

THE INFLUENCE OF PROFESSIONAL DEVELOPMENT PROGRAMS ON FOUR  
EFL PUBLIC SCHOOL TEACHERS' JOB SATISFACTION AND DISSATISFACTION

A thesis presented by

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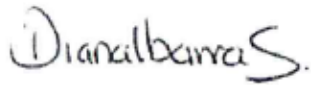
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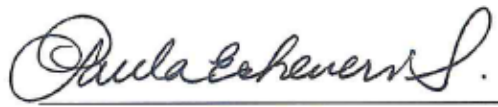
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## **DEDICATION**

I dedicate this work to my family, especially to my husband Robinson, and my children Ana María and Juan José, who have supported me during this process with all their love and patience.

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## ABSTRACT

### THE INFLUENCE OF PROFESSIONAL DEVELOPMENT PROGRAMS ON FOUR EFL PUBLIC SCHOOL TEACHERS' JOB SATISFACTION AND DISSATISFACTION

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Investigating the relationship between professional development programs (PDPs) and EFL public teachers' job satisfaction and dissatisfaction permits to have a better understanding of the factors that surround in-service teachers' work and professional development. In this explanatory case study framed in a socio-cultural perspective, I investigate the job satisfaction and dissatisfaction that four EFL in-service teachers in public schools experienced after being invested in some PDPs they have had access to.

Data collection included in-depth interviews, narratives and documentary analysis. The findings of the study revealed that for the four EFL teachers, the PDPs in which they have participated definitely have an influence on their job satisfaction and dissatisfaction. Job satisfaction is enhanced when PDPs address the specific needs of teachers, mainly their language

proficiency and teaching methodologies; and when their work conditions and support from their school administration allow them to implement what they have learned in PDPs. Teachers' job dissatisfaction was greatly determined by the lack of impact of PDPs on teachers' promotion and salary increase as well as by the lack of academic recognition in their school contexts. In addition to this, participants expressed high levels of job dissatisfaction because the teachers' evaluation process implemented by the Colombian government at the time of the study did not take into consideration their participation in PDPs.



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## **Introduction**

Job satisfaction is an important aspect in people's life. Satisfaction in one's job provides a sense of fulfillment and helpfulness. It is paramount for facing everyday situations with assertiveness and zest because making right decisions and feeling content provides people with the necessary strength and motivation to accomplish their tasks.

Being satisfied with their job is particularly important for teachers. They deal with many people in schools and various challenging situations in their work lives that may affect them at their professional and personal level. Job satisfaction has a positive effect on their teaching performance, commitment and students' learning outcomes (Karabenick & Conley, 2011; Kassabgy, Boraje, & Schmidt, 2001; Pravar & Oga-Baldwin, 2008). On the other hand, if they are dissatisfied with their work, they may feel frustrated, stressed, experience feelings of incompetence, and even leave their teaching position or the profession (Pennington, 1995; Pennington & Ho, 1995). Some of the causes of these negative feelings may originate in factors such as low salary, lack of recognition, tough working conditions, the social context where teachers work (sometimes threatening and violent); and the pressure of the government to achieve standards (Marlow, Imman & Betancourt-Smith, 1996). Besides, inside the schools there are issues that affect teachers' job satisfaction such as the relationship with colleagues, principals, students and parents; and the lack of resources (Kassabgy, Boraje, & Schmidt, 2001; Ghaffar, Ameer, Arshad, & Urooj, 2013; Johnson, Kraft, & Papay 2012).

Although "foreign language teachers' expectations and fulfillment from their job differ from individual to individual, from school to school, and from context to context" (Griva, Panitsidou, & Chostelidou, 2012, p. 547) there seems to be an agreement on the importance of

professional development programs PDPs in feeling job satisfaction. These programs maintain or increase teachers' job satisfaction if they fulfill their expectations, promote reflection, increase their self-esteem and sense of competence, and have a positive impact on their personal lives and work conditions. Besides the programs' characteristics, it is relevant to analyze some factors external to the PDPs such as location of development, time, continuity and the support that teachers have from the administrators for participating and applying at their schools what they learn (Ma & MacMillan, 1999; Nir & Bloger, 2008; Meager, 2011).

PDPs that address teachers' needs make them more willing to get invested in their professional growth. This investment goes beyond motivation, because it involves their identity, ideology and capital. Teachers may be invested in their professional development if PDPs allow them to transform their identities, examine their ideologies, and increase their social, cultural and economic capital (Darvin & Norton, 2015). Constructing new identities allow them to be recognized as better professionals; unveiling their ideologies makes possible for them to belong to imagined communities; and gaining capital is translated into more knowledge, recognition, promotion and a better salary. PDPs that respond to these characteristics may increase teachers' job satisfaction favoring their personal and professional growth and improving their school context (Cárdenas, Nieto & del Campo, 2011, p. 102).

Regarding English language teaching (ELT), different ESL scholars around the world have carried out various studies about teachers' job satisfaction. Some of them include: In a seminal paper, Pennington (1991) found that the majority of TESOL professionals surveyed were satisfied with their jobs. However, they experienced some degree of dissatisfaction with lack of recognition and career opportunities, low salaries and little administrative support at the schools. Pennington and Riley (1991) found that participants in their study were satisfied with their

profession in general, but showed some negative feelings towards individual job facets such as work load, low salary and relationship with school administrators, among others. Pennington (1995) compared different studies on teachers' job satisfaction and discovered similarities on the effect of stress and burnout on satisfaction, motivation and commitment. She concluded that rewards and fostering professionalism should be part of PDPs to increase job satisfaction. Pennington and Ho (1995) investigated ESL teachers' motivation, job satisfaction and factors causing burnout in the ELT profession, they reported less burnout among ESL teachers than in other fields of teaching. Nevertheless, their job satisfaction was negatively affected by low pay and lack of professional development opportunities. Praver and Oga-Baldwin (2008) reflected on the issues that cause ESL/EFL teachers' job satisfaction or dissatisfaction. They identified internal and external motivational factors that include autonomy, self-realization and institutional support as having a strong influence on those feelings. The authors highlight the importance of TPD as a way to motivate teachers for success and maintain job satisfaction. Griva, Panitsidou, and Chostelidou (2012) proposed a model for evaluating job related satisfaction and suggest the need of an in-service training model that involves:

- a) relevance of the content and practical arrangements to the various needs of FL teachers as defined by the different school types, school grades and school areas, b) collaboration and negotiation between the teachers and other stakeholders, c) decentralization of INSET actions, d) compensation, e) autonomous learning and f) reflection (p. 546).

Although in Colombia there has been a wide research about different aspects related to professional development for EFL teachers, there are not studies that explore the possible relationship between PDPs and teachers' job satisfaction or dissatisfaction. Concerning TPD, I reviewed the following works: González (2000) presents TPD as one of challenges for teachers and teacher educators. González, Montoya and Sierra (2001) suggested that PD should move from individual teachers' awareness to groups of teachers and schools doing contextualized

research. González, Montoya and Sierra (2002) investigated the professional needs of EFL teachers and proposed that PDPs should address their needs as workers, instructors and learners, going beyond methodology and language training. Cadavid, McNulty, and Quinchía, (2004) explored the professional needs of English language teachers in elementary schools under the new conditions of bilingual Colombia and proposed some guidelines for PDPs. Cárdenas, González, and Álvarez (2010) proposed a theoretical framework to understand PDPs under the scope of professional development, opposed to teacher training, in response to the language education policies led by the government. Álvarez, Cárdenas and González (2011) analyzed the tendencies of PDPs offered by Colombian universities to EFL teachers. they concluded that coverage was a major intention instead of guaranteeing continuity in the development processes. Although not directly focusing on EFL teachers' job satisfaction, Cárdenas, Nieto and del Campo (2011) address the issue. Their work about a PDP proposed by the research group suggests that PD contributes to the construction of professional identity and the increase of job satisfaction (p.102).

Aiming at filling the aforementioned gap, this study will shed some light on how the PDPs offered to EFL teachers have an influence on their job satisfaction or dissatisfaction in the public school sector in Medellín.

This research is framed in a bigger study on EFL teachers' recruitment, retention and professional development that compared these phenomena in Latin America and the Middle East (Howard, Basurto-Santos, Giménez, González, McMurray & Traish, 2016). I participated as research assistant in the bigger study. One of the subsections of the study included teachers' job satisfaction and dissatisfaction. I decided to explore thoroughly these issues for Medellín as the data for Colombia and the other countries seemed to show high levels of job dissatisfaction among EFL teachers.

According to evidence in the bigger study, educators' dissatisfaction was a consequence of issues related mainly to salary, and policies of teachers' evaluation and promotion. These three aspects are closely related to EFL teachers' participation in PDPs. When they join a PDP, usually, they aspire to obtain an increase in their salaries. They also expect to develop skills that help them improve their teaching, language proficiency and content knowledge, and as a consequence, to obtain better scores in teacher evaluation processes; as a result of their good performance, they could be promoted to higher positions or a higher payment scales.

I focused my research on answering the following research question: "How does participation in PDPs influence four EFL teachers' job satisfaction or dissatisfaction?"

As for the teachers' work affiliation, two of them were located in high schools, and two in elementary school. Three of the teachers were female, and one was a male teacher. The present study is a qualitative explanatory case study (Creswell, 2005; Yin, 2003), conducted under an interpretivist paradigm (Richards, 2003) and framed in sociocultural theories of teaching and learning (Horrison-Collier, 2013).

This study is important for our field because it may provide evidence about the influence that PDPs offered to EFL teachers in our city may have on their job satisfaction or dissatisfaction. Besides, it may contribute with data and information for the literature about EFL teachers' job satisfaction and professional development, and insights for future studies about these topics. Some possible beneficiaries of the findings of this study are teachers, teacher educators, scholars and policy makers. They may get ideas about EFL teachers' professional needs, their opinions about successful PDPs that foster their job satisfaction and issues in PDPs that may cause job dissatisfaction.

In the following sections, I present the theoretical framework that guided this study in relation to teachers' job satisfaction, teachers' professional development and investment. The section about the setting contains information about the teachers who participated in the study, the schools where they work and the decrees that regulate their type of contract within the Colombian public educational sector. Then, in the methods section, I explain the way how I collected and analyzed the data. Thereupon, I present the findings obtained from the survey of the bigger study, the in-depth interviews, the narratives that the teachers wrote and the document analysis I performed. Next, in the discussion section, I analyze the findings in the light of the theories about job satisfaction, professional development and investment as well as local and international studies on teachers' PD and job satisfaction and dissatisfaction. At the end, I present the conclusions, limitations of the study, possible implications and some suggestions for further research.



## **Theoretical Framework**

In this section I will present the theoretical framework that better explains my research question. This framework has three central elements which are: a) Professional development for English teachers; b) English teachers' job satisfaction; c) Investment, applied in this case to teachers' learning and development in their career.

First, I will rely on the definition of TPD proposed by Day (1999). The author offers a wider scope of TPD that describes it as related to the quality of education because it involves the complexities of individuals' works and lives and the possible benefits it may have on teachers and schools. The second definition of this framework relates to job satisfaction. I will refer to job satisfaction as described by Pennington (1991) because her work addresses specifically ESL teachers' satisfaction at work. Third, I will draw on Darwin and Norton (2015) who offer a comprehensive model of the theory of investment that comprises identity, capital and ideology. The theory of investment has been mainly applied to language learning (Norton, 1995; 2013; Darwin & Norton, 2015). However, it is currently applied to ESL and EFL teachers' participation in PDPs in some studies around the world.

### **Teachers' Professional Development (TPD)**

Day (1999) defines TPD from a broader point of view, beyond the professional sphere, and considers teachers' professional and a personal lives, as well as the context where they work. Moreover, it sees the benefits that TPD may offer to the people surrounding the teacher at his/her job. TPD, according to Day (1999, p. 4) is:

... all natural learning experiences and those conscious and planned activities which are intended to be of direct or indirect benefit to the individual, group or

school and which contribute, through these, to the quality of education in the classroom. It is the process by which, alone and with others, teachers review, renew and extend their commitment as change agents to the moral purposes of teaching; and by which they acquire and develop critically the knowledge, skills and emotional intelligence essential to good professional thinking, planning and practice with children, young people and colleagues through each phase of their teaching lives.

An appropriate PDP should intend to fulfill teachers' expectations regarding their individual advancement and the impact they may have on the people they interact with at work. In this way, their job satisfaction may increase because they feel able to influence their school context. Sánchez (2004) cited by Cárdenas, Nieto, and del Campo (2011) declares that PDP should aim at solving teachers' individual needs and the necessities of the schools where they work. (p. 102).

### **English Teachers' Job Satisfaction**

Maxwell (2007) describes job satisfaction as the feeling of achievement and success in our work. It leads to productivity and individual well-being. "Job satisfaction implies doing a job one enjoys, doing it well and being rewarded for one's efforts. Job satisfaction further implies enthusiasm and happiness with one's work" (p. 446). The author also states that job satisfaction may generate "recognition, income, promotion, and the achievement of other goals that lead to a feeling of fulfillment" (p. 446). Although job satisfaction may be caused by external factors, it is an internal feeling of the worker.

In ELT Pennington (1991) proposed the basis for analyzing teachers' job satisfaction. She says that work is a central part of life, and it is a context for a myriad of experiences which are intellectual and social, rewarding and frustrating (p. 59). In a general approach to understand job satisfaction, she states that "people will be satisfied with a particular job or career choice to the

extent that their expectations of needs fulfillment match their actual experiences and perceptions in the job or career” (p. 60).

In her conceptualization about ESL teachers’ work satisfaction, Pennington (1991) claims that to measure it, it is necessary to consider the extent to which “people feel fulfilled by their particular job (job satisfaction) and their career (career satisfaction)” (p. 60). She states that the most important aspect for ensuring job satisfaction in ELT is providing professional recognition (p. 59). The author also declares that the lack of long term career opportunities within the field, the lack of recognition and the practices that limit professional responsibility and growth generate great dissatisfaction among ESL teachers. Additionally, she says that there is a need for career ladders and long-term educational projects that permit teachers to continue advancing in their careers (p. 80).

A major component of ESL teachers’ job satisfaction in public schools has to do with their opportunities for professional growth. Medina-Rivilla (1998), as cited by Cárdenas et al. (2011) states that professional development attempts at the increase of job satisfaction by means of a better understanding and improvement of the professional competence. Pennington (1991), citing Sweeney (1981), states that it is necessary for school administrators to examine teachers’ motivation towards PDPs and ensure appropriate advance options for them. However, motivation does not take into consideration aspects such as people’s identities, their desires and the changing world where we live. For that reason, I will use the concept of investment to define the stimulus that drives teachers towards taking part in PDPs.

## **The Theory of Investment**

Darvin and Norton (2015) state that investment is different from motivation in the sense that it does not see the person as having a unique identity with specific personality characteristics, but as a social being with complex identities that shift depending on time and space, identities that are constructed in social interaction (p. 37).

Darvin and Norton's (2015) model of investment contains three main elements: Identity, capital and ideology. First, Identity refers to how a person understands his relationship with the world and how it changes depending on time and space (Norton, 2013, p. 45). According to Medina Rivilla (1998) professional development is of great significance in teachers' lives because it aims at the construction of a professional identity. Second, capital, which according to Bourdieu (1986) means power, can be economical, cultural or social. Economic capital represents wealth, property and income; cultural capital includes knowledge, educational credentials and appreciation of cultural forms; and social capital refers to networks of power. Third, ideology, which according to Darvin and Norton (2015) is better represented as ideologies that intend to organize societies by means of "determining modes of inclusion and exclusion, and the privileging and marginalization of ideas, people, and relations." (p. 44). Ideologies is proposed by the authors in this plural way so that investment may engender more agency and capacity for resistance.

Building on Darvin and Norton's (2015) notion of investment, the research on teacher investment is growing in applied linguistics (de Costa and Norton, 2017). Concerning professional development, teachers make an investment for advancing in their careers. When teachers take part in a program for developing professionally, they envision new possibilities, new acquaintances and new identities, weather in the same setting or in a different one. From the perspective of identity, teachers usually enroll in an evolving process when they participate in PDPs. Their identities

change and adapt to the specific time and setting where they carry out their job. What they acquire in the PDPs in which they take part has a great role on the changes that they experience. From the ideology viewpoint, factors such as knowledge, recognition, power, and imagined communities prompt them to pursue higher levels of education. Imagined communities are “groups of people with whom we connect through the power of imagination” (Kanno & Norton, 2003, 241). Finally, from the capital standpoint, when participating in these kinds of programs, teachers intend to increase their capital. This capital can be reflected on a higher salary, additional benefits, a higher social status, and cultural acknowledgement whether in their own or in a different culture (J. M. Ovalle, personal communication, December 6<sup>th</sup>, 2017).

In the following section, I will describe the setting where my study took place. I will present demographical and professional information about the participants and their school settings. Then, I will report some background about Colombian teachers’ job conditions in public schools. Later, I will describe the processes of teacher evaluation and promotion for the public sector. Finally, I will present the characteristics of PDPs available to EFL teachers in Medellín.

## **Setting**

I conducted the present study in four public schools of Medellín. Schools A, B, C and D are located in different areas of the city. In the four schools, students take English classes from first to eleventh grade. These institutions offer primary and secondary education because all of them are double shift schools that operate in the morning and in the afternoon. The primary school shift lasts 5 hours and the high school shift lasts 6 hours. Primary school students usually have one or two hours of English per week, while secondary school students receive from two to three hours of instruction in the language. Teachers do not use textbooks in their classes but copies, worksheets and other materials created by themselves. The access to technology (computer rooms and audio-visual devices) for the teaching-learning process is limited.

## **Participants**

This research emerged after participating in a comparative study of English language teacher recruitment, education and retention in Latin America and the Middle East. It was carried out by researchers from universities in Brazil, Colombia, Mexico, Kuwait and the Middle East. Participants are English teachers from public schools. 83 teachers from public schools in Colombia took part in the survey that provided me with data to focus the present study.

The participants in the present study were four EFL teachers who took part in the survey carried out in the large study presented above. The four teachers belong to four different public schools of Medellín. Two of them are primary school teachers in schools A and B; and the other two are secondary school teachers in schools C and D. Their ages range between 30 and 50, and they have between 10 and 25 years of experience. Two of them have taken professional development courses with University X, and the other two took part in a training initiative held by two different international publishing houses. Those PDPs, even if held by the entities mentioned,

were offered to them in agreement with the local education authorities. Two of them have also participated in training sessions or workshops on their own, whether on site or virtually.

### **Background about Colombian Teachers' Job Conditions**

In Colombia, the central government has hired public school under two different decrees. In 1979, the government established decree 2277, and it was in force until 2002 when the Ministry of Education issued decree 1278. Both decrees have different policies regarding teachers' salary, education and promotion. In [Appendix A](#) and [Appendix B](#), it is possible to observe a comparison between the payment scales of both decrees. Regarding professional development and its influence on teachers' evaluation and promotion, the process in both decrees is also different. I will explain each decree in a more detailed way below.

#### **Evaluation and promotion for teachers.**

Promotion for teachers in decrees 2277 and 1278 are different (See [Appendix C](#)). In decree 2277, teachers were promoted for studying any course or program. This was a great advantage, because advancing in the career scale was pretty easy. However, there were two disadvantages. One is that some of the PDPs in which they participated did not offer any credits. So, they participated as a way to grow professionally, but it did not have any repercussion on their income. The other disadvantage was that when they reached scale 14, they had no more chances to improve their scale nor their salary.

Opposite to the easiness in 2277, promotion for teachers under decree 1278 is quite hard. From 2002 to 2014 the way to be promoted in the teachers' scale depended on teachers' performance in a written evaluation that should be taken, and in which teachers were expected to get a score over 80%. This evaluation was called competence assessment. Teachers who could take it should have been in their position for three continuous years. This evaluation allowed the

assessment of the following aspects: achievement and action, help and service, leadership and direction, cognitive skills and personal efficiency.

On September 24<sup>th</sup>, 2015 the Ministry of Education issued the resolution 15711. It established that teachers who had not been promoted to a higher level in the teachers' scale between 2010 and 2014 after taking the competences evaluation, had to record a video and send it for being evaluated and then promoted. The following four criteria guided the evaluation in this new resolution: context of the educational and pedagogical practice of the teacher, reflection and planning of the educational and pedagogical practice, pedagogical praxis and classroom environment. Besides the video, the teacher must upload different formats to support this evaluation in a platform established for this purpose. These formats are: Lesson planning, evidence of the evaluation done to students during the class, self-assessment, a survey carried out by students, a survey carried out by teachers, a survey carried out by parents about the evaluated teacher's performance, and the result of the two last years' performance evaluation done by the administration of the school.

It is important to clarify that the government presented the evaluation as a diagnostic-formative evaluation, which would allow teachers and the government to identify weaknesses and take actions towards improvement. Nevertheless, the government has not proposed any action to improve teachers' performance after knowing the results obtained in the process during the year 2016. During 2017, teachers who passed the evaluation before 2014, were recording the videos for applying to a new promotion.



## **Characteristics of professional development programs offered to English teachers in the education public sector in Medellín.**

The interest in PDPs for English teachers in Colombia increased after the project Colombian Framework for English (COFE) (Aparicio, Benavides, Cárdenas, Ochoa, Ospina & Zuluaga, 1995) as cited by (Cárdenas, González & Álvarez, 2010). Similarly, the PNB (Programa Nacional de Bilingüismo) issued by the Ministry of Education in 2004 has made it possible to have PDPs as a key element in the qualification of EFL teaching-learning processes (Cárdenas et al, 2010). In addition to this, according to González (2007) and Usma (2009), the PNB has allowed the destination of state resources for funding English teachers' qualification.

In Medellín, essentially public and private universities, the same as publishing houses, have been in charge of offering these kinds of programs to English teachers from primary and secondary public schools. The four teachers who participated in this study have made part of PDPs offered by these institutions.

On the one hand, publishing houses are companies that commercialize hard-copy and digital materials for teaching English. They primarily attempt to give teachers basis on how to use materials that they develop. Sometimes they give free samples of textbooks or teaching guides to teachers. Although they offer PDPs that are usually short-term and have top-down approaches (González, 2003) in recent years this characteristic has changed. Now, they also make agreements with national and regional governments to provide long-term PDPs or immersions.

On the other hand, different universities in the city offer PDPs for English teachers. Both, public and private universities have had a significant role in these type of activities. These programs attempt to be long-term and focus more on aspects like reflection and research. They tend to go

beyond training and achieve a professional development that lasts in time and has better outcomes for teachers and their students. PDPs address teachers' language proficiency and teaching methodologies. These PDPs make more emphasis on teachers' actual necessities, because people who provide them have a deeper knowledge about teachers' education, their working conditions and their teaching contexts.

Universities offer PDPs to teachers from secondary and primary school. PDPs for teachers of English in high schools usually focus on the development of teaching methodologies and strategies that they may implement in their classes. Nevertheless, instruction and interaction during the sections are held in English as a means of practicing the language.

In the case of primary school teachers, there is an emphasis on the acquisition or improvement of the second language, since most of them have not had a formal education for teaching English. They have learned the language because of a personal motivation, trips or a requirement different from teaching (Correa and González, 2016). At the beginning of the courses, teachers take a diagnosis test for being placed in an appropriate course according to their level. The instruction is usually accompanied by ideas on how to teach children the language.

In addition to language and methodology addressed in the sessions in which teachers meet, some of the PDPs have mentoring as an additional characteristic. Through mentoring, educators receive language and teaching instruction tailored according to the teachers' and their students' needs in their workplace. Materials and activities are adapted to the characteristics of the context in which the teacher works.

Finally, publishing houses and universities offer teachers immersions in the target language. They attend immersions for a weekend, a week, or a month when it is in a different city

or a different country. In the immersions, the teachers have the possibility to interact in English the whole time. Moreover, they can learn about methodology in sessions or lectures held in the place where the immersion takes place.

Some of these programs (the ones offered by publishing houses or by universities) have an influence on teachers' promotion or salary. Teachers that belong to Decree 2277 obtain academic credits after completing the courses. In the case of the teachers who belong to Decree 1278, there is not a direct influence on their promotion or salary because they have to record a video of one of their classes to access these benefits.

In the following section, I will present the methods for data collection and analysis. I will describe the purposes and administration conditions of the data collection instruments I used. Then, I will give an account of the way I analyzed the data and constructed the categories for the findings.

## **Methods**

This qualitative explanatory case study aimed at understanding how the PDPs offered to public school EFL teachers in Medellín influence the satisfaction they feel in their jobs. As stated by Creswell (2005) in qualitative research, the researcher focuses on the perspectives of participants, asks open questions, collects data that consists mainly of words (or texts) from participants, and analyses these words for themes (p. 39). According to Yin (2003), a case study is a pragmatic investigation that explores a current phenomenon within its real-life context (p. 13). In addition to this, Yin (2003) defines explanatory case studies as those that are useful for performing causal investigation (p. 20). This means that they try to clarify why some behaviors happen by identifying causes and effects. Furthermore, I drew on Richards (2003) to classify the study under an interpretivist paradigm because it relies on understanding realities that are socially constructed and on the myriad of perspectives implied (p. 38). Finally, I analyzed the study through a sociocultural perspective. Horison-Collier (2013) states that such perspective allows researchers to concentrate on the interaction between people and the culture they live in (p. 32).

### **Data Collection**

I collected the data for the study through individual in-depth interviews, narratives and document analysis. For the in-depth interviews, I created questions that allowed the teachers to talk about the experiences they have lived in the PDPs they have had the chance to participate in. Moreover, I provided them with questions that motivated them to reflect and talk about their investment when participating in these programs, and the effect of those programs on their satisfaction at work. Minichiello et al. (1990) define in-depth interviews as those in which questions and answers do not have predetermined categories, but rely on social interaction

between the researcher and the informant. For this study, the interviews were semi-structured. This is, I selected a specific number of questions, that derived into more questions as the interviews developed, depending on the information provided, or the need to go deeper into a specific topic.

I also collected data through narratives. Duff and Bell (2002) state that in the education field, the work with narratives has focused mostly on teacher's reflection and enhancement of informed practices (p. 208). I asked the teachers to describe one positive and one negative experience related to their participation in a professional development program, how it responded to their investment as EFL teaching professionals and the influence it had on their job satisfaction.

In addition to this, I analyzed a set of documents to identify the professional development opportunities offered to EFL teachers in Colombia, and the way how these programs influence their career advancement: Decrees 1278 and 2277, resolution 15711, and the PEIs at the institutions. It is important to mention that in the PEIs at schools, it was not possible to find any information related to teachers' professional development. It may be explained because the educational authorities are the ones in charge of designing and carrying these PDPs out.

### **Ethical Considerations**

I designed a consent form for the four teachers who participated in the study to sign, in order to give me permission for using the information that they provided (See [Appendix D](#)). In the consent form I informed the teachers about the interviews and narratives, the way how I would collect the data, and provided them with my contact information and my advisor's in case that they had any doubt. For the presentation of the results, I used pseudonyms to respect the identity of the teachers.

## **Data Analysis**

For this research, I conducted an explanatory case study in which, as stated by Creswell (2005), the researcher focuses on the perspectives of participants (p. 39). This type of research allowed me to get a better insight of the four teachers' perceptions, as expressed in their narratives and in the interviews, about their job satisfaction and dissatisfaction in relation to the PDPs in which they have participated.

As for the analysis of the interviews and the narratives, I followed the steps proposed by Richards to do content analysis (2003, p. 272). They include: collecting the data; thinking about the data collected in terms of the aims of the project and other research to inform the process of categorization; categorize by coding the data; reflect by adding notes, comments, insights, etc.; organize the categories by looking for connections, relationships, patterns and themes; connect the findings to theories for getting a better understanding; and collect further information when it is necessary.

First, I transcribed the interviews using regular orthography, read them several times and highlighted the ideas that called my attention. I also read the narratives that the teachers sent to me via e-mail and did the same highlighting process. Second, as I found some connections between the interviews and the narratives, I started coding them by using different colors to highlight ideas that were similar. Third, I created charts with different columns in which I included the number of the line in the transcription and narratives, the excerpt that corresponded to the codes, and comments I made to expand or clarify the testimonies. I grouped them and assigned a name to create the main categories. Then, I added another column in which I was able to create and modify the different categories and sub-categories that emerged according to the common characteristics that I found in the data (Saldaña, 2009).

For the document analysis, I also created a chart in which I included the data that was related to professional development for public school teachers in Colombia, their recruitment, evaluation and promotion. For this analysis, I followed the steps proposed by Altheid and Schneider (2012): finding the documents; collecting the data, coding and organizing the data, analyzing the data and reporting (p. 23). I obtained most of the information from Decrees 2277 and 1278 as well as Resolution 15711 (Ministerio de Educación Nacional, 1979; 2002; 2015).

Finally, I looked at the results obtained in the survey of the major study that framed the data collection for my research (Howard et al., 2016). I compared the data on job satisfaction/dissatisfaction with the analysis of the narratives, interviews, and official documents that I conducted. From the major study I obtained information about teachers' perceptions regarding their salary and promotion processes. I found these topics highly related to teachers' job satisfaction and dissatisfaction because of the lack of direct impact over their income and career advancement.

I used data triangulation and methodological triangulation as a way to validate the data of my study following Guion, Diehl and McDonald (2002, p.2). In data triangulation, I used the interviews, the narratives, and the document analysis to find the possible connections among the data sources in relation to the aim of my study. I also looked for some contradictions between what is stated in the documents and what actually happens regarding PDPs for EFL public school teachers. Finally, I explored how these PDP programs influence the teachers' job satisfaction and dissatisfaction. For methodological triangulation, I compared my qualitative data with the survey from the major study, which had a quantitative analysis. I also shared my analysis cycles with my advisor in order to contrast my perspective with hers.

To ensure trustworthiness, I used the data triangulation described above and member checking after the interviews (Creswell, 2005). At the end of each interview, I shared my perspective with the four teachers to make sure I had interpreted their ideas. Additionally, I presented the preliminary findings to the two high school teachers to receive their feedback. I made that decision because both were easier to reach and had a more complete understanding of ELT.

Two main categories resulted from the analysis. First, factors that generate job satisfaction. This category includes three sub-categories: applicability, which is also divided into language proficiency and methodology; support from school administration; and PDPs' design and pertinence. Second, issues that generate job dissatisfaction. This category includes the following five sub-categories: uselessness of PDPs for salary, evaluation and promotion which includes the recruitment process; lack of administrative support; lack of continuity; discrepancy of scopes; lack of social and academic recognition.

In the following section I describe the categories and subcategories that emerged in my analysis and provide evidence of the teachers' job satisfaction and dissatisfaction taken from the different data sources I used.



## Findings

As stated previously, through this study I aimed at finding how professional development programs (PDPs) offered to four English public school teachers in Medellín influence their job satisfaction and dissatisfaction.

Data analysis indicated that these programs actually have an influence on both aspects. In some cases, evidence showed that the characteristics of the programs were the cause of the satisfaction or dissatisfaction expressed by teachers. In other cases, it was possible to determine that, depending on the context where English teachers work, the job satisfaction provided by PDPs may be either enhanced or hindered depending on the working conditions that surround them. The categories appeared from the data analysis of official documents from the Ministry of National Education that regulate issues related to salary, evaluation and promotion of public school teachers; interviews, narratives and the survey from the major study that brought about the present research. In these categories, I explain the impact that professional development has had on the teachers' satisfaction or dissatisfaction.

The findings are divided as follows: firstly, the factors that provide teachers with job satisfaction namely applicability (divided into language proficiency enhancement and teaching methodology), support from school administration, and programs' design and pertinence. Secondly, the issues that cause dissatisfaction, specifically lack of usefulness for salary increase, evaluation and promotion; recruitment process, lack of administrative support, lack of continuity, discrepancy of scopes from the City Board of Education and the central government, and the lack of social and academic recognition. The distinction between the factors that cause satisfaction or

dissatisfaction depends mostly on the characteristics of the PDPs offered to teachers by the local and central governments, and the working conditions that surround their job.

### **Factors that Generate Job Satisfaction**

These categories group the elements that, according to the data analyzed, generate satisfaction in teachers' job. They are applicability of the content addressed in the context where they work, programs' design and pertinence, and support from school administration.

#### **Applicability.**

Concerning applicability, it is important to mention that in the PDPs offered to teachers, their needs related to language improvement and teaching methodology have been addressed. These two issues are key in the four EFL teachers' professional development since they are related to the content that they teach, and to the way how they teach it to their students.

This category also refers to the possibility that teachers have to implement resources and activities that they learn in the PDPs into their working context. This fact has generated a positive impact on educators' professional life because they may take the knowledge acquired to their classes, apply it with students and share it with their colleagues at the institutions where they work. This appraisal is evident in Ana's interview:

“...the interest and motivation from students as a response to the strategies that I apply as a teacher and that I learned in the PDPs is very rewarding. The girls project their enthusiasm in the institution and the community in general.”  
(Interview, Ana, 07/11/2015) (Own translation)

#### ***Language proficiency enhancement.***

It involves the possibility of practicing the language for learning, improving and keeping their knowledge updated. All four teachers expressed that addressing this need helps them to

avoid English language attrition and increase their language proficiency. These comments were recurrent in the teachers' interviews.

Regarding language proficiency, the four teachers feel that PDPs have a paramount influence on their confidence and performance as foreign language teachers. On the one hand, high school teachers indicate that after graduating and working in public schools, their English proficiency lowers because of the quite little contact with the language they have on their daily work. This loss in proficiency affects their confidence as speakers of the language and, as a consequence, their beliefs in their teaching skills. This is similar to what González (1995) as cited by González et al. (2002) found about EFL public school teachers' language attrition. She reported that the lack of meaningful and challenging practice inside and outside the classrooms has an impact on their language level. On the other hand, primary school teachers attest the relevance of these type of programs since they have not had any formal education in the language. They value the fact of being instructed in the foreign language they are assigned to teach because it represents a way to improve their language knowledge and performance. Next, I present the four EFL teachers' perceptions about their language proficiency enhancement.

For the two high school teachers, the fact that their language proficiency improves or is sustained in a good level after graduating from the licensure program is a source of satisfaction for them, since they feel as professionals who are more competent and confident. José, one of the teachers from high school expressed as follows:

“I believe that PDPs influence our job satisfaction because sometimes, we as teachers feel bad because of our English level for teaching our classes. In this sense, the programs allow us to have a good command of the language and as a consequence to teach it to students more accurately”. (Interview, José, 30/11/2015)  
(Own translation)

This shows that teachers participate in the PDPs for improving their competence in the language that they teach. Three of the participating teachers express that the lack of a good command hinders their confidence and leads them to feel bad in their profession. Fortunately, as stated by the four EFL teachers, these PDPs have fulfilled their needs regarding this aspect and have helped them improve their command of the language. Sofía, the other high school teacher says about the influence of PDPs on her job satisfaction:

“(...) job satisfaction is achieved, for example, when the City Board of Education offers courses for the teacher to improve English [...] These courses offered by Secretaría de Educación motivate us to improve our English level.” (Interview, Sofía, 30/11/2015) (Own translation)

With respect to language proficiency, the two primary school teachers who participated in the study said that they value highly programs like the ones offered by the City Board of Education through institutions such as X, Y and Z. In these programs, classes have a special emphasis on developing teachers’ language proficiency. They are taught in the target language by being exposed to different sources that help them improve their abilities in the different language skills, presented in the order of importance given by the teachers: speaking, listening, reading and writing. This order is due to the fact that teachers consider that audio and oral skills are the ones that they develop the least in their work.

More specifically, primary school teachers have not had any formal preparation in English in their undergraduate programs. So, in the courses, they have received training in the language from a very basic stage if necessary. Ana, one of the primary school teachers who has achieved a good proficiency in the language, expressed during the interview:

“(...) I think that these activities and programs have influenced us [teachers] very positively, and I hope that they continue to be offered because they really strengthen our language proficiency and motivate us to continue learning English.” (Interview, Ana, 07/11/2015) (Own translation)

In regard to the improvement of teachers' language proficiency, I may conclude that the PDP in which high school and primary school teachers have participated have fulfilled their expectations regarding this specific need. Consequently, the fulfillment of their needs has had a positive effect on their job satisfaction, for their confidence and performance as English teachers has been boosted by means of a better command of the content to be taught.

### *Teaching methodology.*

Another aspect included in applicability is teaching methodology. The same as in language proficiency, high school and primary school teachers feel that, in this aspect, the programs contribute favorably to their professional lives and satisfaction at work. Methodology includes the ideas, activities, and resources that teachers are exposed to in the sessions, and that may be taken or adapted in their working context. One of the high school teachers who participated in a program held by Publisher Q through the City Board of Education, and whose main interest was to improve his knowledge about teaching methodology expressed:

“The courses were very good didactically speaking. I learned new things that I had never thought could be done in the classroom, new ways to approach learning in a very good way” (Interview, José, 30/11/2015) (Own translation)

Concerning methodology, Ana, one of the primary school teachers, also expressed her satisfaction regarding the way how one of the programs in which she participated provided her with new strategies to teach the language to her students. She manifested:

“I participated in a program developed between the University A and the City Board of Education, and it helped me to learn new methodological strategies for teaching English. All what I learned, I immediately took it to the classroom and adapted it according to the level or grade that I was teaching.” (Interview, Ana, 07/11/2015) (Own translation)

These excerpts from the interviews show the satisfaction felt by teachers for seeing that their need to acquire new teaching methodologies has been addressed. In this case, I can observe that the need to become more knowledgeable in teaching methodologies, and the practicality features of PDPs lead teachers to get invested in these programs. Consequently, the use of the knowledge acquired for teaching the language in a better way generates teachers' satisfaction with their jobs.

As a result of the implementation of new strategies to teach the language, the participating teachers have seen a change in the attitude from students towards the English class and in their motivation to participate in the activities proposed, the same as good results in their performance. For the four EFL teachers participating in this study, keeping students motivated is an issue that affects their job satisfaction. Fatima wrote in her narrative:

“One of the things that motivate me is that I receive the students at the school gate for one week, every month. Both the girls and their parents greet me in English. I think this is really nice because they know that I am the English teacher, and it means that I have had an impact in the education community” (Excerpt from narrative, Fatima, 11/12/2015) (Own translation).

When teachers may increase students' motivation by means of the methodologies learned in the PDPs they attend, their job satisfaction increases as well. In the previous comment, Fatima expresses her happiness because now, even if she is a primary school teacher, is known as the English teacher thanks to her participation in PDPs and the possibility to teach her students the language.

Sofia said in the interview:

“I feel happy when I see good results in my students thanks to the application of strategies that I learned in the PDPs. For example, some students from 11<sup>th</sup> grade had to take a test for an institution the school has an agreement with, and thank God they got a good grade... I can also see that they feel more motivated to learn the language” (Excerpt from interview, Sofia, 30/11/2015)

It is important to mention that I found in this data analysis a difference in students' attitudes for elementary school teachers and high school teachers. Even if this is important for all of them, mainly primary school teachers have evidenced an enhancement in their students' response to the English classes. For the two primary school teachers, students have responded positively to the new approaches implemented in their teaching as a consequence of participating in the PDPs. In the case of high school, some of the students have shown a good answer to teachers' methodology and an improvement in their scores.

Ana said in her interview that children were willing to participate more, enjoyed the tasks and materials provided in the PDPs, learned pretty easily and even asked for more activities:

“Many girls remember the games, songs and role-plays that we did. I learned many of these things in the PDPs. Some of my students did a presentation in the school, and this made girls from other classrooms feel motivated to learn English. When the girls see me, they sing some of the songs to me, and say that they always remember the lyrics and the activities.” (Interview, Ana, 07/11/2015) (Own translation)

Fatima agrees that children are highly motivated with the activities she implemented after being in a PDP. She commented about her students' attitude:

“Students feel enthusiastic because in the English class they tell me that they speak in English to their parents. I think that they internalize the use of the language for the way how I have been teaching it to them (...) and the materials used in class. For me that is very satisfying.” (Excerpt from narrative, Fatima, 11/12/2015) (Own translation).

From the previous testimony, it is evident that the teacher feels satisfied because of the influence that the change in her teaching practice, generated from her participation in the PDPs,

has on her students' motivation towards the English classes. Regarding the impact on students' enthusiasm towards the English subject, Ana manifests:

“It is very satisfying to apply and adapt what I have learned in the PD programs. Through the use of songs, games and exercises girls feel motivated and acquire English in an easier way.” (Excerpt from narrative, Ana, 20/12/2015) (Own translation)

As previously stated, a common characteristic in primary schools, where two of the EFL teachers work, is that most students have felt more motivated as shown in the previous extracts from Fatima and Ana's interviews and narratives.

Unlike children in primary school, only some high school students have shown a change in their attitude. According to the data, teaching teenagers is more demanding since they feel unmotivated, not only to learn English but to approach knowledge in general. This attitude from high school students makes it more difficult to achieve a good teaching-learning process in the EFL lessons and to have a good relationship with them.

Despite most students' negative attitude, high school teachers feel happy because of the impact generated on a few number of students. A few students' attitude towards the subject has improved, and so has teachers' satisfaction at work. Sofia explains how the participation in different PDPs has helped her boost her students' motivation and to achieve a better rapport with them. Sofia mentions that she can see how her empathy towards students has increased, by virtue of what she has learned about inquiring on their interests and needs. She manifests that she has learned to find out more about her students' desires by means of questionnaires, surveys or dialogues along the school year. This has given her the possibility to plan lessons that are more related to students' lives, making classes more meaningful and appealing for them.

In addition to this, Sofia feels really satisfied with the fact of influencing her students' academic and personal lives, as well. In one of her narratives, she states that one student's



decision about his future studies was really impacting on her, because he decided to become an English teacher:

“Manuel had always wanted to be a plastic surgeon, but in eleventh grade he decided that he would become a teacher. He feels a great admiration for his school teachers who always taught him, accompanied him and supported him in his emotional and economic difficulties. I was very surprised because he expressed admiration towards me and wants to become an English teacher, too.” (Excerpt from narrative, Sofía, 03-12-2015) (Own translation)

In this case, Manuel did not only feel motivation towards learning English at the school thanks to the efforts of the teacher for making her classes more appealing after participating in the PDPs. The teachers’ identity also affected a decision about the student’s future career because of the image that his English teacher generated as a professional and as a person.

Similarly, José expressed how happy he felt about two students who became really motivated towards English because of two opposite reasons. One of his students started liking English through songs and it became his favorite subject at school. On the contrary, for the other student, English was a difficult subject. This challenge made him become more interested in the language and he started to look for the means to overcome his difficulties. As a consequence of their motivation and the development of some autonomous learning strategies with the help of the teacher, both students have now a better command of the language than the rest of the students at the school.

“Actually, there are many experiences I can write about that show my job satisfaction, I will talk about two of them. One of these experiences shows how students’ learning is possible if there is motivation towards learning in an autonomous way. The other one points out how an individual who recognizes himself as lacking knowledge, and despite the difficulties he may have to learn, can become one of the best, thanks to his effort” (Excerpt from narrative, José, 27-11-2015) (Own translation).

José expresses how having learnt to promote autonomous learning in students, by attending a PDP offered by Publisher Q through the City Board of Education in 2014, helped him to teach these two students some strategies that were fruitful in their learning process. The aforementioned experiences demonstrate how PDPs had an impact on educators' job satisfaction as a consequence of being able to influence students' English learning in a different way.

### **Support from school administration.**

The current category is related to the help that principals and school coordinators offer to teachers for participating in PDPs provided by the City Board of Education or the Central Government, and to their support at schools for implementing new approaches with their students. Three of the four teachers expressed that they were supported by the administration to participate in the courses. However, only one teacher perceives a sufficient support at the school for developing her teaching as suggested in the PDPs.

Sofia expresses that she feels happy because her principal is always worried about the spaces that the teachers at the school need to use for their classes, and the materials that they need for teaching their students. As EFL teachers in public schools are not allowed to ask for textbooks to students, the principal helps teachers by providing copies that are necessary for teaching their classes. Moreover, as stated previously, the principal provides her with the necessary time for attending professional development sessions and activities. Sofia manifests:

“In my school we have a great support from the principal. He provides us with all the spaces and resources to work. We can, for example, count on the computers' room, internet and earphones, which is also very good for me, because I am studying a specialization about how to develop students' autonomy through the use of ICT” (Interview, Sofia, 30/11/2015) (Own translation).

Sofia's testimony shows how the support provided by her school's principal benefits both the students and the teacher. Students have access to more resources for strengthening their

language learning process, while teachers may implement innovative resources in their teaching practice, and develop activities related to their professional development.

### **Program's design and pertinence.**

This category involves the space, schedule, instructors, methodology, materials and online resources that are used in the PDPs that teachers have participated in. Teachers from primary and high school feel satisfied regarding many aspects of the PDPs that the local government has offered to them. They mention the quality of the teacher trainers who provide instruction in the sessions, the materials that they receive, and online resources they have explored. They also value the spaces in which they receive the classes and the models used by some of the programs, for example the one offered by University A, in which primary school teachers received mentoring from an English teacher in their schools. Fatima manifested:

“(...) it was very tiring to go out of the school and go to another class [English] (...) but we loved the way how the English teachers teaching the courses pronounced, the way how they spoke, explained to us, and the accompaniment in the school. It was enriching” (Interview, Fatima, 03/12/2015) (Own translation).

This comment shows how the design of the program encouraged her for overcoming the difficulties she faced for attending the PDPs. The design of the programs has appeared in this study as a generator of job satisfaction among the four EFL teachers. Something important to highlight about the contentment of teachers with the program Z had one of the lowest dropout rates when implemented as presented in the final reports of 2012 and 2013.

In addition to courses and mentoring at schools, immersions are another strategy included when designing and delivering PDP to English teachers. Immersions, in which two of the four teachers in this study participated, were characterized by being held along several days in a hotel in the countryside. Foreign language teachers from different institutions spent their time

interacting in English, participating in lectures about language teaching, and doing different activities. All of them required relating with colleagues and people in charge in the target language. Two of the participating teachers in this study had the opportunity to engage in immersion programs carried out in different cities in the State of Antioquia (Sofía, Guarne, 2013 and Ana, Rionegro, 2014). Besides the design of the immersions about which they mention the place, the way how they are treated, the food and the activities carried out, they really value the fact of being able to speak in English all the time. These immersions have had a direct impact on their job satisfaction. Ana wrote in her narrative:

“I had the chance to participate in an immersion program for teachers at local level, in the house of events ‘La Salle’ in Rionegro, Antioquia from October 6 to 10, 2014. About 130 teachers that teach English, or also ICT (...) The possibility of communicating in English all of the time was wonderful. It was very useful for my personal and professional tasks.” (Excerpt from narrative, Ana, 10/12/2015) (Own translation).

The PDPs’ characteristics have demonstrated to be useful for providing satisfaction to the teachers who have had access to them. The varied strategies like courses, the support in the schools by means of mentoring, and the immersions have been pertinent according to the data. The pertinence of PDPs is due to the fact that these have fulfilled teachers’ needs regarding their interest in improving their language proficiency and teaching methodology knowledge. As might be seen, the category about PDPs design and pertinence is related to the category about applicability, in the sense that EFL teachers can learn and apply that new knowledge when taught in a suitable and appealing way.

Despite the different issues in PDPs that contribute to the teachers’ job satisfaction, the context where they work plays a key role. When it comes to the context where teachers expect to apply their knowledge, the scenario changes. In the following section, I will present the factors

that influence teachers' job satisfaction in a negative way because of the working conditions they face.

### **Issues that Generate Job Dissatisfaction**

Some categories appeared from factors that generate job dissatisfaction in teachers with reference to the PDPs in which they have participated. These are uselessness for salary, evaluation and promotion; the recruitment process in the public sector, lack of administrative support, lack of continuity of PDPs, discrepancy of scopes from the city and central governments, and the lack of social and academic recognition. They are described in the following section with evidences of how these factors have a negative influence on teachers' job satisfaction before, during and after their participation in PDPs.

#### **Uselessness for salary, evaluation and promotion.**

The most recurrent finding in the data analysis and probably the one that generates more dissatisfaction in EFL teachers has to do with issues related to teachers' monetary compensation. Teachers manifest that participating in PDPs does not represent any increase in their salary, any direct impact on the evaluation or any benefit for promotion processes. This perception is clearly evidenced in the interviews of Sofia and Ana, the analysis of Decree 1278 below; and [Appendix E](#), which contains evidence from the bigger study.

After doing the document analysis (Decree 2277 1979 and Decree 1278, 2002) it is evident that the payment scales for the two decrees are very different. Regarding salary, decree 1278 ([Appendix B](#)) offers a higher salary than decree 2277 ([Appendix A](#)). However, teachers' discomfort is due to the fact that the process for being promoted and being able to earn a higher salary is much more difficult in 1278 than in 2277.

This discomfort is evident in the different data sources used for this study. First, in the major study, salary appeared as an aspect that generates dissatisfaction among teachers.

Regarding the salary aspect, the teachers' answers were:

Data from the interviews and one of the narratives also show teachers' dissatisfaction with their salary, the difficulty for being promoted, and the fact that having a graduate degree or participating in PDPs does not have any influence in the increase of their income. The four teachers coincided in this aspect. Fatima, designated under decree 2277, expressed it in her narrative:

“(...) We are not paid what we deserve, they [the government] do not pay to us what we deserve. (...) the decree 2277 for example, people say that we make lots of money. What is it to earn much? For example, how much time has passed since I got to level 14? (See [Appendix A](#)). We get to 14 and what benefit do we get? We have a master's degree, we have graduate studies, but we were the ones who had to pay for them, who had to borrow money for that, they did not give those studies to us. We did it because we wanted to.” (Interview, Fatima, 03/12/2015) (Own translation).

It is worrying to see that when teachers get to the highest hierarchy level in the teachers' payment scale (14), there is not any other possibility for earning a higher salary. The promotion process comes to a halt. For this reason, teachers do not advance in the scale nor get a higher salary. Job dissatisfaction appears when they cannot earn a higher remuneration even after participating in PDPs. Concerning the salary, Sofia who belongs to 1278 decree, states:

“What I see that is very dissatisfying is the economic part, because honestly, as I said previously, teachers receive a very bad payment.” (Interview, Sofía, 30/11/2015) (Own translation).

Sofia has been a public school English teacher since 2006 in the municipality of Medellín. She has participated in 2 different processes for being promoted since becoming a tenure teacher, by taking the tests established by the government, but she has failed to pass them. Her scores have not been enough for fulfilling the requirements established by the national government to get an increase in her payment. For this reason, her salary has had only the yearly increase. According to information from the interviews with the four teachers, this increase is usually based on the IPC - Índice de precios al consumidor- (Annual Inflation Adjustment) or the minimum wage, plus other percentages established by the union or other political decisions. She has not been able to have a significant increase as other teachers have had along their career in the public sector.

Regarding this issue, Ana, one of the primary school teachers that was hired under decree 2277 also says:

“It would be good if the certificates that we receive when we participate in the professional development courses were valid for being promoted in the teachers’ scale, because one invests many hours in the training sessions, and there are many tasks, projection activities [to the community] and physical work, and that should really be recognized somehow.” (Interview Ana, 07/11/2015) (Own Translation)

Ana complains about the uselessness of PDPs for increasing her salary. Even if it is a personal achievement, she also expects monetary recognition from the education authorities.

Considering the evaluation process that was established in 2015, it generates dissatisfaction among teachers because of its nature, and for not taking into consideration teachers’ efforts to participate in PDPs. In the new evaluation process, teachers are expected to record a video of one of their classes. In addition to this, they must upload some information about the school, students and lesson in a virtual platform established by the Ministry of

Education for this purpose. Teachers who do not obtain the expected result, are required to take a course that will help them overcome the difficulties identified during the evaluation process.

Sofia, who belongs to decree 1278 and who had to record a video of one of her classes, expresses:

“(…) one aspect that causes a great deal of dissatisfaction among teachers in our institution and several institutions in the public sector is the famous video that has to be sent for being promoted (…) This video makes us feel ill-at-ease. First, one already knows that the government has established that only 5 or 10% of teachers may pass, because there is not money for paying all the teachers who make a good video. Second, they will find any reason for saying: “no, your video is not good, you need to take the course”. And it is a course that none of us has information about. What the cost is, or if it is a course for improving English or classroom methodology (…) The video is supposed to take 55 minutes, which is a torture, and besides we are not being promoted, we have to pay for a course. (Interview, Sofia, 30/11/2015) (Own translation).

According to the information obtained from Sofia about the percentage of educators to be promoted, there seems to be an imbalance between what is established by the government (An evaluation to help teachers develop professionally) and the real purpose of the evaluation (Promotion). All the teachers are to be evaluated, but only a small percentage is to be promoted. In addition to this, information about the courses has not been officially shared.

José, who also belongs to the decree 1278 and who is also expected to record the video, manifests the following regarding the promotion process:

“Regarding the salary, the 1278 scale is very appealing for teachers, so we could say that there should be job satisfaction for teachers, if the government provided the conditions for going from one scale to the other, but in this case, those conditions are not given in the best way. (…) The government proposes evaluations and videos that show other political interests which do not allow us to have a good salary, because everything is subject to the budget, and not to our capabilities.” (Interview, José, 30/11/2015) (Own translation).



According to José and the other three teachers in the study, budget could be the explanation for the difficulty for all teachers to be promoted. If all the teachers who undertake the evaluation pass it, an increase for all educators would affect governments' budget. In this case, the uselessness of PDPs, the requirements of other processes and the economic limitations from the government regarding promotion generate dissatisfaction for teachers.

Finally, the survey in the major study also shows that teachers feel dissatisfied about the promotion process in their profession.

### **Recruitment process.**

I found also the way the recruitment process is implemented as a cause of job dissatisfaction. Fatima says that it is not fair that people who hold a degree different from teaching have access to positions that should be covered by people who have done their studies in education. As presented in [Appendix A](#), there is a scale established for licensed and for professionals who are not licensed. This means that people who have earned a degree in fields different from education like Veterinary, Engineering, among others can teach. She says that they should have education in pedagogy for working with children or teenagers. But it is not that way, they usually teach the content knowledge, but do not worry about the pedagogical aspect of teaching.

“(…) The selection process [from the government] actually seeks to pay some political favors. (...) many ‘provisionales’ have not been able to enter the teaching career and they have the required education, they are really normalistas. But there are others who have been hired and have nothing to do with teaching (...) Maybe they are professionals, but they don’t have the pedagogy, they don’t have the knowledge that we, holding a university teaching degree have. That affects the quality of education.” (Interview, Fatima, 03/12/2015) (Own translation).

Fátima's statement shows a need for preparing professionals pedagogically to teach children and teenagers. In addition to this, it would be necessary for these professionals to undertake postgraduate studies or PDPs that provide them with knowledge about syllabus design, ICT, education policies, materials' design, classroom management and other factors related to the teaching profession. With respect to the other topic mentioned by Fátima, about the difficulty for some educators to become tenure, it would be important to do research about the issues that constrain teachers' achievement. A revision of their education in undergraduate programs, for example, could be required.

### **Lack of administrative support.**

I found administrative support as positive and negative in the study. Contrary to what I presented in the factors that generate satisfaction, in this section, it has to do with unfavorable issues. For example, difficulties in the rapport between teachers and school authorities, impediments for teachers to attend PDPs, or lack of support for applying new strategies learned in the courses or immersions.

José, actually the one who feels the least satisfied in his work position, indicates that his relationship with the administrative staff of the school, especially with the principal, has not been very good. The teacher points out situations such as: abuse from the principal, impolite answers to doubts or requests, lack of support regarding spaces and resources to put into practice what he learns in the PDPs. He deplores the fact that the administrator's function is limited to managing, but there is not support. José states that the school seems more an enterprise than an institution in which children or youngsters are educated for the future.

“Something that influences work satisfaction greatly is the administrative part. Sometimes, the principal and coordinators are very hard with teachers (...) when

you do something wrong, or do not do it the way they want, sometimes they threaten you, the answers that you get are not the best. They say: “you are not good, you did this wrong” and I think that independently from any other thing, it influences a lot whether you feel satisfied or not in an institution” (Interview, José, 30/11/2015) (Own translation).

Ana emphasizes on the fact that the administration should give them support for attending PDPs programs. Sometimes, when teachers ask for a permission to attend PDPs, coordinators or principals refuse to grant permission because they have to stay in the school for other activities if they are held in the opposite shift. When the PDPs coincide with the work shift, it is even worse, because they do not have the possibility to count on a substitute teacher, for example, to attend the courses. Ana says:

“The administrative staff in the school should support teachers who are immersed in English, by allowing us to attend training sessions. There are certain meetings for English teachers, so, the permission for attending is also another factor that can motivate us” (Interview Ana, 07/11/2015) (Own Translation)

Besides the permission for attending the PDPs in the city, one of the principals impeded the participation of one of the teachers for attending an immersion outside the country. The teacher argued in the interview that he had almost all the requirements for participating in the immersion, but, as his principal gave him a score of 89% in the performance evaluation and not 90% as required, he could not travel.

Concerning resources, the school administration has also hindered the use of the resources for three of the four teachers who participated in the study. Resources have become more a cause of dissatisfaction than satisfaction. This is due to the fact that they do not count on enough resources. On the one hand, because of the lack of adequate management policies from the administrators to acquire resources. On the other hand, because even if the resources are in the

institution, teachers cannot use them, because they are locked in a place where only coordinators or some teachers have access.

There have been cases in which the teachers were the ones who obtained the materials when participating in a PDP, or the institution has obtained the benefit for having the teacher participating in the courses or immersions. However, after taking the materials to the school, they are kept by the principal, a coordinator or a teacher in charge. Fatima states:

“Some of the resources that they give to us in the training sessions for the school, remain locked by the administration. We as teachers do not have them. We look for them but nobody knows where they are”. (Interview, Fatima, 03/12/2015) (Own translation).

In addition to this, the resources that are afforded by the school are not enough, do not work properly, or cannot be used either. Therefore, the implementation of some strategies from the PDPs cannot be carried out. This is what Ana says about this issue:

“Another aspect is also the lack of resources. In the classroom there can be a TV set hanging from the wall, but it is useless because it does not have connection to a USB device, I cannot play videos there, the functionality of this resource is really reduced. Moreover, in previous years, I made lotteries, puzzles, a lot of material for the English subject with students from fifth grade, but we don't have access to it. They are kept in a warehouse, and we as teachers do not have access to certain places.” (Interview Ana, 07/11/2015) (Own Translation)

Concerning textbooks, none of the institutions where the teachers that participated in the study work follows any book. Public school teachers cannot ask students to buy textbooks at the beginning of the year, or money for making copies. According to the interviews and one of the narratives, three of the teachers may count on copies for their classes only if they pay for them on their own. Teachers express their dissatisfaction regarding this issue because it is not fair that,

besides receiving a salary that is not very good, they also have to pay for the materials. Fátima explains:

“(…) As it is a public school, we cannot have textbooks, I mean, we cannot ask for a textbook. We cannot ask money for copies, even though we pay for them. We as teachers have to pay for them, but not the student. And the administration does not help either” (Interview, Fatima, 03/12/2015) (Own translation).

Fátima, José and Ana insist on the fact that it is unfair having to make the copies for their students. And it is a matter of fact, that many students or parents do not have the possibility to pay for them.

In addition to the aforementioned resources, technology is essential for English teachers to teach their classes. Even if they can be creative and design different activities, authentic material for practicing listening and speaking can only be found and used by means of technological resources. The use of appliances that facilitate the access to audios, videos, songs and other resources in the second language may facilitate its acquisition. In such a case, students are exposed to authentic materials and everyday situations in the target language. Moreover, for teachers, technological resources are a great aid for sharing innovative materials, supporting their classes, motivating students and correspondingly feeling satisfied when planning and teaching their lessons.

Despite all the advantages regarding technology that were mentioned by the four EFL teachers, and that have been taught in the PDPs in which they have participated, three of them complain because of the fact that the computers' room is rarely available. As a consequence, it is not possible for the teachers to access the different tools offered in the PDPs for complementing their classes. Ana says:

“The computers could also be a good resource but they are usually broken and cannot be used to teach English. Certain resources such as audios, recordings, videos to practice listening with the children, it is not possible to use them because of lack of resources or difficulty to access them.” (Interview Ana, 07/11/2015) (Own Translation)

Concerning the same issue, Fatima details one situation as follows:

“If we go to the computers’ room for making the class more appealing, we find 20 computers. And only 10 computers out of 20 work well. How can I sit 48 students in 10 computers? What possibility do they have to work? So, struggles start ‘I can’t see’, ‘I want to use the mouse’, ‘It’s my turn’. So we cannot accomplish the initial objective of the lesson”. (Interview, Fatima, 03/12/2015) (Own translation).

Similar situations have happened to José. The lack of technology resources nowadays hinders the achievement of certain goals in classes. Technology can be an ally for the teaching and learning process. It may enable the use of different sources of information for gaining access to the language. It is evident that teenagers and children feel motivated when using technology, and teachers may plan and teach their lessons more easily by means of this aid.

Regarding working conditions in public schools, other two sources of dissatisfaction are crowded classrooms, and the fact of teaching regular students and students with special needs in a same group. Fatima says that, even if students are nice, it is very hard to implement activities learned in the PDPs with 48 students in a small space. She argues that it is not fair to compare the quality in public schools with quality in private schools, when it is known that the conditions, resources, number of students and teachers’ preparation is not the same. It is dissatisfying for Fatima to be compared with private institutions when conditions are so different. In addition to this, teachers in the public sector need to face groups in which a percentage of students suffers from a condition, whether physical or mental, that impedes them to develop activities and learn at the same pace as the rest of the students. She says:

“(…) the comparison with private schools is not fair. We do not have the space, the physical conditions, the materials or the number of teachers required for

teaching all the students. Private schools have one teacher and one teacher's aide in preschool. In public schools, the preschool teacher has 35 students, without an aide, children sitting in seats that are not suitable for their age (Classroom furniture designed for adult students) and lacking the necessary resources for a good education." (Interview, Fatima, 03/12/2015) (Own translation).

Both, the national and local governments have intended to reach the biggest possible number of students through initiatives such as coverage and inclusion. However, it has not provided professional development for teachers to implement activities that foster the inclusion of students with special needs in a regular classroom. Fatima manifests that inclusion policies actually exclude students with special needs. The learning paces and activities for this type of students are different from those that teachers develop with regular students. José, in the interview, also states that crowded classrooms and students with special needs make it difficult to teach the lessons. The groups are very heterogeneous and teachers find it hard to teach their classes. Besides, time and resources are not enough for addressing all the students' needs making the job tiring and dissatisfying.

By analyzing the previous situations, it may be concluded that the applicability of PDPs for teachers is not feasible in several occasions because of the conditions in which teachers work. This relates closely to feelings of job dissatisfaction. The applicability of knowledge and resources received during the PDP sessions is constrained because of issues such as lack of technology and large classes. Teachers are provided with different online resources that may not be used in class because of the lack of computers or an available computers' room. They learn activities which require students to move or be organized in different ways, but the size of the classroom or lack of spaces to use in the school makes it unworkable. Similarly, the large number of students makes it difficult for teachers to carry out activities, especially the ones focused on students' oral proficiency.

### **Lack of continuity.**

This aspect causes great dissatisfaction among teachers because continuity in PDPs does not depend on an established law, but on initiatives or projects of the political authorities in turn. Both primary school and high school teachers complain because programs start but they are stopped for no apparent reason. According to the teachers, the government claims that it is a matter of budget every time they stop sponsoring one PDP. For example, Fatima manifested:

“(…) I really loved program Z, it had a spectacular methodology, I repeat, what a shame that they [City Board of Education] suddenly stopped it. And it was supposedly because there was not budget, and there was budget! It is just that they waste it in different things, and then they seem that they want to have a bilingual city, but it cannot be bilingual if things start and then are stopped.” (Interview, Fatima, 03/12/2015) (Own translation).

Not only Fatima, but all the participating teachers expressed in both, the interviews and the narratives, that continuity is the clue for them to learn and improve the aspects that they need to work on for being better in their work. It has been disappointing for them to see that the opportunities are not continuous, and that this is mainly due to each administration’s purpose. The four EFL teachers spoke about the importance of generating a policy that guarantees the sustainability of such programs, but so far, it has not been possible.

### **Discrepancy of scopes.**

One of the teachers expresses that programs offered by the national and local governments are dissimilar, because they see PDPs differently. While the local government wants teachers to improve both language proficiency and methodology, the national government’s focus is on language proficiency. One example concerning the national government is “The Fellowship Program”. Through this program, native or native-like speakers come to the country to support English teachers at schools. However, most of the native speakers, or people with a good



proficiency who come from abroad do not have any education about teaching English as a foreign language. José says:

“(…) There are two visions of what bilingualism is supposed to be, and I think that it is what has hampered the expected results. (…) The work with the native speaker is not professional development in itself, because they help us with the language, we don’t know everything, and that support is good, but sometimes we have to help the native as if he/she were a practitioner, because sometimes they do not have pedagogical preparation and we also need to reinforce that aspect. (…) so there is a discordance between what professional development is [for the government] and what it should be.” (Interview, José, 30/11/2015) (Own translation).

By analyzing this comment, I may conclude that PDPs promoted by the central government aim at enhancing Colombian teachers’ language proficiency by facilitating their interaction with a person coming from abroad. However, other aspects such as methodology, assessment literacies, and others related to teaching a foreign language are not being taken into account. Addressing language proficiency and teaching methodology in a separated way results in teachers’ dissatisfaction as expressed by José.

### **Lack of social and academic recognition.**

This category entails the low recognition that the teaching profession has in our context and the limited value assigned to the abilities developed in the PDPs they attend. The lack of social recognition is perceived in a broader level from the government and society, and at an individual level in the institutions where teachers work. According to the four EFL teachers, the government blames them for students’ low results, especially in English. Fatima stated in the interview:

“They think [the government] that quality is building big “white elephants”, large schools in which a lot of money has been invested. ¿What for? Quality is valuing the teachers as human beings. Quality is making sure that teachers receive a good

payment, a good health service, resources to work and a stable job” (Interview, Fatima, 03/12/2015) (Own translation).

Teachers also complain about the lack of importance given to English at schools and as a consequence to English teachers. They express their discomfort because the time for English is usually dedicated to other activities like civic or religious ceremonies. Besides, the importance of English at school for students and for parents is not the same as for other subjects. Ana expresses:

“Something that can affect teachers’ satisfaction is also the environment, the community more specifically, because in the families, some subjects like English are not valued, they are not given the relevance that they should be given. Mathematics or Spanish are the ones with greater attention.” (Interview Ana, 07/11/2015) (Own Translation)

The lack of academic recognition is reflected on the difficulties that teachers may face to apply changes in the curriculum after having participated in PDPs. Fatima says that she considers that the elements that she has been given in the PDPs in which she has participated, gave her the necessary foundations for doing it. Nevertheless, when she tried to apply her knowledge, the coordinator said that she could not lead that innovation because she did not hold the ELT degree and it is to English teachers from high school to introduce such changes. This makes her question about her identity as an English teacher in the school, because she likes English, she has had a good education and has been assigned to teach the subject, but she cannot propose new things regarding the syllabus that they should follow.

“Sometimes I don’t feel well in my position as an English teacher (...) We are given a syllabus that we must follow. But we as teachers, looking at the group and taking into account many things that we have learned by participating in the courses, we see that the syllabus has no relation with the grades we are teaching. And we cannot make any change. So, it is like a straightjacket, and for me it shouldn’t be like that (...) – And do the teachers from high school accept suggestions from primary school teachers? – No, almost none. Because the coordinator says that it is disrespecting the Licenciadas” (Interview, Fatima, 03/12/2015) (Own translation).

In this case the teacher acquired knowledge in the PDPs about English and about how to teach it. Nevertheless, her knowledge is not recognized in the school because she cannot implement any changes. Even if she feels satisfied for the knowledge learned, she feels dissatisfied because she is not recognized as a skillful teacher who can put that knowledge into practice in the real context.

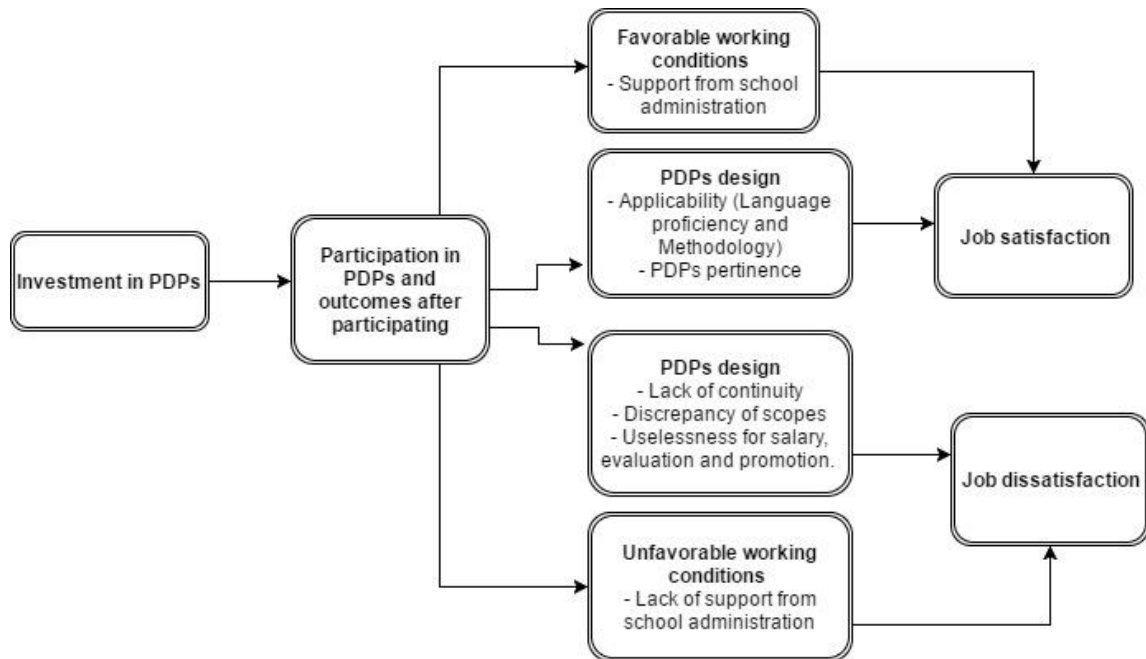
Along the results of this study, I found that PDPs really have an influence on teachers' job satisfaction or dissatisfaction. Some of them are related to the program itself, for example, design, pertinence, lack of continuity, and discrepancy of scopes. Some others, have to do with the working conditions that impede the implementation of the knowledge acquired in the PDPs. For instance, enhancement of students' motivation, support from school administration or lack of support from school authorities, uselessness for salary, evaluation and promotion and lack of social recognition. Some evidences are common to the participants; some others are particular to one of them.

As a way to summarize the findings of my study, I came up with the following graph. It explains the way how PDPs, in relation to other factors, may enhance or constrain teachers' job satisfaction.

## Diagram of Findings

In the following figure I display a summary of the findings that arose from the present study:

Figure 1. Diagram of findings



Throughout the previous sections I presented the insights of the four participant teachers in this study, regarding their perception about the influence of PDPs on their job satisfaction or dissatisfaction. In the next section, I will analyze these findings in the light of theory related to PDPs, job satisfaction and dissatisfaction, and the working conditions that surround English teachers.

## Discussion

In this section, I discuss the findings of my study in relation to the theoretical framework and other studies about EFL teachers' job satisfaction and dissatisfaction, the theory of investment, characteristics of PDPs, and EFL teachers' needs as instructors, learners and workers. I will refer mainly to the work of Pennington (1991) to describe job satisfaction/dissatisfaction; Darwin and Norton (2015) to explain why teachers are invested in their PD and how that investment relates to job satisfaction; and Díaz-Maggioli (2003) to account for the characteristics of PDPs that grant job satisfaction or dissatisfaction.

The findings of this study show how the characteristics of the PDPs in which teachers have been invested have an influence on their job satisfaction or dissatisfaction. Moreover, it was possible to observe that this influence is affected by other factors like their working conditions and the compensation that they get in terms of economic, academic and social recognition after their participation in these programs. TPD has to do with learning and working. They are closely related. PDPs should have a direct influence on the improvement of both: knowledge and working conditions.

The combination of job satisfaction and dissatisfaction feelings in the ESL profession, according to Pennington (1991), is related to material and intangible forms of recognition such as their salary, benefits and promotions, relationship with people in the workplace, and opportunities for growing as professionals (p. 75). In the present study, it was possible to determine that these elements prompted by Pennington about teachers' job satisfaction and dissatisfaction are, in several ways, related to their participation in PDPs. The four teachers in this study value the fact of becoming better professionals and sharing experiences and knowledge with other EFL teachers. However, they complain about the fact that PDPs do not represent either

any increase in their salary or have any impact on the promotion process established by the Colombian central government.

### **Teachers' Job Satisfaction after their Investment in PDPs**

The four EFL teachers who participated in this study got invested in PDPs because they wanted to be updated, share knowledge with peers, achieve more academic and social recognition, and increase their monetary compensation. These needs are represented in the three aspects that explain people's investment: identity, imagined communities and capital (Darvin and Norton, 2015).

Norton and Williams (2012 as cited in Darvin and Norton, 2015) state that investment extends to the conception of uptake since it holds features related with identity and imagined communities. Regarding identity, teachers experience job satisfaction after being involved in PDPs because they may identify themselves as better professionals. They feel job satisfaction when PDPs have developed their language proficiency, their English teaching methodologies, and their skills in the use of ICTs in class. Their identity changes to adapt to new requirements imposed by society and their students, and in that sense, PDPs should support that transformation. In this study, in relation to language proficiency, all four teachers have experienced some improvement in all PDPs. Primary school teachers have learned some basic English and high school teachers have maintained and improved their language skills. All the four teachers report that PDPs have allowed them to improve the way they teach their English classes. The two elementary school teachers highlight the activities and materials specially designed for children that they have been exposed to in the programs. The two high school teachers valued the introduction of new methodologies that go beyond teaching grammar and promote teaching content to students through English. In relation to the use of ICTs in class,

only one high school teacher has been able to put into practice activities that require the use of online resources. She claimed that she learned about it in the PDPs. The other three teachers have also learned to do it too, but unfortunately, the working conditions have restrained them from applying that knowledge.

The four EFL teachers want to belong to imagined communities (Darvin & Norton, 2015) of EFL professionals who are skillful, confident of their language proficiency and methodologies and who may innovate in their contexts after their participation in PDPs. Before participating in these programs, they felt that they did not fit into these communities because of their lack of knowledge or the lack of confidence they had. Being part of these imagined professional communities was more evident for the two primary school teachers. They felt more knowledgeable and confident because of some characteristics of the PDPs. For example, they appreciated the quality of courses and the mentoring approach they had in one of the PDP they participated in. Besides, they liked the recognition they received from the facilitators and colleagues who participated with them in all PDPs. This has made it easier for them to learn and improve their language and teaching methodology skills.

### **Teachers' Job Dissatisfaction after their Investment in PDPs**

The four teachers who participated in the study were driven by the desire of getting more academic and social recognition that represent their cultural and social capital (Darvin & Norton, 2015), and a better monetary compensation that is translated into economic capital. Salary increase was one of the most powerful reasons for them to get invested in the PDPs in which they have participated. Unfortunately, according to the findings it was possible to determine that PDPs did not have the expected impact on the social and economic capital for the four EFL teachers.

The academic recognition at schools continues to be deficient. For example, the lack of support and the lack of trust, from administrators, evidences that the participation in PDPs has not guaranteed the recognition of the teachers as capable of implementing changes in their institutions. As the case of Fatima who, in spite of the fact of having knowledge about the syllabus, was not allowed to make any change in the English syllabus for her primary school students.

In relation to economic capital, the uselessness of PDPs for being promoted or earning a higher salary increases teachers' job dissatisfaction. In the bigger study, the perception of teachers regarding salary and promotion shows also high levels of dissatisfaction among the participants ([Appendix A](#)). The design of the promotion process in both decrees ([Appendix C](#)), that would allow EFL teachers to earn a higher income, does not consider participation in PDPs as a direct requirement for achieving such purpose. As for 2017, the evaluation of the video proposed by the Ministry of Education is the only procedure for getting into a higher payment scale for teachers under decree 1278, as in the case of José and Sofia. Neither PDPs nor postgraduate studies have an influence on this promotion, as they do in other professions.

Investment in PDPs has shown to influence teachers' job satisfaction in a positive way regarding identity and imagined communities. However, recognition and economic capital were found as causes of job dissatisfaction. Investment, as evidenced in the following paragraphs, permeates the other factors identified in the findings and discussed next.

### **PDPs' Characteristics and Teachers' Job Satisfaction**

From the findings, it was possible to determine that the four EFL teachers value, in general, the PDPs in which they have updated their professional knowledge. As presented in Nir and Bogler (2008) "PDP is intended to bridge the gap between teachers' previous studies and



developments that take place in the educational realm” (p. 383). The four EFL teachers assess positively the fact that PDPs offered them the possibility to learn and implement new ways of teaching the foreign language. After graduating from the university, they have discovered in the PDPs updated ways of carrying out the EFL teaching-learning process and of improving their language proficiency. In a study carried out by Shawer (2010), he also found how PDPs impacted teachers’ professional satisfaction because they felt how their participation in them equipped them with “subject content knowledge, generic education teaching skills and language teaching skills” (p. 613). The four EFL teachers were able to increase their language proficiency (subject content knowledge). Both primary school and high school teachers could learn and update their knowledge about new approaches designed when teaching a second language (language teaching skills). Primary school teachers became aware of ways in which they could implement their teaching skills in their English classes (generic education teaching skills).

Both, high school and primary school teachers feel satisfied mainly with three features of PDPs that have to do with the quality of the resources and the facilitators of the programs, the addressment of their needs and the applicability of the content. Next, I explain these features in a more detailed way.

The addressment of needs appeared in the findings as an important generator of job satisfaction for the four EFL teachers. All of them expressed their satisfaction mainly with the fact that PDPs addressed their needs regarding language proficiency and methodology. The practice of the foreign language in the courses, and the acquisition of new teaching methodologies by means of concepts, modeling and mentoring in the schools where they work, helped them to perform better and feel more satisfied in their role as EFL teachers.

Addressing the four EFL teachers' professional needs, I will focus first on English proficiency. Similar to this study, González et al., (2002) found that one of the main professional needs of EFL teachers in Colombia is their English language proficiency. PDPs become paramount for learning, keeping updated and practicing the foreign language with facilitators and colleagues. This was stated by the four EFL teachers. On the one hand, EFL high school teachers feel the need to get involved in PDP for maintaining and enhancing their language proficiency, which decreases as a consequence of language attrition. In this respect, González (1995) as cited by González et al. (2002) found language attrition as a phenomenon affecting EFL public school teachers who had studied a licensure program, but had been working for some time in public institutions, where the use of the language was limited. On the other hand, primary school teachers feel the need to acquire and reinforce their language knowledge because they have not had formal education neither in the language nor for teaching English. This issue has been reported in different studies in Colombia (Correa and González, 2016; Sánchez and Obando, 2008; Cadavid, McNulty and Quinchía, 2004). Primary school teachers are usually assigned to teach all the subjects at school. In their undergraduate studies they are educated in pedagogy and in content related to different areas in their mother tongue, Spanish. Some of this content is related to natural sciences, mathematics, social sciences among others, since primary school teachers are expected to teach all the subjects in the different grades. Notwithstanding, they feel unconfident when they have to teach English as a foreign language because they lack the knowledge of the language and the teaching methodology required to teach it. So far, teachers who have an EFL teaching degree are assigned only in high school. The lack of EFL teachers in primary school is due to the fact that there are not enough for covering all the positions in both high and primary school. For this reason, primary school teachers must face the challenge of teaching a subject they barely know about. This in turn affects their job satisfaction. As informed

by Cárdenas (2001), primary school teachers, who do not have an EFL certification, are assigned English as a subject to teach when they do not have a good command of the language. In this case, the policy does not consider the lack of education in the foreign language for primary school teachers. The fact that PDPs provide them with knowledge for learning the content knowledge, in this case English, and the tools to teach it helps them become more knowledgeable and, as a consequence, feel more job satisfaction.

The four teachers participating in the study emphasized the importance of generating spaces in PDPs for them to practice the language by means of the interaction with facilitators and colleagues. As stated by Diaz-maggioli (2013, p. 1) PDPs for EFL teachers have the advantage of providing spaces for teachers to practice the target language. According to the teachers, the design of the PDPs in which they have participated, allowed them to practice the language with their facilitators and colleagues. Having a good command of English provided them with job satisfaction since they felt more competent in the content to be taught. As stated by González et al. (2002) EFL teachers need to feel competent. This in turn, helps them become more competent EFL teachers.

Concerning methodology, the four teachers manifested a need to be updated in new methods, techniques and activities for teaching their students. This necessity is constant in teachers who, as reported by González et al. (2002), attend PDPs because they feel the need for “new activities, games, lesson plans, and teaching strategies” (p. 41). Teaching a second language requires some approaches that facilitate students’ English acquisition. The need for constant development and new knowledge is endless, and the fulfillment of these needs turns into job satisfaction for teachers.

PDPs held in the school context by means of mentoring also appeared in this study as a good feature of PDPs that generates job satisfaction. In the present study, primary school teachers highly valued PDPs in which instruction was complemented by mentoring in the work place. They manifested that it was very satisfying because they were able to observe a model, put it into practice and receive feedback from their mentors. In this case, teachers were able to develop skills that are pertinent for their specific context, and learned while teaching. In relation to this, Shawer (2010) reports how learning through teaching promotes teaching development, and in consequence, teachers' job satisfaction.

Applicability also appeared as a positive feature in PDPs' characteristics that provides teachers with job satisfaction. The four EFL teachers who participated in this study value the fact that they have been able to put into practice the knowledge acquired in the PDPs. This practicality has had a positive influence on their job satisfaction because they could implement and adapt in the classroom what their facilitators taught to them in the courses or through mentoring. Similarly, Grieve and McGinley (2010), in their study about continuing professional development in Scotland, found that teachers felt specially content with the positive effect of the program on their practice (P. 178) because they could see a tangible impact in the work with their students.

The four EFL teachers felt more satisfied in their job when the PDPs were directly related to their teaching context and the needs of their students. In a like manner, various authors have found that teachers feel more satisfied with the professional development offered to them when the activities are considered to be "close to home", which means that PDPs are closely related to their teaching environment (Avalos, 2011; Nir & Bogler, 2008; Lovett et al., 2008; Nielsen et al., 2008). When the knowledge that teachers acquire about language and methodology is practical,

they are more willing to use it in their classroom. In reference to this, Guskey (2002), in his article about PD and teacher change, states that teachers tend to be “quite pragmatic” (p. 382). This is, as far as the content of PDPs can be applied in their teaching context, their satisfaction with the PDPs and at their job is enhanced. This was the case for the four teachers who participated in the study. As they were able to apply what they learned regarding language and methodology, they felt more satisfied with the PDPs and their job.

Finally, regarding the design of PDPs, the four teachers who participated in this study stressed on the importance of the resources and instructors as part of the quality of PDPs. The teachers manifested that the design of the PDPs offered to them had a direct influence on their job satisfaction because the instructors did not only transmit knowledge, but put it into practice with them during the PDP sessions. This pragmatism shown by the instructors made it easier for them to apply the new knowledge with their students. According to Salas and Cannon-Bowers (2001) quality in instructors for facilitating knowledge ensures success in PDPs, mainly when they focus on teachers’ needs and contexts (P. 185). In a like manner, (González et al., 2002) reported that teachers value PDPs in which they see a good preparation from the facilitators. The four EFL teachers in this study perceived facilitators and mentors as qualified. This characteristic improved teachers’ job satisfaction because of the knowledge and support provided by means of meaningful resources.

### **PDPs’ Characteristics and Teachers’ Job Dissatisfaction**

The main concern of the four EFL teachers who work in public schools is the lack of continuity of PDPs. Teachers complain because PDPs are short or are not sustained over time. The offer and continuity of PDPs depends on the decisions and interests of central, regional or local education authorities. Some similar claims have been made about this issue in Colombia.,

Cárdenas, González and Álvarez (2011) mention that teacher training programs, usually offered by those authorities, ignore important aspects such as the continuity of the process (p. 53), a key element of professional development initiatives. Piedrahita (2016) found that “programs are short-term and lack continuity as they depend on political contracts and alliances or availability of economic resources in the local government” (p. 205). Finally, Correa and González (2016), in a study conducted in Antioquia, reported that the PDPs “were characterized by long periods of inactivity, which stemmed mostly from administrative problems inside the secretaries of education and a view of coverage as more important than continuity” (p. 17). As stated by (Johnson, 2006) the PDPS for teachers have had a bad reputation, especially because they are short term. In the case of the four teachers who participated in this study, they complain about the lack of sustainability and continuous support for a proper development of their skills. They feel dissatisfied because they feel that, with the time, they may lose the objectives established during the PDPs.

The four teachers who participated in this study exposed lack of budget as the main cause of the short time of PDP. In relation to this, Meagher (2011) attests that the small amount of money allocated for professional development results in ineffective experiences for teachers (p. 100). Short term PDPs are not only ineffective, but dissatisfactory because teachers cannot count on sustained processes that help them achieve better results and feel satisfied at work. In the case of Colombia, sometimes the government does not allot enough money for EFL teachers’ professional development. Some other times, the government offers programs that do not really fulfill teachers’ expectations. Concerning PDPs offered to teachers by Education Authorities, Sweeney (1981, p. 206) states that the needs of teachers for self-actualization is generally unsatisfied in public school contexts. Self-actualization, which was also found by González et al.

(2002) as a need from public school teachers in our country, refers to the desire of making the most of our capabilities and becoming better in what we do. In their study, they also found that this need is not fulfilled, mainly because of issues related to time and continuity.

Another factor that generates dissatisfaction in teachers is the impossibility to participate in important decisions in the school, despite having participated in PDPs that have prepared them to do so. One of the teachers manifested a limitation for participating in the creation or modification of the syllabus for primary school students. Sashkin (1986) argues that administrators should share responsibilities among employees for decision making because this leads to an increased job satisfaction. Similar to the findings in this study, Greabell and Olson (1973) found that educators perceived some 'career constraints' which restricted them from participating in processes such as curriculum creation or modification. The contradiction between the education received in the PDPs and the opportunities for implementing the knowledge acquired generates feelings of dissatisfaction in the job.

### **PDPs, Working Conditions and Teachers' Job Satisfaction**

Concerning working conditions, two factors appeared in the findings as generators of job satisfaction in relation to PDPs, they are administrative support and students' attitude. Support from administration at schools is essential for participating and putting into practice the knowledge gotten in the PDPs. In relation to administrative support, Kassagby, Boraie and Smidt (2001) found in their study that it was frequently mentioned as a source of job satisfaction when appropriately provided. Among the four teachers who participated in the study, one teacher expressed satisfaction because she feels supported by the administration for participating and applying activities in her classroom. The help received from the principal in this sense is highly valued, because this has allowed the teacher to increase her knowledge and abilities. In addition

to this, this permitted her to work with students in new ways that complement her teaching and learning processes.

From the findings of the present study, it was also possible to determine that students are also generators of job satisfaction during and after teachers' participation in PDPs. Hettiarachchi (2013) also reported satisfaction from EFL public school teachers as a consequence of students' good attitude towards their class. Primary school teachers manifest that their students provide them with job satisfaction because of their attitude and motivation towards learning English. Students' attitude has made it easier for the two primary EFL teachers to apply the activities that they learned in the PDPs.

### **PDPs, Working Conditions and Teachers' Job Dissatisfaction**

Based on the findings, it was possible to determine that the working conditions of teachers may enable or restraint the effect that PDPs may have over teachers' satisfaction or dissatisfaction. In this respect, Sweeney (1981) also found in his study that even if teachers' professional development is initially a personal decision, "it may be affected by the perceptions and actions of others" (p. 206). These others refer to people who surround teachers' work, mainly supervisors and students. In addition to this, Johnson, Kraft and Papay (2012) describe how educators' working conditions like facilities, principal, resources, school culture, among others, may affect their satisfaction with their work. Working conditions are related to PDPs in the sense that if teachers find appropriate support for attending and applying the knowledge acquired, and appropriate facilities and resources to work with their students, their teaching and effectiveness increase, and this, in turn, influences their job satisfaction.

Some working conditions that appeared in the findings and which affect teachers' job satisfaction in a negative way are uselessness of PDPs for teachers' salary and promotion, the



lack of social and academic recognition, lack of administrative support, inappropriate facilities and lack of resources.

The biggest concern among teachers is the fact that participation in PDPs has shown to be useless for teachers' promotion in the teaching career. It does not guarantee an increase in teachers' salary, nor promotion in the teachers' pay scale. Odden et al. (2002) explicates what he calls uncompensated teacher time as follows: "Teachers spend time on professional development for which they are not compensated" (p. 69). In some cases, teachers not only spend time, but also their own money in PDPs. This expenditure, for teachers assigned under decree 1278, does not have any repercussion on their earnings or promotion unless they pass the evaluation established for being promoted. Teachers assigned under both decrees get invested in PDP with the idea of improving their income. However, the ones from decree 2277 do not have any other promotion possibilities after getting to the highest pay scale (14); while teachers from Decree 1278 depend on the result of a written test or the evaluation of a video.

The fact that teachers who are promoted to a higher pay scale receive a better salary has economic implications for the government because they have to allocate more money for paying teachers who, as a result of promotion, are to earn a higher wage. As stated previously, when teachers get invested in PDPs, they expect to increase their social, cultural and economic capital (Bourdieu, 1986). Notwithstanding, as Darvin and Norton (2015) state: "...the capital they desire becomes difficult to attain because of systemic patterns of control" (p. 46). This is, the control exercised by the government over the promotion procedures makes it hard for teachers to increase their capital, especially the economic one. In a similar study in Malaysia about job satisfaction of secondary school teachers, Jabnoun and Yen Fook (2001) found that teachers felt dissatisfied with the fact that PDPs did not help them for achieving promotion and recognition.

One exception regarding promotion and PDPs was reported by Smith (2003), who found that teachers in Israel were willing to participate in PDP processes because they receive a salary increase when they certify a certain number of hours.

Another issue regarding working conditions, and which causes job dissatisfaction among teachers is the lack of academic and social recognition. Teachers feel dissatisfied because they get invested in PDPs for achieving a higher status in society, but it does not have the expected outcome. In the case of the teachers who participated in this study, they expected more recognition at schools by being assigned tasks that required the knowledge obtained in the PDPs. Besides, they expected more social recognition from society in general since they are usually blamed for students' bad results, but are rarely recognized when getting invested in PDPs for becoming better professionals. In a similar way, Pennington (1991) reported among the dissatisfactions voiced within the ESL field, an inadequate recognition on the job and in the society at large (p. 60). It is a matter that has been regarded in Mexico as well. For example, de González and Scholes (2011) found how teachers in Mexico struggle for achieving recognition among their "significant others" (p. 76). de González and Scholes (2011) define significant others as people who surround teachers' job namely: students, parents and school administrators. This struggle for achieving more recognition has included teachers' participation in PDPs. However, no positive results have been achieved hereby.

In addition to the aforementioned aspects, for three of the four schools the administrative support is perceived as little or inappropriate. The lack of support from administrators is evidenced in the reluctance from principals to allow teachers to participate in PDPs, and the unavailability of resources and spaces to apply activities learned in the programs. Johnson et al. (2012) state that teachers must have the possibility to count on their principal to make success possible in the process of teaching. In a similar line of thought, Pennington (1991) expresses that

negative attitudes from administrators may interfere with the realization of teachers' potential. In this case, for teachers who participated in the study, carrying out activities learned in PDPs with their students was not possible, and their teaching process continues to lack the desired improvement. Teachers' potential as instructors and learners (González et al., 2002) has been constrained because they cannot participate in PDPs nor apply their new knowledge with their students. This is due, mainly, to the lack of support from the principals or coordinators. Similar to the findings in this study, in a research conducted by Burden (1981) about teachers' perceptions of their personal and professional development, teachers complained because administrators did not provide support, and if they did, it was not appropriate or was offered at the wrong time.

Concerning working conditions, in this study teachers voiced other difficulties that constraint their work and application of ideas learned in PDPs. Some of them were small classrooms and large groups of students. González et al. (2002) reported that teachers with a large number of students per classroom had difficulties to develop more communicative classes, dealt with indiscipline problems and found it hard to focus on students' advancement in a more individualized way. Relating this finding to teachers' participation in PDPs, we could see that PDPs usually provide teachers with knowledge about new methodologies, and that many of these new methodologies or approaches focus mainly on the development of students' oral skills. A large number of students per classroom makes the application of methodologies focused on students' oral production quite difficult, the same as providing individual feedback to each student.

Finally, students' behavior has shown to favor or impede teachers' performance and the accomplishment of goals proposed after participating in PDPs. High school teachers express that most students' attitude is not as desired, and that this fact is a cause of dissatisfaction for them.

José and Sofia manifest that students lack motivation for studying. Their efforts for generating a good learning environment and helping their students acquire the language is often constrained because of their demotivation. This usually turns into low academic performance as well. In a similar manner, Spillane et al. (2001) report teachers feeling their work with teenagers unsatisfactory because of low motivation, and poor levels of knowledge and skills. Concerning the two high-school teachers in the study, one of the reasons for their dissatisfaction is the impossibility to apply new methodologies, speak in English and help students develop their language skills.

By way of conclusion, it has been evident that feelings of satisfaction and dissatisfaction are generated by PDPs directly thanks to their design, the resources used and the quality of the facilitators. Also, by PDPs in relation to the working conditions in which the four EFL teachers who participated in the study work. PDPs are not limited to instruction during the sessions spent with the facilitator and colleagues. In all the cases teachers expect to continue with their professional development in the place where they work. Therefore, working conditions become an ally or an obstacle when the knowledge learned in the PDPs is to be put into practice because it is in the classroom where teachers expect to prove, deepen and adapt what they learn in PDPs. If working conditions are favorable, teachers' work as EFL instructors is easier and their satisfaction is enhanced. On the contrary, if these conditions are unfavorable, teachers' work is hindered and their satisfaction constrained.

In the coming section, I will present the conclusions, implications, limitations of the study and further research that may be generated from the findings presented in this study.

## Conclusions

I have demonstrated through this study that PDPs' characteristics and their relationship with teachers' working conditions are tightly related to teachers' job satisfaction or dissatisfaction.

As for the four EFL teachers in this study, PDPs have an influence on their job satisfaction. For these educators, English proficiency and teaching methodologies are considered highly important in their profession, but there are differences for elementary and high school teachers. Regarding English proficiency, elementary school teachers' main goal, when they participate in PDPs, is to develop the language skills for teaching to their students the content presented in the national English standards. They demand this English instruction because they lack the content knowledge that students require. For high school teachers, English instruction in PDPs is more related to their need to maintain and improve the initial proficiency they had after graduating from the teacher education program. In relation to teaching methodologies, both groups also report different interests. For elementary school teachers, PDPs that provided them with specific ELT methodologies were more effective and they evaluated them very well. For high school teachers, their major objective for attending PDPs referred to the need to update their teaching practices.

Another important factor in teachers' job satisfaction coming from their participation in PDPs is the program design. The four teachers expressed that PDPs that took into consideration the particular contexts in which they teach and proposed specific contents, materials and activities enhanced their job satisfaction. They highlight the pertinence of the PDPs when they are not detached from their school realities.

In addition to the two PDPs characteristics presented above, some working conditions appeared to be paramount for generating job satisfaction among the teachers, before, during and after participating in PDPs. Two issues seem to play an important role: the principal's support and

the availability of teaching spaces and resources. Principal's support is essential for teachers to attend, participate actively and put into practice the content they learned in the PDPs. They grant permissions to leave the schools and facilitate or block access to spaces and resources. Counting on the teaching resources and spaces facilitates the implementation of educational changes or innovations that teachers want to introduce in their teaching practices after attending PDPs.

On the other hand, PDPs may also have an influence on the four EFL public school teachers' job dissatisfaction. Some characteristics of these programs such as their lack of continuity or their insufficient length may make teachers' work more difficult and frustrating.

When teachers begin a PDP, and it is motivating and pertinent, they expect educational authorities to maintain the initiative so that they can develop their skills and achieve the objectives proposed. When the PDPs are not continuous, teachers remain with the sensation of unconcluded processes that do not fulfill their expectations of learning nor do they support their career. Likewise, when PDPs are too short, teachers are not able to carry out a reflective process or share meaningful experiences with their colleagues. They also have a feeling of uselessness of the program.

The findings from the study suggest that PDPs may also cause job dissatisfaction among teachers depending on their working conditions. Again, lack of administrative support plays a significant role. Some principals do not allow teachers to attend the courses or constrain the implementation of the knowledge attained in the PDPs. This impedes good chances of improvement for teachers. More specifically, teachers express their frustration in their jobs when they lack resources or must teach in small spaces to a large number of students per class. These factors constraint the implementation of knowledge obtained at PDPs.

Last but not least, the findings of the study have shown that completing a PDP does not have a direct influence on teachers' evaluation, promotion or salary increase as they expect it. This lack of effect of PDPs on the teachers' income generates a high level of demotivation to take part

in the programs and is a source of job dissatisfaction. PDPs do not support teachers' promotion processes, and as a consequence, do not bring out monetary compensation because the Colombian government proposed as the only alternative for teachers' evaluation and definition of the pay scale, recording a video of one of their classes. It is clearly evident that PDPs do not have any value in teachers' income and that becomes a key factor that affects teachers' commitment to PDPs.

### **Limitations of the Study**

This study faced three major limitations that may affect the generalizability of the findings: One, the context in which I carried out the study; two, the data collection process; and three, the number of participants I included.

The findings of the study are the result of the analysis of the impact of PDPs on the job satisfaction and dissatisfaction of four EFL teachers in four public schools in Medellin. These four schools share similar characteristics and that may have limited the range of factors and situations that related to job satisfaction and dissatisfaction. All the schools are located in urban central neighborhoods of Medellín. If I had included schools in rural areas or in underprivileged neighborhoods, the findings might have been different.

Second, regarding the data collection, it was a little difficult to involve more teachers in the study. Many teachers did not accept to answer the questionnaire of the big study nor did they participate in the interviews or narratives used in my study. Some of them reported research fatigue as there were other studies developed at the same time on similar scopes. Besides, they felt that the studies that scholars propose are useless. Teachers claim that they do not perceive any direct positive impact on their jobs as EFL teachers after participating in such research. They express that they would like to see real and quick improvements as a consequence of their participation.

A second problem I faced in the data collection was the response I got from the teachers after choosing narratives. As teachers are not very used to writing about their experiences, they found it difficult to put their thoughts on paper. Two of the teachers withdrew from the study when they knew that they had to write a narrative. With the teachers who participated, in two cases, it was necessary to rewrite the narratives getting the desired length of the text. Even if the information in the narratives was valuable, it was easier for them to express their feelings in the interviews.

Finally, the number of participants may reduce the possibility of inferring that the factors that relate PDPs and job satisfaction and dissatisfaction are common to other EFL teachers.

### **Implications**

This research has shown that teachers experience job satisfaction when PDPs address needs, interests and contents that are directly related to their jobs. For this reason, it is important for policy makers and educational authorities to maintain this positive asset. They should also consider the teachers' voices and the administrators' testimonies in the assessment of EFL teachers' professional needs as valuable input for the scope and design of the programs.

Notwithstanding, decision makers should take into consideration some aspects of PDPs that require improvement so that teachers may enhance their job satisfaction. One of the most important aspects is the need to provide teachers with programs that are continuous and have an adequate length. These factors may guarantee better involvement from teachers and may increase their job satisfaction. Teachers need time to learn, reflect on, implement and assess what they learn in PDPs so that their professional development may be more effective.

As a way to counteract the negative effect of the short length and the lack of continuity of PDPs, it would be important to promote other strategies that may benefit teachers' professional



development. A joint work between the university and schools may enhance the creation and support of study groups, the establishment of onsite and online teacher communities, and application of mentoring or peer coaching. This may favor the continuous reflection and the stability of teachers' professional development. Moreover, it may provide spaces for sharing activities carried out in similar contexts. In this case, teachers may feel more satisfied for being able to carry out professional development activities among themselves, activities that help them improve their own development and their students' language learning.

Concerning school administrators, they should also be involved in the PDPs' design and implementation. Hence, principals and coordinators may understand the importance of granting teachers the participation in PDPs and the possibility to put their knowledge into practice in the institutions where they work. In this way, teachers will be able to increase students' involvement and feel more satisfied with both PDPs and their work.

The national educational authorities should reconsider the teachers' promotion process that has been established since it does not value teachers' experience or the efforts in keeping updated and improving their knowledge. Their participation in PDPs should have a direct effect on their professional status and income. The requirement of passing an exam or recording a video, as the only way to be promoted, minimizes the relevance of teachers' continuous education.

In addition to this, it is necessary to establish long term education policies that prevent the reduction of money invested in PDPs. This reduction, as a consequence of changes in government leaders and destination of budget to areas different from education, affects the time and quality of programs offered to public school teachers. A state policy that regulates our

country's teachers' professional development, rather than policies of particular parties or governments, may increase the quality and satisfaction of Colombian educators.

### **Further Research**

The results of this study have shown a relationship between PDPs offered to EFL public school teachers and their job satisfaction and dissatisfaction. Yet, that relationship needs a more extensive and continuous analysis in the context of EFL public schools. If teachers are satisfied in their jobs because the PDPs are pertinent and well designed, their teaching performance and students' learning should improve. There is need to study the effect of PD on teaching and learning outcomes. To achieve that, a detailed study of the classrooms is necessary.

Another interesting study I would like to suggest is the relationship between PDP and job satisfaction or dissatisfaction in other contexts that have not been studied in our country. There is a common belief that job dissatisfaction occurs mainly among EFL public school teachers. However, there is a need to explore how satisfied or dissatisfied other ELT professionals feel: EFL teachers in private schools and EFL adjunct teachers at public and private universities. It would be important to know their perception about the PDP that they receive and how this PDP affects their job satisfaction.

Finally, another important issue to consider for further research in Colombia is the fact that EFL educators in public schools voiced other factors, that are not related to PDPs, and which generate job satisfaction or dissatisfaction in their careers. Some of these factors are the status of the teaching profession in the country; the quality of teachers' health services, salary and benefits as well as the promotion criteria; teachers' relationships with administrators, colleagues and parents; students' attitude towards learning and their future; teachers' workload and teaching

conditions, including safety in the classrooms and schools; and the negative image that the media creates about teachers.

As a final note, I would like to add that Colombian teachers' job dissatisfaction is so evident for the public sector, that at the time of submission of this thesis in June 2017, the majority of educators have been on strike. They demand from the government better conditions for their work, better quality services for their students, and more budget to finance public education in the near and long future.

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APPENDIX A

SALARY SCALE FOR TEACHERS HIRED UNDER DECREE 2277

Total Tabla Salarial Docentes Decreto 2277 - 2016

GRADO ESCALAFÓN	SALARIO + BONIFICACION
A	780.894
B	865.059
1	969.471
2	1.004.921
3	1.066.413
4	1.108.512
5	1.178.429
6	1.246.536
7	1.395.025
8	1.532.348
9	1.697.523
10	1.858.663
11	2.122.333
12	2.524.640
13	2.794.584
14	3.182.743

La tabla comprende el resultado de la fórmula del incremento salarial

APPENDIX B

SALARY SCALE FOR TEACHERS HIRED UNDER DECREE 1278

## Total Tabla Salarial Docentes Decreto 1278 - 2016


TITULO	GRADO ESCALAFÓN	NIVEL SALARIAL	SALARIO + BONIFICACION	
NORMALISTA SUPERIOR O TECNOLOGO EN EDUCACION	1	A	1.316.573	
		B	1.678.262	
		C	2.163.404	
		D	2.681.921	
LICENCIADO O PROFESIONAL NO LICENCIADO	2		SIN ESPECIALIZACIÓN	CON ESPECIALIZACIÓN
		A	1.657.002	1.801.047
		B	2.165.078	2.301.109
		C	2.528.782	2.850.773
		D	3.021.893	3.373.699
			MAESTRÍA	DOCTORADO
		A	1.905.551	2.154.102
		B	2.489.840	2.814.604
		C	2.908.099	3.287.416
		D	3.475.175	3.928.459
LICENCIADO O PROFESIONAL NO LICENCIADO CON MAESTRIA O CON DOCTORADO	3		MAESTRÍA	DOCTORADO
		A	2.773.274	3.678.963
		B	3.283.664	4.318.646
		C	4.061.089	5.453.344
		D	4.705.598	6.260.259

La tabla comprende el resultado de la fórmula del incremento salarial



APPENDIX C

PERMANENCE AND PROMOTION IN THE TEACHING CAREER IN COLOMBIA

<b>CARRERA DOCENTE</b> <b>PERMANENCIA</b>		Ministerio de Educación Nacional República de Colombia	 Libertad y Orden
<p><b><u>ANTIGUO ESTATUTO (DEC 2277)</u></b></p> <p><b>EVALUACIÓN</b> No existe</p>	<p><b><u>NUEVO ESTATUTO (DEC 1278)</u></b></p> <p><b>EVALUACIÓN PERMANENTE:</b>                      Periodo de prueba                      Evaluación anual del desempeño                      Evaluación de competencias</p>		
<p><b>ASCENSOS:</b></p> <ol style="list-style-type: none"> <li>1. Por tiempo de servicio, 3 años por grado hasta el grado 10 y 4 a partir del 11.</li> <li>2. Por capacitación por créditos.</li> <li>3. Por títulos académicos hasta licenciado en el grado 13 y especialización solo grado 14.</li> </ol>	<p><b>ASCENSOS:</b></p> <ol style="list-style-type: none"> <li>1. Para pasar de un grado a otro (1, 2 y 3):                      Por concurso, tiempo (3 años) y título profesional o de posgrado.</li> <li>2. Para pasar de un nivel a otro (A, B, C y D):                      Por evaluación de competencias (80%) y tiempo (3 años).</li> </ol>		

APPENDIX D  
CONSENT FORM

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**Titulo del estudio:** The influence of professional development on EFL teachers' job satisfaction.

**Investigadora Principal:** Sandra Milena Álvarez Espinal. Teléfono: 313 766 77 78.

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**Asesora Investigación:** Dra. Adriana María González Moncada.

E-mail: [adrianamariagonzalez@gmail.com](mailto:adrianamariagonzalez@gmail.com)

**DESCRIPCIÓN DE LA INVESTIGACIÓN:**

Usted ha sido invitado(a) a participar en un estudio sobre la satisfacción laboral de los docentes de inglés en la ciudad de Medellín. Usted ha sido seleccionado(a) porque como actor educativo nos puede proveer información valiosa al respecto.

El propósito de este estudio es investigar la forma en que los programas de desarrollo profesional ofrecidos a los docentes influyen, o no, en la satisfacción laboral de los profesores de inglés de la ciudad de Medellín.

Los participantes en este estudio son cuatro docentes de inglés de cuatro Instituciones Educativas públicas de la ciudad de Medellín que han hecho parte de diferentes programas de desarrollo profesional docente.

Los datos que se recogerán en este estudio incluyen: grabaciones de audio, análisis de narrativas y análisis de documentos. Sólo los investigadores tendrán acceso a la información que usted brinde.

**QUE IMPLICA MI PARTICIPACIÓN?**

Si decide participar en esta investigación, se le pedirá brindarnos una entrevista donde exploraremos asuntos relacionados con la satisfacción laboral de los docentes. Su participación en la entrevista será aproximadamente de 20 a 40 minutos. También se le solicitará escribir una narrativa en la cual usted describirá una situación que haya impactado de manera positiva o negativa su satisfacción laboral como docente de inglés.

**HAY ALGÚN RIESGO PARA MI?**

Los riesgos por participar en este estudio son mínimos.

### **COMO SE VA A PROTEGER MI CONFIDENCIALIDAD?**

Aunque pueda resultar alguna publicación en este estudio, su nombre no será usado. Solo se mencionarán características grupales o se utilizarán pseudónimos para identificarlo.

### **A QUIÉN DEBO CONTACTAR SI TENGO PREGUNTAS?**

Puede hacer cualquier pregunta sobre esta investigación cuando lo desee. Si después del día de hoy le surge alguna pregunta sobre esta investigación, puede contactar a la investigadora principal Sandra Milena Álvarez Espinal al 313 766 77 78. Correo electrónico: [sandramalvarez@gmail.com](mailto:sandramalvarez@gmail.com). También puede contactar a la asesora de la investigación y escritura de tesis: Adriana María González Moncada: [adrianamariagonzalez@gmail.com](mailto:adrianamariagonzalez@gmail.com)

Su participación es totalmente voluntaria. Si decide no participar o retirarse de la investigación, esto no tendrá ninguna implicación.

Su firma indica que ha leído este formato, ha tenido la oportunidad de hacer preguntas sobre su participación en esta investigación, y voluntariamente acepta participar. Va a recibir una copia de este formato para sus registros.

Nombre del participante (En letra imprenta): \_\_\_\_\_

Firma: \_\_\_\_\_ Fecha: \_\_\_\_\_

## APPENDIX E

### DATA FROM THE BIGGER STUDY

Here, I share the results – that are connected to the information of my research – from the bigger study: **A comparative study of English language teacher recruitment, in-service education and retention in Latin America and the Middle East.** Howard, Basurto-Santos, Gimenez, Gonzáles, McMurray, & Traish (2016). I included results about the following aspects: Perception of the salary rate and Perception of the promotion process for public school teachers in Colombia. Please see data in **Table 1** and **Table 2**.

**Table 1. Perception of the salary rate**

Salary	Very satisfying	Satisfying	Neutral	Dissatisfying	Very dissatisfying	N/A	Total
<b>English data</b>	0	6	5	6	2	0	19
<b>Spanish data</b>	5	11	11	11	13	0	51
<b>Total</b>	5	17	16	17	15	0	70

Results in table 1 show that many teachers do not feel satisfied with the salary they earn. 46% of the teachers answered that they are dissatisfied or very dissatisfied. 23% of the teachers provided a neutral answer, which may be interpreted as teachers who are in the last level of the teachers' scale in decree 2277, or hold temporary jobs. And 31% answered that their salary is satisfying or very satisfying. This represents less than half of the surveyed teachers.

**Table 2. Perception of the promotion process for public school teachers in Colombia**

<b>Promotion</b>	<b>Very satisfying</b>	<b>Satisfying</b>	<b>Neutral</b>	<b>Dissatisfying</b>	<b>Very dissatisfying</b>	<b>N/A</b>	<b>Total</b>
<b>English data</b>	0	5	7	5	2	0	19
<b>Spanish data</b>	5	8	16	11	9	3	52
<b>Total</b>	5	13	23	16	11	3	71

The results show that 37% of the teachers feel dissatisfied or very dissatisfied with the promotion process that is held by the government. The 38% percent for neutral or N/A could be explained as teachers who do not have any chance to increase their level, and salary consequently (Teachers from decree 2277 in the highest hierarchy level or teachers who hold temporary jobs). Only the 25% of the teachers answered very satisfying or satisfying. Their satisfaction may be explained because they belong to decree 2277 and have other monetary benefits apart from their salary; or because they are teachers from 1278 who have been promoted without the need of recording the video, yet.