

# THE DEGREE EVALUATION ON TEACHERS WORK SATISFACTION

**Bianca Mada**

PHD. student, University of Oradea

mada\_bianca@yahoo.com

## **Abstract**

*One of the oldest and the most important aspects of human life is the work that people perform because it fulfills some of the human needs: material, of belonging, of self esteem, of development etc; it is well known that all the human activities have a motivation. If certain behaviour is rewarded, then it will happen again, while if it is not rewarded, it will happen less often or it will disappear.*

*There is a strong and ambivalent relationship between motivation and satisfaction, both being at the same time cause and effect. This fact should be a major issue for all the organizations and companies, because beyond the economic development, the social development should also be looked after, that is a satisfied professional staff, well integrated and stable at the workplace.*

*In this context, the evaluation of the satisfaction of the teachers who work with children with disabilities is to be regarded here because the education of these children is a very hard and stressing work, and motivation and satisfaction play an important role.*

**Keywords: satisfaction, motivation, cause, work**

One of the oldest and the most important aspects of human life is the work that people do. Work is something that fulfills some of the human needs: material, of belonging, of self esteem, of development etc; it is well known that all the human activities have a motivation. If certain behaviour is rewarded, then it will happen again, while if it is not rewarded, it will happen less often or it will disappear.

But what is the thing that makes us work, what is our motivation? Is this cause located `inside` the person, is it "outside", is it in the environment or both the person and the situation are involved? Why do we sometimes feel attracted to do a certain thing, and sometimes our attention moves to an event that might not have happened yet? Why the hardships make some people work harder and at the same time they make others give up? Why some people look always for the risk while others prefer a calm and predictable life? Is motivation in close relationship to the frequency of the individual's behaviour performances that are monitored according to the objectives?

Then, the following question occurs: Where is satisfaction in all these? Where does it come from? Is a person more motivated when he/she is not satisfied by his/her status, and therefore wants to make some changes? How do we appreciate a person who is not satisfied by his/her situation and is not `motivated` also? What about satisfaction in the professional area, can it bring satisfaction in other fields too?

Between motivation and satisfaction there is a strong and ambivalent relationship, both being at the same time cause and effect. This fact should draw the attention of all

managers, as in the equation of performance both motivation and satisfaction are equally important.

Therefore, the control over these phenomena should be a major issue for all the organizations and companies, because beyond the economic development, the social development should also be looked after, that is a satisfied professional staff, well integrated and stable at the workplace.

In this context, the evaluation of the satisfaction of the teachers who work with children with disabilities is to be regarded here. The education of these children is a very hard and stressing work, as we all know.

#### *The concept of satisfaction*

In the first part of this study, the professional satisfaction was presented in different circumstances: of the sources that generate it, of the explanatory theories, of the measured multi-faces, of the consequences over the work, and also of the relationship with the motivation and performance in work. The last part of this study will approach the relationship between motivation, performance and satisfaction.

*The satisfaction in work* is defined by Papp and Perczel (1975) as the consciously representation of those elements that happen according to the characteristics of the working environment, and influence the attitude towards this environment.

The attitudes can be of different types, those connected to the recognition of the work, of the salary, of the physical working conditions, of the possibilities to promotion, the recognition of the skills, the relationship between employees, the security of work and so on.

On the other hand, Locke defines satisfaction as the result of a person's perception that his/her work can make him/her realise and the motivations- according to Locke, the values- that are important to that person.

Ten years later this perception has slightly changed (Locke & Henne, 1986): the satisfaction in work is the pleasant state that appears when somebody what his/her reasons, motifs for work are. According to Schneider(1985) the key problem is the attitude- the evaluations, feelings -towards accomplishments or circumstances, while Griffith and Bateman emphasizes the idea of global concept which is made of many specific faces(work satisfaction, salaries etc.). Generally speaking the description can be as follows work satisfaction depends on the degree of satisfaction one gets by doing his/her work. This implies the satisfaction of a need, the accomplishment of a target. However the term satisfaction is used also to name dissatisfaction.

Work satisfaction, according to Thierry (1992), refers to the degree of a person's satisfaction with his/her work and the work situation. This implies the satisfaction of a need, the implementation of a motif and the accomplishment of a target

P.P. Neveanu in "Dictionary of psychology" (1978) defines work satisfaction as a "complex psychological configuration, not always fully conscious, being made of set of positive attitudes of the person towards his/her work. It has the value of an important item of the quality of the productive organizations, and at the same time, of the major objective of these organizations: besides the economical achievement, the obtaining of different products, the social achievement is also targeted, that is the society to have more satisfied people, satisfied by their work, people who receive consideration, who are well integrated at their work."

We have seen so far that work satisfaction is close related to the satisfaction of needs. In practice, the phenomenon of the training of human resources moves around the force of motivation.

Thus, motivation is vital for the human activity, for the understanding and explanation of human behavior and it has to be approached, even with the risk of not being always able to accomplish some of its aspects. Many years ago, Al. Roşca (1943) understood motivation as "the sum of all the intern reasons of behavior, regardless of the fact that they are acquired, inherited, conscious or unconscious, simple or physiological needs or abstract concepts".

In The Psychology Dictionary, P.P. Neveanu defines motivation as being "an act or an ensemble, a system of impulses, activations, emotional states or the reasons for actions and behaviors."

According to Zlate motivation can be defined as *the internal state of necessity of the body that conducts and demands the behaviour toward satisfaction and its replacement*. This is about a series of needs, trends, desires, impulses that make the body to behave in a certain way. At the same time, the motivational state not only stimulates the body but also directs it to a certain way of satisfaction. The two sides, dynamic and directional are essential for the understanding of a motivated behaviour.

From an etymological point of view the word motivation comes from the Latin word "movere" and it means movement. This is why motivation represents *the sum of energies internal and external, which initiates and conducts the demeanour to a certain goal that once it is accomplished, will determine the satisfaction of a certain necessity*.

However, work satisfaction is determined by the motivation of the employees. There are some motivational requirements that increase the work satisfaction in an organization:

- The employment and use of people who appreciate the results of the company.
- To know and give the people the things they are waiting for.
- To give the employees interesting tasks, that should excite them, that should make them be more creative using methods like, changing the jobs from time to time, making them be able to be challenged by their work.
- To give the employees rewards according to their needs and expectations.
- Giving motivations, especially economical, gradually in order to save some to have enough in the future.
- To tell exactly what the expectations are for the workers, what tasks do they have to accomplish.
- To make the people do what they know to do, what they are good at, so that they will enjoy their work.
- To give them financial and moral rewards.
- To make the employees know about their rewards, punishments, depending on their way of doing their work.
- Giving economical, moral and spiritual rewards gradually, according to people`s needs.
- Giving rewards immediately after they finish their tasks.
- To minimize the punishments.
- To give them the rewards they are waiting for.
- The rewards should be perceived by people as according to the work they have done.

### *The methodology of research*

The present study wants to investigate, to find the differences between the satisfaction of the teachers who work in the rural or in the urban, in order to be able to propose some things that may help to improve the satisfaction of teachers working with all kinds of children. The premises of this paper were:

*Premise1:* Work satisfaction with teachers working in normal, public schools is higher than those of teachers who work with children with disabilities.

*Premise2:* A teacher who works in the rural is more satisfied by his/her work than one who works in the urban.

There are two independent things (job and organization) that are treated here as factors for work satisfaction.

This study was conducted on primary teachers and high school teachers, teachers at kindergarten, teachers from the cities and from the countryside, teachers who work with children with disabilities: 87 school teachers, 100 teachers from kindergarten, 137 ordinary teachers and 50 teachers for children with disabilities. All of them were volunteers, they are all teachers at the schools on the list in study, the lottery method was used in choosing them.

In this study the Job Description Inventory proposed by P.C. Smith, L.M. Kendal, C.L. Hulin. J.D.I. was used, it presents a number of 90 statements to the teachers, (structured on 6 dimensions of satisfaction, namely: the actual work, the real salary, possibilities of promotion, the Boss, the people who m you work with, and job in general.), asking them to say if these describe a characteristic aspect for them. There are three possible answers for these statements: Yes, No, and „?”-I do not know when the person is not sure. The Yes answers are seen as 3, the “No” with 0, and the others (?) with 1. Thus, maximum A is 54, minimum A is 0. This scale was adapted for the Romanians in 1994 by H. Pitariu.

The survey was applied with the approval of the teachers interviewed and that of the school principals. Before the questionnaire was given, the teachers were given the tasks they had to fulfill, together with the necessary explanations. The same procedure was applied to all the teachers, and the circumstances were identical.

### *The results*

Examining the results, one can notice that the premises of `the real salary`, `the relationship with the superiors`, `the people I work with` and `work in general` were true for all of the teachers, while there were no significant differences between the other groups in study.

As to the dimension `real salary`, the results prove that there is a difference between the evaluation of the teachers working in the normal system and those who work with special children. The difference is that teachers who work with children with special needs, have greater satisfaction (in what the salary is concerned) than those who work with normal children. At the same institution teachers for secondary school are more satisfied than the primary school teachers.

This can be explained due to the greater difficulty of the work with special children, in a special environment, this difficulty being rewarded by bigger salaries. Another reason is the fact that high school teachers have all attended a university and this is again something that makes them have bigger salaries.

The relationship between the principals and the teachers, the superiors and the employees, this is better at normal schools, because the specific characteristics of a special school, where the system of control should be more strict.

As to the premises of “the people I work with”, primary teachers and secondary teachers have different type of contact, as the primary teachers tend to identify themselves with their children.

Having in mind the last dimension, that of “work in general”, one must mention the fact that teachers differ in their perception of this dimension, due to the type of the organization, the type of their professional training, and also due to the interrelation between these factors. In special schools, the intellectual stimulation is different from the normal schools, there are many problems in communication with the children, in the children`s ability to assimilate, they acquire new knowledge from time to time, not systematically, and all these determine the satisfaction of the teachers. The normal school teachers have a greater satisfaction, as the results of their work is seen more often and clearly.

There are also other three differences to “real work”, “real salary”, “boss”.

As to the relationship between colleagues, teachers working in the countryside are having a better relationship, than those working in a city. This can be explained by the fact that in the countryside the relationships are more informal, (there are spontaneous interactions), and so they get to know each other better. Then there is the small number of teachers, the homogeneity of the group (they generally share the same values, habits, interests), so there is a relation of affectivity and mutual, emotional connection.

Regarding the “real work”, there is a tendency between the secondary school teachers from the cities to be more satisfied than those from the countryside, while the situation of the primary school teachers is the opposite. This may be explained as the parents from the cities get involved in their children`s education, as they need them to be able to fit in society.

As to the “real salary”, teachers working in the countryside are more satisfied than those working in the cities. One of the explanations can be the fact that there are other sources of finance in the countryside.

The relationship between the teachers and their superiors (‘boss’) is better in the cities than in the countryside. At the same time, there is a difference between teachers from the countryside and those from the cities, in what the “people I work with” relation is concerned.

### **Conclusions**

This study tries to draw attention upon the concept of work satisfaction, a concept that can be used in the educational system, too.

We have seen that the teachers from special schools and those from the countryside are more satisfied than those from the normal schools and from the cities, in what the “real salary” is concerned.

Then, both teachers from elementary and secondary schools, who work in normal schools seem to be more satisfied than their fellows from special schools in what the relation with the superiors is concerned. The teachers from the countryside seem to have better relation with their boss. The teacher from a special school has to interact and socialize in a different way, as he/she does not work with an ordinary pupil, but with a complex relationship that has to be conquered, transformed according to different rules. Due to this fact the formal group is better formed, as we can see in their relationship. This is true because of the specific characteristics of the rural, the formal relationships being associated with the informal ones. Teachers who work in special schools have to follow a well developed and strict strategy, there is a need of a stronger will to succeed, to have the patience to be able to work with these special children, and all these factors influence their

work satisfaction. How are all these relevant for organizations? (Implications): if the structure of an organization generates evaluations and negative attitudes, these can become a danger for the accomplishment of the goals of the organization. The way in which organizations differ from the point of view of satisfaction is important for every person who has to choose a certain structure of organization

Then, there are cases when because of the dissatisfaction, the employees are not motivated and therefore their results are bad. Thus a first step could be the analysis and correction of the sources of dissatisfaction. In this respect this study could be of help. But at the same time this study can offer the possibility of finding the causes of satisfaction and dissatisfaction.

There may be some possibilities of errors which may be caused by representations. Due to the fact that this study was done on teachers from three localities from Bihor county, its representativity may be questioned, it is just a local representativity, at the level of a county.

The small number of the teachers surveyed may also be questionable. In a future study it will be interesting to take into account things like, the age, the sex the professional qualifications of the teachers (what subjects they teach).

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