Herzberg set out two-factor theory to determine which work factors such as, wages, job security, or advancement, made people feel good about their jobs and which factors made them feel bad about their jobs. Herzberg divides work factors into two categories: (1) Motivation factors- those factors are the strong contributors to job satisfaction, and (2) Hygiene factors- those factors that are not strong contributors to satisfaction but that must be present to meet a worker's expectation and prevent job dissatisfaction.

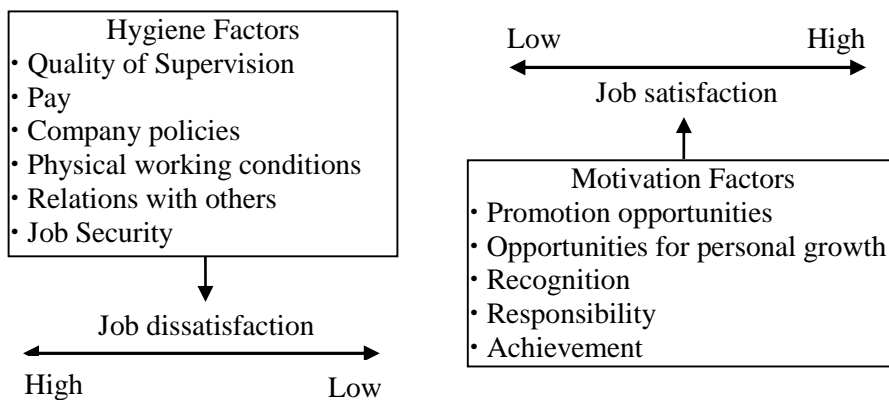


Figure 1: Herzberg's Two-Factor Theory

Herzberg distinguishes between motivator and hygiene factor as mutually exclusive. Environmental factors or job context-related, such as policy, salary and physical working conditions are identified as “dissatisfiers”, which are separated from satisfiers or job content-related factors, such as achievement, responsibility, and intrinsic challenges.

In their review of literature on job satisfaction, Herzberg, Mausner, Peterson, & Capwell (1957) concluded that there are six relatively independent factors of characteristics of work situation. These factors are: general satisfaction and moral, attitudes toward the company and its policies, satisfaction with intrinsic aspect of the job, attitudes toward the immediate supervisor, attitudes toward satisfaction of aspirations, and satisfaction with conditions of present job.

Among the six relative independent factors of characteristics of work situation, according to Busch and Bush (1978), working condition was a key factor affecting employee behavior or attitude towards the job. The amount of stress level in job, the leadership and climate changes surrounding the workplace affect the mode and energy level of employee. Under a more conducive environment with favorable work condition, employees perform better.

Lester's (1984) Teacher Job Satisfaction Questionnaire (TJQS)

Lester's (1984) Teacher Job Satisfaction Questionnaire (TJQS) was developed based on Herzberg's two-factor theory to measure the levels of teachers' job satisfaction. This researcher used his questionnaire as well for conducting this study in two schools of different locations in Cambodia.

The degree or level to which the teachers satisfy with the career they are fulfilling at their current teaching schools was regarded as the main target for investigation of Lester's (1984) study. Four elements of Job Satisfaction were examined in this questionnaire, which were: work itself, work group, working condition, and supervision.

According to Lester's (1984), *Work itself* would reflect the general aspect/individual perception on the job as a teacher. *Work group* would show the relationship among colleagues, how good and/or how bad they work together in the schools. *Working condition* would show the conditions of working environment at the workplace including the opportunity that teachers can improve their skills, the physical surroundings and so on. While, from *Supervision* would indicate the school leaders' or principals' attitudes and behaviors toward their subordinates and teachers. All these four elements are very important for determining a school teacher's satisfaction.

Education System in Cambodia

In this part, this paper examined the education system in the framework of current Cambodian education focusing on the Schooling system, Curriculum for general education (Basic education and Post basic education curriculum), and Educational system reform.

Schooling System

In order to standardize the educational system in Cambodia, the Ministry of Education, Youth and Sport sets out a formal standard schooling system which consists of four main categorical levels: (1) Pre-School, (2) 9 Years Basic Education, (3) Upper Secondary Education, and (4) Higher Education. (SEAMEO, 2008: 3).

Pre-School level –is prepared for the children age 3-5 years old. This level is divided into three steps: Lower Step, Medium Step, and High Step.

9 Years Basic Education –is prepared for the children of 6-15 years old. The 9 years Basic Education consists of two levels: Primary School and Lower Secondary School. Primary School will take 6 years that consist of 6 grade levels from grade 1-6 for the children of 6-11 years old. Secondary School (Lower) will take 3 years with the grade levels of 7-9, and for the children of 12-15 years old.

The students who successfully completed the 9 Years Basic Education will sit for the National Exam and will be awarded of the Diploma of Basic Education.

Upper Secondary School –is prepared for the children of 16-18 years old. The same with Lower Secondary School, in Upper Secondary Education, there are 3 grade levels too, namely grade 10, 11 and 12. The students who successfully completed the Upper Secondary School will sit for the National Exam and will be awarded of Diploma of Upper Secondary Education that enables them to pursue their studies at higher education.

Higher Education –is the highest level of schooling system in Cambodia. The students who join in this level will take 4-7 years according to the subjects they choose. This level is for the children aged from 18 years old.

Curriculum for General Education

According to the SEAMEO (2008), the curriculum for general education refers to a document which sets out as a policy for the development of general education from grade 1-12, which consists of two hierarchical parts: Basic Education (Grades 1-9) curriculum and Upper Secondary Education (Grades 10-12) curriculum.

Basic Education Curriculum (Grade 1-9)

The Basic Education Curriculum is a document designed in the aims at contributing to the school achievement in which the students will be able to further their studies at the upper grades, participate in the vocational training or participate in the social life. The purpose of Basis Education Curriculum is to ensure that every student has acquired: (1) the knowledge of Khmer language and Mathematics, (2) knowledge of the national identity, an understanding of morality and civic responsibilities, (3) the everyday life skills that enable participation in their local community life and Cambodian society, (4) a basic understanding of the natural world and of scientific principles, and (5) communicative competence in a foreign language. (SEAMEO, 2008).

Post Basic Education Curriculum

Post Basic Education Curriculum refers to the curriculum for Grade 10-12 of the Upper Secondary Education.

The purpose of this curriculum is to spread and bring together the student's knowledge from the basic education, and provide them opportunity for their future orientation with full capacity to pursue higher education, specialize their studies, or to participate in social life by ensuring that they have acquired: (1) advanced knowledge of Khmer and Mathematics, deep knowledge of the national identity, (2) a more complex understanding of morality and civic personalities, (3) the everyday life that enable participation in their local community life and Cambodian society, (4) a broad understanding of the natural world and scientific principles, and (5) high communicative competence in foreign language. (SEAMEO, 2008).

Educational System Reform

In order to improve the quality of education to meet the regional and global standard as well, from 1979-2008, the educational system in Cambodia had been reformed three times already. (SEAMEO, 2008: 2). These three main reforms are as below:

1979-1986 –was the first reform by introducing 10 years of general education. In that period, the Cambodian students took only 4 years for their primary education, 3 years for lower secondary education, and another 3 years for upper secondary education.

1986-1996 – was the second reform by implementing 11 years of general education. It means that, 5 years for primary education, 3 years for lower secondary education, and 3 years for upper secondary education.

1996 to present–is the third reform by introducing 12 years of general education which is the standard system. In this system, the period for primary education is 6 years, and lower and upper secondary education is three years each.

Teachers' Career in Cambodia

Teacher is one among other careers in the society in which the people can decide to choose based on their favorites and/or their available circumstances. In Cambodia, the numbers of public personnel who are employing in the government educational institutions stand in number one range compare to the numbers of public servants who are working in another fields. In the academic year 2012-2013, the total number of educational staffs throughout the country, teaching and non-teaching personnel, was 105,112 (45,214 females) in which 12,880 were upper secondary school teachers. (EMIS, 2012). The recruitment of new upper secondary school teachers will be made by conducting an examination. Anyone who wants to be a teacher in upper secondary school, he/she must pass this exam. The basic primary criteria for applicant who wants to participate in the exam; he/she must, at least, be a Bachelor's Degree holder. The successful applicants are obliged to participate in one academic year pedagogical training program. After finishing this pre-service training, they will become the trainers and employ at different school locations throughout the country. The official teaching hours of teachers are different according to the levels of instruction. For upper secondary school teachers, the teaching hours for every subject do not exceed 16 hours per week.

Background of Two Schools

Chea Sim Boeung Keng Kang Upper Secondary School

Chea Sim Boeung Keng Kang Upper Secondary School is a government school among other public upper secondary schools in Cambodia. This school lay on the land with the total sized of 240m x 164m. Its borders with road No. 360 and No. 63 to the East, road No. 392 to the South and road No. 71 to the West. This school was established since 1965 in Sangkum Reas Nyum (King Sihanouk's reign). During that time, it had one building consisted of two floors, 10 rooms. From 1975-1979, in Pol Pot's regime (Khmer Rouge), this school was closed. After the Liberal Day, 7 January, 1979, the school was reopened and became a language school. From 1992-1993, the Ministry of Education officially permitted the general education students registered again and offered its official name as "Boeung Keng Kang Lower Secondary School" which consisted of 6 buildings with 24 rooms. From 2000-2001, this school became the Upper Secondary School and one more building with 5 rooms was constructed under the sponsorship of LION CLUB. In the academic year 2005-2006, Samdech Chea Sim, President of the National Assembly offered 3 more buildings with 25 rooms and then was officially changed its name to Samdech Chea Sim Boeung Keng Kang Upper Secondary School from 29 September, 2005 onward.

Chea Sim Angkor Chey Upper Secondary School

This school was built in 1986 and accepted its first time to register the students from the academic year 1987-1988. It located in Phume Pral village, Tani commune, Angkor Chey district, Kampot province, along the road No. 31, from Kampot town to Phnom Penh capital. The previous name was Angkor Chey Upper Secondary School. Since 1993, its name was officially changed to "Chea Sim Angkor Chey Upper Secondary School". During that time, there were 300 students had been enrolled and 11 teachers were working there. The later year, number of students had been fluctuated of around 1600-1700 and the number of teachers stood around 48 to 57. During that period, the school had only 2 buildings consisted of 10 rooms. In 1996, Samdech Chea Sim, the president of the National Assembly offered one more building with 5 rooms. In 2002, His Excellency Pen Simorn, president of the Tax and Excise Entity of the Royal Government of the Kingdom of Cambodia offered one more building with 5 rooms. In 2007, the Good Will Ambassador of the Royal Kingdom of Cambodia to the Kingdom of Thailand offered one machine with 5 KW. In 2008, His Excellency Pen Simorn and his wife again offered one more building with 2 floors consisted of 20 rooms to this school.

Conceptual Framework

Based on the Herzberg's two-factor theory and teachers' job satisfaction questionnaire of Lester (1984) which was developed and used by Suhas (2009), this study aimed to identify the personal information of teachers at Chea Sim Boeung Keng Kang Upper Secondary School in Phnom Penh and Chea Sim Angkor Chey Upper Secondary School in Kampot province, then, determined and compared teachers' job satisfaction between the two schools.

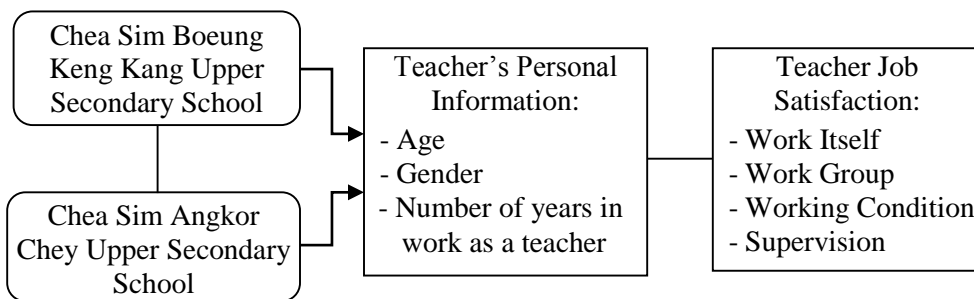


Figure 2: Conceptual Framework of the Study

Procedure

This study is a quantitative and comparative study, using a set of questionnaire which originated by Lester (1984), and then, developed by Suhas (2009). According to Suhas (2009), this questionnaire consisted of two parts: (1) Personal Information of Respondents including Age, Gender, and Number of years in work as a teacher, and (2) Teacher Job Satisfaction which consisted of forty items, which cover the following four main areas: (i) Work itself, (ii) Work group, (iii) Working condition, and (iv) Supervision.

The questionnaires were delivered to 117 teachers (teaching personnel) from the two selected schools, and 117 questionnaires were returned, which meant the returned valid rate reached 100%. This was done in February, 2014.

To identify the personal information of teachers in both schools, Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey, the questionnaire part one which consisted of Age (21-30, 31-40, 41-50, 51-60), Gender (Male and Female), and Number of years in work as a teacher (0-5, 6-10, 11-15, 16, 20, more than 20) was used. The questionnaire part two which consisted of forty items was used to determine and compare teacher's job satisfaction between the two schools.

Question items number 1, 4, 7, 13, 17, 30, 31, 35 were used to measure teachers' job satisfaction toward work itself. Question itmes number 9, 14, 22, 25, 28, 33, 37 were used to measure teachers' job satisfaction toward work group. Question itmems number 5, 12, 15, 18, 20, 23, 24, 26, 38 were used to measure teachers' job satisfaction toward working condition. Question itmes number 2, 3, 6, 8, 10, 11, 16, 19, 21, 27, 29, 32, 34, 36, 39, 40 were used to measure teachers' job satisfaction toward supervision.

To determine the teachers' job satisfaction of the two schools, a score of 5 or the scale of 4.51-5.00 meant the respondents' satisfaction was very high (positive), while a score of 1 or the scale of 1.00-1.50 meant the respondents' satisfaction was very law (negative), to the related statements on the questions. The details of interpretation of scores and scale of teachers' job satisfaction level were displayed on Table 1.

Table 1: Interpretation of Scores and Scale of Teacher s' Job Satisfaction Level

Scale	Score	Interpretation
4.51-5.00	5	Very high
3.51-4.50	4	High
2.51-3.50	3	Moderate
1.51-2.50	2	Low
1.00-1.50	1	Very low

To analyze the data, for objective 1: Frequency and Percentage were used to identify the teachers' personal information in Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools. For objective 2: Mean and Standard Deviation were used to determine the teachers' job satisfaction in Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools. For objective 3: Independent Samples (two-tails) t-test were used to compare the teachers' job satisfaction level between Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools.

Findings

1.1 Among the total 117 participants, 76 (65%) were from Chea Sim Boeung Keng Kang Upper Secondary School, and 41 (35%) were from Chea Sim Angkor Chey Upper Secondary School, 80 (68%) were male and 37 (32%) were female.

1.2 Among 76 respondents from Chea Sim Boeung Keng Kang Upper Secondary School in Phnom Penh, 7 (9.2%) aged between 21-30 years old, 40 (52.6%) aged between 31-40 years old, 28 (36.8%) aged between 41-50 years old, and 1 (1.3%) aged between 51-60 years old. On the other hand, among 41 respondents from Chea Sim Angkor Chey Upper Secondary School in Kampot province, 13 (31.7%) aged between 21-30 years old, 16 (39%) aged between 31-40 years old, 11 (26.8%) aged between 41-50 years old, and 1 (2.4%) aged between 51-60 years old.

1.3 Among 76 respondents from Chea Sim Boeung Keng Kang Upper Secondary School in Phnom Penh, 2 (2.6%) had worked from 0-5 years, 15 (19.7%) had worked from 6-10 years, 16 (21.1%) had worked between 11-15 years, 23 (30.3%) had worked between 16-20 years, and 20 (26.3%) had worked more than 20 years. For the respondents from Chea Sim Angkor Chey Upper Secondary School which located in Kampot province, among 41 teachers, 7 (17.1%) had worked between 0-5 years, 12 (29.3) had worked between 6-10 years, 5 (12.2%) had worked between 11-15 years, 10 (24.4%) had worked between 15-20 years, and 7 (17.1%) had worked more than 20 years.

2.1 The total mean scores of teachers' job satisfaction of Chea Sim Boeung Keng Kang Upper Secondary School were 3.29, whereas the total mean scores of teachers' job satisfaction of Chea Sim Angkor Chey Upper Secondary Schools were 3.15. The mean scores of both schools were in the scale of 2.51-3.50, which meant the teachers' job satisfaction in both schools were moderate.

2.2 The highest mean scores of teachers' job satisfaction in Chea Sim Boeung Keng Kang Upper Secondary School in Phnom Penh were 3.64 for working condition, and the lowest mean scores were 3.04 for supervision.

2.3 At Chea Sim Angkor Chey Upper Secondary School in Kampot province, the highest mean scores of teachers' job satisfaction were 3.55 for working condition, and the lowest mean scores were 2.94 for supervision.

3.1 In the comparison of teacher's job satisfaction between the two schools, the probability significance of difference was .024, was smaller than .05, the research hypothesis was accepted, which meant "there is a significant difference of teachers' job satisfaction between Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools".

3.2 The probability significance of teachers' job satisfaction towards work group was .004, was smaller than .05, which meant there was a significant difference of teachers' job satisfaction in the two schools towards work group.

3.3 The probability significance of teachers' job satisfaction towards other three areas: work itself (.094), working condition (.296), and work supervision (.127), were bigger than .05, thus there was no significant difference of teachers' job satisfaction in the two schools towards work itself, working condition and supervision.

Results

Objective One

Table 2: Age of Teachers in Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools

Schools	Age	Frequency	Percentage
Chea Sim Boeung Keng Kang	21-30	7	9.2
	31-40	40	52.6
	41-50	28	36.8
	51-60	1	1.3
	<i>Total</i>	<i>76</i>	<i>100.0</i>
Chea Sim Angkor Chey	21-30	13	31.7
	31-40	16	39.0
	41-50	11	26.8
	51-60	1	2.4
	<i>Total</i>	<i>41</i>	<i>100.0</i>

For age information, Table 2 showed that the percentage of teachers who aged between 21-30 years old was 9.2% in Chea Sim Boeung Keng Kang School, whereas 31.7% in Chea Sim Angkor Chey School. Meanwhile, the percentage of teachers who aged from 31-40 years old in Chea Sim Angkor Chey School was 39.0% while those in Chea Sim Boeung Keng Kang School was 52.6%. The percentage of 41-50 year old teachers from Chea Sim Boeung Keng Kang School was 36.8% while the percentage of teachers from Chea Sim Angkor Chey School was 26.8%. The percentage of teachers who aged between 51-60 years old in Chea Sim Boeung Keng

Kang School was 1.3% compared to those from Chea Sim Angkor Chey School was 2.4%.

Table 2 also showed the majority of teachers from the two schools, Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey aged between 31-40 years old, whereas the minority of those from both schools aged between 51-60 years old.

Table 3: Gender of Teachers in Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools

Schools	Gender	Frequency	Percentage
Chea Sim Boeung Keng Kang	Male	51	67.1
	Female	25	32.9
	<i>Total</i>	<i>76</i>	<i>100.0</i>
Chea Sim Angkor Chey	Male	29	70.7
	Female	12	29.3
	<i>Total</i>	<i>41</i>	<i>100.0</i>

For gender information, Table 3 showed that the percentage of male and female from these two schools was slight different. The percentage of male respondents from Chea Sim Boeung Keng Kang School was 67.1% compared to those from Chea Sim Angkor Chey was 70.7%. Meanwhile, the percentage of female respondents from Chea Sim Angkor Chey was 39.3% whereas the percentage of those from Chea Sim Boeung Keng Kang was 32.9%.

However, the data in Table 3 indicated that the majority of teachers from both schools, Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey were male teachers.

Table 4: Number of Years in Work as A Teacher of Teachers in Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools

Schools	Number of Years in Work as a Teacher	Frequency	Percentage
Chea Sim Boeung Keng Kang	0-5	2	2.6
	6-10	15	19.7
	11-15	16	21.1
	16-20	23	30.3
	More than 20	20	26.3
	<i>Total</i>	<i>76</i>	<i>100.0</i>
Chea Sim Angkor Chey	0-5	7	17.1
	6-10	12	29.3
	11-15	5	12.2
	16-20	10	24.4
	More than 20	7	17.1
	<i>Total</i>	<i>41</i>	<i>100.0</i>

For number of years in work as a teacher distribution, Table 4 showed that the percentage of teachers in Chea Sim Boeung Keng Kang School who had worked

between 0-5 years was 2.6%, whereas the percentage of teachers in Chea Sim Angkor Chey School was 17.1%. The percentage of teachers of Chea Sim Boeung Keng Kang School who had taught between 6-10 years was 19.7%, while the percentage of those from Chea Sim Angkor Chey was 29.3%. The ratio of teachers having taught between 11-15 years in Chea Sim Boeung Keng Kang School was 21.1%, while that of Chea Sim Angkor Chey School was 12.2%. However, the percentage of teachers in the two schools who had worked between 16-20 years was not far different, with the ratio of 30.3% of teachers in Chea Sim Boeung Keng Kang School compared to 24.4% of those from Chea Sim Angkor Chey School. But the percentage of teachers who had worked over 20 years was little far different, with the ratio of 26.3% for those from Chea Sim Boeung Keng Kang School compared to 17.1% for teachers were from Chea Sim Angkor Chey School.

The majority of teachers from Chea Sim Boeung Keng Kang in Phnom Penh had worked between 16-20 years, while the majority of those from Chea Sim Angkor Chey in Kampot province had worked between 6-10 years.

Objective Two

Table 5: Teachers' job satisfaction in Chea Sim Boeung Keng Kang Upper Secondary School

Chea Sim Boeung Keng Kang Upper Secondary School				
Teachers' Satisfaction	N	Mean	SD	Interpretation
1. Work itself	76	3.12	.457	Moderate
2. Work group	76	3.36	.439	Moderate
3. Working condition	76	3.64	.459	High
4. Supervision	76	3.04	.374	Moderate
<i>Total</i>	76	3.29	.353	<i>Moderate</i>

Table 5, in general, indicated that the total mean scores of teachers' job satisfaction were 3.29, in the scale of 2.51-3.50, according to the criteria of interpretation; it meant teachers' satisfaction in Chea Sim Boeung Keng Kang was regarded as *moderate*.

In addition, Table 5 also showed in details that the mean scores of teachers' job satisfaction toward work itself was 3.12, the mean scores of teachers' job satisfaction toward work group was 3.36, the mean scores of teachers' job satisfaction toward working condition was 3.64, and the mean scores of teachers' job satisfaction toward supervision was 3.04.

The highest mean scores of working condition were 3.64, in the scale of 3.51-4.50, according to the interpretation criteria; it meant teachers' satisfactions in Chea Sim Boeung Keng Kang Upper Secondary School towards the working condition were *high*.

The mean scores of other three dimensions, work itself (3.12), work group (3.36), and supervision (3.04) were in the scale of 2.51-3.50, according to the interpretation

criteria, it meant teachers in Chea Sim Boeung Keng Kang Upper Secondary School were *moderate* with work itself, work group, and supervision in this school. And teachers' satisfaction of the supervision scores in Chea Sim Boeung Keng Kang Upper Secondary School was as the lowest.

Table 6: Teachers' job satisfaction in Chea Sim Angkor Chey Upper Secondary School

Chea Sim Angkor Chey Upper Secondary School				
Teachers' Satisfaction	N	Mean	SD	Interpretation
1. Work itself	41	2.99	.288	Moderate
2. Work group	41	3.13	.334	Moderate
3. Working condition	41	3.55	.368	High
4. Supervision	41	2.94	.251	Moderate
<i>Total</i>	<i>41</i>	<i>3.15</i>	<i>.211</i>	<i>Moderate</i>

Table 6, in general, indicated that the total mean scores of teachers' job satisfaction were 3.15, in the scale of 2.51-3.50, according to criteria of interpretation; it meant teachers' satisfaction in Chea Sim Angkor Chey was regarded as *moderate*.

In addition, Table 8 also showed in details that the mean scores of teachers' job satisfaction toward work itself was 2.99, the mean scores of teachers' job satisfaction toward work group was 3.13, the mean scores of teachers' job satisfaction toward working condition was 3.55, and the mean scores of teachers' job satisfaction toward supervision was 2.94.

The highest mean scores of working condition was 3.55, in the scale of 3.51-4.50, according to the interpretation criteria, it meant teachers' satisfactions in Chea Sim Angkor Chey Upper Secondary School toward the working condition were also *high*.

The mean scores of other three dimensions, work itself (2.99), work group (3.13), and supervision (2.94) were in the scale of 2.51-3.50, according to the interpretation criteria, it meant teachers in Chea Sim Angkor Chey Upper Secondary School were *moderate* with work itself, work group, and supervision in this school. And teachers' satisfaction of the supervision scores was as the lowest in Chea Sim Angkor Chey Upper Secondary School as well.

Objective Three

Table 7: Comparison Between Teachers' Job Satisfaction In Chea Sim Boeung Keng Kang And In Chea Sim Angkor Chey Upper Secondary Schools

Chea Sim Boeung Keng Kang		t-test for Equality of Means			
&					
Chea Sim Angkor Chey Upper Secondary Schools	t	df	Sig (2-tailed)	Mean Difference	SD. Error Difference
Overall Teachers' Satisfaction	2.28	115	.024	.137	.060

The analysis from Table 7 showed that the probability significance of .024 for teachers' job satisfaction which was less than .05, so the research hypothesis was accepted, which meant "there is a significant difference of teachers' job satisfaction between Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools in Cambodia".

The mean of overall teachers' satisfaction of Chea Sim Boeung Keng Kang School was observed higher than the mean of overall teachers' satisfaction of Chea Sim Angkor Chey School.

In order to see the more detailed comparison of teachers' job satisfaction between Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools in Cambodia, the teachers' job satisfaction towards four elements was also listed herein Table 8.

Table 8: Comparison between Teachers' Job Satisfaction of The Two Schools on The Four Dimensions

Chea Sim Boeung Keng Kang & Chea Sim Angkor Chey Upper Secondary Schools	t-test for Equality of Means				
	t	df	Sig (2 -tailed)	Mean Difference	SD. Error Difference
1. Work itself	1.68	115	.094	.100	.078
2. Work group	2.91	115	.004*	.230	.078
3. Working condition	1.05	115	.296	.087	.083
4. Supervision	1.53	115	.127	.132	.065

*Significant at .05 level

Table 8 indicated that the probability significance of difference of teachers' job satisfaction towards work group was (.004), was smaller than .05, which meant there was significant difference of teachers' job satisfaction towards work group between Chea Sim Boeung Keng Kang Upper Secondary School in Phnom Penh and Chea Sim Angkor Chey Upper Secondary School in Kampot province.

The mean of teachers' satisfaction of the Chea Sim Boeung Keng Kang School in "work itself" and "work group" were observed higher than the means of such teachers' satisfaction of the Chea Sim Angkor Chey School.

Meanwhile, Table 8 also showed the probability significance of difference of teachers' job satisfaction towards work itself (.094), working condition (.296), supervision (.127) were bigger than .05, which meant there was no significant difference of teachers' job satisfaction towards work itself, working condition and supervision between Chea Sim Boeung Keng Kang Upper Secondary School in Phnom Penh and Chea Sim Angkor Chey Upper Secondary School in Kampot province, Cambodia.

Discussion

The discussion was made according to the following stated objectives and parts of the questionnaire:

1. The personal information of teachers in Chea Sim Boeung Keng Kang and in Chea Sim Angkor Chey Upper Secondary Schools

As the study found, the age of respondents from both schools, Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey was predominantly between 31-40 years old. However, the majority of young teachers who aged between 21-30 years old were from Chea Sim Angkor Chey. It meant, they are the new teachers, and just left from the pre-service training center. So, in general, it can be made a conclusion that most of teachers in both schools were still young, and have a lot of opportunities to develop their skills and further pursue their higher education. They are the useful human resources contributing to the future educational development of Cambodia.

For gender, the research results showed that the respondent teachers from both schools, Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey were dominantly male. However, the ratio of female teachers from both schools was similar. So, it can be drawn a conclusion that, the gender ratio of both schools, Chea Sim Boeung Keng Kang which located in Phnom Penh and Chea Sim Angkor Chey in Kampot province were similar, which meant the location of work place does not much affect the gender of respondents.

For number of number of years in work as a teacher perspective, the majority of respondents from Chea Sim Boeung Keng Kang had worked from 16-20 years, whereas the respondent teachers from Chea Sim Angkor Chey had worked between 6-10 years. The lowest percentage of respondents was appeared in the first and second work period, from 0-5 and 6-10 years of teachers in Chea Sim Boeung Keng Kang.

This findings seemed congruent with the teacher employment condition and teacher deployment policy of the Ministry of Education, Youth and Sport in the past government mandate. This policy was required the new teachers to employ at the workplace they chose before they leave from the training center and must work there, at least 6 years, before they were able to transfer or move to another places, especially to the city.

So, the reason that causes the percentage of respondent teachers from Chea Sim Boeung Keng Kang School was low in the first age level of between 0-5, because the new teachers were limited to employ in the city. On the other hand, the ratio of respondent teachers from Chea Sim Angkor Chey School was high in first and second age level of between 0-5 and 6-10 years, because they were the new teachers and were required to employ in the provinces, especially in the shortage of teacher areas, in response to the teacher deployment policy of the Ministry of Education, Youth and Sport in the past government mandate.

2. Teachers' job satisfaction in Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools

The result of research hypothesis testing showed that the probability significance was .024, was smaller than .05, so, the research hypothesis was accepted which meant there was significant difference of teachers' job satisfaction between Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools. Furthermore, significant difference of teachers' satisfaction towards work group was also found in the two schools, since the probability significance of teachers' job satisfaction towards work group was .004, was smaller than .05.

According to Herzberg (1959), the attitude of employee in an organization towards their job satisfaction coming from the inside and outside factors which called intrinsic and extrinsic factors. Intrinsic factors cause the employees' feeling happy, while extrinsic factors cause the employees' feeling unhappy that related to job itself.

Applying the model of Herzberg by focusing only the extrinsic factors which related to work itself, work group, working condition, and supervision, the researcher wished to know whether is there any difference of teachers' job satisfaction between a school which located in the capital and a school which located in the province.

When comparing the teachers' job satisfaction of Chea Sim Boeung Boeung Keng Kang in Phnom Penh and Chea Sim Angkor Chey in Kampot province, the researcher found that there was significant difference of teachers' satisfaction between the two schools.

Before conducting a study, the researcher wondered whether or not the upper secondary school teachers in Cambodia, the ones come from the capital school and the ones come from the provincial school, could get the same level of satisfaction. But, the research findings proved that there was significant difference of teachers' satisfaction between the two schools, Chea Sim Boeung Keng Kang in Phnom Penh and Chea Sim Angkor Chey in Kampot province.

Meanwhile, this study also compared the teachers' satisfaction in the two schools among the four areas: work itself, work group, working condition, and supervision. Then, the significant difference of teachers' satisfaction was also found in two schools toward work group.

As the result shown, teachers' job satisfaction in both, Chea Sim Boeung Keng Kang and Chea Sim Angkor Chey Upper Secondary Schools, were moderate. And the teachers in both schools, in Phnom Penh and in the province, satisfied mostly with the school working condition and least with the supervision. From this we can see some similarities of two schools, both as public school with the similar school settings, curriculum and other facilities such as school organizational structure, the official teachers' teaching hours, students' learning hours and especially the teachers' basic monthly salary. And we can also see our teachers were satisfied with the schools' conditions due to many years' education reform of MOEYS of Cambodia focused on improving school working conditions, which were acknowledged by most teachers. However, more educational reform and administration work still needs to be improved on the school supervision, as most teachers were not satisfied much with it.

Moreover, there were still some mean scores difference of teachers' job satisfaction in both schools, and we can see teachers of Chea Sim Boeung Keng Kang School was observed higher than the mean scores of teachers' job satisfaction in Chea Sim Angkor Chey School toward every area. It meant that the teachers from Chea Sim Boeung Keng Kang in Phnom Penh were more satisfied with their jobs than those in Chea Sim Angkor Chey in Kampot province. So, the teachers who work in different regions really showed different satisfaction to some degrees, which should catch the attention of the MOEYS of Cambodia especially the related educational administrators to focus more in the future work and study as well.

The previous research such as Suhas (2009), who conducted a comparative study of principals' leadership behavior in relation to organizational climate and teachers' job satisfaction in a public school and international school in Bangkok, Thailand

using the same instrument of TJSQ which was developed by Lester (1984). The results of her study also showed a significant difference between the degrees of self reported teachers' job satisfaction in the two types of school. The mean scores revealed that teachers in public school are more satisfied with their jobs than those in international school.

Recommendation for Future Researchers

Based on the result of this research, and experiences in which the researcher learnt from this study, the future researchers are suggested to expand the population of the study widely in other areas of Cambodia, so that the result of findings can be represented as a whole population throughout the country. The exploring of new topics is very important for the future researchers and generate new questionnaire rather than use an existing public ones. The comparison between the public schools and private schools is needed, since the private schools play an important role contributing to the human resource development in the current educational aspect.

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