Job satisfaction at school – making teachers happier

Industrial and Organizational Psychology

Bachelor Thesis

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Preface

The present bachelor thesis originated within the framework of my Industrial and Organizational Psychology academic studies in Enschede, the Netherlands. Since the process of data collection took place in the field of education, more precisely at schools, the thesis could solely be written because people within these schools were willing to be interviewed. Therefore my first thanks go to the teachers, HRM professionals and headmasters from the visited schools, who invited my fellow student and me, took the time to participate in our study and gave us insight into their professional world.

Moreover, I would like to thank our two tutors Dr. Piety Runhaar and Dr. Erik Jan van Rossum. Without their constant feedback, critical comments and numerous literature this study would not have been completed, either. Also I would like to thank our former second tutor Carel Vaneker, who assisted us in getting in touch with the teachers, and helped us with the creation of the pretest.

My final thanks go to my fellow student Christina for the brisk exchange of ideas, the fertile teamwork and the useful input.

Abstract

The objective of this bachelor thesis is to analyse with the help of an explorative investigation, how HRM can improve the job satisfaction of teachers. For this purpose the three main stakeholders of HRM at school, namely teachers, headmasters and, of course, HRM professionals self, were interrogated at two Dutch schools in the region of Twente. Semi-standardised interviews were conducted on the basis of open questions. Five variables, namely attraction of the teachers' job, contribution of HRM concerning job satisfaction, the role of HRM at school, the functiemix and cooperation of the three parties to increase attraction of the teachers' job, have been chosen in order to measure the degree of consensus among the three parties. The results show that there is, despite some differences and varying perceptions, plenty of consensus, starting with the intrinsic motivation of liking to work with children. Furthermore noteworthy in terms of a high job satisfaction are the possibility to develop, rewards of non-financial and financial nature, an effective communication, and steady companionship.

Introduction

"I think that if you want to work in the field of education, very carefully told, you have to be a little bit crazy.", an interviewee said during one interview. The aim of this study is to highlight as to which extent this statement is reflected in reality, and, of course, which other factors are of importance in order to be satisfied as a teacher.

Today when faced with the term "human resources management" (HRM) one probably thinks of the personnel division of a big company, a personnel-intensive industry or any other business within the free market economy, where making profit is the prime target. Probably only a few people would associate this term with a governmental institution such as a school. For this kind of institution, associations like "bureaucracy" or "public servant" are possibly much more common, because publicly-maintained schools stand in a special, governmental context. They have to act upon governmental ruling, are funded by public money and do not face economic competition, especially not on an international scale. Nevertheless schools fulfil an important function: they provide knowledge to the youngest citizens and prepare them for their further education. Moreover, schools set the pathways for the later careers of their students. Therefore, a stable and good national educational system is essential for the future of a country, particularly for knowledge-based economies like the European ones. The key for this purpose are sufficient, well-trained teachers, who are motivated and satisfied in doing their jobs. To ensure this, a skilled, efficient and functioning HRM system in schools is essential, that knows and takes care of the teachers' requests and problems, and is in line with headmasters and the political framework.

In the Netherlands different publications show that schools in all educational fields are busy implementing HRM to ensure the quality and quantity of their teachers (Van der Linden, Teurlings & Vermeulen, 2004; Runhaar, 2008; Teurlings & Vermeulen, 2004). This process of change takes time as the teachers have to get used to the transformations within their organisation. A study from 2007 showed that at the time the connection between teachers and HRM was lacking (Runhaar & Sanders, 2007). Considering different studies, the most important factors for a successful organisational change are that employees are willing to accept and take part in this change (e.g. Miller, Johnson & Grau, 1994; Millward, 2005), which adds further complexity.

But the educational sector is also confronted with several other challenges: The European Commission discovered that many governments in Europe, including the Netherlands, have to deal with an impending teacher shortage, highlighting the need for appropriate laws and professional HRM departments in the education field to effectively counter this trend (Eurydice, 2003). The Dutch ministry for education, culture and science (OCW) mentioned the same problem in a report published in 2008 (OCW, 2007). Another report reveals the fact that 36 percent of all teachers are 50 years or older, which means teachers have the highest average age of all professions on the Dutch job market (OCW, 2010). The challenge here is to replace those teachers within a few years, when they retire. Similar problems were constituted in Germany at the Kultusministerkonferenz (KMK, conference of the ministers for education): too many old teachers retire, too few young teachers move up to fill their vacancies (KMK, 2007).

Various studies also show that the occupation of a teacher has a problem with its reputation: In the Netherlands the "Organisatie voor Strategisch Arbeidsmarktonderzoek" (OSA), an organisation that observes the job market, investigated reasons, perceptions and preferences among students about the choice of their study. The questioned pupils had a poor image about the job of a teacher, mainly because they thought that teachers are badly paid (OSA, 2001). For the European Commission the job of a teacher has been investigated in different European countries, with the result that often unfavourable labour conditions (e.g. lack of flexibility, workload, "problem-students") are mentioned, as well as poor remuneration (Eurydice, 2003).

To meet the challenges of improving the reputation of the profession and the predicted teacher shortage within the Netherlands, the OCW published an action schedule in 2008 to better the quality of education, make the job of a teacher more attractive and impede teacher shortage (OCW, 2008). The key element hereof is the so called "functiemix": Implemented in 2009, its central part is to allocate schools more funds to enable them distributing more teachers over higher salary levels, the so called "schalen" or scales. These scales range from LA, the lowest one, via LB and LC to LD, the highest scale with the biggest salary, but also the most duties and responsibility. Until 2014 a fixed percentage of teachers must be in each scale, thus every teacher fulfilling the given conditions is allowed to scale up. Decisions about who may move up the ladder are made by the HRM department in collaboration with the headmaster, after an application for a higher scale has been made. To enhance ones status, earn more money and have career opportunities similar to the free economy is therefore now dependent on one's qualifications, inset and effort, and no longer an

automatic process dependent on time. This allows teachers a more active, self determined planning of their careers. Hereby the quality of the education is ought to be increased, as well as the quality and attractiveness of the job of a teacher.

Bowen and Ostroff (2004: 212) state that *"... when individuals throughout the organisation experience consistency in HRM practices, consensus is more likely to be fostered. At the same time, when message senders cannot agree among themselves on the intended message, consistency is likely to be hampered."* To be able to achieve continual and consistent HRM practices it is important to have a notion about what teachers appreciate and what therefore has to be improved. To get an idea of this notion and to which extent it is consistent with the notion of headmasters and HRM professionals in the renewed education system, this study tries to discover. The intention after all is, in addition to help HRM improving the job satisfaction of teachers, to provide approaches to the earlier mentioned image problems and impending teacher shortage. For this purpose interviews are conducted at different schools with representatives of all three groups. Hence the research question of this study has the following wording:

In how far does a consensus among teachers, HRM professionals and headmasters at school exist on job satisfaction of teachers in matters of the functiemix and other possible factors?

Below the theoretical background is introduced and illustrated in full length. In the method section the realisation and questions of the guided interviews are described, which will lead to the results of this study. The discussion and conclusions follow hereupon.

Theoretical Background

HRM has a positive impact on the performance of an organisation, when it can support the firm to become more effective and gain a competitive advantage (Becker & Huselid, 1998). This certainly does apply to schools as well. As this study takes place in the educational field, a competitive advantage would mean benchmarking one school against another, for example via giving the teachers a say concerning certain work areas. For this purpose a well functioning cooperation between HRM, headmasters and teachers is necessary, which requires sufficient communication on

all sides. According to Bowen and Ostroff (2004: 208) *"In the HRM context, employees are required to infer cause-effect attributions from these communications to determine what behaviours are important, expected, and rewarded."* Inasmuch as there is agreement among the different parties, e.g. about the rewards, it is called consensus. Consensus is a term from Kelley's (1967) covariation model and can only be high, if both the distinctiveness (of a situation in a certain context) and the consistency (of an effect established over time) are high as well. For headmasters and HRM, distinctiveness in this context would be communicating the appropriate signals to increase the job satisfaction of teachers, e.g. the positive consequences of the functiemix, and consistency would be sending these signals constantly, until every teacher knows about these positive consequences. To discover in how far there is consensus between headmasters, HRM professionals and teachers considering job satisfaction, under the impact of the functiemix and other influences, is the aim of this study. However, it is just as useful to find out whether there is dissent among the three parties.

Two theories have been chosen to categorise the answers from the conducted interviews and alleviate their comparison, as it is expected that the opinions differ about variables like HRM at school, job satisfaction, and the functiemix. Therefore one theory is to capture aspects of satisfaction and attraction of the teachers job, and the other to classify the different roles of HRM at school.

The first one is the Two-Factor Theory (Herzberg, 1966), stating that there are certain factors in the workplace that cause job satisfaction respectively dissatisfaction. As the name suggests, Herzberg distinguishes two kinds of influencing values: on the one hand there are factors concerning the context of work called hygiene factors, such as money, status, conditions of work, job security or quality of management. These factors are extrinsic, often considered self-evident, and do, if present, not produce job satisfaction. If missing however, this is perceived as deficit.

On the other hand there are factors associated with work itself called motivational factors, such as recognition, acknowledgement, development, achievement or advancement. These factors are intrinsic and do, if present, produce job satisfaction. In their absence work can be regarded as unsatisfactory, but employees may not necessarily be dissatisfied as the opposite of satisfaction is not dissatisfaction, but rather no satisfaction (Rollinson, 2008).

The second theory facilitates the grouping of HRM into different roles and is called the "Human

Resources Business Partner" or "HR Business Partner" model (Ulrich, 1997). This model is supposed to improve a company's HRM to meet the challenges of today and tomorrow. Its core are four roles a business partner in the human resources context has to fulfil to add the greatest value to an organization: a Strategic Partner, an Administrative Expert, an Employee Champion and a Change Agent. Around these four roles two axes indicate that HRM has to deal with focusing from future/strategic to day-to-day/operational strategy (y-axis), and activities that range from managing processes to managing people (x-axis). The following diagram illustrates the model:

HR Business Partner model

Each of the four roles has to deliver a specific product or service within HRM to transform itself into a "value adding function" to the organization: the Strategic Partner translates business strategy into action to achieve desired outcomes, the Administrative Expert improves processes and measures efficiency (cost) and effectiveness (quality) to build an efficient infrastructure, the Employee Champion finds the right balance between demands on employees and resources available to employees to increase employee commitment and capability, the Change Agent leads the transformation by understanding theory and applying the tools of change to create a renewed organisation.

Translated into the job satisfaction context of this study, it is analysed which roles from the HR

Business Partner model are most important to the interviewed people, which factors are mostly mentioned and which role the functiemix plays. The intention here is to investigate whether headmasters and HRM professionals at schools are consistent with roles and factors teachers name to relieve them and making them enjoy their job. Thus after responses from the three parties have been categorised, they can be compared regarding similarities and differences. This allows conclusions about the degree of consensus, which is necessary to answer the research question, and to see if the right track to increase job satisfaction of teachers has been chosen. Furthermore, the conclusions offer headmasters in collaboration with HRM professionals the possibility to adjust their strategies in terms of the "Human Resources Business Partner" model, as well as hygiene and motivational factors to satisfy teachers and make their job systematically more attractive.

Methods

Procedure

This explorative study takes the form of a qualitative investigation and consists of two case studies, the two schools, thus a multiple-case design (Yin, 2003), and in each case three interviewed persons. This is a so called "embedded design" as *"... each individual case study may in fact include the collection and analysis of highly quantitative data, including the use of surveys within each case."* (2003: 53). So if quantitative data were present, each school had to be analysed by itself. As this is not the case here, both schools can be used together to answer the research question.

Before the interviews were conducted, all respondents have been sent the written affirmation via e-mail that all data collected is going to be anonymised, kept in confidence and not passed on to third parties. In this e-mail also the subject, intention and procedure of the study is illustrated. This informed consent is verbally repeated at the beginning of each interview in short form to not bias the interviewee, together with the question of being allowed to record the conversation for further analysis. All interviews were conducted at the particular school of the interviewee, either in his or her own office or in a quiet corner of a common room. As the interviews were conducted in a threesome (the interviewee, my fellow student and me), we have decided to split up the seven questions. The first three questions were asked by my fellow student, the last four questions were asked by me, thereby in each half one question was of relevance for both of us. The overall time of an interview was between 30 and 45 minutes, dependent on the complexity of the answers. After

that, an oral debriefing took place, in which our studies and individual research questions were delineated in more detail. On the basis of the recorded interviews all of them were subsequently transliterated for an accurate analysis.

Respondents

A group of 19 teachers primarily builds the pool of potential respondents. All teachers have voluntarily participated in a developmental assessmentcenter from the "Twente School of Education" (TSE, http://www.assessmenttse.eu) in 2010, from whose conductor the names and contact details were received. The teachers' ambition was to check their qualities and explore in which direction they should develop further, a couple of them also wanted to come into consideration for a higher salary level. With a follow-up examination of this assessmentcenter, a survey consisting of five open and 18 closed questions with a 5-point Likert Scale, ranging from "strongly disagree" to "strongly agree", these teachers were contacted via e-mail.

From the group of 19 teachers 13 completed their surveys. A summary of the results can be found in the appendix A, moreover the survey is of no further interest for this study. Six teachers did not react al all, not even after two reminders to take part. The 13 teachers who answered provided on the basis of their interesting answers and individual motivations all qualified reasons for further investigations, so all were asked to participate in the study. Only three of them were in fact willing to take part and getting interviewed. Via these three teachers also the headmasters and HRM professionals of their schools were contacted to ask for their participation in the study. From two schools the headmaster and a HRM professional were willing to participate, from one school nobody but the teacher agreed to take part. Therefore it cannot be investigated in how far there is consensus at that school.

The two relevant schools were of very different sizes, whereof the smaller one had about 350 pupils, and the bigger one nearly 1300. They are located in the province Overijssel in the region of Twente. Both are secondary schools with possible graduation in VMBO (pre-vocational secondary education), or offer basic education in preparation for the VMBO graduation, which means their pupils are between 12 and 18 years old.

For being able to answer the research question, interviews with one teacher, the headmaster and one HRM professional are conducted at the two schools (N=6). From the six interviewees two were female and four male, their age was ranging from 42 to 58 years, with a mean age of 52 years. At the smaller school the finding of a HRM professional was no problem, as there was only one.

However, at the bigger school there were several of them, which made the quest a little more difficult. As it was important that the HRM professional was interested in the matter, plus willing to talk about it, the interviewed teacher was asked whom to select, who named somebody the cooperation with is closely and under whose responsibility the teacher falls.

Materials

Most suitable for answering the present research question are semi-standardised interviews (Flick, 1998) on the basis of open questions. Hereby the afore determined questions serve as guide, which facilitates the comparison of multiple interviews and means this method can also be seen as guided interview. Flick states: *"Open questions may be answered on the basis of knowledge that the interviewee has immediately at hand."* (1998: 156), which means they are ought to create the maximum possible openness and freedom for the surveyed people.

As all interviews were conducted together with a fellow student, who got her own research question, but whose variables partly overlap with mine, we worked out an interview guideline with seven questions in total. Hereof two are from both of us, two are from her and three from me. Thus I have five questions in total as guidelines, which are supposed to provide a framework and the flexibility to dig deeper, to inquire accurately at the same time. Each question includes one variable, thus superior topic, in order to approach the answer to the underlying research question. Likewise each question is formulated in a way that the interviewee is directed to a certain topic, the related variable, without being limited more than necessary. Furthermore, the wording is chosen in a way that fits all three interviewed parties:

- Question 1, including the variable attraction of the teachers' job: *Do you think the job of a teacher is attractive enough?*
- Question 2, including the variable contribution of HRM concerning job satisfaction: *In how far can, according to you, HRM at a school contribute to the job satisfaction of teachers?*
- Question 3, including the variable role of HRM at school: *In which role do you see the HRM at a school?*
- Question 4, including the variable functiemix: *What do you think about the recently introduced functiemix?*
- Question 5, including the variable cooperation of headmasters, HRM and teachers to increase attraction of the teachers' job: *How do headmasters, HRM and teachers have to*

work together to increase the attractiveness of the job of a teacher?

Reliability

Qualitative research is often criticised because of its lack of representativeness and standardization, its bad reliability and therefore bad validity. To ensure despite this criticism that this investigation is able to respond to scientific demands, it benefits from the fact that during the whole process, from the construction of the interviews to their evaluation, two researchers with partly identical questions and variables were involved. Åkerlind (2005) identified a type of reliability check she called "dialogic reliability", which can be used for the analysis of phenomenographic data gathered in qualitative research via open questions. Here *"... agreement between researchers is reached through discussion and mutual critique of the data and of each researcher's interpretive hypotheses."* (2005: 331). My fellow student and me continuously discussed during the developing process of our studies and during the analysis of the gathered data until agreement was reached, either face-to-face or by phone. Furthermore, the very first interview at the firstly visited school A is seen as practice interview, due to a lack of comparison. We could test whether the partition of questions among each other was good, all questions were clearly and the answers were useful for our research questions.

Results

To be able to distinguish the two schools and six interviewees from each other while preserving their anonymity, the schools are labelled with B and C, and the interviewees are named teacher, HRM professional and headmaster. It may be odd to some readers that these three terms are repeated continuously in the subsequent analysis, but this is done in order to not reveal the interviewees gender.

Both schools are analysed separately as first of all the five variables attraction, job satisfaction, role of HRM, functiemix and increase of attractiveness serve as guidelines in comparing the three different positions regarding consensus. Thereafter all five variables and belonging conclusions about consensus at the particular school are contemplated as a whole to give answer to the research question. A summary in the form of a data matrix, including all six positions from both schools per variable, can be found in the appendix B.

Analysis of school B

Attraction of the teachers' job

At the first variable, attraction, it is striking that all interviewees mainly mention motivational (intrinsic) factors such as *"For me it is a calling."* (teacher B), or *"... it is also very important to have a useful job you get rewarded for, rewarded from all sides."* (headmaster B). The headmaster also thinks that the job itself actually is attractive, but it is held in low regard, its market value is low. Further liking to work with children (teacher B) respectively people (HRM professional B) is mentioned. The HRM professional states moreover: *"People really have to be motivated intrinsic, because otherwise it does not click, no matter how attractive the reward may be."*

Over the hygiene (extrinsic) factors there is general agreement, which the headmaster phrases that way: *"If you really go for the money you do not go into education, then you would rather work in industry."* Teacher B states as well that personally money is less important, but also thinks that for many teachers the opportunity to get on a higher salary level is very crucial. A similar statement comes from the HRM professional: *"Some people are stimulated by money, but in education this plays an underpart."* All three share the opinion that development, customising or schooling are important. So concerning the variable attraction no dissent can be found, all three answers are pretty much alike. The exception is the factor money, which seems to be important for some in education, even though it became apparent that money is surely not a main reason for becoming a teacher.

Contribution of HRM concerning job satisfaction

Variable two, job satisfaction, shows a little diverse picture. Teacher B states: *"To address appreciation, that is actually one of the most important things."* Further the teacher finds it important to be part of a collective at school, and to support this feeling by undertaking now and then something pleasant together in the framework of an employee's-day. HRM professional B starts the other way round by suggesting, if you are unsatisfied, to begin with yourself asking why, so that HRM can help in dealing with a certain problem. To accompany each other the HRM professional considers important, and to listen carefully as HRM to enable everyone doing his/her job well. The headmaster regards this as crucial: *"... professional administration of applications, the conversations that take place and then the further companionship."* Thus different approaches to this variable can be found, but no contradictions.

Role of HRM at school

The role of HRM, variable three, is considered in varying forms as well. What strikes at first is that at school B all three parties mention roles fitting into the category of the Employee Champion, who listens and responds to employees. Teacher B wants the headmaster and HRM to talk to the teachers on a regular base in the functioning conversations about *"What do you want, where do you want to go to, what are your purposes, what would you personally like to learn?"*, what partly appears to happen already. Further the teacher would like the development of teachers to be stimulated, as well as the 360° feedback, especially in the long run: *"I think you really have to take a look at it over five years about what is the tendency, ..."* The 360° feedback and periodic conversations with everyone is also mentioned by the headmaster, who talks about carefully listening to people and inset according to their qualities via the cooperation of the leadership with the employees.

The role of the Administrative Expert, who improves processes, can be found in the statements of two parties. The HRM professional states: *"I think for the leadership it is incredibly important to have a look what is happening around, also at other schools."* For the headmaster important items in this context are clarity about salaries, to pay them on time, and the satisfaction of parents and success of students, as this is where teachers are paid for after all.

Teacher B also mentions the Change Agent role, via which a renewed organization is created: *"We get informed very much, also from the directorate, as there are changes as well as other intentions."*

For HRM professional B the Strategic Partner role is fundamental. When there is a vacancy, HRM has to look for someone who *"... copes with the subject, but also got the expertise to be part of the team.",* in order to design an effective organization.

Thus what can be noticed is that all four roles from Ulrich's model are mentioned, especially the Employee Champion and the Administrative Expert. A great deal of statements go into similar directions, no contradictions can be found among them.

The Functiemix

Concerning variable four, the functiemix, a little more disagreement can be found. Teacher B thinks that the implementation of the functiemix has been too quick for some people, as the communication and description of it could have been better, for example regarding the different demands and tasks within the functions. This led to some start-up problems. For the HRM professional the functiemix is altogether good, except from the obligatory percentages for the year

2014, which the HRM professional calls *"... world upside-down. I would like to get the most out of it, but as people do not want, that beats everything."* Another problem the HRM professional sees, is that if someone wishes to develop, but the school has no fitting higher job vacancy. That would mean this person has to leave the school, although he or she fits the team perfectly. The headmaster is delighted by the functiemix: *"I am very positive about that, because you are able to reward growth and extra inset ... ."* But the headmaster also perceives the disadvantage that basic teachers, who just want to teach, but not develop, might get the feeling of receiving insufficient rewards. Therefore clarity is downright essential that getting a higher salary also means more effort.

This fourth question about the functiemix brings, in addition to general affirmation, three completions about potential problems, that should be considered in its further processing.

Cooperation of headmasters, HRM and teachers to increase attraction of the teachers' job
To form an opinion about what the three parties would do to increase the attractiveness of the job of a teacher, is the intention of variable five. Here also, the answers are quite diverse and partly resemble the preceding answers. Teacher B talks about lowering the work load via less hours or less classes, minding material as non-material rewards, and not too quick renewal to prevent frustration and stress. Generally very important is communication, plus a team that matches each other, also when new teachers have to be chosen. The HRM professional calls it remaining interesting for each other, listen to the teachers as HRM, and have conversations with them in order to facilitate their development. Furthermore, the alternation of giving lessons and other tasks within school is mentioned, as well as not being condescend. The headmaster wants the school to *"... try to be a good role model, then you got the advantage of getting sufficient personnel, and you might hope this personnel to be in fact more satisfied."* This ought to happen by letting the teachers develop themselves and show them appreciation, also verbally.

So here interesting approaches can be found from three sides, that do not conflict but complement one another to make the teachers job more attractive.

All in all at school B it is noteworthy that the three parties mainly mention motivational (intrinsic) factors as prime reason to become a teacher, and that money is less important in general. However, development is very crucial for all three, which addresses teachers, who want to study further, and teachers, who want to get into a higher salary level. Right here the functiemix applies, which, however, does not consider teachers who just want to give lessons without the intention to climb the

latter, so the appraisal of the headmaster. All three parties do therefore agree about the importance of a lively HRM – teachers exchange, and appreciations, not just of material nature. Worthy of mentioning is further that all four roles of the HR Business Partner model are referred to and hence perceived as well, whereof fortunately the HR professional characterises three.

Analysis of school C

Attraction of the teachers' job

The first variable, attraction, is mainly connected with motivational (intrinsic) factors, as teacher C states upon the question: *"Yes, I think so, because you choose in the first instance for the job of a teacher by reason of its variety."*, further the teacher mentions the gratification in working with children. Liking to work with children is also named by HRM professional C. Headmaster C argues that the job is getting more attractive because there is more focus on the teachers since a couple of years.

Concerning hygiene (extrinsic) factors the headmaster names development and therefore getting into a higher scale and earn more money. Likewise teacher C sees it, except for the payment, which is for the teacher not a strong incentive to work in education. HRM professional C in contrast says: *"... working with children, to impart knowledge to them, and the payment that belongs to it, I think it is well attractive enough."*

Altogether in terms of motivational factors there is consensus among the three parties, which can be found in general also regarding hygiene factors, like development. The exception here is the financial reward, which is for the teacher not as attractive as for the other two parties.

Contribution of HRM concerning job satisfaction

Variable two, satisfaction, can be seen in a similar way the first variable attraction is interpreted, as there is general consensus about the importance of development again. All three parties answer that HRM should give teachers the possibility to educate (HRM professional C) and develop (headmaster C) themselves, respectively make them owner of their own developments and problems (teacher C). Further the teacher mentions the 360° feedback, where the superior, the colleagues and the students rate a teacher, whereupon a functioning conversation follows. Teacher C thinks that the feedback should be more implemented and used for the teachers development, as *"They do want the appreciation, but they also want a bit of control, a bit of companionship ... ."* For HRM professional C HRM has to provide a sufficient basis for the daily labour, as well as

appreciation and critical feedback in order to support the teachers development. Headmaster C adds that good general conditions, like a nice school building, are important, and the safeness of a permanent position. That means for the variable satisfaction the congruent basis is the possibility to develop, supplemented by other contributing factors, which seem plausible to further increase job satisfaction.

Role of HRM at school

Regarding the role of HRM, variable three, it is striking that all three parties mention matters fitting to the Employee Champion, which is ought to increase employee commitment and capability. Teacher C finds bottom-up signals out of the classroom should be paid attention to, and teachers should be deployed according to their qualities. Headmaster C is of the same opinion, and calls *"customizing"* the keyword, for example regarding a teachers stage of age or personal situation. According to the headmaster, HRM should be able to accompany teachers with their developmental passages in and out of school. The HRM professional describes the role of HRM that way: *"Do the functioning conversations well, see what colleagues do, assist en stimulate people in a positive way and talk to them in case something is suboptimal."* Furthermore, the HRM professional considers it important to use the 360° feedback in the functioning conversations and to actively seek the dialogue with people.

Another HRM role teacher C names is the Administrative Expert, ought to build an efficient infrastructure. One labelled problem is that some teachers have to pass through the whole school building with all the teaching material, while others got their own classroom, which could be resolved more effective.

The third HRM role teacher C mentions is the Change Agent, which leads transformation and creates a renewed organisation: *"Senior employees from their 50th/55th start reducing due to their retirement. All the knowledge built up in years is not applied operationally any more, e.g. via accompanying young teachers, trainees, collegians. If someone leaves soon, all the knowledge is gone as well, and that I think is very poor."* The teacher suggests instead to deploy these senior employees in its entirety to let them transfer their enthusiasm or drive to people asking for it.

So from the four existing HRM roles one, the Employee Champion, is named by all three parties with the consensus to listen to and accompany teachers. Teacher C brings via further statements also two other roles in, whereas the Strategic Partner, ought to integrate long term organizational processes, is not mentioned at all.

The Functiemix

The fourth variable functiemix is judged positively in general, as it stimulates development, but also got some shortcomings. Teacher C states: *"There are many people who do not even know what the functiemix is, so you already got a problem here."* Further the teacher wishes the duties in each function and the demands expected from the teachers to be more transparent, and suggests an assessment to get an open process for allocating the functions. HRM professional C says the functiemix is already operating at school C, but it is difficult to fill all functions according to the percental targets, especially the highest one LD. Also headmaster C dislikes the obligatory percentages, but states nevertheless: *"It is a fair challenge and motivation to concern oneself with it. On the one hand to develop oneself, on the other hand it is like, we are finally able to get paid for the things we do. And that is important. The functiemix, I think that it is good."* So despite some details like the obligatory percentages and lack of transparency, there is general consensus about the overall affirmation of the functiemix among the three parties.

Cooperation of headmasters, HRM and teachers to increase attraction of the teachers' job

To improve the attractiveness of the teachers job, the last variable, diverse views are mentioned. Teacher C thinks that *"One should expand the 360° feedback. ... One should pledge people to control their competences. They should also be pledged to operate a portfolio. This portfolio has to be the basis for the functioning conversation."* In general it is important for the teacher to more zoom in on human aspects, communicate things clearly and not to overstrain people, but deploy everyone according to his or her qualities. HRM professional C wishes more time for the functioning conversations and increased general conditions, like better IT equipment. Further the HRM professional considers a good working atmosphere important, which is already pretty satisfying at school C, and states that colleagues indicate that too few appreciation is expressed. Headmaster C makes two proposals for the federal level: *"It can be made more attractive by giving more money to the Ministry of Education, to be able to keep the classes smaller. Because this is the big problem among the colleagues."* Furthermore, the general reputation of education should be enhanced, according to the headmaster. Other suggestions for at school level are to let people contribute, invest in team building and have conversations at regular intervals. Non financial incentives already exist at school C, in the form that every teacher gets a free laptop and the opportunity to gain a subsidised bicycle. This could serve as example for other schools. So concerning the last variable plenty of approaches and future possibilities are named, be it on

material or interpersonal, on school or federal level, what makes it difficult to talk of a consensus here. A lot of suggestions are comprehensible, but, of course, dependent on individual view and therefore diverse.

All in all at school C the three interviewed parties mention motivational factors as main cause to become a teacher. Concerning hygiene factors the self-determined possibility to develop is named concordantly. Headmaster C even thinks that the job is getting more attractive, also financial, due to an increased focus on teachers. As well named as particular important by teacher C and HRM professional C are the 360° feedback, which could be utilised more, and appreciation. Concerning the HRM roles just three of the four are denominated. Here the Strategic Partner, who executes strategy, could be pronounced more. The functiemix is seen as a right step, except for its implementation and obligatory percentages.

Discussion

Summary

The objective of this explorative study was to find out whether there is consensus concerning job satisfaction of teachers among HRM professionals, headmasters and teachers. With the aid of two case studies at two Dutch schools six persons concerned have been interviewed. Altogether the analysis of the conversations indicated that there is plenty of consensus among the interviewees at the two investigated schools: First of all it is striking that four out of the six people mention intrinsic motivation in the form of liking to work with children is a common basis for becoming a teacher. Furthermore, the possibility to develop, to educate oneself, is very important and named by all interviewees. In connection to this it is relevant to have an efficient and timely communication, and appropriate companionship in place, regarding current issues as well as medium- and long-term planning. Receiving feedback from people inside of school, such as colleagues, students and HRM professionals, as well as from outside of school, such as parents, is another relevant issue named by four people, especially if this 360° feedback, as two persons stated, is implemented more and utilised in the long run to be more useful. A large salary appears to be less important for most, as money plays an underpart for going into education, whereas rewards in non-financial form could be increased, as three people think that teachers should be appreciated more. Positively is also that the

four introduced roles of HRM all can be found in what has been said, even though the Employee Champion is the only role that can be found by everyone interviewed. The functiemix is considered a step in the right direction, except for some suboptimal aspects, which will be termed hereafter. In general positively evaluated about the functiemix is the gratification of extra inset and the challenge and motivation to develop oneself, plus the possibility to earn more money.

Although there is consensus on large parts of the investigated variables, all people interviewed brought up certain aspects or details, partly already mentioned above, where there is still room for improving the job satisfaction of teachers. Often expressed, for example, is to deploy everyone according to his or her qualities, but also to assist and stimulate teachers. This is related to an efficient and well-timed communication, that, according to both interviewed teachers, has not been optimal during the introduction of the functiemix. Other important aspects are to decrease the teachers workload, e.g. via making the classes smaller, and not to condescend teachers, but to listen to their concerns and problems. Also frequently mentioned is the appreciation of their work and increased commitment in material form, and, important for teachers who do not have the need to develop, non-material form to a greater extend. Furthermore, an attractive work environment is assessed positively, for example via good technical equipment at school and a nice school building. A better evaluation of the 360° feedback, accompanied by a better processing of its results, is termed as well. One person even suggests to create an obligatory portfolio for each teacher in order to retain their competences and ambitions. The advantage hereof would be more control for the teachers and a better planning reliability and possibility of comparison for the HRM departments, the disadvantage an ongoing updating of the portfolios and a higher administration effort. Likewise imaginable would be a school internal, thus organisational 360° feedback method, where teachers, HRM and headmasters can criticise each other in negative as well as positive ways. The issues named here could be discussed at a round table with all three parties, respectively their representatives, regularly.

To improve the activities at school via the mentioned approaches, and therefore also the job satisfaction of teachers, is one important step in order to enhance the job satisfaction of working teachers. Another important step would be communicating these improvements on the basis of concrete examples to the public in order to attract teacher procreation and improve the image of this job, just like companies mount image campaigns. Of course, this would be a governmental duty and should aim at the relevant target group, thus mainly school leavers and career changers.

Restrictions and recommendations

Qualitative research is often criticised for several reasons: subjectivity, arbitrariness of the gathered data and therefore lack of representativeness, bad reliability and bad validity. In contrast it substitutes this representativeness and standardization for openness, richness, broadness and detailing. In this study reliability is further increased by the use of "dialogic reliability", as my fellow student and me discussed during the entire process of our studies, and mutually criticised our data analysis. As qualitative research is also able to generate theories and hypothesis by investigating within the daily grind, it strives towards improvement of the practice. Therefore open and little prestructured methods of data acquisition are necessary. So to get answers to research questions like the present one, interviews with open questions, where interviewees are just guided but not controlled, are an important and promising method. Investigating individual positions or problems with predetermined, restricting answers is not advisable here.

A limitation, however, concerning this study is that the answer to its research question is based upon only two case studies with six people in total as participants. That means, the limitation affects, besides the small number of cases, also geographic aspects and the type of school, which was similar at both schools in this study. So to get nationwide representative answers and to be able to generate theories and hypothesis, more interviews have to be conducted at different types of schools, from primary school to grammar school, in all provinces of the Netherlands. This implies also schools, where the students are more "problematic", and for that reason the set of problems to be solved is different. Also more younger teachers have to be interviewed in order to learn about their perspectives and requests, as they might have different approaches concerning job satisfaction as the teachers in this study, who had a mean age of 52 years. Concerning the functiemix, also schools should be investigated that are not jet that far concerning its implementation, respectively had bigger or diverse problems with it. Therefore this study is only able to provide first appendages regarding improvement of the job satisfaction of teachers to make them happier, and to approximate teacher shortage and image problems. But as this is a nationwide issue, it should also be investigated all over the country to be able to provide problem-oriented solutions for every region, respectively type of school.

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Appendix A – summary of the pretest

Samenvatting Pretest

Het doel van het vooronderzoek was vast te stellen hoe het de respondenten van het ontwikkelassessment (OA) van de Twente School of Education na het doorlopen van deze is vergaan. Om dit doel te bereiken hebben we vijf open vragen en 18 gesloten vragen gesteld. Deze hebben vooral betrekking op het wel dan niet vervolg geven aan de uitkomsten uit het OA, en de rol welke het HRM van een school aan de verwerking heeft bijgedragen. Respondenten zijn benaderd aan de hand van hun email adressen. Het aantal vragenlijsten dat verstuurd was is negentien, hiervan hebben we er 13 terug gekregen. Dit is een response ratio van 68.42 %. Een van de 19 personen heeft alleen maar de meerkeuzevragen en niet de open vragen beantwoord.

In antwoord op de eerste vraag 'Met welk doel heeft u destijds het OA aangevraagd?' werd door de meeste respondenten aangegeven dat zij in aanmerking wilden komen voor een andere functieschaal (negen keer). Een respondent gaf aan oriëntatie op andere ontwikkelingspaden te willen verkrijgen ('Ik wilde wat anders gaan doen. Het liefst binnen het onderwijs maar ik wist niet zo goed wat.'). Verder wou een respondent zijn collega's en zijn school met zijn opgedane ervaring verder helpen ('Omdat ik meende dat ik met mijn opgedane ervaring andere collega's en de school kon helpen met het verder ontwikkelen van bepaalde activiteiten aangaande zelfstandiger en geïnspireerder leren leren.'). Bovendien was het doel van een respondent eerder door de school gevormd. Deze wou namelijk kijken of de respondent een bepaald lesniveau kon bereiken ('Mijn school heeft het assesment aangevraagd om te kijken of ik het niveau van een opleiding wiskunde aan zou kunnen.').

De meeste respondenten gaven op de tweede vraag 'Heeft u dat doel kunnen bereiken? Hoezo dan of hoezo juist niet?' een positief antwoord. Negen van de positieve antwoorden waren gerelateerd aan het verkrijgen van een nieuwe functieschaal. Of zij hebben deze direct verkregen, of zij zijn op weg daarna toe, bijvoorbeeld door het volgen van een studie (bijvoorbeeld: 'Ja, ik studeer nu.'; 'Ja, ben aangenomen in een LD functie en heb er ook vertrouwen in dat ik dit kan.'). Een van de positieve reacties is in verband met het verkrijgen van inzicht van de sterke en de zwakke kanten ('Na het OA wist ik in ieder geval wat mijn sterke en zwakke kanten waren.'). Een respondent reageerde neutraal ('Dat is nog niet uitgekristalliseerd, omdat ik van locatie ben gewisseld.'). Verder had nog een respondent een negatieve reactie, namelijk dat de ongunstige uitslagen gebruikt worden zijn om hem naar de vroegere functieschaal terug te brengen ('Teamleider heeft de voor mij ongunstige uitslagen gebruikt om de LC terug te brengen naar de LB met bijbehorende salarisschaal. Ze heeft het helaas niet gebruikt om me te helpen met mijn 'tekortkomingen'.').

De antwoorden of de derde vraag 'Welke factoren speelden volgens u mee in het wel/niet bereiken van uw doel?' waren heel divers. Negen respondenten gaven aan hun doel wel te hebben bereikt, drie van hun door zich op de eigen mogelijkheden, persoonlijke ontwikkeling en interesses te concentreren (bijvoorbeeld: 'Door het OA wordt je teruggeworpen op jezelf en je eigen (on)mogelijkheden. Dit heeft mij geholpen richting te geven aan de verdere invulling van mijn loopbaan.'; 'Voor mij was wel belangrijk dat mijn ontwikkelpunten ook echt punten zijn waaraan ik zelf wil werken op dit moment.'). Twee van hun door het opvolgen van de afspraken en uitkomsten uit het OA, twee van hun door hun kennisniveau over de opleiding, de werkzaamheden en hun persoonlijke vaardigheden, en een van hun door zijn jarenlange inzet naast lesgevende taken als

personeelslid en zijn keuze om een coachopleiding te gaan volgen. Twee van de respondenten konden hun doel niet bereiken. Een van hun door de al eerder genoemde locatiewisseling een de tweede door een verkeerde inschatting van zijn teamleiding ('Verkeerde inschatting van de teamleider van mijn capaciteiten door gebrek aan vertrouwen en verkeerde waardering van mijn assessmentrapport. De voornamelijk positieve aspecten zijn niet verwerkt in het eindoordeel (alleen benoemd). Ik ben tijdelijk gestopt met mijn project.'). De twee resterende respondenten hadden geen mening over de meespelende factoren van het wel of niet bereiken van hun doel.

Op de vierde vraag: 'Hebben uw schoolleiding en/of de HR afdeling de uitkomsten uit het OA benut, en zo ja, op welke manier?' waren er vier verschillende antwoorden. De eerste antwoord van zes respondenten was positief. Maar de manieren waarop de uitkomsten benut werden zijn heel divers. De visies van de proefpersonen werden ondersteund en hun kwaliteiten benut. Verder werden scholingen en studies aangeboden (bijvoorbeeld: 'Ik denk het wel, omdat mijn visie ondersteund wordt en er af en toe scholing is voor het team wat in deze zelfde lijn past.'; 'Ja, door mij te faciliteren om de studie te volgen.'). Een ander antwoord was dat de uitkomsten van het OA te kennis genomen zijn (bijvoorbeeld: 'De schoolleiding heeft er kennis van genomen.'). Twee keer gaven de respondenten aan dat zij niet weten of de uitkomsten uit het OA benut zijn worden. Een respondent gaf aan dat de uitkomsten volgens hem niet benut zijn worden (bijvoorbeeld: 'Volgens mij niet. Van onze groep die het assessment op die dag deed waren de uitslagen bizar slecht. Hieruit is afgeleid dat het assessment niet goed voor ons afgestemd was.'). Bovendien gaf een respondent aan, zoals al eerder genoemd, dat de uitkomsten van het OA tegen hem gebruikt was ('Door teamleider tegen mij gebruikt worden.').

Op de vijfde vraag 'Was het achteraf gezien de moeite waard om aan het OA deel te nemen? Hoezo dan of hoezo juist niet?' antwoorden de meeste respondenten bevestigend. Er zijn verschillende motieven voor deze antwoord. Het OA heeft de respondenten en hun werkgever inzicht in hun mogelijkheden en hun persoonlijkheid gegeven (bijvoorbeeld: 'Ja, het was de moeite waard want ik weet nu wat ik zeker wel en zeker niet moet doen en waar ik nog aan moet werken'). Verder heeft het OA verwachtingen bevestigd ('Het OA heeft niet veel nieuws of verrassends gebracht, veel meer een bevestiging van verwachtingen. Desalniettemin is het erg plezierig om op deze wijze eens flink stil te staan bij hoe men in het werk staat.'). Bovendien wordt er aangegeven dat zo een OA vaker had moeten worden doorlopen daarmee de respondenten geïnspireerd en up to date blijven werken. Een ander visie van respondenten was dat het grotendeels wel de moeite waard was om aan het OA deel te nemen, maar er ook nadelen waren. Het was een forse tijdsinvestering, vooral het portfolio (bijvoorbeeld: 'Ja, het maken van een portfolio. Nee, grote tijdsinvestering.'). Ook waren toetsen deels niet functioneel voor de doelgroep. Verder was het een goede mogelijkheid eens serieus over het werk en ideeën te spreken, maar de weerslag was niet zorgvuldig.

De drie voor ons verder onderzoek gekozen leraren hebben het volgende op de vijf open vragen geantwoord (deels door (...) geanonimiseerd):

	Leraar School A	Leraar School B	Leraar School C
Vraag 1 Met welk doel heeft u destijds het OA aangevraagd?	Binnen de beschrijving van de functiemix van (...) mijn school pasten mijn werkzaamheden binnen de LC-schaal. Dit wilde ik middels het OA aantonen.	Nieuwe functie LD	Verkrijgen van een andere functie in de schoolorganisatie.
Vraag 2 Heeft u dat doel kunnen bereiken? Hoezo dan of hoezo juist niet?	Middels het OA heb ik mijn doel bereikt. Hoewel mijn leidinggevende pas in december 2010 officieel groen licht heeft gegeven, omdat hij zeker wilde weten dat de procedure goed gevolgd was. Uiteraard gaat het in werking met terugwerkende kracht.	Ja het assesment was een onderdeel van de procedure.	Ja, door het assessment heb ik groen licht gekregen om die functie te vervullen.
Vraag 3 Welke factoren speelden volgens u mee in het wel/niet bereiken van uw doel?	* De werkzaamheden die ik verricht. * Mijn kennis van zaken. * Mijn opleidingen. * De manier hoe ik mijzelf heb gepresenteerd.	Voor mij was wel belangrijk dat mijn ontwikkelpunten ook echt punten zijn waaraan ik zelf wil werken op dit moment.	Kennisniveau en persoonlijke vaardigheden en eventueel een uit het assessment komend ontwikkel traject.
Vraag 4 Hebben uw schoolleiding en/of de HR afdeling de uitkomsten uit het OA benut, en zo ja, op welke manier?	Steeds vaker sturen ze ook andere locaties naar mij toe omtrent informatie rond (...) problematiek.	Was een onderdeel van de procedure.	Is wel de bedoeling, maar nog niet gebeurd.
Vraag 5 Was het achteraf gezien de moeite waard om aan het OA deel te nemen? Hoezo dan of hoezo juist niet?	Deelname aan het OA was absoluut de moeite waard. Ten eerste heb ik mijn doel bereikt. Ten tweede vond ik het leerzaam dat er objectief naar je werkzaamheden wordt gekeken. Mijn leerpunt om abstracter te formuleren pak ik serieus op en ik zie vooruitgang. Ook de tip om colums in het (...) te schrijven vond ik een leuke tip. Het gaf toch aan dat ik met een speciale doelgroep werk en daar ook iets over kan vertellen waar een ander van kan leren.	Ja het gaf bevestiging en inzicht.	De moeite waard, omdat het enerzijds mijn werkgever inzicht geeft in mijn vaardigheden, en het anderzijds mijzelf een beeld geeft (naast hetgeen ik al wel wist) over mijn sterke en zwakke punten.

Op de meerkeuzevragen, welke het formaat van een Likert Scale hadden met scores van een tot vijf (1 = sterk oneens, 2 = oneens, 3 = neutraal, 4 = eens, 5 = sterk eens), hebben in totaal 13 personen geantwoord. Op sommige vragen zijn maar 12 antwoorden verkregen. Wij hebben voor elk vraag het gemiddelde uitgerekend en achter de betreffende vraag in de onderstaande tabel afgebeeld:

	Vraag:	Gemiddelde score
1	De deelname aan het OA ondersteunt mijn persoonlijke ontwikkeling.	3,2
2	In het OA zijn mijn relaties met mensen sprekend getypeerd.	3,5
3	In het OA is mijn manier om te denken sprekend getypeerd.	3,4
4	In het OA zijn mijn toenmalige gevoelens en emoties sprekend getypeerd worden.	3,4
5	Ik vertrouw op de uitkomsten van het OA.	3,8
6	Ik voelde me op mijn gemak in de contacten met de assessoren van het ACT.	4,5
7	Het OA van het ACT heeft mij met mijn loopbaanontwikkeling geholpen.	3,3
8	Het portfolio is een waardevol instrument in het assessment.	3,9
9	De persoonlijkheidsvragenlijst is een waardevol instrument in het assessment.	3,8
10	De capaciteitentest is een waardevol instrument in het assessment.	2,9
11	Het interview is een waardevol instrument in het assessment.	4,5
12	Ik vond het moeilijk om alle vragen van het OA eerlijk te beantwoorden.	1,6
13	Ik zou het OA van het ACT aan andere mensen adviseren.	3,5
14	Het assesssmentrapport is een goede weergave van mijn professionele kwaliteiten.	3,5
15	Het OA heeft mij geholpen een duidelijk beeld van de nieuw te vervullen functie binnen de school te verkrijgen.	3,1
16	Met het scholingsadvies kan ik mijn professionele ontwikkeling verder invullen.	3,6
17	Ik heb het assessmentrapport met mijn schoolleiding besproken t.a.v. mijn verdere ontwikkeling.	3,2
18	In overleg met de schoolleiding heb ik een begin gemaakt met de Scholingsactiviteiten.	3,0

Opvallend zijn de antwoorden op de vragen zes, elf en twaalf. De proefpersonen voelden zich boven het gemiddelde op hun gemak in de contacten met de assessoren va het ACT en vonden vooral het interview een waardevol instrument van het OA. Bovendien waren zij met de stelling: 'Ik vond het moeilijk om alle vragen van het OA eerlijk te beantwoorden' duidelijk niet eens. De rest van de vragen werd neutraal tot bevestigend beantwoord.

Appendix B – data matrix with all six positions

	Teacher B	HRM professional B	Headmaster B	Teacher C	HRM professional C	Headmaster C
Variable 1: Attraction	**Motivational factors (intrinsic):** – Yes, if you like to work with children – Job is calling for Teacher B **Hygiene factors (extrinsic):** – Money for teacher B less important, for others however much more – Teacher B loves to develop	**Motivational factors (intrinsic):** – Basis: you like to work with people **Hygiene factors (extrinsic):** – More interesting by the use of customising and professional development – Money plays an underpart in education	**Motivational factors (intrinsic):** – Job itself is attractive, image is less – Have a useful job you get rewarded for **Hygiene factors (extrinsic):** – For the money you go into the free economy – Room for development	**Motivational factors (intrinsic):** – Yes, because job is diversified, if you got the drive – Gratification in working with children **Hygiene factors (extrinsic):** – Possibility to develop – For earning much money you do not go into education	**Motivational factors (intrinsic):** – Yes, if you like to work with children **Hygiene factors (extrinsic):** – Yes, if are content with what you can earn	**Motivational factors (intrinsic):** – Job is getting more attractive: more focus on teachers **Hygiene factors (extrinsic):** – More attractive, also in terms of money – Room for development
Variable 2: Contribution of HRM about satisfaction	– Appreciation is important, not just in terms of money or gifts – Employees-day to form a big community	– If unsatisfied: start with yourself asking why – Together we have to do it, therefore: careful listening to the teachers – Being well prepared to do the job	– Need for professional administration of applications, conversations and further companionship	– 360° feedback: has to be implemented more – Appreciation, control, companionship important – People should be owner of their own developments and problems	– Sufficient basis for the daily labour – Possibilities to educate oneself – Appreciation, critical feedback as well	– Possibility to develop oneself – Co-determination about development in the education field – Good general conditions – Permanent position

Job satisfaction at school – making teachers happier

	Teacher B	HRM professional B	Headmaster B	Teacher C	HRM professional C	Headmaster C
Variable 3: Role of HRM	**Employee Champion:** – Schoolings to get new ideas – Stimulate development – 360° feedback good, especially in the long run **Change Agent:** – Transmit changes and other intentions	**Administrative Expert:** – Take a look around, also at other schools **Strategic Partner:** – Look for someone who fits the team, and copes with subject and expertise **Employee Champion:** – Deploy teachers according to their qualities via cooperation – Listen carefully to people	**Administrative Expert:** – Clarity about salaries, pay them on time – Satisfaction of parents and students crucial **Employee Champion:** – 360° feedback – Periodic conversations with everyone	**Administrative Expert:** – Sophisticated school internal infrastructure **Employee Champion:** – Deploy teachers according to their qualities – Pay attention to bottom-up signals **Change Agent:** – Reasonable inset of senior employees, transmission of their knowledge	**Employee Champion:** – Assist, stimulate, talk to people, seek the dialogue with them – Use 360° feedback in functioning conversations – Mind employees wishes	**Employee Champion:** – Customising, deploy teachers according to their qualities – Accompany people, e.g. with developmental passages in and out of school
Variable 4: Functiemix	– For some people too quick – Not always clear communication – Start-up problems	– Altogether good, except from obligatory percentages for 2014, because some people from the team will have to change school due to no fitting higher vacation	– Very positive: gratification of growth and extra inset – Disadvantage: basic teachers have to be rewarded as well – Therefore: clarity important	– Positive, but not transparent enough – Use assessment to get an open process	– Already in practice, sometimes difficult to fill all functions	– Good because it is a challenge and motivation to develop oneself and have the possibility to earn more money – Less good: obligatory percentages
Variable 5: Improvement of attractiveness	– Lower work load, e.g. via less hours or classes – Important: communication and a team that matches each other – Rewards – Do not renew too fast	– Listen and talk to teachers, let them develop themselves – Alternation of giving lessons and other tasks – Remain interesting for each other – Do not condescend teachers	– Let teachers develop themselves – Appreciation, also verbally – Be a good role model as school	– More zooming in on human aspects – Important: deploy everyone according to their qualities – Clear communication – Operate competences and ambitions with the help of an obligatory portfolio	– Increase general conditions, e.g. concerning IT equipment – Good working atmosphere – More time for functioning conversations – Express more appreciation	– More money for education to form smaller classes – Enhance image – Let people contribute – Team building – Conversations at regular intervals – Individual school bonuses, like a free laptop for every teacher