

JOB SATISFACTION LEVEL OF EDUCATION EMPLOYEES

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Abstract

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This paper aims to determine the levels of job satisfaction of teachers. The paper also aims to identify the differences between the levels of job satisfaction of teachers according to gender, level of education, type of school, work experience, and the level at which teachers teach. A descriptive-research method was selected for the realization of the work from the quantitative approach. The questionnaire was completed by 217 teachers who teach in public and private schools. The findings of this paper show us that the teachers have a mean on the border of the mean level of satisfaction and a high level of job satisfaction. Female teachers have higher levels of job satisfaction compared to male teachers, also teachers who teach in private schools have been found to be more satisfied at work than public school teachers. In addition, teachers who have up to ten years of work experience have higher levels of satisfaction in their work compared to teachers who have more years of experience. On the other hand, teachers who teach at the preschool and primary levels are more satisfied with their work than the teachers who teach at the higher levels. Meanwhile, no significant difference was found in the level of job satisfaction between teachers who have completed the bachelor's level of education, and those who have completed the master's level of education.

Keywords: Job Satisfaction, Teachers, Public, Private

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1. INTRODUCTION

The changes that are occurring rapidly have also led companies to question their current functionality, and as a result, they have begun a search for the most appropriate forms of leadership and reorganization. These changes have also had an impact on an organization's human resources. Because man is now seen as the major creator of value, this is especially true in institutions that provide services, where people are the key input.

Aside from their professional preparation, the emotional state of employees in the service industry has an impact on the entire success of the company. Employees undoubtedly spend a significant portion of their time at work. The workplace cannot be seen solely as a source of income, but it can even be seen as a second family, as it provides employees with the chance to grow professionally (Küçükkendirici et al., 2017). These data indicate that person's job and workplace have a significant impact on their quality of life

(Dere, 2022). The time we spend at work can influence how we live and how each of us interacts with others.

Every employee may encounter a variety of situations at work, whether pleasant or unpleasant. As a result of these circumstances, employees are subjected to a diversity of work-related events, which influence their feelings and attitudes. Sadness, joy, dread, fear, pleasure, disapproval, and shame are just a few of the emotions triggered by working events. All of these can affect both the organization and the employee in favorable or unfavorable ways (Saribay & Saribay, 2016). One of the most important aspects of an employee's productivity in a company is their level of job satisfaction. The readiness of an employee to perform better or worse during work procedures is another indicator of their degree of satisfaction. High efficiency and motivation are produced by a high level of job satisfaction (Abdulahi, 2020). In other words, job satisfaction is correlated with an employee's willingness (will) or unwillingness to work for a business (Azimi & Akan, 2019). In other words, in addition to the advantages their employment offers, they also feel a need to be acknowledged and appreciated for the work they accomplish. By fulfilling their expectations, employees are more likely to be happy at work and contribute positively. The management of the company must do this by creating an atmosphere where people feel content and pleased while working. Undoubtedly, a high degree of job satisfaction in any kind of company will also have an impact on the rise in total productivity.

Job satisfaction is one of the key factors in the productivity of employees who work in an institution. The level of satisfaction of an employee is also reflected in his/her willingness to show a higher or lower performance in work processes. A high level of job satisfaction results in high efficiency and motivation (Abdulahi, 2020). The readiness (willingness) or unwillingness of employees to do work within an organization is related to job satisfaction (Azimi & Akan, 2019). Strictly speaking, apart from the benefits they provide with their work, they feel the need to be accepted and appreciated for the work they do. Meeting employee expectations ensures that they are satisfied with the workplace and make a positive contribution to the workplace. That is why the management of the organization must create such an environment so that the employees feel happy and satisfied during the work process. Undoubtedly, the high level of job satisfaction in any type of organization will also affect the increase in the overall productivity of the organization.

This paper aims to provide data that contribute to the advancement of pre-university education institutions that operate in the Republic of Kosovo. Considering that the high level of job satisfaction directly or indirectly affects the improvement of education, then we consider that this paper will offer a modest contribution serving the same purpose. The fact that the study was conducted with all levels of pre-university education in Kosovo, as well as including private education institutions with a significant sample, is one of the reasons that makes this paper important. In the context of what was said above, the main purpose of this research is

to determine the levels of job satisfaction of teachers who teach in public and private schools as well as at all levels of pre-university education.

Based on the main purpose of this paper, answers to the following research questions were sought:

RQ1: What are the job satisfaction levels of teachers?

RQ2: Are there significant differences between the levels of teachers' job satisfaction according to gender, level of education, type of school, work experience, and the level at which teachers teach?

In this work, the theoretical part was initially treated in Section 2. The second step was the definition of the research methodology, specifically the determination of the approach, method, techniques, and data collection instruments, which are presented in Section 3 together with the findings, presented in tabular form and also commented on. Section 4 discusses the research results. The conclusions along with recommendations are presented in Section 5, where comparisons have been made between the findings of this study and those of previous studies conducted in this field.

2. LITERATURE REVIEW

Publications that have been made on job satisfaction have revealed that "job satisfaction" is an integral part of any industry or work environment (Ortan et al., 2021). Research on job satisfaction has mainly emerged from the literature in the field of organizational behavior and this research has been done for many decades making connections between job satisfaction and job performance (Tee, 2019). These studies mainly aim to identify the key factors that have an impact on improving job satisfaction (Kaplan et al., 2020). Job satisfaction is considered as a positive or negative judgment about the work people do in the workplace (Aldridge & Fraser, 2015). In general, job satisfaction is an attitude, internal state, or an employee's impression of how good or bad the job they do is for them. Currently, measurements and analyses of job satisfaction focus on two relevant components: its emotional and cognitive aspects (Otrebski, 2022). Job satisfaction is divided into two categories: affective and cognitive. Affective job satisfaction is a term related to the positive emotions of an individual who sees his/her work as a source of satisfaction, while the cognitive category is related to feelings towards salary, work environment, career development, and working hours (Dave & Raval, 2014). Job satisfaction has a major impact on the overall quality of life including social relationships, family bonding, and perceived health status, and thus may also affect job performance (Montuori et al., 2022). Studies show that employees who have a high level of satisfaction, have more positive relationships with stakeholders and contribute more to the effectiveness of the organization, thanks to their creative ideas. (Gedik & Üstüner, 2017). Job satisfaction stimulates personal and organizational success because if workers feel happy, they will experience a greater desire to be productive (León et al., 2021).

In this paper, we have focused on job satisfaction in the field of education, considering education as one of the main pillars of a country's

development. Therefore, to increase the quality of education, teachers' satisfaction, motivation, and a high level of commitment to work is required. During the last three decades, a number of researches have been carried out regarding job satisfaction in the field of education, namely these studies were conducted with teachers (Aldridge & Fraser, 2015). Teacher job satisfaction is of great importance, in as much as research has proven that satisfied teachers usually show higher performance and productivity at work (Brezicha et al., 2020). Moreover, the success of the students depends on the performance of the teachers, which depends on the high satisfaction of the teachers at work. While the performance, effectiveness, and satisfaction of teachers are influenced by intrinsic factors and extrinsic factors. One of the extrinsic factors is the behavior of the school principal (Tabancali & Cengiz, 2018). Having in mind that a manager's approach can positively or negatively affect employee job satisfaction, then the manager should behave in a way that takes into account the motivation and efficiency of employees within the organization (Dick & Metcalfe, 2001). Since teachers are considered the most important factor in the school institution, then it is essential that the school has an administration (leadership) that tries to provide a suitable environment for teachers, students, and other employees so that they will work in harmony with each other (Taymaz, 2011). Likewise, healthy relationships with work colleagues, which can be counted as an intrinsic factor, have an important weight for an employee (teacher) to be satisfied in the workplace (Dere, 2022). Having in mind these facts presented above, much should be done so that teachers do not attempt to seek other solutions as a result of job dissatisfaction. Teachers shift from one place to another, respectively the abandonment of the workplace can lead to several negative consequences, for example, a decrease in the quality of teachers, a decrease in the learning performance of students, a decrease in the effectiveness of the school, and an increase in the cost of education (Smet, 2022). Furthermore, teachers' job satisfaction has been the subject of study for some time, either as a reason for leaving or keeping teachers in the profession (Struyven & Vanthournout, 2014). This is why an educational institution, should focus on increasing the satisfaction of teachers.

From the reviewed literature, many factors that influence the increase or decrease of job satisfaction have been identified. In general, the environment and the culture of the school (organization) play a decisive role in teacher satisfaction. On the other hand, the age, gender, and work experience of the teacher also contribute significantly to the level of the job (León et al., 2021). There are also five other aspects of job satisfaction: satisfaction regarding supervision, satisfaction regarding colleagues, satisfaction related to salary level, satisfaction with job promotion opportunities, and satisfaction regarding the workplace (Smith et al., 1983). According to another source, job satisfaction has nine main areas: salary, promotion, supervision, fringe benefits, bonuses, working conditions, co-workers, nature of work, and communication

(Erarslan, 2021). Other circumstances, such as workplace conditions, space and time opportunities provided by the nature of work, relations with superiors, salary level, teamwork, number of working days, and other influencing factors, also have an impact on job satisfaction (León, et al., 2021). Likewise, other studies have argued that the school climate, or the school environment, can have an impact on teachers' job satisfaction. Alike, teachers' participation in decision-making processes also has an impact on job satisfaction (Aldridge & Fraser, 2015). The level of cooperation between colleagues has been another important factor that supports teachers' job satisfaction (Brezicha et al., 2020). Apart from these, there are other factors that increase or decrease job satisfaction: adequate resources, possible workload, collegial collaboration, opportunities for professional development, leadership support, and participation in decision-making (Toropova et al., 2021). All these factors can have a possible impact on the increase or decrease in job satisfaction.

3. RESEARCH METHODOLOGY

This study aims to determine the levels of job satisfaction of teachers. The descriptive and causal-comparative research method was selected for the problem selected from the quantitative approach.

3.1. Participants

Teachers who teach in public and private schools are participants in this research. To make the research as comprehensive as possible, teachers were selected from all levels of pre-university education who teach in the 2022-2023 school year. Out of a total of 217 teachers, 153 (70%) are female and 64 (29.5%) are male. The majority of participants 104 (47%) are teachers with 1-10 years of work experience, followed by teachers with 11-20 years of experience, 79 (36.4%), and those with 21 years or more work experience, a total of 34 (15.7%) teachers. Regarding the level of education, 134 (61.8%) are teachers who have completed the bachelor's level of education, while 83 (38.2%) have completed the master's level. The number of participants from public schools is 123 (56.7%), whereas those from private schools are 94 (43.4%). Regarding the level at which they teach, the majority of participants are teachers who teach at primary and lower secondary schools, 63 (29%), followed by teachers who teach at upper secondary schools, 54 (24.9%), and preschool teachers, 37 (17.1%). The age of teachers is heterogeneous, starting from teachers who are 22 years old to teachers who are over 55 years old.

3.2. Data collection tools

The Minnesota Satisfaction Questionnaire (short form) developed by Weiss et al. (1967) was used to determine the job satisfaction levels of teachers. The questionnaire contains a total of 20 questions. The questionnaire belongs to the Likert scale with five categories: "very satisfied", "satisfied", "neutral", "not satisfied" and "not at all satisfied". The questionnaire is structured on two main factors,

intrinsic and extrinsic factors. The questionnaire is designed to determine the levels of job satisfaction of teachers based on intrinsic and extrinsic factors as well as general factors. The points are collected throughout the data analysis of the scale. The maximum number of points that can be obtained is 100 points, while the minimum is 20 points. A score above 75 points and higher represents a high degree of job satisfaction, a score of 25 points and lower represents a low level of job satisfaction, while points in the middle range of 26 to 74 represent a mean level of satisfaction at work. Since the original questionnaire had a two-factor structure, to determine whether

the questionnaire retained its original two-factor structure, we used confirmatory factor analysis (CFA). The analysis revealed a value of Chi-square (χ^2) 501.06, with $df = 124$, $p\text{-value} = 0.000$, and $df = 4.04$. In the first modification, the error variance between points 6 and 5 was corrected, in the second modification, between points 4 and 8, while in the third modification; the corrections are made between points 9 and 10. The best results of compatibility indexes were obtained after three corrections. After the third correction, the value of Chi-square (χ^2) turned out to be 348, with $df = 131$, $p\text{-value} = 0.000$, and $df = 2.65$. Table 1 shows the CFA compatibility indexes.

Table 1. Confirmatory factor analysis (CFA)

<i>Compatibility indexes</i>	<i>The perfect match</i>	<i>Accepted compatibility</i>	<i>Results</i>
χ^2/sd	$0 \leq \chi^2/sd \leq 2$	$2 \leq \chi^2/sd \leq 3$	2.65
AGFI	$0.90 \leq AGFI \leq 1.00$	$0.85 \leq AGFI \leq 0.90$	0.80
GFI	$0.95 \leq GFI \leq 1.00$	$0.90 \leq GFI \leq 0.95$	0.85
CFI	$0.95 \leq CFI \leq 1.00$	$0.90 \leq CFI \leq 0.95$	0.97
NFI	$0.95 \leq NFI \leq 1.00$	$0.90 \leq NFI \leq 0.95$	0.95
NNFI (TLI)	$0.95 \leq NNFI (TLI) \leq 1.00$	$0.90 \leq NNFI (TLI) \leq 0.95$	0.97
RFI	$0.95 \leq RFI \leq 1.00$	$0.90 \leq RFI \leq 0.95$	0.94
IFI	$0.95 \leq IFI \leq 1.00$	$0.90 \leq IFI \leq 0.95$	0.97
RMSEA	$0.00 \leq RMSEA \leq 0.05$	$0.05 \leq RMSEA \leq 0.08$	0.088
SRMR	$0.00 \leq SRMR \leq 0.05$	$0.05 \leq SRMR \leq 0.10$	0.057
PNFI	$0.95 \leq PNFI \leq 1.00$	$0.50 \leq PNFI \leq 0.95$	0.82
PGFI	$0.95 \leq PGFI \leq 1.00$	$0.50 \leq PGFI \leq 0.95$	0.65

Except for AGFI and GFI, which can be calculated at acceptable levels, the other indexes are in perfect compliance and acceptable. The degree of reliability (reliability statistics) of the questionnaire was verified with Cronbach's alpha analysis. Cronbach's alpha coefficient for intrinsic factors is 0.88, while for extrinsic factors 0.90. The reliability of the overall scale is 0.93. Based on these results, we can conclude that the degree of reliability of the questionnaire is at the right level.

The questionnaire was translated and adapted into the Albanian language, it was checked by two experts in the Albanian language, examining the expressions and wording, which were found to have no need for modifications. Initially, the questionnaire was applied face-to-face with the participation of five teachers, to verify if there are any unclear questions. Since everything was clear, then the questionnaire was distributed to the teachers who teach in public and private schools.

3.3. Data analysis

The collected data were transferred to the Statistical Program for Social Sciences (SPSS) v.25. Descriptive

analysis was first performed to determine the mean, standard deviation, and skewness and kurtosis analysis for each statement of the questionnaire. To prove whether there are differences between the levels of job satisfaction of teachers and gender, level of education, and schools where teachers work (public/private), the independent samples test analysis was used. Whereas, to prove whether there are differences between the levels of job satisfaction of teachers and their experience as well as the level at which they teach, a one-way analysis of variance (ANOVA) was used.

4. RESEARCH FINDINGS

The study initially focused on finding an answer to the question of what the job satisfaction levels of public and private school teachers are. For this purpose, descriptive analysis was carried out to determine the mean and standard deviation for each statement in the questionnaire. Table 2 shows the results of the descriptive analysis.

Table 2. Descriptive statistics (Part 1)

<i>No.</i>	<i>Statement</i>	<i>Mean</i>	<i>SD</i>	<i>Skewness</i>	<i>Kurtosis</i>
1.	Being able to keep busy all the time*	85.4	0.81	-1.274	1.797
2.	The chance to work alone on the job*	78.2	0.96	-0.710	-0.233
3.	The chance to do different things from time to time *	75.4	1.05	-0.758	-0.197
4.	The chance to be "somebody" in the community*	74.0	1.23	-0.654	-0.781
5.	The way my boss handles his/her workers**	73.6	1.25	-0.676	-0.641
6.	The competence of my supervisor in making decisions**	69.2	1.19	-0.570	-0.716
7.	Being able to do things that don't go against my conscience*	65.6	1.17	-0.294	-0.930
8.	The way my job provides for steady* employment*	74.2	1.13	-0.679	-0.604
9.	The chance to do things for other people*	81.4	0.74	-0.600	0.349
10.	The chance to tell people what to do*	83.6	0.73	-0.945	1.299

Table 2. Descriptive statistics (Part 2)

No.	Statement	Mean	SD	Skewness	Kurtosis
11.	The chance to do something that makes use of my abilities*	84.6	0.71	-0.928	1.332
12.	The way company policies are put into practice**	66.8	1.05	-0.313	-0.748
13.	My pay and the amount of work I do**	62.0	1.17	-0.234	-1.031
14.	The chances for advancement on this job**	65.6	1.17	-0.192	-0.994
15.	The freedom to use my own judgment*	72.4	1.03	-0.606	-0.224
16.	The chance to try my own methods of doing the job*	79.6	0.92	-0.998	0.682
17.	The working conditions	72.8	1.07	-0.678	-0.256
18.	The way my co-workers get along with each other	81.4	0.96	-1.212	1.319
19.	The praise I get for doing a good job**	67.8	1.18	-0.244	-1.057
20.	The feeling of accomplishment I get from the job*	77.0	0.99	-0.827	0.139
	Intrinsic	77.6	0.64	0.906	-1.191
	Extrinsic	67.4	0.96	-0.414	-0.339
	General	74.6	0.69	-0.366	-0.755

Note: N = 217, M = Mean, SD = Standard deviation, Intrinsic *, Extrinsic **.

Table 2 describes the results of the descriptive analysis. Means for each response option, standard deviation, skewness, and kurtosis analysis are presented in order. Based on the results, on the mean scale of intrinsic factors (M = 77.6, SD = 0.64), teachers have high levels of job satisfaction, compared to the mean scale of extrinsic factors (M = 67.4, SD = 0.96) where teachers have mean levels of job satisfaction. As for the mean of

the general scale, it turns out that the teachers have a mean (M = 74.6, SD = 0.69) at the limit of the mean and a very high level of job satisfaction. The highest mean of the statements (M = 85.4, SD = 0.81) belongs to the statement "Being able to keep busy all the time", while the lowest mean (M = 62.0, SD = 1.17) belongs to the statement "My pay and the amount of work I do".

Table 3. Independent samples t-test for gender

Factors	Gender	N	M	SD	df	t	p	Cohen d
Intrinsic	Female	153	79.4	0.61	215	3.123	0.002*	9.21
	Male	64	73.4	0.68				
Extrinsic	Female	153	68.8	0.92	215	1.581	0.115	-
	Male	64	64.2	1.04				
General	Female	153	76.0	0.65	215	2.494	0.013*	7.08
	Male	64	71.0	0.75				

Note: M = Mean, SD = Standard deviation, * p < 0.05.

To verify whether there are differences between the levels of job satisfaction of teachers and their gender, the independent sample test analysis was used. Table 3 shows the results of the analysis. The results show us that there are significant differences between the levels of job satisfaction of teachers and their gender. Female teachers

(M = 76.0, SD = 0.655) have higher levels of job satisfaction, compared to male teachers (M = 71.0, SD = 0.754), who have an average level of job satisfaction. The changes result in the mean of the scale of intrinsic factors (t = 3.123, p < 0.05), but similar results were also observed in the mean of the general scale (t = 2.494, p < 0.05).

Table 4. Independent samples t-test for the level of education

Factors	Level of education	N	M	SD	df	t	p
Intrinsic	Bachelor	134	77.8	0.72	215	0.287	0.775
	Master	83	77.2	0.51			
Extrinsic	Bachelor	134	67.0	1.00	215	-0.527	0.599
	Master	83	68.4	0.88			
General	Bachelor	134	74.4	0.75	215	-0.186	0.853
	Master	83	74.8	0.59			

Note: M = Mean, SD = Standard deviation, * p < 0.05.

Table 4 presents the results of the independent samples t-test analysis. The results show us that there are no significant differences in the level of job satisfaction between teachers who have completed the bachelor's level of education and those who have completed the master's level of education. There are

no differences in the mean scale of intrinsic factors (t = 0.287, p > 0.05), there is no difference in the mean scale of extrinsic factors (t = -0.527, p > 0.05), there are also no differences in the mean of the general scale (t = 0.853, p > 0.05).

Table 5. Independent samples t-test for the type of school

Factors	Type of school	N	M	SD	df	t	p	Cohen d
Intrinsic	Public	123	78.4	0.69	215	1.002	0.318	-
	Private	94	76.6	0.57				
Extrinsic	Public	123	65.0	0.97	215	-2.102	0.037*	5.89
	Private	94	70.6	0.92				
General	Public	123	73.8	0.73	215	-0.836	0.404	-
	Private	94	75.4	0.63				

Note: M = Mean, SD = Standard deviation, * p < 0.05.

The results in Table 5 present the differences in the level of satisfaction of teachers at work and the schools where they work. Differences were observed only in the mean scale of extrinsic factors ($t = -2.102$, $p < 0.05$). Teachers who work in private schools ($M = 70.6$, $SD = 0.924$) have a higher mean of job satisfaction than teachers who work in public

schools ($M = 65.0$, $SD = 0.977$). In the mean of the general scale, although there are no statistically significant differences, the teachers of private schools ($M = 75.4$, $SD = 0.736$) turn out to be more satisfied at work than the teachers of public schools ($M = 73.8$, $SD = 0.636$) who turn out to be moderately satisfied.

Table 6. Analysis of ANOVA with respect to work experience

Factors		Sum of squares	df	Mean square	F	Sig.	F
Intrinsic	Between groups	1.453	2	0.727	1.738	0.178	-
	Within groups	89.441	214	0.418			
	Total	90.894	216				
Extrinsic	Between groups	15.846	2	7.923	9.212	0.000*	5.36
	Within groups	184.056	214	0.860			
	Total	199.903	216				
General	Between groups	4.136	2	2.068	4.426	0.013*	2.73
	Within groups	99.998	214	0.467			
	Total	104.134	216				

Note: * $p < 0.05$.

Table 6 shows the results of the one-way ANOVA analysis. The results [$F(2, 214) = 9.212$, $p = 0.000$] on the mean scale of extrinsic factors as well as [$F(2, 214) = 4.426$, $p = 0.013$] on the mean of

the general scale, show us that there are significant differences between the level of job satisfaction of teachers and their work experience.

Table 7. Analysis of ANOVA (post hoc) with respect to work experience

Factors	Work experience	N	M	SD	1-10 years	11-20 years
Intrinsic	1-10 years	104	78.8	0.608		
	11-20 years	79	75.4	0.685	0.218	
	21 years and more	34	79.0	0.665	0.999	0.426
Extrinsic	1-10 years	104	72.6	0.945		
	11-20 years	79	60.8	0.909	0.000	
	21 years and more	34	67.2	0.911	0.343	234
General	1-10 years	104	77.0	0.664		
	11-20 years	79	71.0	0.699	0.013	
	21 years and more	34	74.8	0.701	0.713	0.393

The post hoc (Scheffe) test was used from the one-way ANOVA analysis, to see within which groups there are differences between the level of job satisfaction of teachers and their work experience. The results in Table 7 show that there are significant differences in the mean scale of extrinsic factors. We find differences between teachers with 1-10 years of work experience and those with 11-20 years of work experience, $p = 0.000$ ($p < 0.05$). We also

find differences in the same groups in the mean of the general scale $p = 0.013$ ($p < 0.05$). On the mean of the general scale, teachers with 1-10 years of work experience ($M = 77.0$, $SD = 0.664$) have high levels of satisfaction in their work, compared to teachers with 11-20 years of work experience ($M = 71.0$, $SD = 0.699$) who have average levels of job satisfaction.

Table 8. Analysis of ANOVA with the level at which teachers teach

Factors		Sum of squares	df	Mean square	F	Sig.	F
Intrinsic	Between groups	9.041	3	3.014	7.842	0.000*	6.06
	Within groups	81.854	213	0.384			
	Total	90.894	216				
Extrinsic	Between groups	4.088	3	1.363	1.482	0.220	
	Within groups	195.815	213	0.919			
	Total	199.903	216				
General	Between groups	5.870	3	1.957	4.241	0.006*	4.83
	Within groups	98.265	213	0.461			
	Total	104.134	216				

Note: * $p < 0.05$.

In Table 8, the results [$F(3, 213) = 7.842$, $p = 0.000$] on the mean scale of the intrinsic factors show that there are significant differences between

the level of job satisfaction of teachers and the levels at which teachers teach.

Table 9. Analysis of ANOVA (post hoc) with the level at which teachers teach

Factors	Level of school	N	M	SD	Preschool	Primary	Lower secondary
Intrinsic	Preschool	37	85.2	0.471			
	Primary	63	79.4	0.618	0.156		
	Lower secondary	63	74.2	0.691	0.001*	0.152	
	Upper secondary	54	74.4	0.620	0.001*	0.205	1.000
Extrinsic	Preschool	37	73.4	0.749			
	Primary	63	66.6	0.964	0.425		
	Lower secondary	63	65.2	1.05	0.250	0.981	
	Upper secondary	54	67.0	0.965	0.489	1.000	0.973
General	Preschool	37	81.0	0.499			
	Primary	63	75.4	0.668	0.270		
	Lower secondary	63	71.6	0.758	470	1.00	
	Upper secondary	54	72.6	0.699	0.043*	0.754	0.979

Note: * $p < 0.05$.

The results in Table 9 show us that there are significant differences in the mean scale of the intrinsic factors and the mean of the overall scale. The differences are found in teachers who teach at the preschool level, $p = 0.001$ ($p < 0.05$), and teachers who teach at the lower secondary level and upper secondary level. In the mean of the general level, we find differences between the teachers who teach at the preschool level $p = 0.043$ ($p < 0.05$) and the teachers who teach at the upper secondary level. On the mean of the overall scale, teachers who teach at the preschool level ($M = 81.0$, $SD = 0.499$) and the primary level ($M = 75.4$, $SD = 0.668$) have high levels of satisfaction in their work in comparison to teachers who teach at the lower secondary level ($M = 71.6$, $SD = 0.758$) and at the upper secondary level ($M = 72.6$, $SD = 0.699$) who have mean levels of job satisfaction.

5. DISCUSSION

This paper aimed to determine the levels of job satisfaction of teachers. Also, the paper aimed to identify the differences between the levels of job satisfaction of teachers according to gender, level of education, type of school, work experience, and the level at which they teach.

From the results, we can say that teachers have high levels of job satisfaction when intrinsic factors are under consideration, while when extrinsic factors are under consideration, teachers have mean levels of job satisfaction. In general, teachers have a mean on the border between the mean level of satisfaction and the high level of job satisfaction. The reason why teachers have a mean level of satisfaction in terms of the degree of extrinsic factors may be that some of the statements of the degree of extrinsic factors are mainly related to the management of the institution and the salary that stimulates the teachers. One of the roles of managers in an organization (institution) is to ensure suitable working conditions for employees for them to be satisfied with the work they do (Eğinli, 2009). According to Inayat and Khan (2021), there appears to be a positive relationship between school management and employee job satisfaction. When principals offer teachers opportunities to participate in decision-making, teachers become more committed to their profession and their school (Brezicha et al., 2020). The salary issue is one of the most important factors in employee job satisfaction. When the wages and rewards applied in the enterprise are well organized, the employees will be more satisfied with their work and will be more

committed to their institutions (Kingir et al., 2018). However, the fact that the salary is very high does not mean that job satisfaction is achieved only through this factor (Dere, 2022). Of course, many other factors affect job satisfaction. Another reason could be the issue that in the Republic of Kosovo, in the last year, due to the increase in inflation of up to 13%, the condition of every citizen of the Republic of Kosovo has worsened, with special emphasis on public sector employees (Monitor, 2022). As a result of the economic situation, the Education Union in Kosovo, as a representative of public sector teachers at the pre-university level, have shown their reaction in various forms to the request for a salary increase. Recently, for a full month, namely from September 1, 2022, to October 3, 2022, the teaching process has not been carried out, in other words, public school teachers have gone on strike due to their dissatisfaction with the level of salary they had (Mehmeti, 2022). Whereas, in private schools of pre-university education, there was no strike or reaction of any other kind.

The results show that female teachers have higher levels of job satisfaction, compared to male teachers, who have a mean level of job satisfaction. The changes result in the mean scale of the intrinsic factors, but similar results were also observed in the mean of the general scale. We find similar results in other research (Park, 1992; Ogedengbe et al., 2018; Bilal et al., 2020; Borg & Falzon, 2006; Khan et al., 2022). In some other research, it turns out to be the opposite, male teachers are more satisfied at work than female teachers (Youngman, 1994; Crossman & Harris, 2006). The reason why male teachers have a lower mean of job satisfaction has not been investigated in this paper, but one of the reasons for this result may be that in most cases in the Republic of Kosovo, men carry the burden to keep and bring material goods to their homes. Therefore, male teachers tend to have secondary jobs, and therefore, they may not be satisfied with their work as teachers. On the other hand, female teachers do not have the same burden as male teachers, as they find support from their husbands in the context of bringing material goods at home, and as a result, female teachers do not need secondary jobs.

Another conclusion from the results shows us that there are no significant differences in the level of job satisfaction between teachers who have completed the bachelor's level of education, and those who have completed the master's level of education. One of the reasons why there are no significant differences between the level of job

satisfaction and the level of education of teachers has not been studied in this paper, but it may be because there are no differences in the amount of salary income. Also, one of the other reasons could be the failure to give the proper value and obligation along the advancements in any managerial position. In other words, teachers with a master's education level do not have any significant advantage over teachers with a bachelor's level during their career advancement. In other studies, significant differences were found in the level of job satisfaction and the level of education. In some studies, teachers who have completed basic bachelor's studies are more satisfied with their work compared to teachers who have completed master's level studies (Khan et al., 2022; Tarvid, 2015; Ghazi et al., 2012). Usually, teachers who have a bachelor's degree in education do not have high expectations or goals for career advancement. Teachers who have a master's degree in education may have higher expectations and goals for advancement in their careers (Tarvid, 2015). But, some studies have found that teachers with a higher level of education, compared to teachers who have a lower level of education, are more satisfied with their work (Eğinli, 2009).

Regarding the status of the schools, in general, the teachers of private schools turn out to be more satisfied at work than the teachers of public schools who turn out to be moderately satisfied. More emphasized differences were observed in the mean of the degree of extrinsic factors. These findings may reflect the differences between school policies, management style, decision-making competencies, and salary incentives in public and private schools. In other words, it seems that the main task to increase teachers' efficiency and satisfaction at work falls upon the school administrator (principal) (Koçabaş & Karaköse, 2005). So, the general policies of the institution, the incentive in salary, and the management style that is applied by a manager in an institution have significant effects on increasing the job satisfaction of employees.

On the mean of the general scale, teachers with 1–10 years of work experience have high levels of satisfaction in their work compared to teachers with 11–20 years of work experience, who have mean levels of job satisfaction. The reason for this result was not investigated in this study. One of the possibilities could be the considerable number of individuals who apply to work as teachers. Once at work, this can contribute to high satisfaction. But after a few years, with the increase in experience, the employee's satisfaction decreases because of his/her opinion that now he/she is a more experienced person and should be paid more, or given a lot of respect. However, after the considerable experience, by getting older, the employee's experience also increases, and consequently, an increase in the level of job

satisfaction is observed. Being now more experienced, he/she may have more chances to contribute to school policy-making, be a member of several committees, and be respected for being older (Ghazi et al., 2012; Glenn et al., 1977).

The results also show us that the teachers who teach at the preschool and primary level are more satisfied at work than the teachers who teach at the lower secondary level and the upper secondary level, who turn out to be on average satisfied in their work. One of the reasons why teachers who teach preschool classes in primary schools are more satisfied in their work is supposed to be the age of the children; having in mind that preschool and primary level teachers lead classes with younger children, namely from the preschool class to fifth grade. Whereas in lower secondary and upper secondary levels, in particular, inappropriate behavior of students, can be the cause of stress, emotional exhaustion, commitment to the tasks as a teacher, and less self-efficacy and all this leads to a decrease in job satisfaction that may end to leave the teaching (Admiraal, 2022).

6. CONCLUSION

The field of education and training is a productive and strategic investment to improve the quality of a country's human resources. Quality education determines the quality of human resources and the development of future generations equipped with knowledge, skills, and values, which enable the new generations to face the challenges of the 21st century. It can be actualized through an appropriate process, which is influenced by intrinsic and extrinsic factors. One of the key factors for quality education is the productivity and quality of teachers as a motivator of the learning process. In this context, job satisfaction has a positive effect on effective engagement and continuous commitment, but the lack of satisfaction in the workplace also has a negative impact on the tendency to leave the workplace. Job satisfaction is necessary, as higher job satisfaction will positively affect the work itself.

Undoubtedly, this study has its limitations. In future research, an analysis of additional variables could be carried out. It would be more favourable to use other approaches and methods in future studies, which could lead to more generalizable results. A larger sample size is one of the recommendations for future research, as a larger number of subjects would ensure extrinsic validity. In other studies, it would be necessary to involve subjects from different countries to make the sample as representative as possible. In addition to teachers, it would be worthwhile to also include the opinions of other employees in the school such as principals, counsellors, and administrators.

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