



JOB SATISFACTION AMONG TEACHERS IN LOWER SECONDARY SCHOOLS IN ALBANIA - AN EMPIRICAL STUDYⁱ

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Abstract:

The aims of present study are the quantitative evaluation of job satisfaction among teachers in lower secondary schools in Albania, the identification of the factors responsible and ranking them according to the effect they have on teacher's job satisfaction. A sample of 198 teachers in lower secondary schools was randomly selected. The findings of the study revealed: (i) Job satisfaction among Albanian teachers in the lower secondary education cycle is evaluated at the "Moderate" level (3.41 ± 0.47 scores; max 5 scores). It is more affected by the motivating factors that as hygiene factors. (ii) Job satisfaction in Albanian teachers in the lower secondary education cycle is an expression of a psycho-emotional state and their behavior towards the profession and task they perform. (iii) Job satisfaction is conditioned by factors related to: (a) remuneration policies; (b) relationships with colleagues and leaders; (c) motivation; (d) personal feelings; (e) working environment conditions: didactic tools; number of students in the class, workload outside the classroom; (iv) promotion does not result as a factor with a significant effect on job satisfaction among teachers.

Keywords: job satisfaction, factors, teachers in lower secondary schools

Abstrakt:

Studimi ka si qëllim vlerësimi sasior të nivelit të kënaqësisë në punë tek mësuesit në shkollat e arsimit të mesme të ulëta në Shqipëri, identifikimin e faktorëve përgjegjës dhe renditjen e tyre sipas efektit që ata kanë në kënaqësinë e punës të mësuesve. Një kampion prej 198 mësues në shkollat e arsimit të mesëm të ulët, u zgjodh rastësisht. Studimi tregoi se: (i) Kënaqësia në punë midis mësuesve shqiptarë në ciklin e arsimit të mesëm të ulët vlerësohet në nivelin "Moderuar" (rezultatet 3.41 ± 0.47 ; maksimumi 5 pikë). Kënaqësia në punë e këtyre mësuesve ndikohet më shumë nga faktorët motivues të brendshëm se

ⁱ KËNAQËSIA E PUNËS E MËSUESVE NË SHKOLLAT E CIKLIT TE MESËM TË ULËT NË SHQIPËRI - STUDIM EMPIRIK

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sa prej faktorëve të higjenës. (ii) Kënaqësia në punë tek mësuesit shqiptarë në ciklin e arsimit të mesëm të ulët është shprehje e gjendjes psiko-emocionale dhe e sjelljes së tyre ndaj profesionit dhe detyrës që kryejnë. (iii) Kënaqësia në punë kushtëzohet nga faktorë që lidhen me: (a) politikat e shpërblimit; (b) marrëdhëniet me kolegët dhe udhëheqësit; (c) motivimin; (d) ndjenjat personale; (e) kushtet e mjedisit të punës: mjetet didaktike, numri i studentët në klasë, ngarkesa e punës jashtë klasës; (iv) promovimi nuk rezulton si një faktor me një efekt të rëndësishëm në kënaqësinë e punës midis mësuesve.

Fjalët kyçe: kënaqësia në punë, faktorët, mësuesit në shkollat e mesme të ulëta

1. Introduction

Evaluation of the level of job satisfaction and identification of the factors responsible for their quantitative values is necessary for the decisions that need to be made about the administration and management of work in an organization. [Bolman et al., \(2008\)](#) emphasize that "... when individuals find satisfaction and when work makes sense to them, the organization benefits from the effective use of their energy and talent. On the contrary, when pleasure and work do not make sense to them, individuals withdraw, become resistant, rebel. After all, everyone loses" .. [Menlo & Poppleton \(1990\)](#), [Judge, T. A., & Watanabe, S. \(1993\)](#), emphasize that "the study of job satisfaction, ... in order to increase the level of this job satisfaction, is important... because job satisfaction is an important element for psychological health and also affects the life satisfaction of employees". [Wanous, J. P. & Lawler, E. E. \(1972\)](#) and [Vroom \(1995\)](#) and emphasize that the job satisfaction is an emotional state of the employee that is significantly conditioned by how much and how the employee has grown or avoided what he or she has predetermined, what he or she finds attractive or not, desirable or important. According to [Demirta, Z. \(2010\)](#), "Job satisfaction is a positive or pleasant emotional state resulting from a person's appreciation of his/her own job or experience".

[Herzberg, F. \(1966\)](#) states that "High level of job satisfaction affects high level of performance". This consideration is supported by other authors ([JoeAnn E. Newby \(1999\)](#); [Sodoma, Boris, \(2006\)](#); [Teck Hong Tan and Amna Waheed \(2011\)](#); [Hilmi, A., Ali, C., Niha, C. \(2016\)](#); [Amzat, I. H., et al. \(2017\)](#))

Job satisfaction, as a complex indicator that is not directly measured, for a large number of researchers is "the employee's emotional reaction to the situation at work" ([Locke, 1969](#), [Locke, 1976](#); [Tasnim, 2006](#); [Akhtara Sh. N. et al. \(2010\)](#) emphasize that "'Job satisfaction' refers to the attitudes and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Negative and unfavorable attitudes towards the job indicate job dissatisfaction. Researches support that teacher's job satisfaction has been found one of the very important variable related to positive teaching behavior toward their job".

[Weiss \(2002\)](#) argues that job satisfaction is "the attitude that the employee has towards the work he/she performs", an attitude in which, Weiss emphasizes, it is necessary to clearly distinguish the emotional aspect from the employee's behavior as a member of the

organization in which he/she has a position and a job, which he/she has been assigned to do.

Job satisfaction is closely related to psycho-emotional feelings of employees towards the work they do. It is conditioned by a set of factors to which the individual reacts depending on the feelings they cause in him. The emotional loads that accompany the interaction of the individual with the acting factors in his psyche, which are related to the work they do and the work environment, are the main generators of his job satisfaction. ([Hulin and Judge, 2003](#))

[Sharma and Jyoti \(2006\)](#) have come to the conclusion that job satisfaction is the emotional behavior of the employee conditioned by the level of fulfillment of his needs and expectations, taken all together.

Perhaps the best-known definition of job satisfaction is Locke's contention that "Job satisfaction is a pleasurable or positive emotional state resulting from an appraisal of one's job or job experiences." ([Locke, 1976](#))

Among the most frequently used theories to study and evaluate job satisfaction is the theory that job satisfaction is the result of the action and interaction of two groups of factors, motivation and hygiene. ([Herzberg, 1966](#))

According to [G. A. Massari \(2015\)](#),

"F. Herzberg concluded, based on the A. Maslow theory of needs hierarchy, there are two groups of factors that influence employee's feelings towards their work: motivators/intrinsic/content factors and hygienic/extrinsic/context factors. He argues that job satisfaction is determined only by motivators factors that are focused on the need to evolve through the occupation concerned, as a source of personal development, and dissatisfaction is caused by another type of factors, the hygienic, referring to the conditions under which the work is done. It is necessary to distinguish between the two categories of factors which are motivators/intrinsic/content factors (such as appreciation of achievements and performance/ recognition of the work; work content/work itself; responsibility; promotions and career advancement opportunities; sense of power or the possibility of personal fulfillment) and which are hygienic/extrinsic/context factors (like head-subordinate relationships; material conditions; social benefits; personnel policy of the institution)".

Educational institutions are among the organizations of primary importance for the whole society, for present and the future of the society. In these organizations are activated a large number of employees, who differ from each other for individual qualities, their social and psychological personality, demographic characteristics, cultural background and economic status, level of qualification and experience in educational work, etc. ...

The education system is one of the main pillars on which a state is built and developed. Educational workers, teacher educators, are its builders. The quality of construction depends on how these employees performs their duties. Meanwhile, this

quality, among other things, is a reflection of the level of job satisfaction of teachers. Therefore, society in general and educational institutions in particular, must always be attentive to create optimal working conditions for these employees. [Zembylas and Papanastasiou \(2006\)](#) emphasize that *"...There is an urgent need for policymakers to recognize the fact that the quality of education is mainly related to teacher job satisfaction. Taking measures and carrying out the necessary interventions, which will enable the increase of this satisfaction, is a current need"*.

Other authors point out that job satisfaction has a significant impact on the quality of teaching and pupils achievement in school ([Somech and Drach-Zahavy, 2000](#); [Menlo and Poppleton, 1990](#)). [Demirta, Z. \(2010\)](#) underlines that *"The high level of job satisfaction of teachers has a positive impact on the achievement of educational goals. It is expected that a school that has teachers with a high level of job satisfaction, will provide qualified education and prepare successful students"*.

[Langguyuan-Kadtong, M. et al. \(2017\)](#) have concluded that *"Teachers dissatisfied with their work are not committed and productive. They do not perform to the best of their ability. Consequently, not only the objective of education will be in serious danger, but also the efforts to achieve national objectives for economic, social and cultural development will encounter serious obstacles"*.

[K. Nigama, et al. \(2018\)](#) emphasize that: *"Teachers will be more motivated and will teach their students effectively when they are satisfied with their work"*.

[G. R. Baluyos et al. \(2019\)](#) emphasize that *"Teachers' job satisfaction is essential for success in their teaching work"*. They underline that *"Teachers are essential factors in the learning process. It is very important that teachers are satisfied with the working conditions. In this way they can perform well and, consequently, will realize a quality learning process with their students. will be greater.. their contribution to the success of the school, in general, will be more effective"*.

The studies of job satisfaction among teachers in lower secondary school teachers in Albania and for identification of factors that affect the level of this job satisfaction, are limited. [Kloep, M. and Tarifa, F. \(1994\)](#) have studied the links between working conditions, work style and job satisfaction of Albanian teachers. Tamo and Karaj (2007) in the study "Albanian teachers' satisfaction with their work", have concluded that about 13.70% of Albanian teachers in secondary high school declare a low level of satisfaction, for 29% of them the level of satisfaction is high and 57.30% declare a moderate level of job satisfaction. Among the factors that have influenced teachers' job satisfaction, the authors have identified teacher's autonomy, salary, promotions and career advancement opportunities, relationship with students, and collaboration with colleagues.

Albanian Center for Economic Research (2011) has conducted a survey on "Teacher Satisfaction at Work". According to this survey about 13% of teachers declared a low level of job satisfaction, 48% a moderate level and about 39% a high level of job satisfaction. Among the factors that were assessed as having the greatest impact on teachers' overall job satisfaction were: (i) opportunities for professional development; (ii) salary and reward for work; (iii) decision-making possibility (iv) participation in the

reform of the pre-university education system; (v) communication with students / parents; (vi) teaching load; (vii) didactic tools, (ix) relationship with co-workers and (x) relationship with supervisors

[Bezati, F. \(2012\)](#) communicates that the level of job satisfaction among teachers in secondary high school in Albania is estimated at the above average level (2.9 score versus max 5 scores). The level of job satisfaction has a strong connection with the salary, their connection with the behavior of problematic students is moderate, while it is stronger with factors related to the school environment, relationships with colleagues and relationships with parents. According to [Bezati, F. \(2012\)](#) teachers' job satisfaction is affected by "number of students in the classroom" and "school location".

This article focuses on assessing job satisfaction among Albanian teachers in the lower secondary education cycle and identifying the factors that affect its value.

2. Material and Methods

2.1 Purpose of the study

The purpose of the present study was to evaluate the level of job satisfaction among Albanian teacher in lower secondary education cycle and to have an insight about the role of different factors on their value. Ranking of the factors according to their importance in the value of job satisfaction is another purpose of this empirical study.

2.2 Research questions

- What is the average level of job satisfaction among Albanian teachers in the lower secondary education cycle?
- What are the factors that affects the level of job satisfaction among Albanian teachers in the lower secondary education cycle?

2.3 Research hypothesis

H₀: The job satisfaction among the teachers in the lower secondary education cycle in Albania is a manifestation of their attitude towards the task that is conditioned by internal psycho-emotional factors and hygiene factors.

2.4 Data

The data for this study derive from the answers received from 198 teachers in lower secondary schools. These schools are distributed in the central region of Albania, where live about 69% of the Albanian population. The questionnaire used was drafted after consultation with the literature ([Brayfield & Rothe \(1951\)](#); [Tasnim, Sh. \(2006\)](#); [Bezati, F. \(2012\)](#), [Ngimbudzi, F. W. \(2009\)](#); [Zhillia, E. \(2014\)](#); [Kotherrja, O. \(2015\)](#); [Teneqexhi, M. \(2016\)](#); [Tirana, J. \(2018\)](#)). There are 22 questions in the questionnaire (6 questions that correspond to factors of motivation and 16 hygiene factors). The answers to the questions generate the values of a five-point Likert scale, with 1=strongly disagree; 2=disagree; 3=between agreeing and disagree; 4=agree; and 5=strongly agree.

2.5 Characteristics of the sample

About 18% of teachers interviewed are male. In Albania, male teachers in lower secondary schools make up about 16%. About 12.6% of the teachers work in private schools. Nationwide, private lower secondary schools account for about 10.2% of the total number of these schools. The sample is also representative in terms of the distribution of schools in urban and peri-urban / rural areas (71.8% / 28.8% vs 67.3% / 32.7%; $p < 0.05$)

2.6 Data analysis methods

Descriptive statistical analysis was used to evaluate the level of job satisfaction among teachers in the lower secondary education cycle. Confirmatory Factorial Analysis results was used to identify the factors that affects the level of job satisfaction among the Albanian teachers in the lower secondary education cycle. The linear multifactor regression analyze served for the quantitative evaluation of relationships that exist between job satisfaction and the factors and/or group of factors that are responsible for the psycho-emotional states and teachers' behavior towards the profession and their task. This quantitative model will be used to judge about the interventions that should be made in the system of lower secondary education with the purpose to increase its quality in the education of young people.

3. Results and Discussion

3.1 Descriptive analyze

Job satisfaction is rated with 3.41 ± 0.47 scores while the average score for motivating factors is rated at 3.81 ± 0.46 scores and for hygiene factors 3.29 ± 0.40 scores. The job satisfaction among lower secondary school teachers was evaluate at the "Moderate" level. Comparing this level with the level of job satisfaction among teachers in primary school (Bezati, F (2012), it results that teachers in lower secondary education are less satisfied than their peers in primary education. These results are similar to that communicated by other authors ([Perie and Baker \(1997\)](#)).

Motivational factors, which affect job satisfaction, are rated at the "Good" level. Among the motivating factors, the most evaluated by teachers are "Working as a teacher does not bother me" (4.0 ± 0.37), and "The work I do matches my spiritual feelings" (4.0 ± 0.41). Among the hygiene factors, which are evaluated on average, at the level of "Moderate": teachers have considered the most important factors: "With colleagues we share problems that are not only related to work" (3.8 ± 0.31), "Leaders are communicative" (3.7 ± 0.42) and "Social environment supports and encourages me to work". According to teachers' opinion "The number of students in the class is acceptable" (2.4 ± 0.39) and "The salary I receive is good" (2.5 ± 0.31) are the factors that have a negative impact of their job satisfaction.

3.2 Results – Factorial analyze

Factor Analysis results are given in Table 1 and Table 2.

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Table 1: Factor analyze: Total Variance Explained*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.814	18.032	18.032	5.814	18.032	18.032	4.071	19.031	19.031
2	5.047	16.821	34.853	5.047	16.821	34.853	3.104	16.108	35.139
3	4.951	13.532	48.385	4.951	13.532	48.385	2.783	12.104	47.243
4	3.321	10.326	58.711	3.321	10.326	58.711	2.124	9.172	56.415
5	2.007	7.021	65.732	2.007	7.021	65.732	1.567	7.843	64.258
6	1.412	5.109	70.841	1.412	5.109	70.841	1.211	5.879	70.137
7	1.032	2.131	72.972	1.032	2.131	72.972	1.086	2.835	72.972
8	0.704	1.108							
9	0.612	0.912							
.....						
22	.0001	0.0006	100.00						

Extraction Method: Principal Component Analysis.

* Kaiser-Meyer-Olkin 0.841

The first seven principal components, having eigenvalues ≥ 1 , explain about 72.97% of the total variance of variable Job satisfaction. These principal components will be used as latent variables. The value of the Kaiser-Meyer-Olkin coefficient results 0.841. This supports the statistical validity of the results obtained from Factor analysis.

Based on the weight of the different factors in the first seven main components (Table 2), the corresponding latent variables of these components are named: (i) Personal feeling (PF), (ii) Renumeration (RE), (iii) Motivation (M), (iv) Promotion (P), (v) Relationship with Leaders (RL), (vi) Relationship with colleagues (RC) and (vii) Working environment conditions (WEC).

Table 2: The weight of the different factors

	Components						
	1	2	3	4	5	6	7
	PF	RE	M	P	RL	RC	WEC
Working as a teacher does not bother me	.892						
Working as a teacher is interesting and full of challenges	.812						
Working as a teacher inspires me	.764						
Work as a teacher fits with my spiritual feelings	.708						
The salary I get is good		.831					
Rewards and evaluations are done correctly		.806					
I work as a teacher willingly			.808				
Working as a teacher made me feel valued			.791				
Work gives me career opportunities				.782			
Work gives me opportunities for continuous qualification				.763			
The trainings that are done are effective				.723			
Employers evaluate my work objectively					.714		
Employers are communicative					-.606		
Employers respond to my requests and needs					.612		

to influence its formation. On the other hand, since the model explains about 42% of the total variance and on the other hand the regression coefficients β are statistically different from zero ($p < 0.05$), it can be stated that, with the exception of the factors that correspond to the variable (P) each of the other groups of factors has a statistically significant effect on job satisfaction of teachers in the lower secondary education cycle in Albania.

4. Discussion

The current level of job satisfaction among teachers in the lower secondary education cycle, shows that the secondary Albanian education system does not meet expectations and does not justify the enthusiasm of the corresponding public policies. The difference between the mean scores that teachers declare for motivational factors (3.81 ± 0.46) and for hygiene factors (3.29 ± 0.40), ($p < 0.05$) shows that, the job satisfaction is more due by the effects of motivating factors that as hygiene factors. This makes important the need for intervention in the system, to improve hygiene factors. These interventions require the reconceptualization of public policies for the development of this educational cycle and adjustments in the processes of management and administration in the school. These results are comparable to those published by other Albanian authors ([Kloep and Tarifa \(1994\)](#); [Bezati, F. \(2012\)](#), [Teneqexhiu \(Polena\), M. \(2016\)](#))

Teachers' assessment of salary and other rewards, as hygiene factors that affect job satisfaction, is similar to that published by other authors ([Gritz and Theobald, 1996](#); [Ingersoll, 2001](#); [Stinebrickner, 1998](#); [Fredy Wilson Ngimbudzi \(2009\)](#); [Bezati, F. \(2012\)](#), [Shabbir, M. Wei, S. \(2015\)](#); [Kotherja, O. \(2015\)](#))

Referring to the values of partial standardized regression coefficients, (β), (Table 5), the factors responsible for job satisfaction among Albanian teachers in the lower secondary education cycle can be listed:

- **Remuneration (RE)**, salary and other rewards ($\beta = 0.212$ ($p < 0.00$)), are the factors that teachers consider as the most important for the effect they cause on their job satisfaction. This result is different from that found for teachers in the basic cycle, primary ([Bezati, F. \(2012\)](#)) while it is in the same line with results communicated by other authors, domestic and foreign. The Teachers' assessment regarding to the effect of pay and other rewards on their job satisfaction (Salary 2.5 points and bonuses 3.1 out of a maximum of 5 points), as noted by [Sharma, and Jyoti, Jeevan \(2010\)](#), also, affect negatively the job satisfaction, which can generate quite serious organizational problems. This situation highlights the need to review pay and reward policies in lower secondary education cycle.
- **Relationship with colleagues (RC)**, which means the feeling of collectivity, cooperation at work and sharing with other teachers of personal problems and concerns, result as factors with a significant effect ($p < 0.00$) on job satisfaction. In contrast to the findings communicated by [Bezati, F \(2012\)](#) in the case of Albanian teachers in the lower education cycle, according to teachers of the lower secondary education schools, the relationship with colleagues is the second important factor that

affects their job satisfaction. This difference is a result of the essential change in the organization of the learning process in these two cycles. Teaching in basic primary education cycle, in each classroom, is developed by a single teacher throughout the school year and for all subjects of the curricula, while in the cycle of lower secondary education, teaching is done by different teachers, in compliance with the curricula of the respective year of study. Consequently, communication between teachers in lower secondary education school and relationships with each other are very important. This should be well considered by school leaders. Their efforts for establishing a good social environment and an effective professional cooperation between teachers are important for the success of the teaching process.

- **Motivation (M)**, which is based on the feelings and psychic approach of teachers to the profession and the work they do, ranks third for the effect it has on the overall job satisfaction of teachers in lower secondary education, $\beta = 0.196$ ($p < 0,00$).
- **Personal feeling (PF)**, which are caused by the spiritual, psychological approach that teachers have to the challenges they face in practicing their profession, is evaluated as the fourth factor for the effect they bring to job satisfaction, $\beta = 0.183$ ($p < 0,00$).
- **Working environment conditions (WEC)**, which includes the physical environment of the school, the didactic tools that teachers have for carrying out their teaching process, the number of students in the classroom and the workload outside the classroom, are evaluated by teachers as factors that have a significant effect on job satisfaction ($p < 0,01$). Despite this, the effect of these factors is moderate, $\beta = 0.138$.
- **Promotion (P)**, is the factor with the least effect on job satisfaction among teachers in the lower secondary education cycle, $\beta = 0.063$. The sample data fail to prove its statistical effect ($p > 0,05$).

Comparing the above results with the literature's data, it can be said that, even in the case of Albanian teachers who teach in the cycle of lower secondary education, the group of factors that are responsible for their job satisfaction are, in general, same as those communicated by other researchers. Regarding the ranking of factors, based on the assessment of the quantitative effect and their contribution to job satisfaction, our results are not the same as those communicated by other authors ([Murnane, R. J., & Olsen, R. J. \(1990\)](#), [Njanja, Mania, Kibet, dheNjagi \(2013\)](#), [Dhull. K., Jain, M. \(2017\)](#)). The similar result is only related to teachers' assessment of the relationship between pay and rewards with their job satisfaction, while the difference is significant for the role that relationships with leaders play in job satisfaction.

4. Conclusion

Job satisfaction among Albanian teachers in the lower secondary education cycle is evaluated at the "Moderate" level. This level of job satisfaction conditions the need for intervention in public policies for lower secondary education and in the processes of administration and management in schools.

Job satisfaction in Albanian teachers in the lower secondary education cycle is an expression of a psycho-emotional state and their behavior towards their profession and duty, which is conditioned by factors related to remuneration policies, relationships with colleagues and leaders, personal feelings their internal conditions, working conditions, school environment, didactic tools, number of students in the class, workload outside the classroom. Promotion does not result as a factor with a significant effect on job satisfaction among teachers.

Conflict of interest statement

The author declares no conflicts of interest.

About the author

Prof. Asoc. Dr. Enida Kume completed her university studies, Bachelor in "Social Work" and Master of Science in "Organization and Programming of Social Policies" at the University of Turin, Italy 2003-2008. He completed his postgraduate and doctoral studies at the Faculty of Social Sciences, University of Tirana, in the period 2010-2014. In 2016 he was awarded the academic title Prof. Assoc. In the period 2009-2019 she worked as a specialist in the Ministry of Education, Youth and Sports. Currently is a full-time academic staff at the Faculty of Education, "Aleksandër Moisiu" University of Durrës, Albania. She is the author of 11 scientific articles published in scientific journals and participant in 19 international scientific conferences. She is the author of a monograph.

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