

The attitude of the teachers on the job satisfaction.

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Abstract

This study aims to present the overall level of teachers job satisfaction. Teachers are the most important resource of a country, where the base of all professions is built upon. Measurement of job satisfaction serves as an indicator to strengthen the system.

Through critical review of current literature, teacher questionnaires on job satisfaction and interviews with students and parents, the study has shown the level of job satisfaction of teachers from baseline in three schools in Tirana.

Data generated by the overall level of job satisfaction of teachers is high. Teachers are satisfied with their profession and relationship building with all stakeholders. Their dissatisfaction is due to factors such as: salaries, curriculum, teaching tools.

Satisfaction from work is related to internal factors (their work, achievements, etc.), as well as external factors (relationship, manager, salary, etc.). It is recommended that teacher training becomes part of their professional development, participation in curriculum design and assessment of their professional work.

Keywords: *teacher, attitudes, satisfaction at work.*

1.Introduction

1.1 Realisation

In all these years primary and middle school are in the process of changes that have affected the behavior of teachers in the workplace. There have been some changes, the purpose of which was to increase the effectiveness of the school and the quality of student achievement. Changing the basic education system, Teachers Attesting, Teacher training, Alter text, Curriculum -based and free, and others may have had an effect on how teachers feel at their work.

Satisfaction is a psychological phenomenon and its concept is very subjective and psychological. Teacher's job satisfaction is seen as a key factor in the school's dynamics and is considered as the primary dependent variable in terms of the effectiveness of school. A satisfied teacher cares for the students' welfare. A complex of factors affecting their satisfaction at work; internal factors (self - management, autonomy), external factors (climate , co-operation with colleagues, benefits) and demographic (qualifications , years of work , social status etc.) .With all the internal strength or motivation for being a teacher , external and demographic factors determined the teachers' job satisfaction. It is important to gather and understand the satisfaction and dissatisfaction of the teachers' job as an indicator to strengthen the education system. This has been the reason for selecting this theme to explore, to see and build intervention strategies for strengthening the education system.

1.2 Purpose, Objectives

Assessment of the level of overall job satisfaction of teachers in three primary and middle schools of Tirana. The question in the survey was: What is the level of the teacher's job satisfaction? Hypothesis: "The level of teacher's job satisfaction is high."

Objectives:

To identify the level of satisfaction from their teachers.

To reflect the current studies and theories on job satisfaction.

To show the perceptions of students and parents on their relationship with teachers.

To recommend for improvement of teachers' attitudes towards work.

2. Literature Review

Job satisfaction

Although there is no definitive definition of the job satisfaction, Hoppock (1935) based on his study, found that job satisfaction is a combination of psychological

circumstances, physiological environment that cause a person to say, " I am pleased with my job. "

The employee satisfaction at work has been the center of attention especially in these years and the organization cannot be quality competitive if human resources are not satisfied and achievement quality of the organization is first connected to the employee satisfaction at work. (Garcia - Bernal , Gargallo - Castel , Marzo - Navarro & Rivera - Torres , 2005) .

Satisfaction at work can be conceived as a multi -dimensional concept that includes a set of satisfying and dissatisfying feelings in which employees perceive their work

(Mumford, 1991; & Garcia - Bernal, et. al. , 2005). Mumford (1983) has defined job satisfaction as a better adaptation between what employees want to achieve in their work , labor needs, expectations and aspirations and what is required to do their work , organization working . In his statement, both workers and employers, can be satisfied in a form of equilibrium if the needs ensure a good fit. Satisfaction at work is defined as an attitude, but that affects feelings, actions and behaviors.

Locke (1976) has defined it as " ... as a satisfactory or positive emotional state resulting from the evaluation of one's work or work experience " (1976, p.1300) According to him , when we think, we feel about what we think and when we feel, we think about what we felt . When we evaluate our performance, feelings and thoughts are included together (Weiss, 2002) .

Theories of Herzberg (1953) known as the Two Factor Theory has delineated the internal factors (motivators) that influence job satisfaction and external factors (hygiene factors) that influence job dissatisfaction. According to him, the factors that cause pleasure or motivators are: work , achievement , recognition , responsibility. Factors that cause dissatisfaction or hygiene factors are: cooperation with colleagues, working conditions , director , salary etc. Some researchers (Erlanson and Pastor, 1981; Weller, 1982) are based on the Maslow's theory of a Need. They believe that this theory is a foundation to establish the satisfaction of teachers ranging from basic human needs (lower level) to a greater degree.

Job satisfaction factors

Studies, which are based on several theories about the factors that affect teacher's job satisfaction, turn out to have different attitudes of teachers towards influencing factors. Safe environment of the school leadership, collaboration with colleagues, high involvement of parents, learning resources can play a role in effectiveness, increase engagement in school and promote job satisfaction (Darling - Hammond 2003) .

Job satisfaction and performance have attracted the attention of researchers. Argly (1989) came to the conclusion that there was a modest positive correlation between satisfaction and productivity , but it was unclear how satisfaction affects productivity and vice versa .

Moslow, Herzberg, Likert (Mumford , 1978) have seen the development of motivation as the main factor of job satisfaction . But it depends on the individual and on the circumstances. Herzberg (1968) asserted that the way to motivate the employee is to enrich their work . He points out that they will perform better and will make more if they have challenges and will be psychologically satisfied by their work. But not all employees like challenges (Lazenby , 2008) . Some challenges can bring pleasure at work for some, and disappointment for others . For Mumford (1978 , 1979) the needs are associated with the job satisfaction not only in Moslow vertical hierarchy (from lowest to highest) , but also in lateral terms. As long as the level of the individual needs is associated with the pleasure, he will be satisfied and the results will be positive. Maslow emphasizes that the work

performance is likely not to depend on the adjustment between individual's needs and work, but on what he should do about connected with individual needs and what it is likely to do.

Job satisfaction studies have proven Herzberg's theory on its connection to performance, but they have valued as very important the relationship with others, not considering it only as a source of dissatisfaction (Argly 1987, 1989). Blake and Mouton (quoted by Mumford 1978) have seen the headmaster and his style as a determinant in job satisfaction. Job satisfaction has other perspectives that influence rewards and efforts as important. (Lupton , Gowler, Bowey, Legge; Mumford 1978) .

Various factors affect differently on various individual. In several studies conducted in our country, it is shown that despite the difficult working conditions (external factors), teachers were satisfied with their job (Cleopas & Fee 1994). Demographic factors (age , qualification) , external factors (cooperation with each other, performance evaluation, autonomy, communication with the student, etc.) are found as the factors affecting job satisfaction (Tamo & Karaj, 2007).

Satisfaction from work is determined by internal factors, and external factors that have an impact on the job dissatisfaction. Literature and theory offers us examples where these factors are in different ways determinants of job satisfaction.

3. Methodology

3.1 Methods

For the purpose of this study, descriptive research is used. The survey method is based on the quantitative analysis of the degree of job satisfaction of teachers and the interpreting methods on the qualitative analysis of the perceptions of students and parents on their relationship with teachers. The survey was conducted through standardized questionnaires for teachers and semi-structured interviews for students and parents.

3.2 Sample

The targeted population were the primary, middle school teachers of the capital city, in the 2012-2013 academic year. The sample was based on three basic education schools of Tirana. Questionnaires were distributed to 75 teachers, from which 69 were completed. The qualitative sample was 15 semi-structured interviews with students 10 interviews with parents from all three schools. Questionnaires were administered during September-November 2012.

3.3 Instruments

The study's instruments were structured questionnaires consisting of two parts. The first part included school's demographic data and characteristics. The second, were 17 questions about job satisfaction , whose answers were "Yes", "Do not know", "No". This index was developed by N. V. Zhur and E.P. Il to highlight and reveal the degree of teacher's satisfaction with their profession and with various aspects of professional activity. The result of the analysis shows the satisfaction level based on the points collected. The answer "Yes" generates +1, the answer "Don't now" generates 0, the answer "No" generates -1. The questionnaire was piloted with a group of 10 teachers, who served to see data's reliability and validity. A semi-structured interview was used for students and parents. It contained seven questions about relationships with the teachers, the subject, the quality of teaching.

3.4 Data Analysis

The questionnaires were processed with SPSS (Statistical Software Package for Social Scientists) version 16, which has facilitated the extraction of quantitative data. Analysis of the data and drawing conclusions are made having the percentage frequency, and through qualitative analysis, interviews.

4. Findings, Discussion

4.1 The overall level of job satisfaction.

The data generated (points collected from the questionnaire responses) show that 88% of the teachers have a high level of satisfaction at work, 11% have a moderate level of satisfaction and 1.36% have a low level of satisfaction. While the level of dissatisfaction by work (points collected by questionnaires) shows that 73.5% of teachers have low level of dissatisfaction and 8.8% of teachers have a moderate level of job dissatisfaction. Job satisfaction is indicative of a positive climate, professional and loving work. If teachers are satisfied in their work, the product will be qualitative. Students will feel comfortable and will have positive results.

Table 1. The overall level of satisfaction by cycle.

Levels	Primary Education	Secondary Education	Total
Low satisfaction	1	1	2
Medium satisfaction	3	7	10
High satisfaction	20	36	56
Total	24	45	68

4.2 Work experience related to job satisfaction .

Experience related to satisfaction in profession. From the generated data, it results that teachers of 0-5 years of experience (5 teachers, 7.5 %) are satisfied with their profession , 13.4 % of the teachers of 11-15 years of experience (13 teachers, 19.4 %) are satisfied, 10.6 % of the teachers of 16-20 years of experience (11 teachers, 16.7 %) are satisfied, and 40.3 % of the teachers of over 21 years of work (27 teachers 47.3 %) are satisfied. By analyzing the data, despite the years of working, teachers feel satisfied with their profession. Teachers loved their profession at all times, regardless of the difficulties and the different factors that can affect.

Experience regarding the satisfaction by the students attitude towards the subject. The data show that teachers of 0-5 years of experience (5 teachers , 7.5 %) are satisfied with students, 14.9 % of teachers of 11-15 years of experience (13 teachers, 19.4 %) are satisfied, 13.4 % of teachers of 16-20 years of experience (11 teachers , 16.7 %) are satisfied, and 25.4 % of teachers of over 21 years of work (26 teachers 39.4 %) are satisfied. From the generated

data, it results that teachers with less experience are more satisfied by the student's attitude towards their subject. Over the years, the satisfactory attitude of the students towards the subject seems to change. Educated and employed in the years of changes in our society, some young teachers have a contemporary methodology closer to the preferences of students. Teachers with more years of work are more conservative in this relationship while maintaining a defined structure.

Experience regarding the satisfaction of the colleagues attitude towards the subject.

From the generated data, it results that teachers with experience of 0-5 years (5 teachers , 7.5 %) , 6.1 % are satisfied with their colleagues, 13.4 % of the teachers of 11-15 years of experience (13 teachers , 19.4 %) are satisfied, 10.6 % of the teachers of 16-20 years of experience (11 teachers, 16.7 %) are satisfied, and 26.9 % of the teachers with over 21 years of work (26 teachers, 39.4 %) are satisfied. Over the years, professional relationships fades, teachers do not have the pleasure to have a collaborative professional relationship. Facing new challenges can create a different perception among teachers that can affect the professional relationship.

4.3 Satisfaction related with motivators and external factors that cause dissatisfaction.

Based on Herzberg's motivation – hygiene theory, from data generated by the questionnaires, it results:

Table 2: Frequency of values in percent by factors that affect job satisfaction and dissatisfaction.

Motivators

	<u>Satisfaction</u>	<u>Dissatisfaction</u>
Profession	89.7%	5.9%
Achievement	85.3%	5.9%
Professional préparation	95.6 %	1.5%
Methodical préparation	92.6%	2.9%
Organisative préparation	88.2%	2.9%
Theoretical préparation	94.1%	1.5%

External factors that cause dissatisfaction

Relationship with headmaster	76.5%	5.9 %
Curriculum	47.1%	27.9%
Workplace	86.3%	10.3%
Salary	27.9%	55.9%
Teaching tools	41.2%	38.2%
Relationship with colleagues	92.6%	2.9%
Relationship with parents	77.9%	7.4%
Relationship with students	89.7%	2.9%
Colleagues' attitude on the subject	69.1%	1.5%
Students' attitude on the subject	75.0%	11.8%
Parents' attitude on the subject	73.5%	4.4%

Internal factors (motivators)

Satisfaction by the profession. From the generated data, 88% of teachers are satisfied with their profession, 4.4% of teachers are not clear, 5.9% of teachers are not satisfied. Teachers are satisfied with their profession, which is an indicator of expression of satisfaction on the job. Teachers who love their profession have a positive attitude with students and stakeholders. This brings healthy atmosphere and climate, the fruits of which the students benefit.

Satisfaction by professional preparation. Data shows that 95.6% of teachers are satisfied with their professional preparation, 29% of them are not clear, 1.5% of teachers are dissatisfied with their professional preparation. Teachers are satisfied with their abilities the positive internal factors that affect their work. If they feel comfortable with their preparation, the result will be positive, work is seen as a place that gives pleasure.

The students, most of them, gave positive answers to the question about the preparation of teachers. Student's reaction as "good" shows a positive climate in teacher – student relationship. Teachers manage and lead student's knowledge. Professional orientation of student's knowledge is the challenge of this profession. Teachers can trace or mark on their lives.

Parents, were more reserved referring to the teachers professionalism. Almost equally they mark on the teacher's professionalism. Their dissatisfaction concerns the teacher's ability to communicate professionally.

External factors

Satisfaction by the relationship with the headmaster. From the generated data, it results that 76.5 % of teachers are satisfied with the relationship with the director, 17.6 % of teachers are unclear and 5.9 % of teachers are dissatisfied with the relationship with the headmaster. Most of the teachers express positively about this relationship, which plays an important role in the work relationship. Leadership style creates a positive climate, hard working atmosphere and affects a good part of the job satisfaction.

Satisfaction by the relationships with the colleagues. The generated data shows that 92.6 % of teachers are satisfied with the relationship with their colleagues, 4.4 % are not clear and 2.9 % of teachers are dissatisfied with their relationship with the colleagues. Collaboration with colleagues facilitates the job, creates a fertile ground to cope easily with

the challenges. It is a very important external factor in determining the atmosphere and satisfaction at work .

Satisfaction by the relationships with the students. The generated data shows that 76.5 % of teachers are satisfied with their relationship with the students, 17.6 % are unclear and 5.9 % of teachers are not satisfied. The relationship with the student is an indication of a positive spirit and positive attitude towards the school's client, student. There are those who receive the fruits of this relationship, the value of which is long term. The students will feel better and will increase their confidence if the teachers will create a reliable relationship with them.

Students, 80% of them, perceive the relationship with the teacher as warm and positive. The attitude of the students is an indication of a positive climate in their relationship. School is a place where students learn and get educated (Fullan, 2004). Students feel very good and happy when teachers create reliable relationships. The teacher, not seldom, do not find time to understand their pupils. This is not good for teachers and students.

Satisfaction by the relationship with the parents. The generated data shows that 78 % of teachers are satisfied with their relationship with the parents, 14.7 % are not clear and 4 % of teachers are not satisfied. Most of the teachers evaluate positively this relationship. The profession of teaching is judged as a profession where teachers try to go beyond the classroom (Goodlad , at. al, 1990). Judgment beyond the classroom shared with parents, citizens.... who have their role and responsibility in the well functioning of school (pg .27). Teachers who create an open relationship with all stakeholders are teachers of a civilised society.

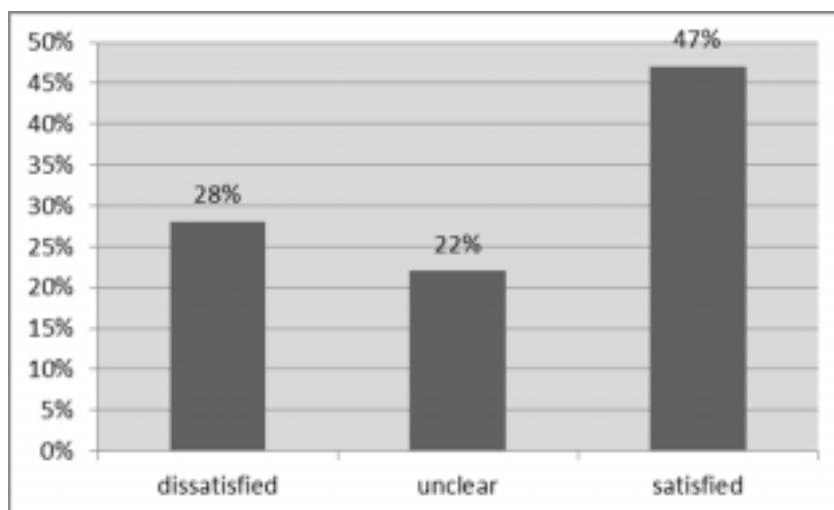
Parents, were asked how satisfied they were by their relationship with the teachers. Most of them responded positively, as a correct relationship, but their concern was the inability to maintain regular contact with the teacher and not only in the parents' meeting. Our schools lack an agenda for meetings with parents. This complicates the possibility of obtaining information from parents and as thus creates a vacuum between parent and teacher relationship.

Satisfaction by the education program. The data shows that 47 % of teachers are satisfied, 22 % are not clear, 28 % are dissatisfied with the curriculum. Teachers express their dissatisfaction about the curriculum load. Dissatisfaction in this indicator leads to tiredness of the teacher, affecting their relationship with their work. The program's load, planning the curriculum often becomes a serious obstacle for teacher clarity, which affects the teaching and learning of students.

Students, 80% of them, were asked if the curriculum meets their needs. They expressed positively and were satisfied with the curriculum meeting the interests of the program. They were worried about the homework part, while they felt good about the information received from the text. Refraction of information by the teacher through tasks is indicative of the teaching quality.

Satisfaction by the teaching tools. The data shows that 41.2% of teachers are satisfied, 17.6% are not clear, 38.2% are dissatisfied. Teachers felt the need to support the process and increase its quality through the teaching tools. The learning tools facilities and environments acquire knowledge and foster creativity.

Satisfaction by the salary. The generated data shows that 28 % of teachers are satisfied with their salary, 16.2 % of teachers do not know and 56 % are dissatisfied. Teachers are not satisfied with the salary. But this indicator has not played a role in the high levels of overall teachers' job satisfaction. According to Herzberg this is the factor that brings unhappiness, but the high level of satisfaction is not affected. This is indicative of the passion of the creative profession.



Graph 1: Satisfaction of salary

5. Conclusions

Based on the findings of the quantitative analysis of key data derived from the responses of teachers and responses from students' and parents' interview, the following conclusions are formulated:

- Teachers are satisfied with their profession, regardless of the years of service.
- Over the years of work, the level of satisfaction and students' attitudes towards colleagues to object decreases.
- The overall level of job satisfaction is high. This indicator confirms the hypothesis raised on high levels of teacher's job satisfaction.
- Satisfaction by the profession is a positive indicator, teachers love their profession, which affects their attitudes toward students.
- Teachers are satisfied with their professional preparation, internal factors that determine job satisfaction.
- Teachers are satisfied with their relationship with the school headmaster.
- Teachers are satisfied with their colleagues, external factors which could affect the job dissatisfaction. Relationships with colleagues help improve realisation of tasks in school.
- Teachers are satisfied in relation with the students. This position is supported by the opinions of students, who perceive this relationship as positive.
- Relationship with the parents is positive, the teachers are satisfied. Even parents perceive it as a correct relationship.
- The workload of the program, according to teachers, has not brought a positive attitude, which affects the relationship with their job. Students think that the program meets their needs, but the fast workload is high.
- Income earned from work (wages) bring unhappiness in the work attitudes of teachers

6. Recommendations

- Teachers community must be involved in professional development sessions.
- Teachers should be trained and participate in curriculum design.
- Teachers should be evaluated promptly for their work to achieve the objectives.

- A merit rating system making the difference would clarify dissatisfaction and uncertainty assessment in salary.
- Education leaders need to build a working system of teacher evaluation to clarify values.
- MASH, as central institution, should take measures to equip schools with necessary teaching tools.

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