FACTORS INFLUENCING THE JOB SATISFACTION OF BASIC EDUCATION TEACHERS IN DURRES

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Abstract
The aim of this research is to identify the overall level of satisfaction for teachers in compulsory education in Durres, and to bring to light the effects that different aspects of the job of teachers in compulsory education have in the overall level of satisfaction. Also, this study tries to measure the level that teachers in compulsory education in Durres have to quit their profession; as well as the relationship between the overall level of job satisfaction and their intend to quit their job.

Key words: *job satisfaction, school administration, work conditions, overburden, student behavior, communication with colleagues*

1. FACTORS THAT HAVE RELATION WITH JOB SATISFACTION

Factors affecting job satisfaction of teachers, have attracted the attention of many researchers. These factors involve salary, working conditions, workload, opportunities for development, cooperation and support from colleagues, as well as the quality of leadership of the School (Sargent and Hannum, 2005).

According to Spector (1997), aspects or job satisfaction factors are divided into two main groups: the factors of work environment which are associated with the work and have an important impact on job satisfaction and in demographic or individual factors of the teachers. Satisfaction at work is associated with five key factors as: "achievement, gratitude, work, responsibility and progress in a job" (Herzberg, Mausner and Snyderman 1959, p. 80).

Seven aspects / factors leading to job satisfaction, according to Vroom (1995), are: management, work promotion, nature of work, school management, reward / salary, working conditions and colleagues collaboration.

Robbins and Judge (2008) claim that employees reach their job satisfaction facets by the work itself, salary, opportunities to advance, school management and relationships between colleagues.

According to Finley (1991), aspects that have the ability to create pleasure or displeasure, are internal factors, which include appreciation / assessment, professional development and responsibilities, and external factors which include salary, working conditions, school management and school policies.

Also, it is argued that internal and external factors to the project at work have a great impact on the performance of the workers on the job and in their productivity (Witte, 2007).

Shafriz, Ott and Young (2005) argue that salary is the main request an employee requires to get the job, that is what an employee wants, the amount of money he will earn ; nothing else. This means that salary is the main source of satisfaction to some employees. From studies conducted, Murnane and Olsen (1990) reached the conclusion that teacher salary is an important determinant in the length of time that teachers stay at work. Their results show that teachers who are paid more, stay longer in teaching profession than teachers who are paid less. Also, they proved that teachers who have invested rather on their formation have the highest propensity to leave work than other teachers.

Usually, teachers are paid based on the duration (in years) in teaching profession. Age has a positive and direct relationship with job satisfaction and a positive and direct relationship with the salary.

Professional development programs to teachers are a good way for a professional growth of teachers' work. Also, they have a positive impact on the commitment of teachers at work and in reducing the tendency leave work.

Few studies have been undertaken in order to examine the relationship between participation in professional development programs and tendency to leave work and the impact of this relationship on the characteristics of the School.

However, participation in professional development activities can downsize the tendency of teachers who have to leave work, due to the growth of their dedication at it.

1.1 The satisfaction of labor and demographic factors

Demographic factors have been analyzed, in many studies, to define the effects of determining their overall on the same high level of Procedure, as well as the pleasure in different aspects of work. Demographic factors are factors that refer to aspects such as: gender, age, educational level, educational matter that teachers hold at school, work experience, the size of the School and the School location. The study of the relationship between teacher characteristics and job satisfaction has a special significance. (Crossman and Harris, 2006)

1.1.1 Age

General findings, reported by Herzberg (1957), on the relationship between job satisfaction and age show that, with the age increase, job satisfaction increases at the highest level, then it reduces and then, gradually begins to rise again. These results were also supported by a study conducted by Kacmar and Ferris (1989). Hulin (1963) arrived at the conclusion that job satisfaction and age have a positive correlation with each other.

Question, Why job satisfaction varies by age? Herzberg (1957) responded by explaining that job satisfaction increases with aging, adapted to the individual because of work and life. Job satisfaction continues to increase with aging, because foreign labor compensation continues to rise with the age increase. Another factor that contributes to the relationship between age and job satisfaction may be that, with age increase the prestige of these feelings such as confidence is expected to increase, as well by contributing to a higher level of job satisfaction.

1.1.2 Gender

The view that women are unhappy in a job, based on the view that women are educated with values, attitudes and behaviours that are social by nature; while men are educated in values and productive behaviours. Having a social orientation with the will of being equally the same, selfless, and a productive orientation is best defined with the persistence and the desire in possessing work. (Bakan, 1966; Eagly, 1987).

The general consensus with regard to changes according to gender for work pleasure is that there is little practical significance between the Council both sexes. Hulin (1964) showed that changes in work pleasure under gender are negligible when factors and other additives, such as salary, seniority and level of education, are statisticially controlled

1.1.3 Duration(Years) of work

Job satisfaction drops significantly when obstacles come early; again job satisfaction then grows when success and reliability is achieved at work. Researchers have concluded that in the final stage, job satisfaction upgrades as career is well established

Age of labor is an important topic that deserves further study. Unlike demographic factors, such as age or gender, seniority at work is judged as a legitimate basis for reward and decision making in the principal organization for employment (Gordan and Johnson, 1982).

1.1.4 School Capacity (size) / Grade

Barker (1986) concluded that one of the advantages of small schools is that the relationship between students, teachers and school leaders tends to be more intimate, while the size of the school / class should be studied for its ability to influence job satisfaction.

2. STUDIES ON JOB SATISFACTION

Studies conducted in Albania associated with teachers' job satisfaction.

In Albania there have been some studies, such as the study of the "Working conditions, work style, Albanian teachers, satisfaction at work" conducted by Kloep and Fee (1994); study "Albanian teacher satisfaction from their work" assessment report funded by the World Bank and MES, Albania, the authors Tamo and Karaj (2007).

- Study: "Working conditions, work style and job satisfaction from the Albanian teachers," conducted by Kloep and Tariffs in April-May 1991, published in 1994.

This study was done at a time when Albania had just experienced a period of change in political, economic and social levels Thus, it can be considered as the only study conducted in Albania during the Socialist period.

The study includes eight districts, of 26 districts country's total, which were selected from a sample of 349 teachers (from a total of 38,400 nationwide) representing approximately 1% of teachers in Albania. The purpose of this study were undergraduate education teachers.

This study shows that Albanian teachers, in general, are more than "moderately" satisfied with their work.

Other factors that affect job satisfaction:

- *Support from colleagues:* Teachers say "average" do they have the support and cooperation of their colleagues, and their meetings with colleagues consider valuable, easily can take advice and consultations from colleagues, and have more opportunities for a professional interactive relation among each other.
- *Working conditions:* Teachers say "average" do they have the freedom to decide how to work, have responsible students, their current leader helps, supportive parents and teachers are respected by the community.
- *Teaching load:* Teachers do not have enough time off during the week teaching days, learning their classroom interruptions from the outside perimeter of the school environment is not pleasant and not working tools and equipment sufficient.
- *The effectiveness of labor:* Indicators to these questions are high. Teachers say more than "average" that the planning of lessons is based on students' different skills, or develop a warm relationship between students, etc…
- *Teachers express dissatisfaction* with their pay, the lack of literature and learning materials, and sought further training.

Kloep and Fee (1994) stated that, despite the difficult conditions of the Albanian school in this period, such as old shabby classes, broken glass, lack of teaching materials database, a total lack of teaching

equipment, such as calculators, ohp-s, computers or copiers, lack of transportation to school, teachers seem to be satisfied with their work, even more than most of their peers in other countries.

- Study: "Albanian teacher satisfaction from their work," the authors Tamo and Karaj (2007).

The study included seven prefectures of the country's 13 prefectures in total, of which he was elected a sample of 1,000 teachers, representing 12.3% of teachers in Albania. The object of the study were undergraduate education teachers.

According to this study, the overall satisfaction of work, is presented, in percentage, in three levels of general satisfaction, as follows: 13.70% of teachers are characterized by a low level of satisfaction, 29% from a high level of satisfaction and 57.30% moderate level of satisfaction.

Demographic characteristics of teachers, education level and age have relatively strong relationship with the overall level of satisfaction.

2.1 The overall tendency of teachers to leave work

The overall level of propensity to leave work was measured with a scale consisting of three claims with a response from 1

(I never thought to leave from work) to 6 (all the time to think away from work).

Most participants of this study were primary teachers in Durres. From this population, with Cluster Sampling technique, a sample consisting of 150 teachers was selected

The minimum score for each respondent was 3 and a maximum of 16. Those at 3 have a less tendency to get away from work. Those up to 16-es, the greater the tendency to get away from work. From the data, show that the average teacher's propensity to leave work is 5.1.

2.2 The relationship between age and overall job satisfaction

To explore the impact of age on overall satisfaction levels at work took an one-way analysis of variance (ANOVA). Teachers participants were divided into four groups according to their age (Group 1: up to 25 years, Group 2: 25-34 years; Group 3: 35-49 years; Group 4: over 49 years).

What can be generalized, is that the group of teachers over 49 years are more satisfied than the teachers of 35-49 years (p =.003) and age 25-34 years (p <0:04)

Years	**Number**	**average**
to 25 years	27	68.78
25-34	30	67.94
35-49	38	68.84
Over 49	55	70.88

2.3 The relationship between age and education level of satisfaction

To explore the connections between different categories of teachers by age and education level of overall job satisfaction was used test analysis of variance (ANOVA). Teachers were divided into 4 groups according to their seniority in education.

Group 1: up to 5 years;

Group 2: 6-10 years;

Group 3: 11-20 years;

Group 4: over 20 years.

The data may be expressed that qualified teachers in education system with more than 20 years seniority are more satisfied than teachers with an education experience of 11-20 years old (p <0:05) than those with seniority and education of 6-10 years (p <0:04). Teachers with seniority up to 5 years of work in education system are more satisfied than teachers with a 6-10 years experience in education (p <0,05), but differences with other groups of teachers are not statistically valid.

2.4 The relationship between teaching cycle and the level of satisfaction

To compare the level of job satisfaction for teachers of primary education (grades 1-5) and secondary education to be low (grades 6-9) took the *t*-test for independent groups. Before performing the test was verified that the data meet the conditions for normal distribution and homogeneity of variance between the two groups.

Test results show that there is a valid difference in the level of job satisfaction among primary teachers (M = 71.23,) and secondary school teachers to be low (M = 69.54)

Teacher descriptive data by stage about the overall level of job satisfaction

Overall satisfaction	**Cycle**	**N**	**Average**
	Class 1-5	74	71.23
	Class 6-9	82	69.54

2.5 The relationship between the level of satisfaction and the number of students in class

Teachers in classes where there are up to 20 students are more satisfied than teachers working in classrooms with 21-35 students, in classes with over 35 students.

Overall satisfaction	**Number of pupils in class**	**N**
	Up to 20 pupils	60
	21-35 pupils	48
	Over 35 pupils	42

2.6 The relationship between the overall level of satisfaction and the overall trend of leaving work

To explore the relationship between the overall level of satisfaction and propensity to leave the job he uses the Pearson correlation coefficient. From the data recorded between the level of job satisfaction and propensity to leave work a substantial correlation exists, negative and statistically valid (r = -.38, p <0.001). The lower the level of job satisfaction, the higher is the tendency to get away from work.

From a survey taken by teachers working ai secondary school pointed several factors increasing the level of job satisfaction, which contained some elements among their classification.

Factor 1. Working conditions

- Working conditions in my school are good
- The school has all the conditions that I normally work
- Most surrounding school environment indulge
- Working conditions at this school are not worse
- Working conditions in my school needs to improve
- The environment surrounding the school is unpleasant

Factor 2. Wage

- Teachers salary allows to live normally
- I am well-paid compared to my abilities
- Salary of teachers barely earn their living
- Low salary does not allow me to have well-off lifestyle
- Payment of the teaching profession is very low compared with other teaching profession abroad.

Factor 3. Problematic behavior of students

- Students behaviour has improved in our schools nowadays
- I feel that communication with students is not a problem in our school
- Keeping students inside classroom, discipline is not a problem at our school
- Pupils behaviour at school is very problematic
- I feel that communication among students is made more difficult
- Badger me bothering discipline keeping students in class

Factor 4. Direction of school

- The school administration helps me whenever I need
- The school administration praises teachers for their good work
- The school administration helps to improve teaching
- I thank you for the good work from the school
- The school administration makes me clear objectives and tasks that I must perform
- The school administration evaluates teachers work objectively
- When I do a good class, the school administration considers this
- The school administration makes available on the materials that I needed to do a better learning
- In this school, the directors take into account the suggestions of teachers
- The school administration did not support me
- The school administration makes me feel uncomfortable at school

Factor 5. Communicating with colleagues

- Teachers have close relations to the school i myself perform.
- I fancy colleagues with whom I work.
- I outrank well with my colleagues.
- there is a spirit of cooperation in my place of work
- I do not like the colleagues with whom I work.
- Colleagues indicated unreasonable to me.

Factor 6. Overload

- I think my workload as a teacher is normal.
- Teachers have a huge load on their work.
- Teachers are required to do many tasks outside teaching work.
- Control of written assignments and student affairs constitutes overload for me.

2.7 Relations between the propensity to leave the job and gender.

To identify whether there are gender differences associated with the tendency to get away from work, he uses non-parametric Mann-Whitney test. Test results show that men (averages = 86) have higher propensity to get away from work than women (averages = 74).

2.8 The relationship between inclination severance and age

To identify changes in the level of propensity to leave the job in different age groups of teachers were using non-parametric Kruskall Wallis test. Kruskall-Wallis test revealed that there is a statistically valid at the level of propensity to leave the work to different age groups of teachers. Note that teachers who belong to more new age, have the highest propensity to leave work for the teachers who belong to the older age groups more. Specifically, teachers of age to 25 years more to have a great affinity for leave from work (averages = 93), than the teachers of age 25-34 (averages = 86) than teachers of 35 - 49 years (averages = 74) and that teachers aged over 49 years (averages = 47)

2.9 Relations between the propensity to leave the job and seniority in education

To explore the connections between different categories of teachers according to seniority in education and propensity for **leaving the job was used Kruskall Wallis non-parametric test, which is equivalent parametric test Anova. Teachers were divided** into 4 groups according to their seniority in education.

- ***Group 1***: up to 5 years;
- ***Group 2:*** 6-10 years;
- ***Group 3:*** 11-20 years;
- ***Group 4:*** over 20 years.

From this test it was discovered that there is a statistically valid on the level of satisfaction depending on experience of teachers in education. Note that new teachers with less seniority in the job longer have the highest propensity to leave work than teachers who belong to the age group with the most seniority in the job great. Specifically, teachers with seniority up to 5 years job in education have the highest propensity to leave work (averages = 97) than teachers with 6-10 years of job seniority in

education (averages = 89), that teachers with 11-20 years of job seniority in education (averages = 74) and teachers with over 20 years in education job (averages = 57)

The study showed that, the lower the level of job satisfaction, the greater the tendency to get away from work. The satisfaction is increasing with increasing age. The three most prominent factors that significantly affect the pleasure at work of teachers, are: problematic behaviour of students; relationships between colleagues, and overload.

- The age group over 49 years of satisfied alignment is more than the age groups 35-49 years and 25-34 years.
- Teachers with more of the great seniority in education are more satisfied than the teachers who have fewer years that serve in education.
- In classes with more students, teachers exhibit a lower level of satisfaction than in classes with fewer students.
- Teachers of primary education are more satisfied than middle school teachers.
- Teachers who teach in cities are more satisfied than teachers who teach in the suburbs of the city and the teachers who teach in the countryside.
- Men are more inclined to get away from work than women.
- New Age groups have more of the highest affinity for leave from work than most of the older age groups. Teachers working in classrooms with few pupils, have lesser propensity to leave work, compared to teachers working in classrooms that have many more pupils.
- Teachers working in the countryside, have less propensity leaving their job than teachers working in the outskirts of the city and teachers working in the city.

Recommendations

1. Measures to be taken regarding the establishment of a cooperative atmosphere between the teachers.
2. Supportive development policy needed for teachers of upper secondary education to increase the level of job satisfaction, as well as supporting policy development for new teachers to reduce their intention to leave the job.
3. An economic policy must be provided in order to reduce the number of students in class, increase the level of satisfaction and reducing the scope for teachers to leave work.
4. A differentiated design wage policy and pay rise required in order to promote teacher motivation of most larger age.
5. Designs of training programs required for new teachers, for teachers of lower secondary teachers and city associated with the treatment of problematic students in the class.
6. MASH as the central institution of education and the basic units of local government must take measures to improve school infrastructure, in order to ensure optimal working conditions and for teachers working in rural schools.
7. Headteachers and governing bodies of all education to be recommended to be careful to avoid unnecessary burdens for teachers, to enable the overload that they have, only to charge teachers with duties assigned since this factor binds more strongly to the overall level of satisfaction.

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