

SPOKOJENOST SE ZAMĚTNÁNÍM UČITELŮ STŘEDNÍCH ŠKOL

JOB SATISFACTION OF SECONDARY SCHOOL TEACHERS

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Abstrakt: Článek se zabývá problematikou pracovního uspokojení, konkrétně pracovní spokojenosti učitelů. Je zde prezentován výzkum, který byl proveden mezi učiteli odborných předmětů na Slovensku. Cílem výzkumu bylo zjistit, zda jsou učitelé spokojeni se svou prací, a které parametry ovlivňují spokojenost učitelů. Analýza získaných výsledků je rozdělena do dvou částí. V první části jsou údaje získané od respondentů hodnoceny pomocí statistických metod a v druhé části je formulováno pět hypotéz a tyto jsou dále testovány opět za použití statistických metod. Třetí část článku obsahuje diskusi, v níž autor srovnává své výsledky s výsledky jiných tuzemských a zahraničních výzkumů. Výsledky prezentovaného výzkumu ukazují nespokojenost učitelů s finanční odměnou za jejich práci. Neexistuje žádný statisticky významný vliv na spokojenost s prací v jiných sledovaných parametrech uspokojení z práce (výběr povolání a délky praxe).

Klíčová slova: uspokojení z práce, učitelé, finanční odměna.

Abstract: The article addresses the issue of job satisfaction, namely, the job satisfaction of teachers. The research that was conducted among teachers of vocational subjects in Slovakia is presented here. The aim of the research is to determine whether teachers are satisfied with their work and which dimensions of job satisfaction impact the job satisfaction of teachers. An analysis of the obtained results is divided into two parts. In the first part, the data obtained from respondents are evaluated using the methods of descriptive statistics and in the second part, five hypotheses are formulated and tested using the methods of inductive statistics. The third part of the article contains a discussion in which the author compares her results with the results of other domestic and foreign researches. The results

of the presented research show a dissatisfaction of teachers with financial remuneration for their work. There is no statistically significant impact on job satisfaction in other surveyed dimensions of job satisfaction (the choice of occupation and length of experience).

Keywords: *job satisfaction, teachers, financial remuneration.*

JEL Classification: M 54

1 INTRODUCTION

Job satisfaction is a category, to which the specialist literature has devoted a lot of attention since the thirties of the 20th century. The interest of scientists and practitioners in this subject is based on the assumption that satisfied employees can deliver a performance which will ensure the achievement of organisation's goals. Job satisfaction is the basis of the quality of working life of each employee in all types of organisations of private and public sector. Teachers of all types of schools are also one of the public sector subjects. Teachers in each company perform a very important role - they raise and educate a generation, that should be effectively introduced into the work process. It is therefore necessary for teachers to do their work without disturbing socio - economic impacts.

Paulik (1999) argues that an examination of the socio - economic background of teachers is particularly important because the research results can highlight the impact of their professional activities on performance, the impact of their mental and physical stress on performance and teaching career, on the social recognition and cultural background of teachers.

2 JOB SATISFACTION

Job satisfaction is closely linked to the organisational behaviour in the literature (Cluston, 2000; Meyer et al., 2002). Job satisfaction is one of the most well-researched variables in research of organisational behaviour (Bogler, 2005). Job satisfaction is defined as an overall attitude or its affective component is stressed. This results from the perception of their jobs and to what extent the employment is a voluntary choice between the individual and the organisation (Ivancevich, Olekalns, Matteson, 1997).

Spector (1985) claims that the subjective nature of job satisfaction means that an individual will tend to remain in a satisfactory job and leave the job that does not satisfy him/her. Several researchers found that job satisfaction mediated also the influence of several other variables in the context of organisational behaviour (Stephanou. et al. 2013; Yoysef, 2002). Kamdar and Van Dyne (2007) consider the quality of social relationships in the workplace to be one of the variables, Bowling (2009) focuses on the interactive effects of job satisfaction and conscientiousness which the work is performed with; Falkenburg and Schyns (2007) investigate the effect of job satisfaction on organisational behaviour and the possibility to leave the job, according to Průcha (2002) there is a clear relationship between job satisfaction and workload. Job satisfaction has been examined as a potential predictor in several Organizational Citizenship Behavior studies (Dalal, 2005; LePine, Erez, Johnson, 2002). The specialist publications distinguish between the concept of job satisfaction and satisfaction with work. Job satisfaction is understood more broadly than working satisfaction with work. Satisfaction with work forms a part of job satisfaction. Under job satisfaction in a broad sense such dimensions as satisfaction with the nature and content of work, success and recognition in work, space for autonomy and responsibility, career development, opportunity for education and personal growth, satisfaction with interpersonal relationships, personnel and social policy of organisation, culture of organisation, superior's personality and his/her style of leadership, satisfaction with the system of evaluation and monitoring, satisfaction with the provision of feedback, satisfaction with financial remuneration of work performance, satisfaction with material inducements, satisfaction with physical and safety conditions of workplace.

2.1 Job Satisfaction of Teachers

Teachers form a specific group of employees. The teaching profession, like other professions, has its own specifics which are expressed in dimensions of professionalism and in their characteristics. The first level of professionalism is formed by individual professionalism, which reflects the teacher's personal preconditions, the second one is social, which formulates the roles and responsibilities of teachers, the requirements for his/her performance and conduct, and the third level is qualifying, which specifies the requirements for education and qualification growth. These three levels of professionalism must be reflected in the teaching process. Material

and social components in particular are essential in the working environment of teachers. Varied didactic resources, technical equipment, specialist literature, and more belong to the basic material components. Contact with students, colleagues, superiors and parents belong to the social components. Commonly, the social interaction of a teacher applies primarily to the school issues and has relatively a little direct contact with other professions (Paulík, 1999).

Based on surveys of teachers' satisfaction in the last decade, Černotová et al. (2006) indicate the following issues which teachers rate as sources most adversely affecting the attractiveness of the profession and are closely related to job dissatisfaction of teachers:

- a) remuneration, teachers' salaries, financial evaluation of the quality of their work - ie. low real teacher salaries compared to comparable professions,
- b) material and technical equipment of schools – i.e. dissatisfaction with the universal and special classroom equipment, with teachers' personal teaching aids, with the supply of new textbooks for students which correspond with the innovations in teaching content;
- c) work environment – i.e. dissatisfaction with a low ergonomic level of schools in particular, lack of facilities for a quality teaching, low standard of the socio-sanitary facilities in schools;
- d) selected job characteristics - these are mainly of high psychological work demands, poor opportunities for professional development and career advancement, limited opportunity for teachers to grow professionally and get educated institutionally due to a real lack of funding in schools;
- e) not meeting teachers' professional expectations - as it is apparent from the foregoing sources of dissatisfaction and lower participation of teachers in school management.

Evans (2003) states that teachers are influenced not only by students and colleagues but also by the school itself. To what extent these effects are reflected in motivation and job satisfaction depends on their personal preferences. In her research, Evans (2003) specifies three interrelated factors that determine a degree of suggestibility and job satisfaction of teachers: firstly, it is about a relativity aspect of a situation in which a teacher finds him/herself and which is the result of comparison with similar situations

or situations of his/her career or a situation of colleagues, secondly, the realistic expectations that reflect the ability of teacher to assess what can be expected from the particular situation, and thirdly, it comes to professionalism in terms of ability to cope with the situation (if a teacher has a "limited" professionalism, s/he fails to reflect her/his work or analyse her/his options, s/he is more focused on everyday practice and lets the situation lead her/him). In doing so, each teacher has to a varying degree a restricted idea about how, according to her/him, the ideal job of a teacher should look like.

3 RESEARCH

At the end of 2012 in Slovakia, there was a strike of teachers who demanded a greater financial remuneration for their work and higher financial contributions to educational activities. At the end of 2013 a research was conducted whose aim was to determine whether the fact that teachers were dissatisfied with the financial remuneration at that time would be confirmed and which other dimension of job satisfaction or dissatisfaction affects the job satisfaction of teachers. The research is focused on the socio - economic extrinsic aspects of job satisfaction, namely, the dimension of financial remuneration, interpersonal relationships and on the determination of the extent to which teachers are satisfied with the work. Presented research builds on the research of Kačmárová (2012) and Černotová (2006) who examined the job satisfaction of Slovak primary school teachers.

The research sample consisted of 155 teachers of vocational subjects of secondary technical schools in Slovakia, of which 38 were men and 117 women. To a representative set the respondents were selected randomly, on the basis of belonging to a group according to pre-selected characters: teaching the technical and economic subjects and length of experience. Questionnaires were sent electronically to the email addresses that were published on the websites of secondary technical schools. 300 questionnaires were sent and 155 were returned, what represents 5,6 payback percentage. For the investigating purposes the following variables were identified: length of experience of the respondents, career choices, fair financial remuneration, job satisfaction, interpersonal relationships, increase in financial remuneration. Tab. 1 gives more details on the length of experience

of respondents, which are uniformly distributed, allowing a more objective evaluation of the results obtained.

Tab. 1: Length of experience of respondents

	Frequency	Percentage
Up to 5 years	25	16,1
6-10 years	36	23,2
11-15 years	32	20,6
16-20 years	26	16,8
Above 5 years	36	23,2
Total	155	100,0

Source: own

An questionnaire on job satisfaction was used for data collection and this was distributed to respondents in electronic and printed form. They could have answered the questions within 5 - point Likert scale from strongly agree, agree, I do not know, disagree, strongly disagree. Five hypotheses were formulated by which a statistically significant relationship between dimensions of job satisfaction (salary, career choices, interpersonal relationships) and job satisfaction were sought.

In the first part of the evaluation of the research results the responses to four statements that were related to job satisfaction and one statement concerning the satisfaction with work were analysed by the methods of descriptive statistics. Results obtained by the methods of descriptive statistics were subsequently used in the second part of the evaluation of the obtained data, in which the mutual dependence between selected variables through five hypotheses were sought .

First part of assessment

To establish whether respondents work in the area in which they have always wanted to work, they responded as shown in Tab. 2.

Tab. 2: The area in which I wanted to work

	Frequency	Percentage
I strongly agree	39	25,2
I agree	84	54,2
I do not know	24	15,5
I disagree	6	3,9
I strongly disagree	2	1,3
Total	155	100,0

Source: own

Up to 79,4 % of respondents state they chose the teaching profession because they wanted to work in this area. Only 5,2 % of them state they did not want to work as teachers. 15,5 % choose the answer 'I do not know'. Taking into account the fact that education in Slovakia has long belonged to one of the lowest-paid sectors, yet more than two-thirds of respondents wanted this profession. Nearly 40,0 % of teachers who has worked in education for 0-10 years (i.e. teachers of younger age), decided for this profession even though they had known that their salary would not be adequate and it would be lower than the average salary in the national economy.

To establish whether they receive a fair salary for a work performed, respondents answer as shown in Tab. 3.

Tab. 3: Fair financial remuneration

	Frequency	Percentage
I strongly agree	9	5,8
I agree	17	11,0
I do not know	25	16,1
I disagree	70	45,2
I strongly disagree	34	21,9
Total	155	100,0

Source: own

Under the economic aspects of work the satisfaction with financial remuneration for work is examined. 67,1 % of teachers of vocational subjects of secondary technical schools think they do not receive a fair financial remuneration for their work. 16,1 % replied 'I do not know' to this question and 16,8 % think that their salary is adequate. Based on data from previous

findings, respondents chose the teaching profession voluntarily, but nearly two-thirds of them are aware that they do not receive an equitable remuneration for their work. This reason was the main reason for announcing and going on teacher strike in 2012. The junior teachers and male teachers who are breadwinners expressed the greatest dissatisfaction with the level of payment within the research.

The data obtained on statement "The work arouses a feeling of satisfaction in me." are documented in Tab. 4.

Tab. 4: Satisfaction with work

	Frequency	Percentage
I strongly agree	26	16,8
I agree	77	49,7
I do not know	31	20,0
I disagree	18	11,6
I strongly disagree	3	1,9
Total	155	100,0

Source: own

If respondents chose the teaching profession voluntarily (it can be noted from the results in Table 2), there is a presumption that they are satisfied with the intensity, content and work conditions. 66,5 % of respondents express a favourable opinion, which means that the work performed arouses a feeling of satisfaction in them. 20,0 % do not know, and 13,5 % express a disagreement with that statement.

To the statement: "Good interpersonal relationships also raise the feeling of satisfaction in me", respondents answer as follows - Tab. 5.

Tab. 5: Good interpersonal relationships

	Frequency	Percentage
I strongly agree	49	31,6
I agree	76	49,0
I do not know	19	12,3
I disagree	9	5,8
I strongly disagree	2	1,3
Total	155	100,0

Source: own

Within the social aspects of teachers' work it is examined, whether the feeling of job satisfaction is increased by good interpersonal relationships. More than two-thirds of respondents - 80,6 % say that the feeling of satisfaction at work is enhanced by good interpersonal relationships at school. 12,3 % respond as 'I do not know' and 7,1 % disagree with that statement.

To the question of what should be the percentage increase in salary so that the job satisfaction of teachers was increased, the respondents answer as it is presented in Tab. 6.

Tab. 6: Increase in financial remuneration

	Frequency	Percentage
10 %	6	3,9
20 %	16	10,3
30 %	39	25,2
40 %	34	21,9
More than 40 %	60	38,7
Total	155	100,0

Source: own

Teachers demanded 10,0 % increase in salary during the strike in 2012. The government offered teachers an increase in basic salaries by 5,0 %. From 1 January 2014, the basic salaries of teachers increased by 5,0 %. Are the teachers satisfied with such an increase in salaries? In order to increase the job satisfaction of respondents 38,7 % of them report that the salaries should be higher by more than 40,0 %. For those respondents (60 out of 155 teachers) who indicate that salaries should be increased by more than 40,0 %,

the average increase amount to 75,0 %. Other respondents indicate that their job satisfaction would increase if their salaries were higher by 10,0 % to 40,0 %, which represents an average increase of 31,0 %.

Second part of assessment

The testing of hypothesis was based on data distribution of the variables. The data of independent demographic variables (gender, experience) are unequally distributed. The data of examined dependent variables (area which I wanted to work in, fair financial remuneration, job satisfaction, and good interpersonal relationships) are distributed evenly. Based on the distribution of data the Pearson correlation coefficient and Mann-Whitney U test are selected for testing the hypotheses.

H1 There is a statistically significant correlation between the career choice and job satisfaction.

The data of assessed variables are distributed evenly, so the Pearson correlation coefficient, which reaches the level of 0,330 while correlation is significant at the 0,01 level (2-tailed) is used for confirmation or rejection of H1. Based on the value of the Pearson correlation coefficient it can be concluded that the chosen profession has a statistically significant effect on job satisfaction.

H2 There is a statistically significant correlation between a fair financial remuneration and job satisfaction.

H2 is rejected, there is no statistically significant relationship between a fair financial remuneration and job satisfaction. The Pearson Correlation coefficient reached 0,078 and correlation is significant at the 0,333 level (2-tailed). Teachers consider the financial remuneration for their work unsatisfactory, but based on a result of testing H2, it has no significant impact on their job satisfaction. It can be assumed that after the unsuccessful strike of teachers the state of the financial remuneration of work is taken as a fact which will not change in the near future, therefore, a majority of respondents stated that they were satisfied at work.

H3 There is a statistically significant correlation between good interpersonal relationships and job satisfaction.

Data of the assessed variables are distributed evenly, therefore, the Pearson correlation coefficient was used for confirmation or rejection of H3 and which reached 0,459, while correlation is significant at the 0,01 level (2-tailed).

H3 is confirmed, which means that good interpersonal relations have a statistically significant impact on job satisfaction of teachers. The Pearson Correlation reaches 0,459, whereas the correlation is significant at the 0,01 level (2-tailed).

H4 Female teachers are more satisfied with work than male teachers.

Taking into account the uneven distribution of data, the Mann-Whitney U non-parametric test is used to confirm or reject H4.

Tab. 7: Job satisfaction in men and women

Mann-WhitneyU	Wilcoxon W	Z	Asymp.Sig.(2-tailed)	ExactSig. (2-tailed)
2199,000	9102,000	0,107	0,914	0,919

Source: own

The Mann-Whitney U test is used to confirm H4. Because the coefficient Z reaches -0,107 level and it is less than the significant level of $p \leq 0,05$, H4 hypothesis is rejected, which means that the women are not more satisfied with the work of a teacher than men. A more detailed analysis showed that men are more satisfied with the teaching profession. Women whose teaching experience is more than 21 years express the highest level of dissatisfaction with the work.

4 DISCUSSION

The results of the presented research are compared to mainly the findings of Kačmárová (2011) and Černotová (2006), who examined the job satisfaction of Slovak primary school teachers and to findings of Lemrová et al. (2012) and Paulík (2012), who investigated job satisfaction in Czech primary and secondary schools teachers.

Lemrová et al. (2012) state that the dissatisfaction of teachers is often caused by excessively high demands of the teaching profession, which the teacher is unable to fulfil. Currently, the teachers are often presented in the media

as a group of frustrated, neurotic and unhappy workers. The research results of Paulík (2012), however, show that the majority of teachers are satisfied with their profession and the negative image of teachers is not really true. The presented results of the research support the findings of Paulík. The respondents had been aware of the high demands of the teaching profession, yet two-thirds of teachers say they chose the teaching profession voluntarily. Lemrová et al. (2012) also focus on finding the various dimensions of life satisfaction in terms of length of experience and age. It results from the correlation that there is no statistically significant relation between the age of respondents and life satisfaction dimensions. The results of the presented research confirm this fact.

Job satisfaction between men and women

Within the research, it was also surveyed whether there are any differences in job satisfaction between men and women. By comparison of the available findings from a number of studies and from the presented research it was found that there are some differences in the perceived job satisfaction in terms of gender. Kačmárová (2011) claim that men and women generally do not differ in the rate of their job satisfaction. In principle, the results presented in this research confirm this fact, however, further investigation shows that men are more satisfied with the job. From the total number of respondents men form 24,5 %, therefore, it is questionable whether these findings can be generalised and considered relevant. Kačmárová (2011) found that a statistically significant difference when comparing job satisfaction between men and women was observed only for the factor of remuneration. The differences between men and women are not significant on all dimensions of job satisfaction, pointing to the absence of a link between job satisfaction and gender (Menon, Athanasoula-Repaa, 2011). Bönthe and Krabel (2014) found that the job satisfaction of female graduates was on average slightly lower than the job satisfaction of male graduates, but their results do not point to substantial gender differences. In their sample of highly qualified individuals, men and women are very similar in what they want from their jobs and also in their perceptions of what they get. While their results point to a substantial similarity of men and women in the early career stage, gender differences may emerge at later stages of the career life cycle. Results show that female teachers are more satisfied with their professional role as a teacher than their male counterparts. The results of their study show that there are significant gender differences in professional satisfaction. Female teachers appear to be more satisfied with their professional role than their

male colleagues. Overall, more experienced teachers are more satisfied with their professional role than less experienced teachers, regardless of the extent of administration control. In other words, among teachers who perceive a similar relation with school administration, more experienced teachers express more satisfaction with their professional role than less experienced teachers (Ma, MacMillan, 1999). Two rationales are usually provided for the finding that women tend to be relatively more satisfied with their jobs than men although disadvantaged in labour markets: first, women may have relatively lower expectations of career and income, and second, they may attach relatively less importance to extrinsic rewards than men (Bönte and Krabel, 2014).

Financial remuneration

Wallace et al. (2007) argue that a more major factor in determining the dimensions of job satisfaction is salary, since a strong relationship between the two variables was confirmed in all the countries where the studies were performed. The results of Lemrová et al. (2012) show that teachers are least satisfied with finances, their health and their own personal assessment. The same results were also found by Kačmárová (2011), whose respondents were also least satisfied with finances. According to findings of Lemrova et al. (2012) the Czech teachers show the greatest dissatisfaction (45 %) in the dimension of finances. Urbanovská also (2011) found the highest level of dissatisfaction in the dimension of financial remuneration in Czech teachers. Surveys among the Slovak teachers confirm this fact. Even in Slovak teachers the highest level of dissatisfaction is caused by the low financial remuneration for their work. This is confirmed by the research results of Kačmárová (2011), Černotová et. al. (2006) and the results of this research. Men rated the financial remuneration for work more negatively than women (Kačmárová, 2011). What should be taken into account in overall financial remuneration of the teaching profession? Guis (2013) states that even though the payment systems, that take into account the length of experience (objective criterion for granting the amount of financial reward), predominate; these systems are not widely popular especially in education. According to him, most teachers believe that they deserve a salary that takes into account the annual testing and evaluation. The current evaluation systems reduce the level of cooperation between teachers and their motivation, they reduce creativity and critical thinking of teachers. Guis (2013) also found that teachers believed that when reviewing their work, the effects of other factors, such as parents, pupils themselves, and colleagues

should be also taken into account. These factors are ignored in the evaluation process. With his view we can only agree. Belfield and Heywood (2008) present opposing theories regarding the effects of merit pay on teacher job satisfaction. On one hand, they believe that teachers receiving merit pay would be more satisfied with their jobs because their incomes would be greater than that of the average teachers. On the other hand, they also note that teachers receiving merit pay may be less satisfied with their jobs because a teacher's performance may be affected by random influences; hence, a teacher's compensation under a merit pay system would be somewhat random, which may be less than desirable from a teacher's point of view. What should be then an adequate financial remuneration? Taking into account the results of the presented research, the Slovak teachers would welcome an increase in their salaries by an average of about 53,0 %.

Good interpersonal relationships

Good interpersonal relationships and their impact on job satisfaction are the next assessed dimension in the presented research. Testing of hypothesis H3 show that good interpersonal relationships have a statistically significant impact on job satisfaction. The same results were reached by Paulík (1999), who found that good relationships with colleagues were in the second place in the ranking by him examined dimensions of job satisfaction. The same conclusion was also reached by Kačmárová (2011).

Overall, it can be concluded that the examined sample of teachers of vocational subjects are satisfied with their work, except for financial remuneration for their work, which, however, does not have a statistically significant impact on job satisfaction. These findings may contribute to a partial knowledge of the socio - economic background of teachers' work and its impact on job satisfaction.

5 CONCLUSION

The research carried out has brought only partial findings from the area of job satisfaction of teachers. Only the teachers of vocational subjects of secondary technical schools in eastern Slovakia formed the sample of respondents. The sample of respondents could be extended to the teachers of vocational subjects in other regions of Slovakia and determine whether the dimensions of job satisfaction would show comparable values. The issue of job

satisfaction is fairly broad. The presented research examined only a part of the dimensions of job satisfaction of teachers. For a more comprehensive assessment of the overall job satisfaction of teachers it would be appropriate to examine the other dimensions of job satisfaction and thereby contribute to the knowledge of the socio - economic background that may influence the overall satisfaction of teachers at work and with the work.

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