

SATISFACTION IN SCHOOL AND EDUCATIONAL PERFORMANCE

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ABSTRACT:

THIS ARTICLE DESCRIBES THE CONNECTION BETWEEN QUALITY AND PERFORMANCE IN EDUCATION AND JOB SATISFACTION OF TEACHING STAFF.

SATISFACTION IS PERCEIVED AS A FUNDAMENTAL VARIABLE IN THE LIFE AND FUNCTIONING OF ANY ORGANIZATION.

THE SATISFACTIONS / INSATISFACTIONS OF THE CONSUMERS OF EDUCATIONAL SERVICES REPRESENT AN IMPORTANT POINT OF START FOR THE DEVELOPMENT / IMPROVEMENT OF THE EDUCATIONAL SYSTEM.

WORK IS SEEN BY MAN NOT ONLY AS A SIMPLE MEANS OF OBTAINING THOSE NECESSITIES, BUT AS AN OPPORTUNITY FOR SATISFACTION.

SATISFACTION AT WORK IS A CONCEPT WHICH INTERESTS AND THE MANAGEMENT OF THE SCHOOL, BECAUSE IT HAS A POSITIVE IMPACT ON THE DEVELOPMENT ACTIVITY.

IN OUR RESEARCH I HAVE LEARNED FROM THE HYPOTHESIS THAT THE MAJORITY OF THE PEDAGOGUES SHOW THE TENDER TO FIND SOURCES OF PROFESSIONAL SATISFACTION IN ACCORDANCE WITH PRECIOUS SOCIAL-ECONOMIC CONDITIONS.

KEYWORDS: SATISFACTION, SCHOOL, TEACHER, EDUCATION, WORK, MANAGEMENT.

INTRODUCTION

Job satisfaction is a subjective assessment, but it is a factor that plays an important role in workplace motivation.

From a psychological point of view, job satisfaction can also be considered as a factor or personality trait because certain people are more or less satisfied, compared to others, under the conditions in which they operate in a similar manner [1].

In the specialty literature, job satisfaction refers to the emotional-affective response to work or to different aspects of work. [2]

In education the main factor contributing to the increase in job satisfaction was identified as the content of work with children.

Locke [3] defined job satisfaction as "the extent to which an individual's expectations of a job or job overlap with what he or she really receives at work."

Job satisfaction may to some extent represent a person's performance and may be related to the phenomena of career abandonment, absenteeism and work instability. Studies [4] on job satisfaction clearly show the correlation of instability rates in the workplace with

satisfaction indices. In different situations this statistical relationship may be stronger or weaker.

Job satisfaction appears as a complex phenomenon where, even from a theoretical point of view, there is no immediate causal link between job satisfaction and performance. [5] Several factors, such as the organization as a whole, the characteristics of individuals and the social context are directly related to performance.

Sources of job satisfaction

There are multiple sources through which the work, the life in the organization, affects the participants, ultimately leading to the installation of satisfaction or job satisfaction.

Catalin Zamfir analyzes in "Work and satisfaction" the following sources [6]:

a. Facilities

- economic facilities;
- Socio socio-professional facilities;
- social facilities offered by the institution;
- working hours;
- the distance between the home and the work place, respectively the means of transport available to the employees.

b. Elementary physical conditions of work

o the danger of work - respectively the risk of accidents or the existence of noxious diseases that generate professional diseases;

o the physical characteristics of the workplace, of which we mention:

- a cleaning-dirt;
- an order-disorder;
- a brightness-temperature-noise;
- an aesthetic (color, shapes, etc.).

c. Work content

The work itself has a number of characteristics highly relevant to job satisfaction, respectively:

- the qualification required by the occupied position;
- the routine character of work;
- the type of work;
- consistency between the work, talent and skills of the employee;
- The variety or monotony of the work - its content.

d. Human relations at work

- Relations with colleagues from the work group;
- Relations with the direct manager.

e. The organizational framework of work

The work is also directly affected by the general framework of the organization: the management of the institution, the relations between departments, services, workshops, the supply of raw materials, materials, the provision of modern equipment, the circulation of information, the way decisions are made, how control is performed. There cannot be a well organized and efficient group when the general framework is poorly organized, full of tensions and misunderstandings.

Factors influencing job satisfaction [7]

In the General Social Survey project supported by Smith [8], in which 27,000 people were interviewed, it was found that the profession of teacher is the sixth place in the hierarchy of the professions with the highest job satisfaction.

The main factors that influence professional satisfaction are:

- Traditional factors of age and seniority;
- Factors related to gender differences;
- The influence of cognitive development and ethnic factor;
- Organizational factors;
- The influence of work perception;
- The influence of the leadership style of the school principal;
- Other determinants of job satisfaction;

Job satisfaction among teachers

The main objective of the research was to analyze the satisfaction of the teachers' work.

The hypotheses that underpinned the research were the following: [9]

- the level of job satisfaction increases with age;
- the motivation level in the job increases with age;
- the female gender has a higher level of job satisfaction than the male gender;
- the female gender has a lower level of motivation in the work than the male ones.

The analysis tool was the online questionnaire.

In our approach we started with a few main questions: what are the factors that can influence the job satisfaction of teachers? How do the sources of satisfaction related to the work context fit in?

The following conclusions were drawn from the analysis of the 274 questionnaires completed by the teachers.

Perception of the school climate

This dimension, which includes ten questions from the questionnaire, shows a proportion of 59% of teachers who are satisfied with the school climate. In contrast, four out of ten teachers (41%) report a rather low level of satisfaction for the school climate. This dimension is considered, in the case of professional situations, as an important cause of abandonment and absenteeism in the career.

Self-updating at work

Including seven items in the questionnaire, the "self-actualization at work" dimension seems to be characterized by a high rate of teacher satisfaction with their work. In fact, more than half of the teaching staff (52%) have a high satisfaction rate with updating them in the workplace, while another part of the teaching staff (48%) states that they are moderate or not satisfied with this update. However, there are several indications that, to some extent, the satisfaction rate is artificially increased by the presence of a phenomenon of social desirability.

Almost four out of five teachers (78%) say that teaching allows them to be themselves, but only half (47%) of teachers consider that the most interesting things happen to them in the context of their work.

Student representation

The "student representation" dimension, consisting of seven items in the questionnaire, seems to be a serious problem for teachers. Indeed, only one in five teachers (19%) are quite satisfied with the motivation, effort and rapport they have with their students. On the other hand, four out of five teachers (81%) are relatively satisfied with this dimension.

Satisfaction with working conditions

This dimension, which groups six elements, allows us to observe the following results: more than four out of ten teachers (42%) have a high satisfaction rate, while six out of ten teachers (58%) are more or less satisfied with working conditions. This means that teachers feel that there is still room for improvement.

Exogenous factors of job satisfaction

The grouping of five items in the questionnaire, the dimension "exogenous factors of job satisfaction" allows us to observe that only one in five (20%) say they are quite satisfied, while four out of five say they are more or less satisfied with this aspect. Depending on certain elements, this general tendency is attenuated or amplified. Thus, while the salary and the amount of work required, the teachers are somewhat satisfied, we observe the opposite in terms of promotion opportunities, job security and the teacher's image.

Freedom of education

Almost half of the teachers (49%) say they are quite satisfied with the freedom of teaching they have, while the other half (51%) say the opposite.

This result is interesting because this dimension, which groups four elements, can be considered a motivating factor of job satisfaction, an important element of personal development.

Management representation

About three out of ten (32%) teachers state a high level of management satisfaction, while seven out of ten (61%) say they are less satisfied with school management. Once again we have to deal with a decisive factor of instability in the workplace.

The dimension of "team work", which groups three elements is reflected in the agreement of two teachers out of ten (20%) with an individual way of working in school. The others (80%) want, in different degrees, a way of working as a team at their workplace. This is a dimension related to the content of the curriculum,

Representation of parents

The dimension of "parent representation" allows us to observe that only one in four teachers has a fairly positive representation of parents' attitude. In contrast, three out of four teachers have a moderate or at least favorable representation, in varying degrees, of parents. This result, which can be compared with the dimension of "pupils' perception", is a problem of the relationship between teachers and parents.

Conclusions of the study

The first hypothesis: the level of job satisfaction increases with age is only partially confirmed for the factor of leadership and relationship, because there are no significant differences between groups, these being at the same level of manifestation for most factors. The hypothesis is invalidated for the other factors analyzed, whether it is at the same level for

all groups or one group is at a lower level than the other. In order to confirm the hypothesis, there had to be a difference of levels between groups in ascending order.

The second hypothesis: the level of motivation in work increases with age, because there is no difference between groups on any factor. The factors are at a similar level of manifestation, which denotes that a certain mode of motivation does not manifest and is indicated to deepen the study on this topic.

The third hypothesis: the female gender has a higher level of job satisfaction than the male gender is largely invalidated, the only factor that is confirmed is the remuneration, which means that the female gender is more satisfied in regarding the financial and moral rewards of men.

Fourth hypothesis: the female gender has a lower level of motivation in the work compared to the male gender, the hypothesis is rejected, because there is no significant difference between the two categories of people, and the results do not reflect the existence of a dominant motivational.

Conclusions

In order to make school management more efficient, it is necessary to find a balance in terms of employee satisfaction, a balance that on the one hand does not allow to affect the individual or collective performance due to acute dissatisfaction, and on the other, to stimulate the performance by finding an effective way to increase satisfaction.

An educator can be effective in many ways. Some have efficiency due to the seriousness with which they behave with themselves, with the children, with the things to be learned. Others are effective in collaborating with children and succeed in creating actively participatory learning situations. There are other educators who use humor to make lessons more interesting.

In order for school management to be effective, it is necessary to find a balance in terms of employee satisfaction and to stimulate performance by finding an efficient way to increase satisfaction.

A series of recommendations have resulted that refer to the training programs that can develop the skills and abilities necessary for the leadership process, as well as those related to strategic thinking, working teams development, interpersonal communication, efficient delegation, efficient meetings.

It is necessary for the managers of the organizations to turn their attention to the human potential without which the organization would not be effective.

People are the ones who generate the value of an organization, all other factors having only latent potential.

From this perspective, managers must direct their efforts towards finding ways to increase job satisfaction, but also to motivate employees accordingly.

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